Impact of the intensive courses funded by CIMO in Finnish higher education institutions

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SUMMARY

The aim of the study is to produce information on the long-term institutional impact of the intensive programmes funded by the Centre for International Mobility CIMO in Finnish higher education institutions. The study covers the intensive programmes within Erasmus, Nordplus, FIRST and North-South-South funding programmes.

The subject is approached by using the multi-faceted evaluation model introduced by Pirkko Vartiainen, which is based on the idea of studying the effectiveness of the functions from the viewpoint of all key parties. The study includes 17 higher education institutions: eight universities and nine universities of applied sciences. The essential data of the study was collected by theme interviews. In addition, the subscriber provided feedback and statistics concerning the intensive courses to be utilised for research purposes. A total of 60 interviews were conducted and they reached to a total of 76 persons employed in education and administration in the higher education institutions.

The impact of the intensive courses is evaluated through four approaches. The starting point is to consider, on the one hand, how the intensive courses are taken into account in the strategies of higher education institutions, and on the other, how the intensive courses have advanced the implementation of the strategies of higher education institutions. Another viewpoint concerns internationalisation and finding out how, specifically, intensive courses advance internationalisation at both personal and institutional levels. The third viewpoint is the development of education and teaching, in other words, what kind of role intensive courses have in the transfer of teaching methods, materials and whole course concepts in normal teaching in Finnish higher education institutions. The study is concluded with different ways in which intensive courses are affecting cooperation between higher education institutions. The report is a general overview, the differences between programmes have been taken into account only in parts specifically requested by the subscribers which are connected to internationalisation at home for Erasmus and Nordplus programmes, to mobility from Finland to Russia for the FIRST programme and to the special character of the North-South-South programme as a tool for development cooperation.
The results of the study lead to a conclusion that attitudes toward intensive courses are positive within Finnish higher education institutions as the courses offer students and educators an easy way to internationalize on grounds of their short duration and precise planning. In addition to this, the intensive courses are expected to produce other kinds of cooperation between higher education institutions, for example publications, cooperation projects, common teaching modules and joint degrees. It is thus possible to think about the intensive courses as a sort of stepping stone between student and staff mobility and a deeper cooperation between higher education institutions. In other words, intensive courses offer higher education institutions a tool for evaluating potential strategic partners and their respective quality and value. Thirdly, intensive courses are a source of ideas and methods which can be adopted as a part of regular teaching at higher education institutions. During the courses it is possible to observe and experiment with new teaching methods and acquire the latest information on a subject or information from new branches to be utilised in the teaching at own higher education institutions. In that way the intensive courses can have positive effects on the development of teaching even on a larger scale. The effects of the intensive courses can be enhanced by increasingly investing in the courses as a tool for internationalisation. In addition to functional partnership relations, the support of own higher education institutions has a crucial role.

The importance of outside funding is great when it comes to the planning and realisation of courses. Without that source of funding many intensive courses would remain unrealised or would be realised but on a smaller scale. It could even be justifiable to increase funding for intensive courses.
FOREWORD

Intensive courses are a popular form of international cooperation within Finnish higher education institutions and each year more funding is applied for them than can be granted. The Centre for International Mobility CIMO clarified the impact of intensive courses and their significance from the perspective of Finnish higher education institutions in order for the funding to be channelled in a way that best meets the needs of the higher education institutions. The study concentrated on the benefits reaped from the courses and cooperation of higher education institutions. The benefit for the students is based on the estimate of the representatives of the higher education institutions. No students were interviewed in the study. This was a deliberate choice as the institutional impact of international operation has been studied considerably less than individual effects on students or teachers.

The Levón Institute at the University of Vaasa was selected in competitive bidding to perform the study. The study was carried out between November 2011 and March 2012. Though the study only covers Finnish higher education institutions, several of the results are also significant for their partners and similar effects can be anticipated in the higher education partner institutions. The significance of intensive courses for the cooperation between higher education institutions was one of the perspectives of the study.

The study consists of four funding programmes governed by CIMO, each of which has its own geographic coverage. The Erasmus programme of the European Union supports European cooperation. Nordplus Higher Education Programme covers the Nordic countries and the Baltic States. Nationally-financed programmes support cooperation between Finland and Russia (FIRST–Finnish-Russian Student and Teacher Exchange Programme) as well as cooperation between Finland and the ODA (Official Development Assistance) countries (North–South–South Higher Education Institution Network Programme). In all the programmes intensive courses are one form of cooperation in addition to mobility and other network cooperation.

We trust the results to be of wider interest to the funding bodies, such as the European Commission and the Nordic Council of Ministers, higher education institutions as well as CIMO’s associated organisation and national agencies in other countries.
The Finnish higher education system consists of universities and polytechnics

The Finnish higher education system contains special characteristics, which are highlighted next as background for the study.

The higher education system in Finland can be divided into two categories: the traditional research based universities and the professionally oriented polytechnics (also known as universities of applied sciences). Both higher education institutions have their own tasks and strengths. The Finnish higher education system is based on regional coverage; with polytechnics regional development and connections to working life are emphasised more than with the universities, whilst in universities the social impact of research is emphasised more.

The degrees offered by the Finnish higher education institutions follow the three-cycle degree system consistent with the Bologna process. The scope of the degrees corresponds to the ECTS-system. The universities provide education up to the Doctor’s degree. The students receive permission to pursue studies leading directly to the Master’s degree, while the Bachelor’s degree is typically considered to be an interim degree towards the Master’s degree. The majority of students continues their studies directly to the Master’s degree, and do not enter working life after having completed the Bachelor’s degree, which is the case in universities of applied sciences.

In polytechnics the basic degree is the Bachelor’s degree aimed at giving the students competences for working life. It is however possible to also pursue a Master’s degree in the polytechnics. The application requirement for the Master’s degree is a minimum of three years of work experience after the passing of a Bachelor’s degree. Thus, the students are mostly adult students who work during their studies. In this study, these adult students are considered as a separate group.

The heterogeneity of Finnish students increases the need for alternative forms of internationalisation

Finnish students are on average older compared to the European average. According to the Eurostudent IV study the average age of Finnish higher education institution students is 25.9 while

1 http://www.eurostudent.eu/download_files/members/Finland.pdf
18% of students are older than 30. A factor raising the average age is the fact that over half of the students have not commenced their higher education studies immediately after completing their secondary education. This is not solely due to the student’s personal desire to take a gap year or to the fact that the students are not immediately accepted to a higher education institution. The Finnish educational system also provides alternative routes to higher education, which makes it possible to pursue higher education later in life. A characteristic of the Finnish system is also flexibility during studies, which makes it possible to, for example, work during the studies or to start a family. According to Eurostudent statistics, 13.2% of Finnish students have children.

The Finnish educational system is considered as socially inclusive. The impact of the socioeconomic background on pursuing higher education or mobility is smaller in Finland than the European average due to the absence of study fees, the availability of study-social benefits and the portability of student grants and loans. According to the Eurostudent IV study the socioeconomic background still has an impact on educational choices and, for example, on student exchange. The second biggest hindrance for going abroad after attitudes and social reasons was economic insecurity.

The students’ different life situations increase the need for alternative forms of internationalisation. In Finland, the goal is that the personal study plan of each student would include a module that supports internationalisation that could be completed in different ways either in Finland or abroad.

**Steering of international activities in higher education institutions**

The Ministry of Education and Culture steers higher education institutions through performance negotiations, in which targets are set, for example, for the number of new students accepted, the main focus areas of activities and the monitoring of target attainment through agreed-upon criteria. International activities have their own performance targets, one of which is long-duration mobility (over 3 months). Short-duration mobility, which is also facilitated by intensive courses, is not used as criteria for assessing results. Other goals include, for example, the amount of teaching given in a foreign language.
The most important document guiding the international activities of higher education institutions is the Strategy for the Internationalisation of Higher Education Institutions in Finland for 2009–2015 drafted by the Ministry of Education and Culture. The five primary aims of the Strategy are:

1. a genuinely international higher education community
2. to increase the quality and attractiveness of higher education institutions
3. to promote the export of expertise
4. to support a multicultural society
5. to promote global responsibility.

The Strategy also includes a number of geographical focus areas. Due to its geographical proximity, Russia has always been an important partner country for Finland. Educational cooperation with Russia is promoted through, for example, the FIRST programme. The North-South-South programme attempts for its part to contribute to the goal of global responsibility.

Also the Development plan for Education and Research for 2011–2016 adopted by the Finnish government has the goal of strengthening the internationalisation of higher education. The development plan is a part of the implementation of the government programme.

The goals of the aforementioned documents are reflected in the higher education institutions’ own strategies and their respective implementation plans, but they do not include any inherent financial incentives. Not all higher education institutions have a separate internationalisation strategy, but internationalisation is included in the higher education institutions’ general strategies. The aim of the study has been to research what importance the intensive courses have within the higher education institutions’ strategic targets and in what way intensive courses can promote internationalisation in general or alternative forms of internationalisation. One approach has also been to study the significance of the intensive courses in terms of the development of education and teaching.

The main focus of the discussion regarding internationalisation has shifted more and more from quantitative targets to quality. In Finland, the development of long-term mobility has generally been positive, and the goal is also to direct the activities to developing other forms of internationalisation,
for example, joint degrees. The change is visible in higher education institutions, for example, in the evaluation of partner relationships and the identification of strategic partners.

Changes in and internationalisation of the higher education field

The Finnish higher education field has undergone several significant reforms in the last few years. The number of higher education institutions has been reduced by mergers and overlapping activities by closer cooperation. In the academic year of 2011–2012 there were 16 universities and 25 universities of applied sciences in Finland. The reduction of the number of higher education institutions aims at more distinct profiling of the institutions.

The status of higher education institutions has changed. The change in the status of universities from government accounting offices to institutions subject to public law or private foundations has strengthened autonomy, but increased accountability. The universities’ capital base has also changed and their own fund raising increased. Simultaneously the tightened financial situation has generated other challenges. The need for external financing has also shown in an increasing number of applications to national, Nordic and European funding programmes.

Similar changes are underway in the field of universities of applied sciences. Currently the universities of applied sciences are either municipal, private foundations or limited companies.

A suggestion for a universities funding model has been presented in which internationalisation would be a funding criteria. If realised, the reform would increase the importance of international activity and bind it more closely as a part of education. Internationalisation is not a separate element; instead internationality affects the entire higher education community.

CIMO in brief

CIMO, an organisation under the Finnish Ministry of Education and Culture, provides services and expertise on international mobility and co-operation. It helps to make Finnish society more international through co-operation in education, culture, at work and among young people. CIMO manages exchange, trainee and scholarship programmes and is responsible for implementing the
EU’s education, training and youth programmes in Finland. It is also a contact point for the EU’s Culture Programme and a Europe for Citizens point in Finland.

CIMO funds and supports international co-operation in higher education in many different ways. Institutions of higher education can make use of the programmes managed by CIMO and funded from EU, Nordic or Finnish sources, while individuals can benefit from CIMO’s scholarship programmes. In addition to student and trainee mobility, support is also given to the mobility of higher education teachers, to intensive and summer courses in different fields and to international projects. Postgraduate grants are also available. Joint projects between higher education institutions in Finland and the developing countries are funded from the development co-operation appropriations channeled through CIMO. CIMO advances the teaching of Finnish language and culture in universities outside Finland.
1. INTRODUCTION

Centre for international mobility CIMO grants funding for the organisation of intensive courses within several different programmes. Intensive courses are study units of short duration which are planned and realised in cooperation with the respective higher education partner institution network. Each year hundreds of students and teachers take part in intensive courses. On the one hand, the effects of intensive courses are personal to individual participants, but they may also be institutional with different sections of the higher education institution as beneficiaries. The intensive courses enable a higher education institution to gather together experts in a certain field and offer the students new information in a multicultural environment.

1.1 Aims of the study

The aim of the study is to produce information on the long-term institutional impact of the intensive courses funded by the Centre for international mobility CIMO in Finnish higher education institutions. The study covers intensive courses within Erasmus, Nordplus, FIRST, and North-South-South funding programmes. The study includes 17 higher education institutions: eight universities and nine universities of applied sciences.

The subject is approached from four viewpoints:

1. Intensive courses and the strategy of a higher education institution
2. Intensive courses from the viewpoint of internationalisation
3. Intensive courses from the viewpoint of the development of education and teaching
4. The significance of intensive courses for cooperation between higher education institutions

In addition, the aim of the study is to search for answers to four detailed course-specific special questions. The questions on Nordplus and Erasmus concerned their impacts on internationalisation at home. Special questions on FIRST concerned the impact of intensive programmes on the students’ interest toward Russia. Special questions concerning the North–South–South programme were aimed at cooperation between Southern countries and the special character of the programme as a tool for development cooperation. The answers to these questions are reported in the study under their respective subtitles.
1.2 Methods and data collection

The study on institutional impact of intensive courses funded by CIMO in Finnish higher education institutions is based on data which has been collected in two stages. In the first stage the researchers collected basic information on the funding programmes, the subjects of the study, the number of intensive courses and the higher education institutions which were active in their organisation. Due to scheduling constraints it was not possible to include all Finnish higher education institutions in the study. Seventeen higher education institutions were chosen, which had functioned as coordinators of intensive courses in at least two courses during the period of 2007–2011. The data received from CIMO for the purposes of this study was based on statistics for each coordinator higher education institution. A fact worthy of note in terms of the whole study is that a higher education institution may have functioned as a partner in several networks. In this study, however, only higher education institutions which had functioned as coordinators were taken into account. In some higher education institutions, no intensive courses were coordinated within the framework of the funding programmes which were the subject during the review period. These higher education institutions were naturally not taken into account in the study.

The subject of the study was approached according to the multi-faceted evaluation model introduced by Pirkko Vartianen (2003). The idea of the model is to study the effectiveness of functions from the point of view of all parties which are essential to the functions. According to Vartianen, multi-faceted evaluation entails that the subject of evaluation is studied through various evaluation sets and interest groups. A multi-faceted evaluation aims at a descriptive analysis of the phenomenon while taking into account the key groups in a broad perspective. The evaluation took into account the views of both teaching and administrative personnel on the significance, results and effectiveness of the intensive courses. The students’ point of view was not included in the task assignment.

The key data of the study was collected through theme interviews (appendix 1). Additionally, feedback material and statistics for respective courses to be used in the study were obtained from CIMO.

The interview data for the study was collected through theme interviews for the following reasons:
1. Personal interviews which are based on a theme framework produce information based on the whole extent of expertise of the person being interviewed.

2. During a theme interview the interviewees express more and significantly deeper thoughts than they would do while filling in a form or during a structured interview. Also, in a theme interview context the researchers have the opportunity to pose additional questions according to the course of the dialogue.

3. During the interview, interviewees are better motivated to share their views on various subject matters including topics about which they probably wouldn’t want to give written feedback.

The study included seventeen higher education institutions. The participating higher education institutions were chosen on the basis of how active they had been in organising intensive courses. The chosen higher education institutions had acted as coordinators for at least two intensive courses during the period of 2007–2011. Also the geographical distribution and participation of Swedish-speaking higher education institutions was taken into account. The steering committee of the study accepted the group of higher education institutions which were included in the study.

After the selection of the subjects of the study, the heads of international affairs of the higher education institutions were contacted by e-mail and telephone to nominate the persons to be interviewed. During the study a total of sixty individual interviews, group interviews and telephone interviews were conducted. The number of interviews was distributed evenly among the higher education institutions. The higher education institutions which had been the most active in terms of intensive courses stood out also in terms of the number of persons being interviewed (chart 1). In total, 51 persons were interviewed in person, while 25 experts from 17 higher education institutions were interviewed by telephone or video conference. Altogether 76 persons were interviewed in the study. The persons who were interviewed represented teaching or administrative personnel from the higher education institutions (appendix 2).
Table 1. Number of interviewees and their place of residency by higher education institution.

