



International scientific conference on economic
development and legacy of Simon Kuznets „CED—2025”
Roundtable "Global Cooperation and Development
Transformations: Challenges, Prospects, Innovations"

The Dominance of Higher Education Institutions' Responsibility in International Graduates' Career Integration: The Need for Coordinated Stakeholder Engagement

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and

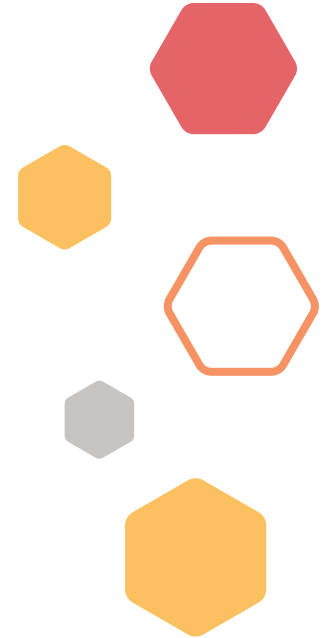
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Relevance of the Topic

- Global knowledge economy → competition for talent
- International graduates – potential skilled professionals
- Career integration remains challenging





Scientific Problem

- HEIs are considered the main responsible institutions
- Responsibility disproportionality → fragmented initiatives
- HEIs' resources are limited → insufficient impact on long-term integration





Why Lithuania?

- Non-English-speaking, less competitive study destination
- Small labour market
- Integration policy still emerging
- Relevant case for other similar countries





Research Purpose

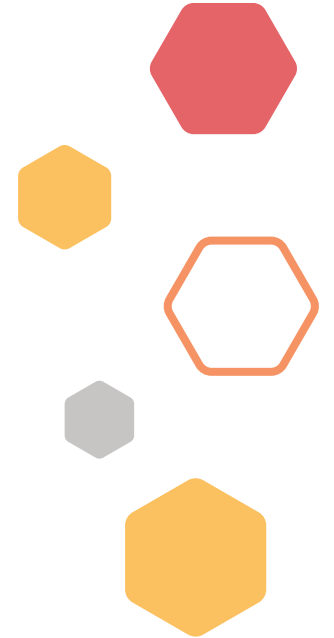
To reveal the dominance of HEIs' responsibility in the career integration of international graduates in Lithuania and to propose a stakeholder engagement management model.





