



Internationalisation Agenda for Higher Education

May 14th 2018



Vereninging Hogescholen
Netherlands Association of
Universities of Applied Sciences



VSNU
vereniging van universiteiten
association of universities
THE NETHERLANDS

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Management Summary

Dutch universities of applied sciences (UAS) and research universities have, in line with government policy, invested heavily in recent years in internationalisation of education and research. The starting points are that internationalisation is not an objective in itself and that internationalisation should add value to the quality of higher education and research. Internationalisation contributes to the three core functions of education: socialisation, personality development and qualification. Moreover, the open and international character of our UAS and research universities is one of the reasons that the Netherlands is leading in the fields of education and research. UAS and research universities are therefore continuing their commitment to internationalisation that:

1. Contributes to the high quality of our education and research.
2. Reinforces the international positioning of the Netherlands as a knowledge society, also with a view to global challenges.
3. Is a factor in addressing the needs of, and the shortages in the employment market.

At the same time, it is becoming increasingly clear that internationalisation comes with its own challenges. Education institutes are noting that it is more and more difficult to steer the inflow of international students in an open education system and a globalising world. This has resulted in urgent issues, for example in the fields of language policy, accommodation, accessibility and inclusivity.

UAS and research universities have a social responsibility to address these issues and to continue their commitment to the quality of internationalisation which is so important to students, teachers, researchers and Dutch society. In this agenda, the UAS and research universities list the actions needed to achieve this. Although the institutes take responsibility for carrying out these actions, they also need the close involvement of other stakeholders, such as the government. The actions needed have been worked out based on four priorities:

1. Inclusive internationalisation aimed at quality

- To ensure that internationalisation strengthens education and the education community, UAS and research universities are putting their efforts into:
 - High-quality internationalisation: for example, by offering teachers training in English language, intercultural skills and didactics, and in coping with a diverse student group.
 - Inclusive communities: for example, by ensuring an inclusive set-up of the co-determination and of activities aimed at the academic and social integration of students and staff.
 - Integral language policy: one component of this is the establishment of the teaching language in the OER. Accessibility is being tackled by seeking support for the preservation of the supply of Dutch-language Bachelor's programmes at a national level. The level of proficiency of English language by teachers will be safeguarded and students will be provided with education in Dutch and English language skills.
- UAS and research universities need extra instruments from the government, in the very short term, to allow them to steer management of the inflow of international students, for example by making it possible to create a separate English-language track for which it is permitted to set specific entrance criteria. All this is aimed at the creation of a diverse international classroom and accessibility of the programmes for Dutch students.

2. Attracting and retaining international talent

- Providing good accommodation is a vital precondition in attracting international talent. In order to achieve this:
 - UAS and research universities are committed to structural local consultations with municipalities and housing associations and the improvement of information provided to students.
 - The government must improve the baseline forecasts and reach agreements with housing associations about the application of tenancy law.
- It is important for the Dutch economy that international talent stays here after graduation. To raise the 'stay rate' of international students:
 - Research universities and UAS ensure the supply of Dutch language education.
 - The government must commit to a follow-up of 'Make it in the Netherlands'.

3. Strengthening our international positioning

- UAS and research universities strengthen the international positioning of the Dutch knowledge sector by:
 - Presenting themselves abroad with a joint brand entitled 'Study & Research in the Netherlands'.
 - Establishing priority countries for joint profiling.
 - Strengthening the international and European networks and actively participating in setting up 20 European University Networks (EU).
- Together with partners, UAS and research universities want to ensure that:
 - Knowledge institutes are a standard component of large economic trade missions.
 - Foreign missions are prepared jointly by industry, knowledge institutes and government.
 - The Netherlands takes a top 5 place attracting international talent.
 - The Netherlands continues to contribute to global development, in particular the Sustainable Development Goals and that this contribution is also internationally visible.