<table>
<thead>
<tr>
<th>Interviewees / higher education institution</th>
<th>Number of persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Helsinki</td>
<td>8</td>
</tr>
<tr>
<td>HAMK University of Applied Sciences</td>
<td>3 (Hämeenlinna 2, Riihimäki 1)</td>
</tr>
<tr>
<td>University of Eastern Finland</td>
<td>5 (Joensuu 4, Kuopio 1)</td>
</tr>
<tr>
<td>Jyväskylä University of Applied Sciences</td>
<td>4</td>
</tr>
<tr>
<td>University of Jyväskylä</td>
<td>3</td>
</tr>
<tr>
<td>Lahti University of Applied Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Lappeenranta University of Technology</td>
<td>3</td>
</tr>
<tr>
<td>Metropolia University of Applied Sciences</td>
<td>5 (Helsinki 2, Vantaa 2, Espoo 1)</td>
</tr>
<tr>
<td>University of Oulu</td>
<td>2</td>
</tr>
<tr>
<td>North-Karelian University of Applied Sciences</td>
<td>6 (Joensuu)</td>
</tr>
<tr>
<td>Savonia University of Applied Sciences</td>
<td>4 (Kuopio 3, Iisalmi 1)</td>
</tr>
<tr>
<td>Seinäjoki University of Applied Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Tampere University of Applied Sciences</td>
<td>6 (Tampere 4, Ikaalinen 1, Virrat 1)</td>
</tr>
<tr>
<td>Tampere University of Technology</td>
<td>3</td>
</tr>
<tr>
<td>Turku University of Applied Sciences</td>
<td>6</td>
</tr>
<tr>
<td>University of Turku</td>
<td>5</td>
</tr>
<tr>
<td>Åbo Akademi University</td>
<td>3 (Turku)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

Some of the persons interviewed had participated in several different CIMO funding programme’s intensive courses. Hence, comprehensive information was obtained from all programmes which were included in the study (chart 2).

Table 2. Number of interviewees by programme.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of persons *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erasmus</td>
<td>38</td>
</tr>
<tr>
<td>Nordplus</td>
<td>17</td>
</tr>
<tr>
<td>FIRST</td>
<td>26</td>
</tr>
<tr>
<td>North–South–South</td>
<td>30</td>
</tr>
</tbody>
</table>

*) Some of the interviewees have participated in the implementation of intensive courses for more than one programme. Accordingly, it has been possible to interview one person in respect of more than one programme.
The study was conducted between November 2011 and March 2012. The schedule of the study was as follows:

November–December 2011: Study of the materials, selection of the higher education institutions for the study, drafting the framework for theme interviews
January 2012: Conducting the theme interviews, initial analysing of the results
February 2012: analysing the results, drafting the report
March 2012: Completion of the final report

To support the completion of the study, a steering committee was established. The steering committee included CIMO experts as well as representatives from the higher education institutions. During the course of the study, the steering committee convened three times: on 25 November 2011 (Helsinki), 2 February 2012 (Helsinki) and 8 March 2012 (a brief video conference on further actions and the submitting of the comments). The steering committee consisted of the following persons:

- Alva Bruun, Irma Garam, Kenneth Lundin and Ulla Tissari (CIMO)
- Pia Piispanen (Jyväskylä University of Applied Sciences)
- Matti Heiliö (Lappeenranta University of Technology)

The study was carried out by Project Manager, M.Sc.[econ] Miia Mäntylä and Project Researcher, M.A.[env. sc.], M.Sc.[econ], Anna Martin. Mäntylä and Martin each conducted about half of the interviews. The analysis and reporting were completed together. Mäntylä had administrative responsibility. Additionally, Education Manager, M.Sc.[econ], Mikael Hallbäck conducted one interview in Swedish.

1.3 The significance of the background of interviewees in the outcome of the results

The background of the respondent had no impact on his/her attitude towards the intensive courses. The single observed difference was that administrative personnel were not as able to describe the impacts of intensive courses on the development of teaching, while teaching personnel were a little less familiar with the strategy of the higher education institution than the administrative personnel.
All those concerned, however, held very positive attitudes towards intensive courses and felt that they were useful, if labor-intensive.

Whether the person interviewed had a background in a university or a university of applied sciences did not greatly influence the answers given. There were observable differences only in four points. The first point was that in universities the intensive courses were often research courses with an underlying desire to advance science. In universities of applied sciences on the other hand, the courses were aimed at gaining information on some specific subject, and the course was often a combination of drafting a project assignment, lectures and visits with the local interest groups and stakeholders. Another difference found to exist between universities and universities of applied sciences was that in universities of applied sciences the intensive courses were perceived as advancing the social influence as one of the strategic goals of higher education institutions. In universities on the other hand, the development of teaching and research was more often mentioned as a beneficial effect of the intensive courses. A third difference between universities and universities of applied sciences was raised with the realisation that universities of applied sciences seemed to be more interested than universities in organising multidisciplinary intensive courses. The fourth difference was that in universities of applied sciences the amount of work that a teacher had invested in an intensive course was better taken into account in the teacher’s working hours, while in universities the preparation work for intensive courses was more markedly carried out during the teacher’s free time.

1.4 Background of the study

The aim of the study is to produce information on the intensive courses administrated by CIMO, and on their impact in Finnish higher education institutions. The following funding programmes are included in the study: Erasmus, Nordplus, FIRST and North–South–South. Each intensive course within each programme has been assigned individual criteria.

**Erasmus**

The aim of the Erasmus programme funded by the European Commission is to support the cooperation between European higher education institutions as well as the mobility of students and staff between higher education institutions. The programme also supports the cooperation and mobility between higher education institutions and the employment sector. Countries participating
in the programme are: EU Member states, Norway, Iceland, Liechtenstein and Turkey. Additionally, Croatia and Switzerland have participated from academic year 2011-2012. The programme aims to support the mobility of the degree students and the entire personnel of higher education institutions irrespective of their nationality.

The aims of the Erasmus programme are:

- to support the achievement of a European Area of Higher Education
- to reinforce the contribution of higher education and advanced vocational education to the process of innovation
- to improve the quality and to increase the volume of student and teaching staff mobility
- to improve the quality and to increase the volume of multilateral cooperation between higher education institutions in Europe
- to increase the degree of transparency and compatibility between higher education and advanced vocational education qualifications gained in Europe
- to improve the quality and to increase the volume of cooperation between higher education institutions and enterprises
- to facilitate the development of innovative practices in education and training at tertiary level, and their transfer, including from one participating country to others.
- to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

Intensive programmes are one form of mobility that is supported. Erasmus intensive programmes are short study periods of a minimum of 10 days and maximum of 6 weeks. The aim of intensive programmes is to develop education and encourage higher education institutions to teach special subjects between different fields of study. They also make it possible for students and teachers to work in multicultural groups.

The coordinator for the intensive programme shall draft an application to be submitted to the national agency of his/her country, which in Finland would be CIMO. The criteria for evaluation of applications are the same for all European countries, and outside experts are utilised to conduct the qualitative evaluation of the applications. In the evaluation of the new intensive programmes to be funded, the following criteria are emphasized:
• relevance in terms of the goals of the Erasmus programme
• quality of the objectives and innovative character
• methodology and work programme
• learning outcomes, recognition of studies, use of ECTS credits
• task distribution between partners, project management, monitoring and evaluation of the project
• Dissemination and exploitation of results and impact of the IP.

Renewal applications are evaluated on the basis of the implementation of previous programmes and the changes proposed in the application.

The basic requirement for granting the funding is that all higher education institutions which are participating in the intensive programme hold a valid Erasmus University Charter accepted by the European Commission. Another requirement is that the partners shall include at least three higher education institutions from three different countries. Moreover, at least ten students participating in the programme shall come from abroad, i.e. from a non-organising country.

An intensive programme may be a one-time effort or it may be organised in a maximum of three consecutive years. The funding is, however, applied for one year at a time. The funding covers a part of the organisation, travel and accommodation and living expenses. The programme shall be recognised as a part of the students’ degree in their own higher education institutions. In addition, the intensive programmes shall also promote innovativeness, for example, in terms of academic contents, teaching methods or materials and in the use of ICT tools.

During the period of 2007-2011 CIMO funded a total of 76 intensive courses coordinated by Finnish higher education institutions (chart 3). The total number of courses that have been granted funding has increased – while for the academic year 2007-2008, 17 courses were granted funding, and for the academic year 2010-2011 the total number of funded courses was 20. As the number of the courses has increased, naturally also the number of students and teachers involved in the courses has risen. During the academic year as many as 750 students participated in the intensive courses, while the teachers numbered over 250. About a fifth of the participants were Finns (20% students, 25% teachers).
A majority of Finnish higher education institutions act as partners (not coordinators) within the networks which organise intensive courses. These courses are not included in the statistics for this study. It is crucial to take into account that similar results for intensive courses are also achieved through these courses.

Table 3. The number of Erasmus intensive programmes funded by CIMO and the number of participants in these programmes, as well as statistics for funding during the period of 2007–2011.

<table>
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</thead>
<tbody>
<tr>
<td>Programmes in total</td>
<td>17</td>
<td>17</td>
<td>22</td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>Students</td>
<td>535</td>
<td>601</td>
<td>822</td>
<td>747</td>
<td>2 705</td>
</tr>
<tr>
<td></td>
<td>Finns: 133</td>
<td>Finns: 189</td>
<td>Finns: 212</td>
<td>Finns: 147</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>152</td>
<td>182</td>
<td>248</td>
<td>252</td>
<td>834</td>
</tr>
<tr>
<td></td>
<td>Finns: 41</td>
<td>Finns: 65</td>
<td>Finns: 81</td>
<td>Finns: 64</td>
<td></td>
</tr>
<tr>
<td>Funding EUR ~</td>
<td>19 800–66 800</td>
<td>23 000–75 100</td>
<td>24 900–73 900</td>
<td>29 100–79 100</td>
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</table>

There is no absolute minimum or maximum set for the budgets of Intensive programmes, but in respect of travel and accommodation expenses there is an upper limit of a maximum of 60 students and 20 teachers. The place where the programme takes place has an effect on the expense amount. Average funding is about 45 000 EUR / Intensive programme. The funding includes, in addition to travel and accommodation expenses, a fixed amount for the organisation and implementation of the programme (varies annually - in 2011 it was 8 620 EUR).

**Nordplus**

Nordplus Higher Education programme promotes student and teacher mobility as well as project and network cooperation in higher education in the Nordic and Baltic countries. The goal of the programme is to create cooperation between the participating higher education institutions through mobility, experiences, best practices and innovative results. The programme also promotes cooperation between higher education institutions and other organisations. The funds for the programme are received from the Nordic Council of Ministers.
The main objectives of Nordplus Higher Education programme are modified slightly each programme period. The current objectives of the programme for 2012-2016 are:

- to strengthen and develop Nordic cooperation in the field of higher education and contribute to the establishment of a Nordic-Baltic educational region
- to promote cooperation between higher education institutions, to build networks for exchanging experience, best practices and innovative results
- to promote cooperation between higher education institutions and other organisations in the field of higher education
- to promote cooperation between higher education institutions and the working life.

The Nordplus Higher Education programme supports not only mobility but also intensive programmes, joint study programmes of higher education institutions, development projects and networks. The intensive programmes which are supported are short study periods from a week to a month, with participating students and teachers from at least three different countries. The programmes may be organised during academic years, but also, for example, as a summer course. The objective is to integrate the programme as a part of the curricula of the cooperating higher education institutions. At the same time the programme develops knowledge of new subjects in particular. The completed credits are recognised as a part of the student’s degree. The same intensive programme is eligible to receive Nordplus funding three times, but for each programme funding must be applied for separately. The funding sponsor recommends that the organiser of the intensive programme is changed from time to time.

Nordplus grants funding for a maximum of half of the total costs of the programme. The funding may be used for travel, accommodation and administrative costs. The working hours of participating teachers for the intensive programmes may be counted as a part of the self-funded share of the higher education institutions. PhD students may participate in the programmes as either teachers or students. If they participate as students, they are not eligible to receive Nordplus funding.

The intensive programme applications are assessed by two evaluators. The selections are based on the following considerations:

1. Relevance: the application, the objectives of the intensive programme and the expected results are in line with the objectives of Nordplus Higher Education
2. Goals and results: motivation and goals are clear as well as realistic and defined
3. Organisation: clear programme framework, equal distribution of responsibility, a joint plan
4. Dissemination of results
5. Previous results are taken into account in evaluation of continuous intensive programmes

During the years 2007–2011 CIMO granted funding for 81 intensive courses coordinated by a Finnish higher education institution (table 4). The number of intensive courses organised by Finnish coordinators has risen. During the 2011 application round funding was granted for 17 intensive courses, while in 2007 the respective number was 13. There are no statistics available for the number of participants in individual intensive courses, but according to CIMO’s estimate on average about 38 students participate in an individual intensive course. It can be presumed that one or two teachers participate from each participating higher education institution.

Table 4. The number of Nordplus intensive programmes funded by CIMO and the number of their participants as well as their funding during 2007-2011.

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</thead>
<tbody>
<tr>
<td>Programmes in total</td>
<td>13</td>
<td>20</td>
<td>13</td>
<td>18</td>
<td>17</td>
<td>81</td>
</tr>
<tr>
<td>Students</td>
<td>On average about 38 students from all higher education institutions of the network participate in one single programme.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Teachers</td>
<td>On average about 1-2 teachers/higher education institution participate in one single programme.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Funding (EUR) ~</td>
<td>5 300–20 000</td>
<td>7 600–20 000</td>
<td>3 700–29 000</td>
<td>5 000–18 000</td>
<td>4 000–30 000</td>
<td></td>
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**FIRST**

The FIRST programme (*Finnish-Russian Student and Teacher Exchange Programme*) promotes cooperation between higher education institutions in Finland and North-West Russia. The programme is a tool for supporting the mobility of students and teachers in Finnish and Russian higher education institutions as well as the organising of joint intensive courses. In addition to these supported functions the programme aims at balancing out the number of students and teachers who participate in exchange programmes between Finland and Russia.

Within the FIRST programme higher education institutions create networks which can be granted FIRST funding. The FIRST networks may organise intensive courses which are joint study modules of
short duration. The contents of the course have been planned in cooperation and the participants are students and teachers from the higher education institutions which are part of the network. A Finnish higher education institution shall always function as the coordinator of the network and shall apply financial support from CIMO for the realisation of the intensive course.

The duration of the course shall be no less than one week and it will always take place in Russia. An additional requirement for the granting of the funding is that the intensive course will be accepted as a part of the students’ degrees. The participants of the course shall consist evenly of Finnish and Russian students and teachers. The FIRST funding which has been granted for the organising of the course covers the organising costs (i.e. rent of the course premises and materials) as well as travel and accommodation costs of the participants. The funding may not be used for salary costs.

During academic years 2007-2011 CIMO has granted funding for a total of 32 FIRST intensive courses (table 5). The number of courses has clearly increased each year. While during academic year 2007-2008 a total of six courses was granted funding, the number had increased to a total of ten during academic year 2010-2011. The number of participating students has nearly doubled during the period under review. The number of participating teachers had increased by 40 percent.

Table 5. The number of FIRST intensive courses funded by CIMO and the number of their participants as well as the amount of funding during 2007-2011.