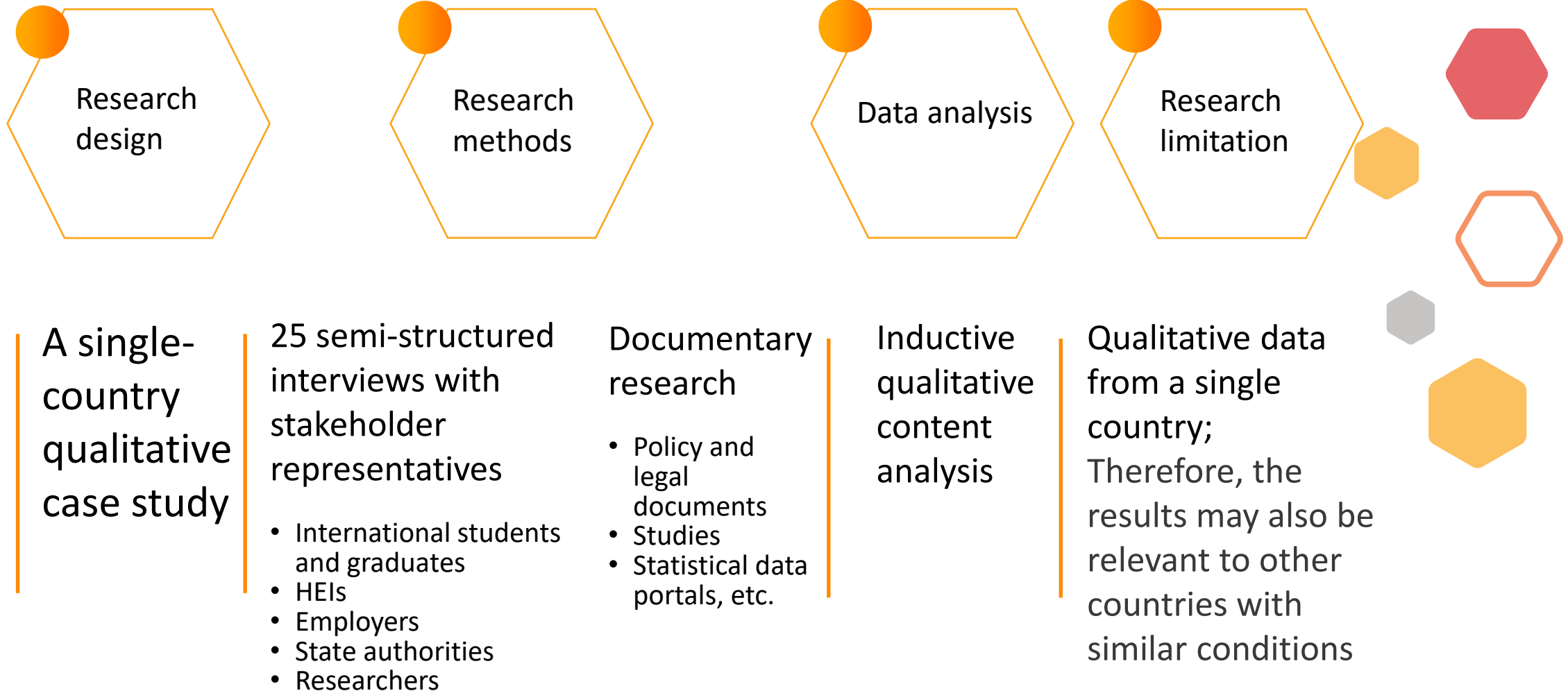
Theoretical Backgroud

- Research on international graduates' careers: career integration - multidimensional process full of challenges (language barrier, weak networks, employer attitudes, policy gaps)
- HEIs' role: central but disproportionate
- Stakeholder theory (Freeman, 1984): career integration requires multi-actor engagement and coordination
- Holistic perspective: micro–, meso–, macro levels





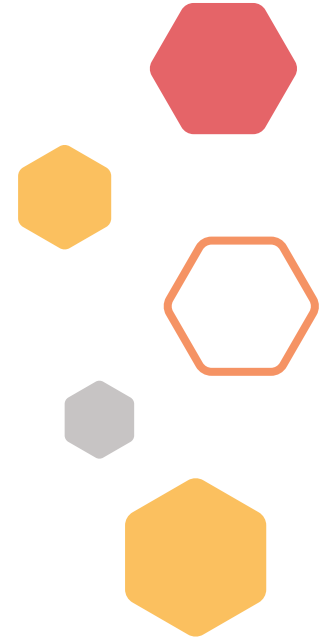
Research Methodology





Key Findings (1) – HEIs:

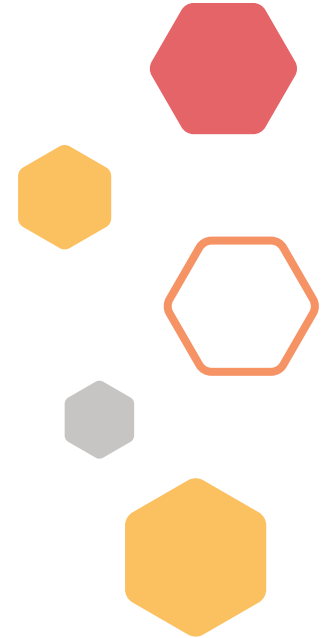
- HEIs' responsibility dominance
- Disproportionate expectations: stakeholders assign HEIs a very broad responsibility spectrum
- HEIs' practices vary: some proactive, others minimal and low-quality
- HEIs' activities are mostly focused on the study
- HEIs face challenges, while government incentives are lacking





