**Higher Education internationalization in a context of anti-internationalist trends.**

Higher education (HE) scholars (e.g. Altbach & de Wit 2017; de wit 2018) have argued that HE internationalization cannot be expected to expand infinitely, but will increasing be challenged by anti-internationalist and globalization-skeptic political trends. Brexit and the 2016 presidential election in the US are mentioned as indications of a political climate growing increasingly adverse to the values that internationalization promotes. One example is the increasing skepticism towards the Bologna process, a concerted effort to promote internationalization in the form of student mobility and internationally compatible HE systems. It has been criticized for its neoliberal tenets (Neave 2009). Still, the Council of Europe’s understanding of HE as broadly promoting liberal democratic values, personal development, and economic progress has influenced Bologna policy-making significantly (Bergan 2011). In Europe, right-wing politicians have signaled willingness to roll back Bologna reforms. Most outspoken is the influential German “Alternative für Deutschland”, whose program declares the Bologna process a failure and its intention to reestablish the previous degree system and end the compatibility with the EHEA three-cycle system. In Poland, the ruling party (PiS) has also indicated willingness to roll back Bologna inspired reforms implemented by former governments (Dakowska 2017). Anti-internationalist policies by the ruling Fidesz party in Hungary have targeted the Central European University (Corbett & Gordon 2018). Anti-immigrant sentiments and discourses influence the culture in countries traditionally welcoming international students (Finn 2018). Lastly, right-wing politicians have framed English-language university programs as a threat to the national languages and domestic students’ right to be taught in these languages (e.g. AfD in Germany, the Danish People's party in Denmark). This paper intends to map and discuss policies and discourses targeting internationalization and evaluate their importance for development of intercultural competence and global citizenship as key competences in the 21st century.

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