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<tr>
<td><strong>Total number of courses</strong></td>
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<td>7</td>
<td>9</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td><strong>Students</strong></td>
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</tr>
<tr>
<td></td>
<td>FI: 86</td>
<td>RU: 51</td>
<td>FI: 72</td>
<td>RU: 108</td>
<td>FI: 392</td>
</tr>
<tr>
<td></td>
<td>RU: 86</td>
<td>175</td>
<td>FI: 89</td>
<td>RU: 110</td>
<td>RU: 355</td>
</tr>
<tr>
<td></td>
<td>137</td>
<td>180</td>
<td>255</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FI: 14</td>
<td>RU: 11</td>
<td>FI: 17</td>
<td>RU: 24</td>
<td>FI: 80</td>
</tr>
<tr>
<td></td>
<td>RU: 11</td>
<td>58</td>
<td>FI: 23</td>
<td>RU: 35</td>
<td>RU: 107</td>
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<tr>
<td></td>
<td>25</td>
<td>41</td>
<td>63</td>
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<tr>
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<tr>
<td></td>
<td>4 000–10</td>
<td>6 000–</td>
<td>5 000–</td>
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<td></td>
<td>000</td>
<td>12 500</td>
<td>15 000</td>
<td>13 400</td>
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</table>
**North–South–South**

The North–South–South Higher Education Institution Network Programme promotes the partnerships of higher education institutions in Finland and developing countries and increases the capacities of higher education through interaction and mobility. The North–South–South intensive courses play their part in promoting the achievement of the United Nations Millennium Development Goals and Finland’s development policy goals for decreasing poverty and promoting sustainable development. Moreover, the North–South–South programme has a key role in achieving the goals of the internationalisation strategies of higher education institutions. Another goal is to promote cooperation between the higher education institutions of developing countries (here referred to as “Southern countries”).

In 2010-2012 the programme consists of three parts: reciprocal teacher and student exchanges between the partner countries’ higher education institutions, joint intensive courses at the Southern partner countries’ higher education institutions and the actions promoting the mutual networking of Finnish and Southern partner countries’ higher education institutions. Within the framework of the course it is possible to grant funding to cooperation with those developing countries which are eligible for receiving official development assistance (ODA eligible countries) as defined by the OECD. The main focus is on those countries with which Finland has had long-term development cooperation, in countries which are in a transitional period and focus areas of Finland’s regional development cooperation.²

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² All ODA eligible countries are in principle eligible to participate in the North–South–South programme. In the selection process, precedence is given to the following of Finland’s primary development cooperation partner countries and regions:
- Finland’s long-term cooperation countries: Tanzania, Zambia, Ethiopia, Kenya, Nepal, Nicaragua, Mozambique, Vietnam
- Countries in a transitional period: Egypt, Peru, South Africa, Namibia
- Focus areas of Finland’s regional development cooperation:
  - The Mekong region: Thailand, Laos, Cambodia, Vietnam
  - The Western Balkan countries: Albania, Bosnia-Herzegovina, Kosovo, Croatia, Macedonia, Montenegro and Serbia
  - Countries within the Wider European Initiative: Ukraine, Moldova, Belarus, Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Tadzhikistan, Turkmenistan and Uzbekistan
  - Central America: Nicaragua, Honduras, Costa Rica, El Salvador, Guatemala, Panama
  - The Andes region: Peru, Ecuador, Columbia, Bolivia
  - Southern Africa: Angola, Botswana, South Africa, Democratic Republic of Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Zambia, Seychelles, Swaziland, Tanzania and Zimbabwe
  - Horn of Africa: Eritrea, Somalia, Sudan, Chad, Central African Republic, Djibouti
  - West Africa: Mauritania, Mali, Niger, Nigeria, Benin, Togo, Ghana, Burkina Faso, Ivory Coast, Liberia, Sierra Leone, Guinea, Guinea-Bissau, Senegal, Gambia
The networks of higher education institutions may apply for funding from the programme. The intensive course funding is applied for together with the funding for mobility. Of the programme’s budget (6 million euro) about 10-15 percent is directed at intensive courses. The North–South–South programme’s intensive courses offer joint teaching for the students in the higher education institutions which are members of the network. The purpose of the intensive courses is:

- to produce and distribute new information
- to increase and diversify the quality of education

The duration of an intensive course is 1-10 weeks. Each network may realise no more than one course during an academic year. The courses are always organised at the partner institutions in the South. A further requirement for granting the funding is that all completed credits by participating students are fully recognised as a part of the students degree at his/her home higher education institution. Intensive course participants do not pay term fees. Students may participate in intensive courses during a long term-exchange. The participants shall evenly represent all higher education institutions and the number of Finnish students may not exceed half of all participants.

The funding from the North–South–South programme may cover the following costs related to the intensive courses:

- travel, board and lodging of all participants
- costs related to the organisation of the course, among others, costs for the premises, office expenses, material costs and the organisation of e-teaching.

Funding does not cover any salaries. Funding related to the organisation of the course may be channeled to the Southern higher education partner institution, which is partially responsible for the organisation of the course. The funding may also cover travel within the Southern countries if participants arrive from other Southern higher education partner institutions.

The functions of the North-South-South course have been planned to be mutually complementary. By timing the teacher and student mobility in a way that enables the teachers and students on exchange to also participate in an intensive course organised by the network, a cost-effective solution is reached.

In the selection process of networks to be financed, the main focus in 2010-2012 was on the following factors:
• the effectiveness of the development policy actions in such a way that the plan’s basis is on the own priorities and needs of the cooperation country, the actions lead to sustainable results and ensure the cooperation partner’s ownership of the project

• the plan is realistic and clear (the goals are in proportion to the resources), the division of work between actors is impartial and clear, reciprocity

• the special competences and expertise of the Finnish higher education institution and a plan how it is utilised in operation (the link between the plan and the internationalisation strategies of the higher education institution)

• prerequisites for enhancing South-South cooperation

• the inclusion in the plan of the key themes of Finland’s development policy, such as gender equality

• how the actions complement other work done in the cooperation country in the field of development policy and development cooperation

• the network’s continuation plans.

The granting of funding for intensive courses within the North–South–South programme was initiated in 2007. There has been a major change in the number of North–South–South intensive courses which have been granted funding during the period under scrutiny, 2007-2011. The number of courses which have received funding have doubled from 9 to 18 per year (table 6). The number of students and teachers who have participated in the intensive courses has increased by 40 percent.

Table 6. The number of North–South–South intensive courses funded by CIMO and their participants and the amount of funding granted during the period of 2007-2011.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Total number of courses</strong></td>
<td>9</td>
<td>23</td>
<td>14</td>
<td>18</td>
<td>64</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>180</td>
<td>547</td>
<td>296</td>
<td>431</td>
<td>1454</td>
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<td><strong>Teachers</strong></td>
<td>68</td>
<td>183</td>
<td>114</td>
<td>159</td>
<td>524</td>
</tr>
<tr>
<td><strong>Funding (EUR)</strong></td>
<td>~4 200–15 000</td>
<td>~8 700–15 000</td>
<td>~11 400–17 300</td>
<td>~7 500–20 000</td>
<td></td>
</tr>
</tbody>
</table>
2. INTENSIVE COURSES AND STRATEGY OF HIGHER EDUCATION INSTITUTIONS

2.1 Emphases of internationalisation in higher education institutions

Universities of applied sciences and universities negotiate with the Ministry of Education and Culture the higher education institution –specific objectives from the attaining of which the institutes of higher education score performance points. The objectives to be measured include, among others, student and staff mobility (length of student exchange over three months), foreign language study units and foreign language study programmes. The objectives set by the Ministry of Education and Culture guide the emphases of internationalisation of each higher education institution. They form a basis in addition to which each study programme can realise its own variations, for example, due to the special characteristics of the field.

As students have various needs, goals and aims within their own degree, the higher education institution has to be able to respond to them by offering a wide selection of methods of internationalisation. Some of the interviewees informed us that the units, departments and faculties of the higher education institutions are ready to experience various forms of internationalisation. The small size of the field was often the reason thereto, as emphasising individual focal points was considered difficult. Examples of this included visual arts and sports science. Certain fields, such as technology, were considered so extensive that it was impossible to determine common policies. In these cases, the emphases have been determined study programme –specific. The interviews revealed that even though the higher education institutions would extensively realise the methods of internationalisation, far-reaching meticulousness is nevertheless required: it is important to be able to offer students and personnel internationalisation tools complementary to each other to create a functioning whole. The intensive course is one tool in the palette of internationalisation. On the basis of the interviews, the most common focal points in higher education institutions were the following elements:

Promoting student and teacher mobility

To maintain or increase the amount of student and teacher mobility was seen as one of the most important areas of emphasis in the majority of the higher education institutions. The mobility numbers are intended to be either maintained or increased further. For students this also entails promoting international placements – especially in the universities of applied sciences. Mobility is
invested into particularly with CIMO’s funding programs, but some higher education institutions used their own funds to advance mobility, in particular, with respect to mobility outside Europe based on bilateral agreements. It was interesting to notice that certain fields and certain higher education institutions had long traditions in organising self-financed intensive courses or study trips. The higher education institutions strive to offer their students at least one short international period during their studies and an intensive course or study trip is an auspicious method by which to realise this.

**Development of international capabilities of students and personnel**

The majority of the higher education institutions that participated in the study wish to offer their students a module advancing the international capabilities and skills of the students as a part of their studies. In practice this means that the personal study plans of the students contain a module supporting internationalisation, which can be completed in various ways depending on the university or university of applied sciences. The extensiveness of the module is also specific to a higher education institution. The implementation method can be, for example, student exchange, participation in an intensive course or other foreign-language tuition. This ensures that the student obtains capabilities and skills during his/her studies to face the challenges of working life. It is important to note that higher education institutions need to offer as many different tools for internationalisation as possible in order for the students to complete the internationalisation module. Intensive courses are one notable option.

The improvement of the international capabilities of teaching and other personnel is an important point of emphasis within the higher education institutions. Teachers’ participation in intensive courses and gathering of new influences during the course advances this area of priority well. The teachers obtain new perspectives on teaching during the course, learn about new topics, develop pedagogically and create close networks on which new international cooperation can subsequently be created. In addition, teachers’ language skills are strengthened and they gain confidence to teach in a foreign language.

**High quality partner network**

Many higher education institutions that participated in the study have an extensive and dense partner network. However, the objective is to reduce the number of existing networks and only to
cooperate with operative and high quality partners. In practice this means that the higher education institutions wish to prioritise partners, for example, on the basis of reciprocity of student and staff mobility. It is wished that cooperation be intensified from traditional mobility (student and teacher exchanges), for example, to intensive course cooperation, project activity or the development of joint curricula. Prioritisation of partners aims to transfer from quantity to quality and in this manner "to sort the wheat from the chaff".

**Internationalisation at home**

The promotion of internationalisation at home is a clear priority for all higher education institutions that participated in the study. The possibilities of internationalisation at home have been clearly identified and the experience of internationalisation is aimed to be advanced by several different methods: for example, by organising international weeks for students, intensive courses and by offering tuition in foreign languages. If, for instance, an intensive course is organised in Finland, wide visibility for the course is aimed to be obtained at the higher education institution and thus to further expand internationalisation in the everyday life of students.

In addition to the aforesaid items, several other, mainly field or unit-specific, focal points were raised during the interviews. Examples of such were, *inter alia*, the operation and development of the international research unit within the department, internationalisation of the doctoral training, recruitment of international degree students, research cooperation, education export, teaching in a foreign language as well as integration of the foreign language and Finnish language study programmes.

**2.2 Intensive courses to implement strategy**

Internationalisation is a part of the strategy of all higher education institutions. Even though intensive courses have not been mentioned separately in any of the participating higher education institutions’ strategies, they may have been included in the policy programme for strategy of several higher education institutions. On the basis of the interviews it can be stated that intensive courses are considered systemically to be a good way of promoting internationalisation. They have various direct and indirect effects on internationalisation. A direct effect can, for instance, be an increase in the amount of foreign language teaching within higher education institutions. Indirect effects could be the obtaining of foreign degree students and the possible effects thereof to the eagerness of
Finnish students to participate in student exchange programs. The strategy guides the operations: internationalisation is the objective and intensive courses are one way of promoting internationalisation. In the planning of internationalisation the higher education institutions have been able to create geographic focal points for their operation. An intensive course can act as a trendsetter in these cases, examples consist of success in Russia or certain countries in Africa or Asia.

In some universities of applied sciences and universities intensive courses have been separately mentioned in the definitions of measures for strategy. These higher education institutions take a straightforward view towards intensive courses and intensive courses are seen as increasing the amount of teaching provided in foreign languages as well as a possibility to internationalise students and teachers. The study included higher education institutions, which pay a mobility support, offered by the higher education institution itself, to the students participating in the intensive courses. There are also higher education institutions, which themselves fund "additional“ students on the intensive courses and in this way manage to involve a larger number of students with said courses. These are signs of approval of intensive courses on the management level, even though they have not been introduced in the strategy or policy programmes.

Intensive courses in both universities and universities of applied sciences serve the development of teaching and research. During course planning and implementation the teachers work in close cooperation with each other while becoming accustomed to the curricula and contents of studies in the partner higher education institutions. The teachers obtain more information and learn practical methods. An intensive course also gives the teacher an opportunity to reflect on his/her teaching and to receive instant feedback thereof from the students. Thus, the intensive courses for their part operate as tools for the development of pedagogic skills, which is one of the strategic objectives of all higher education institutions.

In the universities of applied sciences the intensive courses first and foremost serve regional impact. In practice this means that, for example, in several intensive courses in business economics and technical science, the regional enterprises are involved in the process as customers and recipients of the corporate case studies completed by the students. In other fields the intensive courses include at the least visits to regional targets, which in their way affect the creation of students’ networks. In the North-South-South and FIRST programs regional impact also occurs in the target country as regional actors are involved in the course as participants or experts. This perfectly describes the
transparency of information, which has been determined as a part of the strategy in several higher education institutions. The North–South–South program operates through networks, which have offered an intensive course organised in the southern countries as continuous education to local actors, for example, teachers.

2.3 Position of the intensive courses in relation to other activities

Several higher education institutions in the study have over the course of years already implemented self-financed intensive courses and study trips. In these cases the method of implementation has often been flexibly tailored to suit the needs, point in time and target of the group. The study revealed that in comparison to the externally funded intensive courses, the objectives and content of the self-financed intensive courses may have, in some cases, been superficial in comparison to the externally funded courses in which planning, realisation and evaluation are more structured. Intensive courses have, nonetheless, been seen as a functioning method and thus they have been retained. Intensive courses and study trips that were self-financed by higher education institutions existed particularly with the universities of applied sciences and research courses with the universities.

Besides impact of the intensive courses, one aim of this study was to find answers to what kind of future intensive courses would have in different future prospects. A hypothetical situation, concerning the prioritisation of intensive courses, was presented to the interviewees, in which either the financial situation of the higher education institution or of an external financier deteriorates. The deterioration of the financial situation of own higher education institution was not in general considered to affect the organisation of intensive courses, because the proportion of self-financing is so small and internationalisation is, in one way or another, a part of the strategy in all higher education institutions. All representatives of the higher education institutions participating in the study had similar ideas. The message from the universities of applied sciences was clear: Should the financial situation of the higher education institution deteriorate, it would first be apparent in the reduction of the workload of participating teachers and as a prioritisation of target countries. If the higher education institution has up to now also paid on behalf of its students the excess
belonging to the external financing, as the finances become more restricted, the student would probably be obliged to bear the cost him/herself. The latter view was clearly voiced and shared by both sectors: universities as well as universities of applied sciences.