Key Findings (2) - other stakeholders' involvement limited and fragmented:

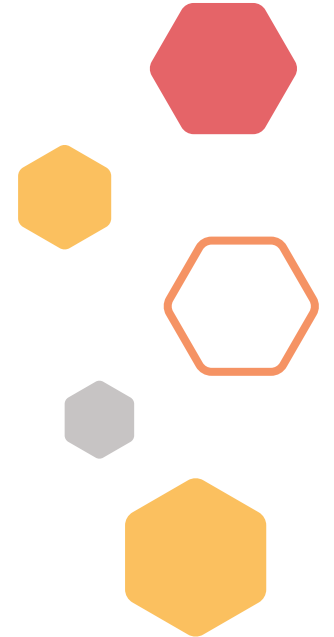
- Employers → sceptical, prefer locals, face challenges
- State institutions → fragmented, short-term measures
- Communities/Student organizations → episodic, not systemic
- Students/graduates → limited intentions to stay in Lithuania, active involvement uneven





Key Findings (3) - summary

- Although the role of HEIs in the integration process is central and is mainly emphasized by other stakeholders, their ability to ensure long-term career integration on their own is limited.
- This disproportion, together with the fragmentation among other stakeholders, becomes the main weakness of the system.

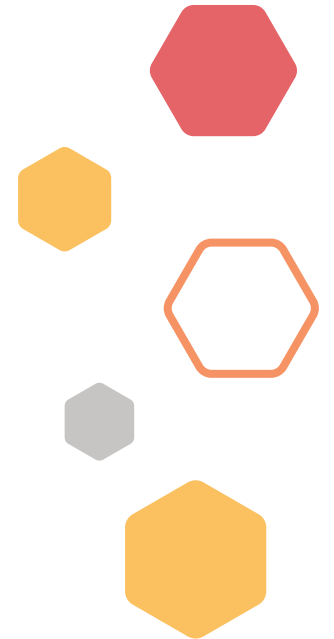




Proposed Model (1): redistribution of responsibility + coordinated engagement

Redistribution of responsibility:

- HEIs: education, academic support, initial career preparation
- Employers: jobs, internships, mentoring
- State institutions: policy, coordination
- Communities/Student organizations: social & cultural inclusion
- Students/graduates: active role in language learning, career planning, networking