Pursuant to almost all interviewees as external funding diminishes the intensive courses would become fewer and shorter, but it was not considered likely that the intensive courses would cease entirely. There was unanimity on the importance of external financing for the realisation of intensive courses as higher education institutions and networks themselves do not have the capacity to arrange and fund equivalent intensive courses in which students and personnel travel from one country to another. External funding enables international cooperation with regard to intensive courses and at the same time it acts as impetus for the high-quality and in-depth planning of intensive courses. In problem situations financing would be sought from other possible external sources of funding. However, other sources of funding have been perceived to be in short supply and looking for them was considered arduous in addition to other work. An unambiguous message from all interviewees was that they perceive both intensive courses and their current funding crucial and are afraid of the consequences of reduced funding. The views of the interviewees varied on whether the potentially decreasing financial support should be allocated rather towards intensive courses or other mobility.

2.4 Marketing and encouragement to participate in intensive courses

Students are actively encouraged to participate in intensive courses. Once information about a planned intensive course is obtained, it will often be announced in lectures, on notice boards and by e-mail. If the higher education institution arranges orientation for new students on the possibilities of internationalisation, potential intensive courses will already then be mentioned to the students. This is to confirm that the students have as extensive knowledge as possible of the measures available for internationalisation within higher education institutions. It was referred to in the interviews that the most effective way to market the intensive courses is to spread the word from student to student. Positive feedback among the students will be given after a well-organised and interesting intensive course and the following year other students are aware of the opportunity to attend the course. The interviewees agree on the ”grapevine” being the best method for recruiting students on the course.
The students were normally effortlessly selected for the courses. There are usually clearly more applicants than places on the courses. At the same time the interviews revealed that over the course of years there have been times when it has been a challenge to recruit a sufficient number of students to the intensive courses. According to the interviewees this may result from, for example, the economic situation, timing of the intensive courses (coordination with students’ other studies, work or family life) or negative experiences from the previous year.

Teachers are encouraged to participate in the intensive course projects and international operation. It became apparent from the interviews that the same teachers are often committed to the intensive courses year after year. On the one hand, this is a positive aspect, because internationalisation is implemented with perseverance within the higher education institutions and the teachers are committed to the activities. It would be useful to retain the core group unchanged in order to increase knowledge and for the teachers to achieve benefit from each intensive course, if and when the course is organised in a new environment each year. On the other hand, in several higher education institutions new teachers are also being recruited so that teachers can increasingly become internationalised. New, enthusiastic and committed teachers are also required to participate due to the retirement of older teachers. Their inclusion also assists in the operation staying fresh and lively and ensuring that boredom does not become a factor.
3. INTENSIVE COURSES FROM THE PERSPECTIVE OF INTERNATIONALISATION

3.1 Intensive courses as a tool for internationalisation in higher education institutions

The significance of intensive courses in promoting internationalisation in higher education is greater to some departments than to others. While intensive courses are a small-scale activity in one place, elsewhere they may be a large-scale activity, involving many people. Generally it is observed that intensive courses are considered as an important tool for increasing internationalisation in higher education at a concrete level. Even though their impacts on individual students or teachers are relatively small in terms of quantity, they hold potential for other cumulative effects such as increasing student and staff mobility and creating joint projects between the partners.

The significance of intensive courses is great, especially at the practical level, even though in general they do not constitute a significant form of internationalisation at the strategy level of higher education institutions. In some higher education institutions the intensive courses have been assigned a special role amongst the measures implementing the strategy. This is reflected in an instant positive attitude towards intensive courses and in this way leads to more intensive courses being organised. The findings of the interviews of the study point to a conclusion that intensive courses appear to be useful in all disciplines and no hindrances for making use of intensive courses have been pointed out. They are useful in some disciplines while in other disciplines they are more useful still. The potential of intensive courses was greatest in such disciplines (technical science and social and health care) and between those groups where long term mobility is especially challenging to organise such as amongst adult students and students pursuing a master’s degree at a university of applied sciences.

Of the higher education institutions which were included in the study, a few had a goal of offering intensive courses in all disciplines within the next few years which would enable more students to benefit from the intensive courses. There is a conscious effort to reach the goal and to plan intensive courses within various networks and funding programmes. The study included a few study programmes which had realised intensive courses during several years. Within these study programmes the intensive courses were considered a positive way to promote internationalisation, while at the same time there was an opinion that, regarding intensive courses, their possibilities had been all but exhausted and now is the time to search for novel methods of internationalisation or to attract new, enthusiastic teachers. In this context it is possible to draw a conclusion that the
participation of enthusiastic and committed teachers is crucial. On the other hand there were existing intensive courses which have been active for decades and are still functioning excellently. There was no reason to give up an effective tool.

**Added value in other international functions**

The higher education institutions which were included in the study realise internationalisation through broadly the same basic activities, in other words, with student and staff mobility, study periods conducted in a foreign language and international project activities. The majority of higher education institution representatives that had been interviewed had the experience that intensive courses had several positive impacts on students and teachers as well as on the internationalisation of the higher education institution as a whole. In no higher education institutions were intensive courses considered insignificant. They always included at least the aspect of promoting internationalisation. In many interviews it was pointed out that an intensive course in many cases creates rather more “action” than traditional student mobility does. This is a good description of how it is possible to reach for impacts that are broader in scope through intensive courses than through regular mobility. The persons that participated in the interview held unanimous views on this point.

The greatest added value created by intensive courses that was singled out in the interviews was that it is relatively easy to internationalise those groups which otherwise would not necessarily participate in student exchange programmes. Examples of such groups are students with children and/or spouses, adult students, working students and top athletes. Another added value is that the courses are indeed intensive in character, as their designation implies. It is rare for a student or a teacher to be able to interrupt other studies or work duties and take time to concentrate solely on a single study unit. The goal is to organise the intensive courses during the active months of a term. The study, however, also included such intensive courses where it had been challenging to find a suitable time for organising the course as it is difficult for students to interrupt their other studies in the middle of a term. In these cases the solution has been to organise the course in, for example, August, which is a month when all students belonging to the network have their summer break and thus their other studies are not burdened by the intensive course. However, these kinds of solutions were exceptions.
An intensive course also offers less confident students an easy and structured way to internationalise. The support of the group is key here – it is safer to participate in an intensive course as a part of a group than to go abroad alone in a student exchange for a longer period. An intensive course may offer a potentially attractive alternative in those disciplines within which student exchange is not a very popular choice. In the study it was discovered that such disciplines are, among others, technical science and visual arts. In these disciplines short-term intensive courses have proved to be a good way to encourage students to internationalise. Intensive courses are also useful in raising the profile of less popular exchange destination countries, such as Russia. On the other hand, they can be utilised to offer students more exotic experiences (especially in Africa) and diverse learning environments.

During an intensive course, students gain a variety of personal experiences. Therefore it may well be an experience which plants the seed of internationalisation for a student. An intensive course offers a student a brief international experience which includes some of the same elements as student exchange. Thus, during the intensive course, a student can test her/his personal preparedness in case she/he has previously felt insecure about student exchange. Another perceived added value was that an intensive course forces Finnish and foreign students to cooperate closely with each other, which promotes multicultural communication skills. The courses also create friendships which can lead to further cooperation later in life. The students’ social capital is thus increased with new networks.

Intensive courses are necessary also for teachers from several different perspectives. Compared to regular teacher exchange an intensive course is more relaxed as an environment which leaves time also for teachers’ deep networking and cooperating with other teachers. This is further facilitated by the fact that all partners are assembled at the same time which creates a productive environment for discussions and the planning of potential cooperation. In some of the higher education institutions which were included in the study the intensive courses are utilised as a tool for testing the higher education institutions in the partnership network with regard to future major projects. The intensive courses also offer a convenient occasion for exchanging ideas and teaching methods between teachers. Ideas have benefitted not only the teachers’ own teaching but have also influenced decisions on what study units it is possible to include in a joint degree.
The significance and benefits of internationalisation at home are often identified when discussing intensive courses. When the course is organised in Finland, it enables many students and teachers to participate in the course and its practical implementation. This ensures that an increasing number of Finnish students can be offered the experience of working in a multicultural group. In the majority of higher education institutions it was emphasised that intensive courses always create visibility in the organising higher education institution – within the institution and also in the local media. When a course is organised in Finland, it automatically increases the amount of teaching carried out in a foreign language in the organising higher education institution, which is one of the targets set for higher education institutions by the Ministry of Education and Culture.

The number of students who participate in an intensive course from each higher education partner institution is always limited. However, compared to regular student mobility an intensive course attaches to it more students and teachers, widening the scope of its impact. The limited timeframe also makes possible the participation of more students and teachers in cases where their personal timetables do not enable a more long-term mobility.

### 3.3 Impacts on long-term mobility

Intensive courses encourage students and teachers to internationalise. Participating in a course is a relatively easy way to internationalise, as the program has been planned in advance to include free time activities. During an intensive course the students get to use a foreign language and gain personal experiences in working in multinational groups. This provides them with courage and confidence which may encourage them to start making plans for student or teacher exchange in more distant destinations.

No numerical data on the direct impacts of intensive courses on realised mobility figures has been collected in the higher education institutions included in the study. The interview process, however, aimed at researching the matter on the basis of the participants’ personal associations. On the basis of the interviews it is possible to conclude that in some cases the intensive courses do increase the students’ interest in long-term mobility. This can be seen, for example, in a clearly discernible spike in the number of enquiries made concerning student exchange in some higher education institutions after an intensive course. The state of affairs is, however, not always evident and an intensive course does not always have an impact on the interest towards long-term mobility. Typically, the specific stage where the student currently is in his/her studies has an impact on the potential follow-on
measures. Some of the courses have been targeted at third to fifth year students who have already completed their basic studies. If a student participates in an intensive course in the final stage of his/her studies, there is a risk that the intensive course does not function as an encouraging factor for the student to become an exchange student, as there is not enough time for him/her to dedicate to it within the time limits for completing the university degree. It is of course possible that the student can internationalise later on in his/her life if the enthusiasm for internationalisation has been kindled during an intensive course. If the course is completed in the early stages of the student’s studies, for example during the second year of studies, it provides the student with better possibilities for student exchange during his/her studies.

There are frequently more students applying for intensive courses than it is possible to admit. In these cases a selection process is carried out. Between two to eight students from each higher education partner institution participate in an intensive course, depending on the programme and the composition of the network. The criteria for student selection are drafted jointly among the partners in the network. This ensures that the group of students participating is tailored for each course and that the students come from different backgrounds in terms of internationalisation. During the interview process a picture was formed of potential student profiles. A student participating in an intensive course may already have a history of a lengthy student exchange prior to the course, and thus, does not so much seek the first experience of internationalisation. He/she is rather looking to gain the full benefits of the different types of internationalisation that the higher education institution has to offer. On the contrary, the intensive course may be the student’s first international experience. In some intensive courses, one of the admission criteria may be prior international experience, for example, student exchange. There are also students who have previously had the spark of internationalisation kindled and who have made the decision on a student exchange prior to the intensive course. In these cases it is possible that the motivation for participating in an intensive course may be to seek extra merit to ensure their selection for student exchange.

Regarding some student exchange destinations there is clearly a psychological threshold among the students, which is lowered by participating in an intensive course. An example of this is Russia, a country which only a fraction of the students have visited previously. The opposite example is Africa in that students choosing to go there have especially wanted to go as exchange students to a developing country and not to any other destination.
The scholarship practices regarding internationalisation may constitute a hindrance to the progress of studies. In some higher education institutions it was an established policy to grant a student a scholarship for only one available alternative of internationalisation during a term. If a student attends an intensive course in the autumn while receiving funding for it from his/her own higher education institution, he/she cannot receive any funding for student exchange in the spring.

The intensive courses were praised as excellent motivational tools in terms of both student and staff mobility. Teachers who have participated in an intensive course were considered as strong marketers of the subject as they possess personal experience in the practices and studies of the higher education institution. Intensive courses have a motivating effect also on reciprocal mobility: in many cases they increase mobility directed at Finland.

Many networks organise the North–South–South intensive course in such a way that all students who are simultaneously in a Southern institution as exchange students or for work placement also attend the intensive course. This way it is possible to guarantee the participation of Finnish students without the need to use CIMO funding for moving Finnish students to a Southern destination. Some of the higher education institution networks included in this study offer Finnish students the opportunity to attend only the intensive course. In these cases the higher education institution’s internal funding is significant. The impact can be further increased as a greater number of Finnish students and teachers are able to participate. The North–South–South intensive courses only rarely impact the long-term mobility at least amongst Finnish students since the majority of them are already located at a Southern destination in student exchange or placement. This notwithstanding, the intensive courses have significant impact on the mobility from the Southern countries to Finland. This trend was observed in nearly all higher education institutions which were included in the study.

3.4 The impacts of the FIRST intensive courses on the attractiveness of Russia

The persons interviewed were asked to consider what impacts the FIRST intensive courses have in the Finnish students’ attitudes toward Russia and their enthusiasm to go to Russia for student exchange. The persons interviewed were unanimous in their views about the significance of the intensive courses in shaping attitudes. As an intensive course offers for many students the first opportunity for visiting Russia it can function as an eye-opening experience for them. Usually students are positively surprised by the conditions in Russia, by the people and the level of internationalisation there. This manifests later as a willingness to revisit the country, usually
traveling independently. The impacts on longer term mobility, however, remain minor. No numerical data on the issue has been collected from the higher education institutions that were included in the study, but the impression of the interviewed persons was that some amount of interest toward long-term mobility to Russia is created. A hindrance against putting the plans into action is constituted by the insufficient language skills of Finnish students for studying in Russia and also the relatively few study units on offer in the English language in the Russian higher education partner institutions. In practice, the possibilities for student exchange are limited. There are, however, individual exceptions to this rule – for some students the enthusiasm kindled during an intensive course has led to exchange studies or placement in Russia in the later stages of studies. This process has, however, required that the student has actively pursued Russian language studies, for example in adult education centers.

3.5 Internationalisation opportunities for everyone

The duration of an intensive course is short, which gives reason to presume that it offers opportunities for mobility for such students who for various reasons do not choose student exchange. On the basis of interviews one such group consists of adult students who have children and/or spouses and work commitments to deal with in addition to their studies. They often combine their studies and work which can make it difficult to take leave from work for the duration of the course. In addition to work, managing family life poses its own difficulties. Another special group may be seen to consist of persons pursuing a master’s degree from a university of applied sciences, as their degree does not take a long time to complete and therefore adding an international period to the degree can be a challenge.

During the interviews it was discovered that intensive courses have in practice only relatively rarely promoted the internationalisation of adult students, students pursuing a master’s degree in a university of applied sciences and post-graduate students. This is mainly caused by the fact that managing a career or family makes the participation significantly more difficult even in cases where the international experience is of short duration. Some higher education institutions have developed intensive courses which are targeted specifically to adult students so that they will also have opportunities for internationalisation. In these cases it has been necessary to create intensive courses which have been tailored specifically to the needs of adult students. There were, however, also some higher education institutions included in the study which had had to recognise that among
adult students the demand for internationalisation opportunities is marginal, which had led to a decision not to develop intensive courses specifically for adult students. The post-graduate students often function as teachers in intensive courses (especially in the North–South–South intensive courses) whereas they participate with the status of a student only in courses specifically designed for post-graduate students. In this way it is guaranteed that the level of the course is suitable for the needs of post-graduate students.

In addition to the aforementioned groups it is possible to consider students with less social confidence as a special group. For them an intensive course is an excellent way for setting them on the road of internationalisation as members of a group. The support offered by the group makes it easier to start. Also internationalisation at home offered by intensive courses provides opportunities for internationalisation to those for whom long-term mobility is not possible.

3.6 internationalisation at home in the Erasmus and Nordplus intensive programmes

Internationalisation at home is one of the main focus areas of higher education institutions and different methods are used to reach that goal. The North–South–South and the FIRST intensive courses are always organised in a Southern or a Russian higher education partner institution, which creates mobility from Finland. In the Erasmus and Nordplus programmes however, the intensive courses may be organised in Finland. In these cases the intensive courses function as promoters of internationalisation at home.

During the interviews it stood out that there is a latent potential for internationalisation at home embedded in the intensive courses. For this the intensive courses organised in Finland offer an excellent tool. When the course is organised in a foreign partner education institution, it gives a slew of Finnish students an opportunity to try their wings abroad. This can have far-reaching impacts on the student’s life. They may not choose to become traditional exchange students during their studies, but may still want to seek work abroad later on in their lives. In this case it its highly probable that the seed of internationalisation has, so to speak, been sown precisely during the intensive course. When the course is organised in Finland, the impacts may be similar. While increasing their courage and language skills, the students may gain a better self-understanding both in terms of character and competences. During the discussions with the representatives of the higher education institutions it was frequently mentioned that in many higher education institutions the reason for absolutely wishing to organise intensive courses in Finland was the will to join in the
strong pull of internationalisation at home. Although the organisation of an intensive course uses both work time and money from the home higher education institution, the impacts are significant.

The guiding principle in nearly all higher education institutions included in the interviews is that in cases where the course is organised in Finland there is an effort to create visibility for the course and also to recruit students from outside the course, for example to organise social activities. For instance, in one university of applied sciences students from other disciplines had committed themselves as organisers of recreational activities. The goal is to provide foreign students on intensive courses with experiences of Finland and the Finnish culture in a short time period. As an example, in one university of applied sciences the social services student group organised a course in dancing and introduced the students to the traditional Finnish culture of “Lavatanssi” or open-air dancing. During the two weeks, the intensive course impacted many student groups, not only the students participating in the intensive course.

An intensive course which is organised in the home higher education institution may have a similar effect in the student’s interest toward internationalisation as a study period which is organised in a higher education partner institution abroad. It was found during the interview process that some higher education institutions can prove the increase in the student’s willingness to function as an international tutor, as well as their willingness to embark on student exchange abroad. One factor which has influenced this matter is the temporal position of the intensive course within the studies: towards the end of their studies students no longer have an option for student exchange or tutoring. Participation primarily increases the courage to use a foreign language and to consider internationalisation as an option. The intensive courses are almost always planned to be very practical in nature which means that the importance of doing and learning things together is great. The spoken and written assignments and communicating with foreign students ensures that the group is welded together as a tight mini-community which produces visible results in a short time. As a result of successful experiences the students’ courage to internationalise is increased.

When the intensive course is organised in Finland it reveals the opportunity to take part in multicultural work for all students, as the teaching takes place in their home country. Therefore, the intensive course makes internationalisation possible for those students who are not able to travel outside Finland even for a short time. In addition to the students, also the teachers and other personnel at the organising higher education institution can benefit from internationalisation at
home. All teachers do not participate in teaching at the intensive course, but if they have been invited to take part in the social activities, there are ample possibilities for networking and brainstorming together. In addition to the teachers, other personnel of the higher education institution, for example, office secretaries and property caretakers, are able to experience internationalisation alongside their normal work duties when a large group of foreigners join the community of the higher education institution. The most benefit is gained from internationalisation at home when the intensive course is organised in the middle of a term while the studies are in full flow.
4. THE ADDED VALUE PROVIDED BY THE INTENSIVE COURSES FROM THE PERSPECTIVE OF THE DEVELOPMENT OF EDUCATION

4.1 The added value in teaching brought about the intensive courses

Changes in the curricula in higher education institutions often take years of work. With the help of an intensive course it is possible to offer students access to innovative and cutting-edge research from the discipline, as the contents of an intensive course can be planned in a more flexible way than is the case in normal teaching. Parts of the intensive course may also be included in the new curriculum. Almost all higher education institutions emphasised that intensive courses should not be realised at all unless the goal is to create something new. Often the intensive courses also lead to subsequent cooperation between higher education institutions. A few of the interviewees stated that an intensive course is better prepared than a regular course. It was perceived that one of the reasons for that is the desire to put in extra effort when working in cooperation with foreign partners. It was also considered that external funding creates expectations for the quality of the course. Also the short duration of the course was a factor which was held to require more careful planning than normal in order to fully reach the goals set for the course. The standard preliminary assignments also ensure that the students are better prepared for the course than would normally be the case. One interviewee stated that on an intensive course the learning goals are always reached.

In some cases an intensive course can have a significant impact on the direction which the students’ studies take. Some students have found a subject for either their diploma work or their doctoral dissertations during the course, while others have made the decision to become researchers on the basis of the enthusiasm kindled during the intensive course. One of the teachers who was interviewed stated that among the students who had taken part in an intensive course the attitudes toward the studies in their respective disciplines is more positive than among other students. In an intensive course the student may have gained a confirmation that the discipline which he/she is studying is the right one for him/her.
Encounters between experts from different disciplines and from different countries

The subject matter of the intensive course may be one for which sufficient expertise at the home higher education institution does not exist, but which can be complemented by expertise of the higher education partner institutions. This makes it possible to offer the students a course on a subject which would otherwise not be possible or it can make possible a more in-depth study of the subject. For example, it would be possible to import mathematical expertise from Russia to Finnish students and in return export computer programming expertise from Finland to Russian students. The typical features of an intensive course, a limited theme, preliminary assignments and intensive work during the course facilitate the creation of in-depth knowledge. In some cases the theme of the course is so special that no higher education partner institution would have been able to offer courses in that particular subject as only a small number of students share an interest in it. Alternatively, it could be a multidisciplinary course which combines the expertise of the higher education partner institutions around a common universal subject. In these cases it is possible to offer students and teachers an opportunity to expand their knowledge and thought patterns beyond their own disciplines or to a discipline which is close to their own disciplines. Take for example theology, where it would be possible to study eco-theology, where the issues are also studied from the perspective of environmental studies. Another example would be combining creative methods with social studies. The fact that the participants in a course come from different countries was held to bring different and useful perspectives to the subject of the course.

That the duration of an intensive course is relatively short makes it easier to attract visiting lecturers for the course; they are better able to take leave from their other duties for a period of one or two weeks than for a whole period or term. This makes it possible to channel their expertise for the benefit of the participants in the course. Also, private enterprises may be attracted more easily to participate in a short and international course. Often enough, an intensive course includes cooperation with private enterprises or cooperation with an association or other actors. A practice or internship which takes place in the region or locality of the course may be included as a part of the intensive course, which makes the course more practical and concrete.

According to the views expressed in the interviews, intensive courses bring together teachers from different disciplines and different countries which promotes the diversification of everybody’s expertise. They make possible the cooperation between many teachers and the exchange of ideas
between them. There can exist very different perspectives on the same problem or issue in different countries. To be able to learn about the other perspectives and to reflect on one’s own views through them is revelatory and beneficial for both teachers and students. In courses which are organised only in Finland and solely among Finns, the same kinds of results are not achieved. A typical feature of the intensive courses is that in addition to, or instead of, lectures included are many discussions, various group assignments, practice and visits. Often the discussions also continue during free time, which is not the case during normal teaching.

**Practical learning**

A few of the people interviewed mentioned as a benefit of an intensive course the fact that they provide students with an opportunity to prepare for the challenges posed by work life such as working to a tight schedule and as a member of a group which potentially includes people from very different cultural backgrounds. An intensive course is a practical experience in multicultural communication. There was one case where the intensive course and its organisation in the home higher education institution was held as an easy way to introduce to the students what the concept of a “project” means.

An intensive course entails learning by doing, not through reading or listening. It also means combining practice and theory. In some cases an essential part of the course consists of gaining access to a real environment. It may mean for example getting acquainted with one of the destination countries of the field for tourism students, acquiring an experience of being a member of a multicultural group for future teachers, experience in conducting research for future researchers, conducting important field work in tropical conditions for biology students or gaining practical experience of utilising creative methods in work related to substance abuse for students of social work studies. Often a course includes visits to areas outside the place of the course. These experiences are not possible in normal class room studies in Finland.

**Cooperation and networking**

Due to their intensity the courses are effective in promoting networking for both teachers and students. During the courses a spirit of communality is created unlike other types of course. For students, the contact they make with other participants can last for many years. Also the cooperation between teachers is deepened, which may have later effects, for example in the
development of studies. During the intensive course and the planning that precedes it the teachers work together intensively, which provides a unique opportunity for teachers normally working alone.

In the ideal case the intensive courses create an atmosphere where teachers and students work together so tightly that it is possible to reach new scientific breakthroughs, as has been the case in the intensive course on Climate Science. Teachers can also learn from students who represent different disciplines and fields. This is facilitated by the quite informal relationship between teachers and students on the course – it is all about learning, and having everybody learning from each other. Students commonly look back on the course as the best part of their studies. This indicates the importance and success of the courses.

What is unique about intensive courses from the teachers’ perspective is having many teachers or experts in a field working together in the same group. This environment also makes it possible for teachers to learn from the knowledge and methodology of others as well as to have interesting discussions on the subject of the course. Intensive courses provide an opportunity for trying out new teaching methods and subject contents and also for observing things related to the subject matter of the course in location. Moreover, they provide an opportunity to learn about new teaching methods and to observe them in practice which enables the teachers to develop their pedagogical skills. On the other hand, some of the individuals interviewed pointed out the fact that it is not possible to experiment with new teaching methods, especially when engaging in cooperation with Russia, as the methods have to be tried and tested. Comparing one’s own skills, methods and courses, as well as the level of students to other higher education institutions was considered useful in terms of developing education.

*The development of teaching in the higher education partner institutions*

One aspect which was often pointed out in the interviews was that the intensive courses are significant especially in promoting the development of teaching in the partnership countries. The interviewees considered, for example, the teaching style in the North–South–South programme partnership countries to be very teacher-centric. In their view the teaching methods seen and experienced during the intensive course may introduce new views and approaches there, such as the reflection of learning. Another example which was mentioned were the Russians, for whom engaging in group work with unfamiliar people was a new and challenging method of learning. Also
in Europe the teaching methods vary greatly, which provides an opportunity for everyone to learn from one another. Although the issue which was discussed the most during the interviews was the development of cooperation between Finnish higher education institutions and higher education partner institutions, the networks were developed also between higher education institutions from countries other than Finland.

What was considered useful in terms of developing teaching was that during an intensive course there is contact between different cultures of teaching. The observation that teaching is, on the one hand, very much controlled by the teacher and, on the other, very student-centric may be the incitement to consider one’s own teaching style. Regarding other, especially Southern countries’ higher education institutions, the important thing was seen to be the possibility to divulge information about a subject or discipline of which there is not much previous knowledge in that country. It may also be the case that the intensive course is one of very few courses organised in the English language in the higher education institution in question.

4.2 Effects in the higher education teaching in Finland

The effects the intensive course has on the normal teaching are completely dependent on the specific intensive course in question, its contents and subject matter. By observing the work of other teachers on the course, teachers may gain recommendations and ideas to use in their own teaching. So, it is a matter of pedagogical development. The fact that the teachers of the course come from different countries and cultures was seen to bring added value to the reflection of one’s own teaching methods.

Testing and transferring teaching methods

Some teachers saw the intensive courses as good environments to test new methods in their own teaching, as the feedback comes immediately (compare this to the short duration of the courses). During the intensive courses there have, for example, been experiments with using pre-course assignments and this practice has since been taken into use in other teaching as well. Also, creative methods have been tested during the courses and subsequently transferred to other teaching. There are, however, such disciplines and destination countries which are not suitable for testing new teaching methods with the pretext of an intensive course (for example Russia). In one case there was a concern that if the testing of a new method carried out in the course does not work out as
planned, it would have a negative impact on the future cooperation between the higher education institutions.

Teaching methods are transferred to other teaching to some extent, mostly in respect of a project-based or problem-based approach. This means that there is an effort to reach a concrete solution for some – possibly even multidisciplinary – problem as a group and within a limited time. The courses provide even more minor practical tips on how much time has to be allocated to a certain issue, what a good assignment is like or what kinds of results can be expected from the students. New teachers especially saw this as valuable, but also more experienced teachers felt it useful to develop their teaching methods. Not all courses, however, allow teaching methods to be transferred to other teaching.

*Utilising teaching materials and course contents*

The materials of the courses are utilised as a part of other teaching to a varying degree – this depends very much on the subject matter of the course as well as on the teachers. An intensive course was felt to encourage the revising of teaching materials. Usually, a whole course is not transferred to teaching as such, but in some cases the course materials have been expanded to a broader whole than the existing course. Alternatively, the course materials may have been provided to students as practice materials in other courses as well. This has taken place, for example, when matters concerning the conservation of ethnographic objects have been transferred from an intensive course to normal teaching. While drafting curricula it is possible to consider the value of intensive courses more generally and pick ideas from there. The reforms are easier to justify in the home higher education institution if they have first been successfully tested on an intensive course.

Frequently, examples are taken from that which has been experienced or learned during an intensive course or from the data and materials which have been collected from the field and included in one’s own teaching. An example of this is video material which may have been recorded during corporate visits organised during the course to be used in teaching. It is common that the teaching materials produced during a course are available to all, but the extent to which they are taken into use varies. Many Finnish teachers want to create their own teaching materials themselves while the course materials serve only as a basis for this process. The English language presentations made during the course may have been used later on as a teaching aid in teaching conducted in
English. In one case it was said that the materials were used in the Finnish language realisation of a similar course.

The experience was that teaching methods and materials tend to transfer especially from Finnish higher education institutions to other higher education institutions in Southern countries, in Russia, and to some extent also in Europe. In some cases this has been the main underlying idea of the course, especially in the North–South–South courses. In particular, the student-centric way of working was seen as an approach toward learning which people wanted to export to other countries and which was seen to migrate from Finland to other countries. It was mentioned that the Russians had utilised the English language materials and reports from the course as there are otherwise few courses in English in Russia. The Southern countries have received subject areas from Finland which they have previously not known at all. A textbook has been drafted for those subjects on the basis of intensive courses. A good example of the transfer of practices is a new method of environmental education based on play which was developed by biology students at a North–South–South course and which was subsequently taken into use in elementary school in the partner country.

Other results

The most commonly mentioned results of an intensive course were articles and other publications. They seem to have been created on the basis of approximately every fourth intensive course. Additional results which were mentioned were conference papers, forms, PowerPoint presentations, posters, blogs, projects commissioned by private firms as well as a presentation at a seminar organised by an external party.

In some cases complete textbooks have resulted from a course. One course has led to a doctoral dissertation which discussed the use and development of a teaching method created for an intensive course which had the subject of “problem based learning”. One case tells that the intensive course had influenced the creation of an entire minor subject out of the subject area of the course (nursing science). In another case the materials which were created on an intensive course were said to be still in use in a common Master’s degree (Sports Psychology) which was realised later on the basis of the intensive course. Intensive courses have provided subjects for thesis works, Bachelor’s theses, diploma works and Master’s theses. The intensive courses have also led to people starting to write their doctoral dissertations. It was also frequently mentioned that an intensive course has long-term effects on the research conducted at the institution. For example, new research subject areas may
have been initiated in the higher education institution such as climate science and etymology on the basis of an intensive course organised in Africa and the materials and networks created as a result thereof.