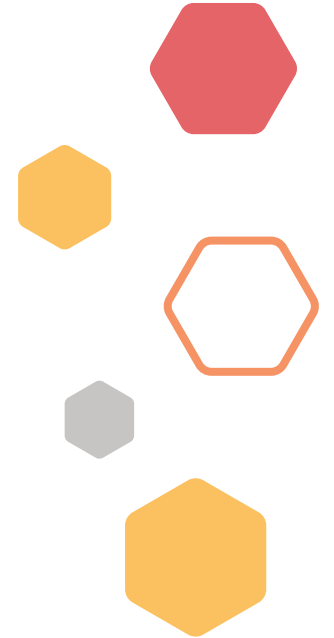
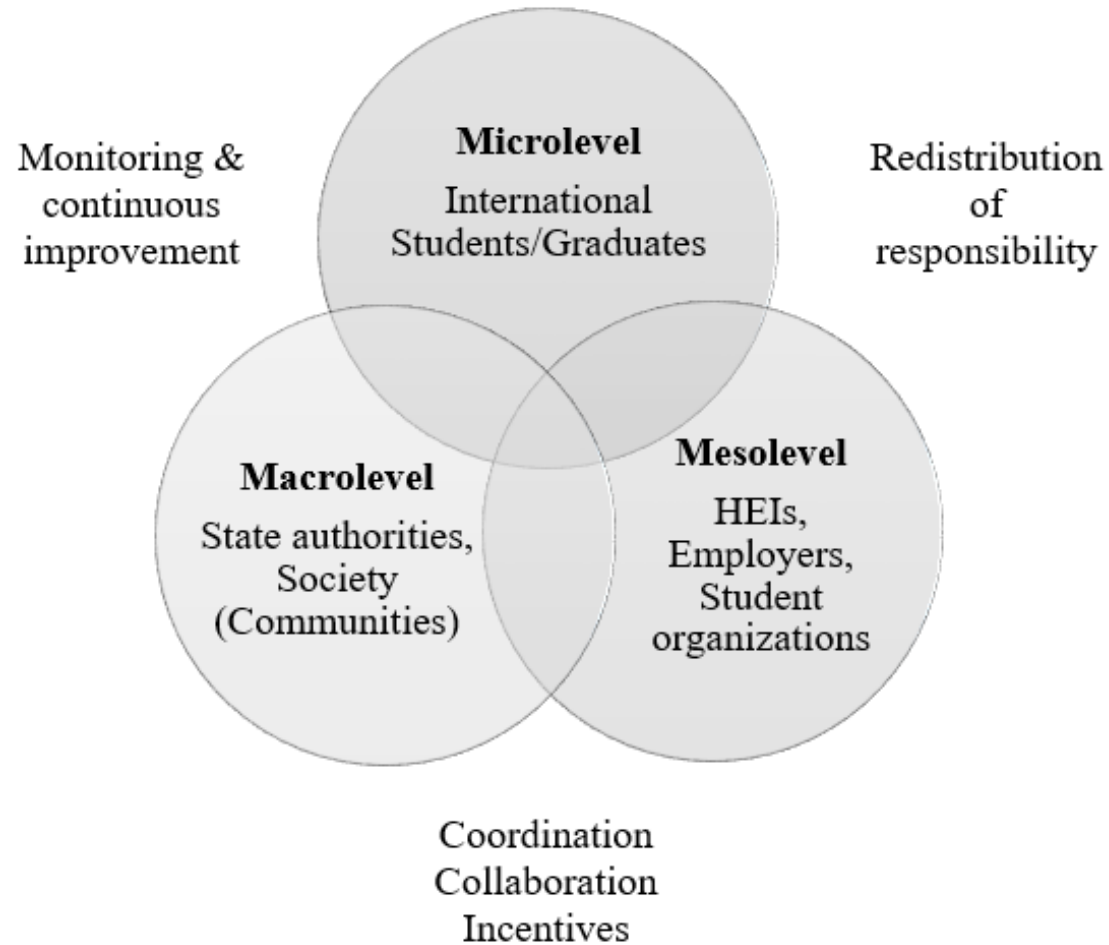


Proposed Model (2): redistribution of responsibility + coordinated engagement

- Coordination & collaboration: a permanent coordinating body
horizontal and vertical ties among stakeholders
- Incentives for stakeholders
- Monitoring & improvement: feedback loops, data-driven policies



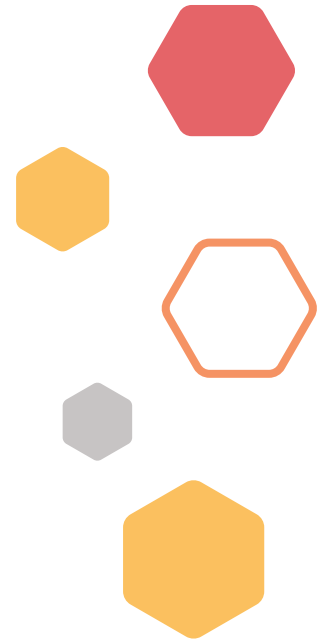
Visual Model





Conclusions

- HEIs' dominant role creates disproportionate responsibility
- HEIs' practices are uneven, other stakeholders remain fragmented
- Active involvement of international students/graduates is essential
- Coordinated stakeholder model ensures sustainability



Thank you for your attention!

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