4.3 A multidisciplinary approach

All the individuals who were interviewed believe that intensive courses provide an opportunity for multidisciplinarity. One individual said that the intensive courses are essential in multidisciplinary work. During the courses it is possible to gain insights which would not be possible otherwise. Frequently there is already a conscious goal of multidisciplinarity during the application stage of the course. In the case of some interviewees this was due to the fact that multidisciplinarity has been among the criteria used in the evaluation of the application within the Erasmus programme. A majority however felt that multidisciplinarity is useful in itself. Multidisciplinary courses were seen as a desirable goal especially within universities of applied sciences.

**Promoting multidisciplinarity**

The goal of multidisciplinarity was reached for by choosing such a topic for the course which makes possible the studying of the subject from several perspectives. Case study, which combined demography with statistics, was mentioned as an example of such a topic. Another example is conservation area planning which combined natural science perspectives with social science perspectives. A third example was combining musical sciences with pedagogy, which involved an effort to transfer musical education in practice to rural Africa. Yet another example was combining mechanical engineering, information technology and product design, which combined a technical subject with product design. This resulted in ideas and combinations which otherwise would not have been tested or taken into use. A final example is combining art subjects and business economics, which had students of creative subjects and students of entrepreneurship learning from each other. It was also possible that the courses combined more than two disciplines, for example logistics, business economics and engineering. In one case teaching of the English language was combined with the course so that an English language teacher taught the subject’s jargon to the students.
One way of promoting multidisciplinarity was to recruit a professional expert as a teacher on the course. As the subject of the course is multidisciplinary, in most cases not only do the teachers represent several different disciplines but the students also come from many different subjects or majors, such as business economics and social sciences and health care studies. In those cases, where possible, the students are divided into multidisciplinary and multinational working groups, which for its part is a factor further strengthening the multidisciplinary character of the course.

Since an intensive course is not as tight and established in its form as a course which has already established itself as a part of the curriculum, it was felt that trying multidisciplinarity was easier in that context. The free form of the course and its short duration make it possible to find a subject area which is common to several disciplines and introduce several perspectives thereto. On the other hand, the course is considered long in a way, in that it entails working with a single subject for one or more weeks, instead of just a few hours. This long duration, and the fact that whole days are spent working on the subject, was felt to promote multidisciplinarity. In an intensive course, the approach toward the subject matter of the course is often conducted in the form of a case study, which means that certain examples are chosen as a subject of study which are then studied from several perspectives. A multidisciplinary approach was seen as a fitting tool for that kind of work. Moreover, the fact that the course is planned from the beginning in cooperation with other higher education institutions, promotes multidisciplinarity. In many higher education institutions, the realisation and planning have brought together experts from many fields and in that way multidisciplinarity has been promoted also within Finland.

**Multidisciplinarity within a discipline**

Several of the individuals who were interviewed said that their own discipline is already by its nature multidisciplinary. Examples of subjects which were considered as such were geography and tourism. For this reason the intensive course also becomes automatically multidisciplinary, as the teachers each have their own individual academic strengths. This makes it possible to study the subject from several perspectives. Multidisciplinarity may also be primarily due to the internationality of the intensive course. For example, the nursing studies taught at universities of applied sciences or sport science taught at universities vary greatly in different countries even if the subject of the course would in itself represent a single discipline. Also the main focus areas may vary in different countries. In Russia, for example, the importance of philosophy of science is emphasised more than
in Finland. This introduces the aspect of multidisciplinarity to the course, even though the students would in principle come from the same discipline. When teachers and students come from many different higher education institutions and countries, it is natural that the perspectives may be intrinsically different even within the same discipline.

The challenges posed by multidisciplinarity

Even if the intensive courses were seen to make possible a multidisciplinarity, that was not always the goal. Certain disciplines and intensive courses do exist in which multidisciplinarity was not aspired. An example of this kind of discipline is law. Even in health care, it was recommended to avoid excessive multidisciplinarity, as it was seen to make it more difficult to recognise the course and thus have a negative impact on the students’ interest in attending the course. Moreover, in some cases the course was aimed at those kinds of goals which were better reached within the specific discipline. An example of this was an intensive course which concentrated on financial statements.

Quite often the adding of multidisciplinarity to an intensive course was seen as creating additional challenges. For example, there has to be a single common thread that combines all disciplines involved and it has to be seen that all perspectives are presented equally. A few of interviewees had the opinion that an intensive course is not the best way of promoting multidisciplinarity. This view was justified by the fact that it is difficult to fit very different perspectives into a course of approximately two weeks’ duration. It was also pointed out that administrative structures constitute a hindrance to multidisciplinarity and it is not easy to create cooperation or networks beyond the disciplinary or administrative boundaries. Also, it is slower to create a multidisciplinary course and there is not necessarily enough time to prepare it between the call for applications and the deadline for submitting applications. It is also necessary to put the time used by teachers for preparation in relation to the duration of the course. Too much preparation time should not be put into a couple of weeks’ course. This preparation time however tends to grow together with the number of disciplines which are combined in the course.

The social and cultural aspects of an intensive course were seen to foster the exchange of information and understanding between disciplines. The combining of multidisciplinarity with internationality increases the challenge. This entails taking into account both the different cultures
of the people and their scientific backgrounds as well as different kinds of teaching experiences and different ways of studying and teaching, when designing the course.

According to one view, the competitive setting between the disciplines may constitute a hindrance for creating multidisciplinary courses. As a solution for this problem it was proposed that in the call for applications it would be stated more clearly that multidisciplinarity gives extra credit points for the application. One interviewee had the view that it is in principle very difficult to realise multidisciplinarity, since the scientists in different disciplines lack a common language. This interviewee, however, stated that if multidisciplinarity has any chance of being realised, then it is precisely at intensive courses where this can happen, since it is there that the teachers are always present and attend each others’ lectures, and this in turn paves the way toward understanding another discipline.

4.4 The consolidation of intensive courses as part of the curricula

Very few intensive courses survive without funding. The reason for this is the travel costs incurred by the transfer of students and teachers, while the higher education institutions do not have resources to pay for this. Some courses do exist, however, which have been realised either in the same form or in different variations for 15 years already. In some cases parts of the course have survived the end of funding without the part which includes a visit to a foreign country. The course may have been kept alive in the form of an international online course or as a normal course in the higher education institution. Parts of the intensive course may have been utilised as a part of other teaching. For example, the contents of the intensive course on sport psychology from 10 years ago are still a part of an online course.

It was a commonly held view that the best parts of the intensive courses tend to be transferred as parts of other teaching, even in cases where the course itself is discontinued. In one case the experiences gained in intensive courses have inspired the creation of three-month international study modules which are suitable for both Finnish and international students. There is also an example where an intensive course was expanded to a whole academic minor in the field of health care, which was also the idea behind the course from the beginning. Some courses are realised entirely without any external funding. An example of this is the common course for the disciplines of nursing, social studies and culture.
**Requirements for the consolidation of a course**

The requirement for the consolidation of a course is the added value it brings to the educational contents, excellent quality and also that the course has been planned as a permanent operational model to begin with. Also, it is required that a higher education institution has granted self-financing or mobility funding for the course. Moreover, it has been attempted to realise the international aspect as cheaply as possible, in practice by not traveling very far or for longer than one week. In one case the intensive course was deemed to be of such significance in terms of attracting new members of a research team and PhD students that the institution granted funding for it. Also in this case, however, the decision on the matter is made for only one year at a time. The continuation of the intensive course requires that a sufficient number of people can perceive its benefits and significance. It is not sufficient that the teacher thinks that the course is good.

Within many higher education institutions there existed views that the course should be planned to become a part of the curricula to begin with. It should not remain as a separate voluntary course. Inevitably, however, it is very rare that the course can still be realised as such after the funding has ended. On the other hand, it is possible to apply for additional funding from the same source or alternatively from a new source. The continuity of many intensive courses has been based on new funding applied from CIMO for a possibly slightly modified course. The significance of external funding for intensive courses is considerable, which in itself entails the creation of added value, for example with regard to the goals and reporting. Some higher education institutions organise courses with self-financing, but in these cases it has not been possible to create as in-depth contents, as a development goal to the same extent does not exist as in the case of courses with external funding. However, the decision to organise the course with internal financing indicates that there is a genuine need for the course.

Even though the funds for organising the intensive course would be found in Finland in the home higher education institution, it is not possible to assume that the international partners, especially in poorer countries, are able to provide the funds for the mobility of their own students or teachers. The Baltic countries, Russia and African countries were mentioned as examples of this. In order to make possible the participation of student from other countries too, the course should be included in their curricula. In other words, the course should be suitable to be included in the curricula of all the higher education institutions participating in the course and committed actors should be found.
in said institutions. In some cases this can entail that the course should not be excessively broad in its scope to guarantee that it is considered sufficiently useful in all higher education institutions involved.

**Methods of consolidation**

Many interviewees had a desire to ensure the running of the intensive course even after the funding had expired. Among the proposed methods for accomplishing this was mentioned a possibility to transfer parts of the course online, setting higher participation fees for students, applying for additional funding from the home higher education institution, cutting the duration of the course which takes place abroad or organising the course in its entirety in Finland. The aforementioned methods were not, however, considered satisfactory, because if the foreign period of the course was trimmed, it would essentially lose the fundamental idea underlying the intensive course. The foreign parts would either be eliminated completely or the number of their participants would be reduced as travel costs constitute the biggest single expense of an intensive course, if the teachers’ own working time is not taken into account.

Many people had the view that it would be possible to pay for the teachers’ mobility with other funding if needed, for example through funds from the Erasmus teacher exchange, whereas arranging funding for the students’ mobility was considered a greater challenge. Finnish students are used to a free education and their interest in the course would be significantly reduced if they would have to pay for it. An exception to this is made up by few students on the North–South–South courses who have been willing to pay for all of their own travel costs, because they have valued the contents of the course and the related experience so much.

Since higher education institutions have few, if any, funds of their own to invest in intensive courses, the availability of external funding was considered essential. As teachers put a lot of their working time as well as free time into the realisation of intensive courses, the external funding was also seen as appreciation for their work. The discontinuation of an intensive course after the end of its funding was not always regretted, as the course had nonetheless fulfilled its purpose by giving the students and teachers a unique learning experience. The fact that an intensive course is not included in the permanent curriculum may also be seen as an advantage, because that makes it possible to respond better to the changing needs of the field in question.
5. SIGNIFICANCE OF INTENSIVE COURSES TO COOPERATION BETWEEN HIGHER EDUCATION INSTITUTIONS

5.1 Motives of the higher education institutions for intensive courses

In some higher education institutions intensive courses have been invested in and this is often visible in the active mapping of new intensive courses. Investment is visible particularly in the fields in which it is difficult to get the students into longer-term exchange, such as in the field of technology. Management of the higher education institution may have requested the arrangement of the intensive course or even to have ordered for it to be arranged. There are also cases in which the idea for the intensive course has stemmed from the financier having enabled it or favored it (North–South–South-program). In that case the mere existence of funding has lead to speculation on what could be done so that available funding could be obtained for use. It is nowadays important for the higher education institutions to indicate that they receive external funding, which might in turn increase interest in arranging intensive courses. Regardless of this funding-oriented approach satisfaction with intensive courses and their results has been as good as with other instances.

Typically the intensive course has started from a teacher’s personal relationships, his/her experiences in a particular country or the fact that in some meetings of existing networks (for example, the Nordplus or Erasmus network) it has been considered what could be done together and how the existing cooperation could be deepened. At the same time the common needs of the participants have been evaluated and methodology developed, for example, with the help of the intensive course. In that phase it was also considered what type of course would suit one’s own curriculum. Negotiation between partners and the more detailed planning of the course has then been continued either in conferences in the field, network meetings or by combining the planning meetings with other teacher mobility. E-mail and video conferencing have also been utilised. The more familiar the partners have been with each other, the more successful the planning has been, even without numerous personal meetings.

Enhancement of internationalisation

Sometimes the motive for intensive courses was the will to increase internationality either so that students could be offered an international learning experience and networks or so that the possibilities for networking of teachers and the educational institution could be increased. In several
fields it is considered important to increase students’ ability to operate in an international environment and to experience the field from a multinational perspective. According to the view of an interviewee, the students may even subsequently realise joint projects through the network established during the course. An intensive course has also been seen as a means for marketing the institution’s own English-language degree programme and to attract good students to the programme. It was also noted in the interviews that with the help of an intensive course an educational institution can emphasise its international status and reputation. It may also be a possibility to enhance cooperation in a certain geographic direction and to a country of focus for higher education institutions, such as Russia.

The motives for intensive courses or advancement of the process from one form of cooperation to another are difficult to generalise, because internationalisation does not always advance through equivalent steps. However, fairly often the intensive course has been helpful in finding out what kind of cooperation will work and with whom. A subordinate idea was that more extensive or in-depth cooperation can be subsequently developed with partners with whom the intensive course succeeds. Thus, strategic partners have been sought through intensive courses. Less often, intensive courses were considered to be a quick way to commence cooperation with partners or continue cooperation considered useful that was about to end for a particular reason.

**Scientific and educational reasons**

It has been possible to create intensive courses to assist with curricula planning, in other words, new teaching trends have been tested with them. One of the North–South–South intensive courses commenced as a result of the observation that exchange students at a higher education institution did not receive enough guidance while in Africa because there was a shortage of experts in the social and health care field. This was intended to be rectified through the intensive course. A real need existed in the background. In a specific case in the background of the intensive course there was a need to receive a response to a current scientific problem. Initially a local intensive course was established to solve it. Subsequently the intensive course was modified to become an international one, when suitable partners were found. In another scenario, the intensive course sprung from own research interests, which the course coordinator wished to continue through the intensive course and the opportunity for field work that it offered. The intensive course may also have commenced from the wish to be able to offer something new to the students and a course that couldn’t be
constructed unassisted. For example, foreign experts may have possessed knowledge that was lacking in Finland. In some cases the course has perhaps been able to offer an opportunity to conduct practical research into a matter abroad, for example, limnology or conservation - subjects that could not be equivalently taught in a class room or even in Finland.

To generalise, it can be stated that in the background of the intensive courses there is a need, and enthusiasm and a belief in one’s own subject. For making the effort that the intensive courses require, the teachers must believe that the course brings essential added value either to teaching and students or to the development of teaching methodology.

5.2 Significance of partnerships to intensive courses

Almost always former cooperation between the higher education institutions exists in the background to the intensive course. Exceptions are those situations in which one enters the cooperation as an invited partner. In this scenario all the partners introduced by the coordinating higher education institution may not be familiar in advance. Some interviewees said that partners had also been sought among previously unknown instances. Prior cooperation can be, for example, student and staff mobility of which closer cooperation can be established on an intensive course. According to the interviewees, in particular through teacher mobility it is possible to find committed implementers of intensive courses. The ultimate goal may be, for example, a common teaching module or joint degree to which the intensive course acts as an intermediate phase. To quote one interviewee: “Intensive courses are realised with important partners.” Some interviewees had experiences of the intensive course failing, because the partners were not known sufficiently in advance.

Pursuant to the interviewees good and confidential partnership relations are important in the realisation of an intensive course. Confidential partnership relations were maintained in a case by accepting as participants to the intensive course only one of two competing higher education institutions in the same city. There was a need for certainty of the commitment of the higher education institutions and the quality of teaching and other activities. Those without such commitment are unwelcome. The partners must also have joint objectives for the course and the course should fit into the curriculum of each cooperating institution, in other words, the higher education institutions should be familiar with each other’s curricula in advance. In addition, those entirely unknown may be difficult to motivate to the somewhat arduous organisation of an intensive
course. Therefore, intensive courses are almost always organised with long-term partners and familiar persons.

Relationships usually begin through familiar persons, but at best they expand to cover the entire organisation and in such a case the changing of a single person is not as significant as it otherwise would be. The interviewees emphasised the importance of personal relations particularly in working with African countries. If the persons have not previously met, e-mails may not even be replied to, but with familiar persons cooperation is more successful. Similarly in working with the Baltic states personal relations were stated as being the basis for assuming responsibility.

Ordinarily the planning work with familiar partners in the existing networks has stemmed from a real need. It has been felt that all the partner higher education institutions would have demand for the subject matter in question. Long-term partnerships and knowledge of the partners’ respective curricula will assist in the process. The idea for the course may also come from other prior cooperation, such as a joint venture.

**Prerequisites of a good intensive course**

The interviewees had a clear image of the prerequisites of a successful intensive course. The list was rather lengthy (Table 7). The success of the course requires that many issues be taken into consideration, as well as careful planning.

**Table 7. Prerequisites of a successful intensive course.**

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Practical example</th>
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<tbody>
<tr>
<td>Good partners</td>
<td>- known through previous cooperation</td>
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<tr>
<td></td>
<td>- knowledge complements each other</td>
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<tr>
<td></td>
<td>- teachers have sufficient language skills</td>
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<tr>
<td>Useful topic</td>
<td>- useful topic for all</td>
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<td></td>
<td>- topic can be integrated into other teaching</td>
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<td></td>
<td>- innovative topic</td>
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<tr>
<td>Commitment</td>
<td>- teachers involved from the beginning</td>
</tr>
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<td></td>
<td>- enthusiastic teachers</td>
</tr>
<tr>
<td></td>
<td>- commitment of administrative personnel and management</td>
</tr>
<tr>
<td>Flow of information</td>
<td>- between the partners on the budget, administration and the course schedule</td>
</tr>
<tr>
<td></td>
<td>- to students on the course contents</td>
</tr>
<tr>
<td>Division of responsibility</td>
<td>- course planning and realised together</td>
</tr>
<tr>
<td></td>
<td>- appropriate management of the financial matters in all higher</td>
</tr>
</tbody>
</table>
 programmes planning - to be commenced in good time - to be done together - course elements must form a comprehensible whole - course methods and group divisions to be decided in advance - group’s know-how and language skills to be on the same level - focus on group-orientation and social program important

physical surroundings - functioning accommodation and meals - educational environment (location and functioning IT)

**good partners and useful topic**

The first and most important prerequisites mentioned were good and confidential partner relations and a sensible topic for the course. Good relations are facilitated, for example, by earlier long-term cooperation in the sphere of mobility when the higher education institution and its methods are familiar. The course topic must be innovative and interesting from the viewpoint of all partners and one that could not be offered alone or in a class room in one’s own institution. Planning of the course must be commenced in good time, it needs to be planned carefully and its themes need to be selected together.

One interviewee suggested that 4-5 partners should be included in order for the course to be realised in the event that one partner departs midstream. It would be good if higher education institutions’ respective knowledge in relation to the intensive course would complement each other. The course should be able to be integrated in the teaching of all higher education institutions, but it should also be innovative. The partners must thus have a common goal and all teachers must be unanimous on the objective of the course. Attention should also be paid to course monitoring and development.

**Commitment**

Each participating higher education institution’s need for the course and the parties’ commitment to the course must be confirmed. It is important that the teachers are committed to cooperation from the planning phase and not merely once funding has been obtained for the course. Lecturers shall be selected carefully. They must be experts in their fields and enthusiastic, as enthusiasm is reflected on the students. This enthusiasm and commitment is crucial because teachers are also required to use their free time for the course. However, it is not sufficient that only the teachers are committed
to the course. The administrative personnel and management must also be committed in order to cope with the bureaucracy and to enable the teachers to use their time for preparing the course.

**Dissemination of information and distribution of responsibility**

It would be beneficial if all partners could invest resources in a contact person and some of their own funds, or at least time, in the course. The communication between the partners shall be continuous and clear both on practical arrangements and course contents as well as on financial issues. The responsibilities shall be distributed clearly and administration, budgeting and use of funds must be transparent. Job satisfaction should not be forgotten either. If personal planning meetings cannot be arranged, contact through e-mail and video conference is important. However, at least one meeting in person was typically deemed useful.

The students shall be provided with adequate advance information on the course so that their expectations are realistic. The course cannot be advertised merely as a holiday. This also ensures that the students are motivated. The students should further be made aware early on of the benefits of the course, which Finnish course it compensates, whether it is a part performance or how many credits the student gains from the course.

**Programme planning**

The course programme shall be planned from start to finish. Its contents must be useful both for the students and the teachers as well as the entire unit. The course must form a distinct whole, in other words, it cannot merely consist of separate lectures. The methods and group divisions shall also be planned beforehand or in the preliminary assignment. The objectives shall be realistic.

Connections to working life are usually beneficial to the course. The programme must also entail free time and social togetherness as they form a part of the learning process. The free time programme plays an important role in learning a language and culture. In the research course, in particular, it is beneficial if the programme can contain development of ideas created during the course. In particular the details of a course realised in Russia must be known in advance if only because of visa-related bureaucracy. In the courses that are held there, Russian administrative personnel must also be knowledgeable about the entry provisions, for example. It would be beneficial if one of the Finnish teachers could also speak Russian.
One interviewee emphasised the importance of impartiality. It is useful to keep the number of students from different countries in approximately equal proportions in order for the group dynamics to operate ideally. Moreover, emphasis must be placed on the group coalescence of the students. The students’ know-how should be on a common starting level. For confirmation thereof, a joint preliminary assignment was recommended for the students. It was also considered necessary to confirm the level of adequate language skills. It is not important merely with regard to the students, but also the teachers. Within the North–South–South programme, sufficient language skills of the students were ensured by arranging a one-week advance English language course for local students to activate their language skills during the course. Usually the adequacy of language skills was attended to by setting sufficient language skills as a selection criterion for admission to the course.

**Physical conditions**

Finally, it is also important that the physical conditions function appropriately. Accommodation must be close to the course venue and transport, meals and course premises must be functional. It would be beneficial for the students to be able to use functioning IT equipment. In Africa, it is not self-evident that there is electricity or operating telecommunication connections at the course venue. Furthermore, it is worth considering whether the course will be held in a central or regional location. If the selected location is without disturbances, it is easier for both the teachers and students on the course to concentrate on the course alone than might be the case if there were other distractions – whether they be the exuberances of a city or the close proximity of one’s family.

**5.4 Selection criteria for the organising countries of the Erasmus and Nordplus intensive programmes**

The grounds for the decision on the organising country were studied more closely regarding the intensive programmes which were funded through the Erasmus and Nordplus programmes. In both of these programmes it is possible to decide whether the course shall be organised in the coordinator country or in one of the partner countries or alternatively in some other place altogether. The reasons influencing the choice of the course location were the same in both programmes.
Willingness to organise the course

In most cases it is the guiding principle to alternate the place of organisation so that the coordinating country starts. The location was in some cases changed to ensure that the opportunity for internationalisation at home is available to all. The next organising country after the coordinator is usually determined on the basis of which country indicates its interest in organising the course. There was also one exceptional case where the coordinator was entirely relieved of the responsibility to organise. Enthusiasm and interest in bearing the responsibility of organisation was deemed important, as it is very laborious to act as the organiser not to mention the extra costs incurred to the organising party and which do not entitle to funding. Examples of issues causing extra costs to be incurred to the organiser are hospitality and the work contributed by other participating personnel. Therefore, the decision on the course location may also be influenced by in which country the management supports the organisation of the course.

Within the network there is a will to have all stakeholders participating in the organisation of the intensive course with equal contributions. There are, however, partners who prioritise, for example, writing an academic article to an intensive course and this may cause resentment within the network. There have been occasions where other partners have refused the responsibility of organisation which has left the coordinator with the responsibility. Usually the coordinator does not want to take on the organisational responsibility more than once precisely due to the amount of work it entails. Some partners, however, have felt that it is easier to take care of the administrative tasks if they do everything themselves. They may have had previous experiences of the partner’s financial administration not being of adequate quality.

In some cases it is preferred to organise the course in Finland, because it makes it possible to report statistics which show more students from home higher education institution as participants as would be the case abroad. The amount of teaching conducted in a foreign language in the home higher education institution as well as the number of credits earned will also show in statistics. One interviewee stated that you get what you pay for. Another motivation for some for organising the course in Finland is the desire to gain the maximum benefit from internationalisation at home as coordinators.
The infrastructure and costs

A factor which has some impact on the choice of the course location is information on which country is known to possess suitable premises for teaching and accommodation as well as the ability to organise the catering on the course. If the potential partner is so small that it would not have sufficient personnel for the organisation, the responsibility has been given to some other partner instead. Accommodation and travel costs are a concern in choosing the location and also the ability of the higher education institution to provide sufficient infrastructure for a successful realisation of the course. For example, one Nordplus programme is organised in the Baltic countries, as also the Baltic students can afford to attend there. Moreover, Estonia is preferred as a location over Latvia, since in Estonia the infrastructure and administrative competence are more functional. Another ground for selection is how interesting the country in question is from the students’ perspective, in order to attract students to attend the course.

Special expertise in the field

Whether some specific region or higher education institution possesses some special expertise in a field seems to seldom impact the choice of location. On the other hand, there are situations where the course has been organised in a region due to the very features of the region in question. For example, corporate cooperation networks may exist as well as special skill concentrations as is the case in Northern Germany where there is competence in the field of manufacturing linen for home consumption. This makes it easier to demonstrate the matters in practice. If the course has one principal organiser, the course is usually organised at his/her home higher education institution, as other teachers and assistants may come along from the same higher education institution.

One new idea was to organise the course as a follow-on to a scientific conference or workshop which was near the subject of the course. The intensive course is in these cases organised in the same locality either just prior to the conference or just after it. This way it is easier to attract experts in the field as lecturers while the student may also attend both the intensive course and the conference during the same trip which gives them an opportunity to broaden their insight into the discipline or field in question.
5.5 The development of cooperation between higher education institutions

It was often hard for the individuals being interviewed to pinpoint, which part of the cooperation was created as a result of the intensive course and which part was created through the other activity of the network. Often it is a tightly interwoven whole where everything is interrelated. For example, a new master’s degree programme created at a Belgian partner was said to have come about as a result of the cooperation in the network, but the intensive course may have had some influence thereto as well. What results the intensive course creates depends on the network and the intensive course itself. In some cases the intensive course has not necessarily lead to anything other but the development of personal relationships. In many higher education institutions the goal is that the intensive course would lead to a deepened cooperation. In some higher education institutions the intensive course is a result of a curriculum development project, while in some institutions the intensive course has led to the development project.

In the majority of the networks there is a will to deepen the cooperation. Ideas for follow-on measures may already have been planned, and all that is missing is the funding. In one example the goal is to organise an online course common to all partners and suitable for their curricula a few years after the intensive course. In another case a joint project plan has already been prepared and in yet another case there is a dream of a joint publication. One higher education institution is planning a joint teaching module and learning environment as well as a summer school together with a Russian cooperation partner. Another higher education institution is planning a joint research or development project, study module or a joint degree in cooperation with the Germans. A deep and broad cooperation between higher education institutions requires systematic effort and the issue has to be continuously kept on the agenda. Further cooperation does not transpire out of thin air, instead it takes an investment of time and effort from all parties.

Projects, study modules and joint degrees

Only rarely have totally new joint projects, study modules or joint degrees between higher education institutions been created on the basis of intensive courses. Nonetheless, they are often the long-term goals. There are also examples of realised joint degrees, teaching modules and joint research projects.
A joint degree which traces its origin to an intensive course will probably start next year in a university of applied sciences. Within another university of applied sciences there is a pending planning process for a joint teaching module with the Slovaks. One interviewee from a university stated that an intensive course initially led to international network cooperation in the discipline of sport psychology, and later on to a joint master’s degree. In another university it was stated that the intensive course helped in developing a joint degree of which a proposal had recently been submitted. In some higher education institutions several joint courses and specialisation studies had been created, while in some cases the educational whole or a research project has been created but only between Finnish institutions. Moreover, there are pending negotiations on cooperation in many higher education institutions, but as yet concrete results have not been reached, as the process is rather slow.

**Other cooperation**

Mutual articles, teacher and student exchange, new intensive courses, supervision of doctoral dissertations, and other more intense cooperation, such as organising conferences have emerged more often than joint degrees or projects. Several interviewees mentioned that student and staff mobility as well as the number of degree students had increased after the intensive course. Quite a few interviewees said that the intensive course has led to a joint article by the partners, a conference paper or some other publications such as joint entrance examination books. In some cases a supervisor for theses and dissertations was found in the intensive course partner country. Also the opponents and pre-examiners of doctoral dissertations have been found as a result of the intensive courses.

The essence of the intensive courses is that through them and during their realisation it is possible to get to know representatives from other higher education institutions, mutual understanding between educational institutions is increased and enthusiasm for deepening the cooperation may result. Developing personal relationships and trust is the key in terms of further cooperation. As the duration of an intensive course is longer than, for example, a conference visit, and more intense than an individual teacher exchange, it provides an opportunity to get to know each other more deeply, and also time for initiating joint project planning.
5.6 Cooperation between higher education institutions of the southern countries within the North–South–South programme

Several questions were posed to the higher education institutions regarding the cooperation between the higher education institutions in the Southern partner countries and the impact of the North–South–South intensive courses on that cooperation. According to the answers given in the interviews, the higher education partner institutions within the North–South–South networks rarely have a long history of cooperation. Certain teachers may have met one another previously in some conference, for instance, and they may be reading and commenting on one another’s articles. Some teacher training is received in other countries, such as in South Africa. Within some networks there is mutual exchange of information or supervision of graduate students between the Southern countries or teacher mobility internally funded by the higher education institutions, but this remains small in scope.

Development of cooperation

According to the interviewees, fundamental importance of the intensive course in terms of developing cooperation is that the course has introduced people to each other, making future cooperation viable. Teachers in the Southern countries have also perceived the opportunities opened to them by the South-South cooperation.

In many cases South-South cooperation is limited. This is because the teachers in the Southern countries do not have time nor funds to invest in cooperation. In some North-South-South networks however, the intensive course has deepened cooperation. After the people involved have been acquainted on an intensive course, it has been possible to cooperate subsequently, for example, in expert exchange. There is one university which nowadays regularly sends its students to an intensive course organised by another university. Some universities have created a joint publication. A visit to Finland by teachers from different countries even resulted in a joint article. In most cases increased cooperation with Finland has manifested itself in that an increasing number of students from the higher education partner institutions have expressed interest to study in the Finnish higher education institutions. This may promote the capacity building in the Southern countries when the students return to their home countries and bring their new skills with them. However, there is a reverse side to this, if the students stay in Finland after their graduation the skills might not be transferred to the student’s original home country.
**Challenges in the South-South cooperation**

The challenges in the cooperation between the Southern countries are manifold, but they are most pronounced in relation to the available resources, lack of time and the local infrastructure. The greatest challenges have to do with the lack of resources. The resources of the Southern universities are meager: there are no funds for exchanges and teachers do not have time as their teaching groups are large. The flight connections within Africa are limited and expensive in many cases. Roads are in a bad condition and there are also regions where the availability of gasoline is a concern. One interviewee told that the international economic recession has further decreased the amount of funds received by the universities. Teachers have responsibility for much more students than is the case in Finland and they don’t necessarily have much administrative personnel to assist them. For this reason all teachers do not always have enough time for satisfactory realisation of the cooperation.

In some cases the paramount hindrance to cooperation is language skills. There are also problems related to attitudes and a concern about having one’s own skills being revealed to be inferior to another country in the cooperation. Universities may feel that they are competing against one another. Often the relations with more affluent countries are valued more than the relations with other Southern countries, which may lead to the meager funds being used for cooperation with the more affluent countries. It is even possible that within a certain country the representatives of a university in the capital underrate the competence of a provincial university. The research culture is also only emerging in the African countries. One interviewee said that the PhD studies are often conducted abroad, with the help of a scholarship, which has the effect that the doctoral student creates his networks outside Africa. This has made it a challenge to create research groups within the African continent.

Cultural differences were mentioned as a hindrance to cooperation only in rare cases. The funding of the universities may, however, be obtained from very different sources. Some universities are funded by the government, whereas some private universities are funded by religious communities together with, for example, the government of the United States of America. They may have very different operational cultures and unequal amounts of funds available.
Challenges of Finland–South cooperation

The main challenge for the cooperation between Finland and the Southern countries was said to be the inflexibility of Southern countries in recognising studies. Differences in cultures and schedules, such as slowness in communications, were also considered as challenges to cooperation. Also the fact that the Southern countries rarely have any funds to invest in the cooperation or travel was perceived as a problem. In some cases the poor Internet connections in Africa have constituted a hindrance for the realisation of a joint online course. The unreliability of e-mail poses additional obstacles for cooperation between Southern countries, and even the postal services may be unreliable in some countries.

5.7 The intensive courses within the North–South–South programme and the development cooperation perspective

The aim of the study was to find out if the North-South-South intensive courses differ from other programmes in some ways due to the development cooperation perspective inherent in them. The interviewees were also asked how, in their opinion, said perspective possibly manifests itself in practice.

According to most interviewees, a North–South–South intensive course differs only slightly from the courses in other programmes. In the North–South–South cooperation the southern ownership and benefits are a major priority, which also shows in the realization of courses. This is shown, for example, in the choice of the subject matter in the courses or in choosing an African higher education partner institution instead of, for example, a European one, even if the latter might have superior expertise on the subject. A North–South–South intensive course differs from other intensive courses also in that there are insufficient funds to send a large number of Finns to the course. Thus, a majority of the participants either come from the Southern countries or the Finnish students attend as a part of their own student exchange or placement. It is often the case that the coordinators of a Finnish course want to offer as many Southern students as possible the opportunity to attend the course. In order to reach that goal, one’s own scientific ambitions may have to be compromised. Since the Southern countries’ higher education institutions are very strict in recognising studies, the theme of the intensive course has to be chosen with particular diligence.
The higher education institutions have made a commitment to the development cooperation perspective since the application stage. The United Nations Millennium development goals are taken into account as much as possible in the planning process of the course by choosing a topic which is connected to, for example, sustainable development or the promotion of democracy. The topic may also stem from a global problem or social problem acute in the Southern countries. In the process of developing the course topics, the representatives from the South are striven to be heard and their views on the skills they want to learn. The aim of the courses is to strengthen the operational preconditions of the cooperation university and to support the development goals of the country in question. In several projects the situation is viewed in the long-term, as is required by sustainable development. The word is spread at the local level, for example, by offering information to local teachers. In many cases the goal is to get local organisations to commit themselves to the activities. One interviewee stated that there is always an attempt to have an expert on development cooperation to join the course with the help of external funding. Another interviewee mentioned that the local teachers who have participated in the course have succeeded in getting the course included as a part of their continuing education.

A number of interviewees brought up the view that there is no reason for a North–South–South intensive course to differ in any way from the other intensive courses. Although the other partner represents a developing country, both partners still have much to offer each other and the cooperation between the higher education institutions is the same as anywhere else. It is not a question of exporting education, but of genuine cooperation. It would also be asking too much, if there was an expectation that a few intensive courses would be able to achieve remarkable changes in the area of capacity building.

The Southern higher education institutions considered the North–South–South programme and its constituent intensive courses as an excellent tool for strengthening skills and competences and for attracting visiting lecturers from abroad. The population growth in the developing countries has led to a trend of founding new universities in the majority of Southern countries. At the same time, however, there is a persisting lack of a sufficient number of qualified teachers. This being the case, the intensive courses and short professorial visits offer a concrete relief for an acute need from the perspective of development cooperation. Since the intensive courses clearly have an impact on the Southern countries’ higher education institutions, it would be justified to both increase the number of intensive courses and the amount of allocated funding.
6. CONCLUSIONS

According to interviews, the internationalisation in the higher education institutions focuses on student and staff mobility, international projects, foreign language study programmes and joint curriculum planning. The higher education institutions consider student and staff mobility as the basic level of internationalisation from which the institutions are gradually moving onto more extensive cooperation. The aims are international research projects as well as common teaching modules and joint degrees. Intensive courses are not specified in the strategies of the higher education institutions, but they are considered to promote the strategies of those institutions, especially in the area of internationalisation and local impact. Intensive courses can be considered as a sort of stepping stone between student and staff mobility and more extensive cooperation. They are expected to produce new publications between higher education institutions and, in the long term, promote the creation of joint courses and joint degrees.

The versatile effects of the intensive courses for higher education institutions

Attitudes toward intensive courses are positive within Finnish higher education institutions as the courses offer students and teachers an easy way to internationalise. In addition to this, the courses provide internationalisation for students with families and students already in working life, who cannot participate in the traditional long term student exchange programmes. Quantitatively, intensive courses do not enable the internationalisation of very many students with families or adult students, but for most of them, they may offer the only feasible option, which makes the intensive courses very important. Furthermore, intensive courses are a good tool for internationalisation in certain sectors, such as technology, in which internationalisation is not very popular.

Despite the short duration of the intensive course, it has, in the long run, indirect effects on the internationalisation of the higher education institution. Firstly, intensive courses have effects on the eagerness of students and teachers to participate in exchange programmes. The amount of student and staff mobility is one of the indicators measured numerically. However, not all higher education institutions consider promoting mobility as their objective, but the actual mobility is the prerequisite for participating in the intensive course. In these cases, the higher education institutions should amend the student selection criteria as well as the objectives and target group of the intensive course completely, if one aims to promote long-term mobility.
Additionally, intensive courses work as a tool for higher education institutions to find high quality and good strategic partners. Intensive courses can serve as a testing tool in creating a partner network or in deepening cooperation. Through them, it is also possible to explore the partners’ curricula, knowledge of which is important when designing educational cooperation. Intensive courses may serve as "ice-breakers" for deeper cooperation. In this way, intensive courses also serve the higher education strategy by being one of the strategy implementation tools.

Thirdly, intensive courses bring forward ideas and methods to be used as part of standard education in the home institution. During the courses, one can see and experiment with new teaching methods and get the latest knowledge of the field, or knowledge of new fields for the education purposes of one's own higher education institution. Intensive courses can therefore have a positive impact on the development of teaching on a broader scale. From a teaching point of view, intensive courses are clearly different from a student exchange in that they very successfully combine internationalisation and study. With ordinary student exchange, learning outcomes can easily be more limited.

_Nordplus_ and _Erasmus_ intensive courses can promote students' internationalisation at home, if the course is held in Finland. It does not happen automatically, but requires systematic inclusion of students as tutors and programme organisers in the intensive course. _FIRST_ programme's intensive courses change the students' attitude towards Russia and get students interested in the country as a potentiality for a longer term mobility. In order for the mobility to be significantly realised, the provision of English language teaching must first increase in Russia. The _North-South-South_ programme is a useful tool in the development of higher education partner institutions. It provides the personnel of the higher education institutions in the southern countries with an opportunity to get to know each other professionally. Concrete South-South cooperation, however, requires the emergence of more funding or more personnel for higher education institutions in the South. Otherwise, the personnel will struggle to find the time or the money for the implementation of cooperation.

_The significance of external funding_

One of the most important merits of the intensive courses is that they allow for a more manifest and current topic that will be worked on in a multinational group. Also an important part of the internationalisation is the social interaction during free time, for which intensive courses provide
excellent settings. The importance of external financing is significant for the implementation of the courses. Few institutions have the resources to provide similar intensive courses on a self-financing basis. Changes in external funding would be visible immediately in the intensive course implementations either as lower course or student numbers or shorter courses that would take place geographically closer.

The representatives of the higher education institutions believe that intensive courses bring with them many positives when considering the development of teaching and students' internationalisation as well as the cooperation between the higher education institutions. Other approaches would not be as effective in promoting them. If the financial situation of the higher education institutions were to weaken, the institutions would not reduce intensive courses first. Benefits of the intensive courses are seen to be so significant that institutions are prepared to spend personnel time and, to some extent, the institution’s money. However, they are not willing to invest any more money than they are currently investing. This may be based on the fact that if intensive courses are to be thought solely in terms of learning or internationalisation, they concern only a few people per course. Intensive course preparation is so laborious and time-consuming, that with the same time and effort, a regular course could be arranged to teach a multiple number of students or achieve products measured by the Ministry of Education and Culture, such as articles. However, the time and money spent is considered to be reasonable in the current degree, due to the other benefits from the course. Intensive courses are seen as particularly significant in the development of international partnerships, and in the universities also in the development of research. When these factors are taken into account in deliberation, intensive courses’ costs and benefits are currently in balance.

Today, one of the obstacles of increasing the number of intensive courses is the fact that even though time has been spent on designing the course, the availability of funds is not certain, and the work done can be wasted. In the future, the importance of intensive courses in contributing to the students' internationalisation may increase, if the requirements for speedy graduation increase further. In that situation, students may no longer have time to take part in lengthy exchange programmes as often as now. One may consider that an increase in funding of intensive courses in the future would be justified in order to bring them to cover a greater number of students.
Factors promoting impact

Intensive courses have an effect at both the individual and the higher education institution level. One may, however, consider how higher education institutions can contribute to increasing the impact. Higher education institutions can do this in many different ways, but the basis for work is founded on a number of principles: a real need for an intensive course, committed teachers believing in their work, good planning and team spirit between partners. An intensive course doesn’t arise by itself, but it is a common effort of the partners that, in the best case, shows the handprint of all parties. Finding good partners of high quality is vital to intensive courses and in general to other cooperative projects between higher education institutions. As the preparation of intensive courses is more laborious than normal teaching, it is important that designing the course arises from a genuine need of all partners, not just the possibility of obtaining funding. It will provide better conditions for the successful implementation of the course and diversified long-term impact.

Already at the design stage, intensive courses require enthusiastic and committed teachers. Openness between partners throughout the process, from design to implementation, will facilitate the progress of cooperation, as openness increases trust between the partners. Openness should also be pursued within the institution – sharing results and exchanging experiences are important elements in creating an international atmosphere in a higher education institution. From the perspective of development of teaching, intensive courses spawn ideas for higher education institution departments. An idea may cover part of the study unit, or it can act as a stimulus for the emergence of the greater whole. A method that proved successful on an intensive course has been tested, so using it in standard education is more justified. Openness in sharing information, therefore, increases the impact of intensive courses in the development of teaching. For the individual student and the teacher, an intensive course provides international capabilities that can be utilised in the future in different ways. The fact that the intensive course is of short duration also allows for the participation of such students and teachers who would otherwise not have the opportunity or interest in traditionally considered forms of internationalisation, such as a student exchange programme. Intensive courses are a viable tool for internationalisation of students, teachers and higher education institutions.

In order to promote the impact of intensive courses, it requires, above all, that the management level of the higher education institution has a positive attitude towards intensive courses. In
practice, this means that teachers are encouraged into internationalisation for example in the form of intensive courses. For this purpose, a number of working hours resourced for this purpose can be used as an incentive. Furthermore, the management should encourage employees in internal cooperation. This provides a more varied basis for planning multidisciplinary courses. As intensive course planning and implementation are often seen as very time-consuming, it is important that the higher education institution is able to provide such an administrative framework that supports the planning and implementation of a variety of internationalisation efforts. On a practical level, this means administrative support structures. Teacher and administrative personnel cooperation accomplishes a lot, and nobody's workload will become disproportionate.

A limited number of students and teachers partake in intensive courses. In justified cases, additional financial contribution from the own higher education institution could also be considered, which would allow financing additional students to the course. This enables participation of more participants in the intensive course and increases impact. Intensive courses should be seen as a viable tool for higher education institution departments. For justifiable reasons, it would be good to add the courses to such fields or groups of students who do not naturally internationalise, such as technology or adult students. Although it is essential to keep in mind that partnerships are based on chemistry between people and on cooperation, the management’s positive attitude supports the development.

From the perspective of higher education institutions, intensive courses contribute to a number of important issues. Precisely due to their versatility they are a tool that should be utilised, whether one wishes to develop teaching, deepen the cooperation between higher education institutions or internationalise students. The benefits of intensive courses are clear, regardless of whether the funding is from Erasmus, Nordplus, FIRST or North–South–South programme. Therefore, intensive courses should continue to be funded.
SOURCES


APPENDIX 1. Structure for a theme interview

Intensive courses' institutional impact in Finnish higher education institutions

6. The significance of intensive courses for higher education institutions from internationalisation perspective
   - Promotion of higher education institution's internationalisation
   - Internationalisation priorities
   - The added value of intensive courses compared to other international activities
   - Effects on a longer-term mobility
   - Effects on internationalisation of special groups
   - Importance of partnerships for the realisation of intensive courses

7. The potential added value produced by intensive courses for developing education and teaching
   - The added value of Intensive courses for teaching
   - Teaching methods and learning materials transferred from courses into part of the normal education
   - Establishing intensive courses as part of the curricula after the funding ends
   - A multidisciplinary or a cross-disciplinary approach in intensive courses

8. Long-term impact of the intensive courses and cooperation in higher education institutions
   - Creation of new projects between higher education institutions
   - Effects of Intensive courses on internationalisation / internationalisation at home

9. Intensive courses serving strategic goals in higher education institutions
   - Internationalisation strategy
   - Other parts of the higher education institution's strategy
   - How the strategy guides operations

Program-specific results which CIMO has asked to be reported separately:
- **Erasmus and NordPlus**: importance of intensive courses from the perspective of internationalisation at home
- **FIRST**: the impact on mobility from Finland to Russia
- **North–South–South**: the potential impact of intensive courses on cooperation between higher education institutions in southern countries
APPENDIX 2. Position of the interviewed persons in higher education institutions

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<th>Position of the interviewed person</th>
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<td>Assistant</td>
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<td>Senior lecturer</td>
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<td>Emeritus professor</td>
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<td>International Relations Planner</td>
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<td>Head of International Relations</td>
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<tr>
<td>International Relations Manager</td>
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<td>International Relations Coordinator</td>
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<tr>
<td>Head of Development, internationalisation</td>
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<tr>
<td>Head of Education and Development</td>
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<td>Head of Education</td>
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<td>Coordinator, Education</td>
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<td>International Relations Coordinator, Lecturer</td>
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<td>Lecturer</td>
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<td>Lecturer, Study advisor, International Relations Coordinator</td>
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<td>Lecturer, Project Manager</td>
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<td>Student Affairs Coordinator</td>
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<td>Student Affairs Secretary</td>
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<td>Director, Centre of Expertise</td>
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<td>Professor</td>
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