4. Better balance in mobility

- UAS and research universities stimulate outgoing mobility by:
 - Aiming information supply and scholarships strategically at groups of students for whom studying abroad for a time is not self-evident.
 - Further expanding the number of joint international programmes.
 - Sharing knowledge and experience with institutes in other European countries.
- Increasing outgoing mobility is only possible if the government:
 - Commits to completion of the European Higher Education Area.
 - Removes the barriers, also financial, to study abroad.
 - Commits to raising the Erasmus+ budget.

There is expected to be a rise in coming years in interest from international students to come to the Netherlands to study. This agenda is based on management of the growth in numbers of international students (by extending current trends to 1 in 14 international students in UAS programmes and 1 in 5 in research university programmes in 2025), the rate of which will be determined by institutes in agreement with students, teachers and the local government authority concerned. Should a different approach be considered, for example in the light of shortages in the labour market or more far-reaching ambitions on the part of the Netherlands as a knowledge economy, further steps and a broader social consideration in terms of ambitions and capacity will be needed.

Introduction

Quality as the objective, internationalisation as the means

The Netherlands has a reputation for being an open and internationally-oriented society. This is an important core value and a part of our identity. Open and internationally-oriented higher education is an integral component of this. Dutch universities of applied sciences (UAS) and research universities have, in line with government policy¹, invested heavily in recent years in internationalisation of education and research. A key premise in that process is that internationalisation forms an important part of our assignment: to provide high-quality education and research. In that sense, internationalisation is not an activity or objective in itself, but it rather contributes to the quality of education and research. Internationalisation must be compatible with the social function of UAS and research universities, which exist primarily for all sections of Dutch society, and with our identity and culture.

Internationalisation takes many forms. It is more than just mobility, students of different origins or a change in the teaching language. It's also, for example, the integration of cross-border issues, intercultural skills and diverse cultural perspectives in the curriculum. All institutes make their own choices in this, choices that suit their profile and the specific sectors. They look at the ways in which internationalisation can enhance the quality of education and research and help prepare students for the labour market.

Internationalisation is a major asset for our higher education and research. Indeed, good quality research begs collaboration and debate with colleagues from home and abroad. In addition, internationalisation contributes to the three core functions of education: socialisation, personality development and qualification. Students learn how to deal with diversity and learn intercultural skills. They are better prepared for a labour market that demands that graduates be able to cope with global issues and have an eye for international context.²

In 2014, in the light of all this, the Netherlands Association of Universities of Applied Sciences (Vereniging Hogescholen) and the Association of Universities in the Netherlands (VSNU) formulated, in a joint international vision, three ambitions: to equip students with international skills; to strengthen the contribution by international students and staff; to strive for more synergy in the branding of the Netherlands abroad. Some significant steps have been taken on the road to achieving these ambitions in the last four years. This can be seen in the number of programmes in which international issues are central, the expansion of the concept *international classroom* and the growing numbers of Dutch students being given the opportunity of studying abroad. We are also seeing a growing contribution by international staff to research at research universities and UAS.

¹ See, for example, the letter from State Secretary Rutte in 2004 (Parliamentary Paper 29800 VIII, no. 72), '*Grenzeloos Goed*', Minister Plasterk's *Borderless Beneficial* internationalisation agenda from 2008 (Parliamentary Paper 31288, no. 44), the vision on internationalisation of education paper by Minister Bussemaker from 2014 (Parliamentary Paper 22452, no. 41) and Minister Bussemaker's letter of 19 September 2016, on the value of the world, a progress letter about the international dimension of higher and intermediate education ('de waarde(n) van de wereld – Voortgangsbrief over de internationale dimensie van ho en mbo'). The agreements made with educational institutes about further profiling have also contributed to the commitment to internationalisation.

² See also the recent report by the Buijink steering group (DTIB, 2017).

High ambitions demand continued commitment

The ambitions of UAS and research universities remain high. What we would really like to see is that institutes and programmes, in keeping with their profiles, give their internationalisation policy shape in such a way that it:

1. contributes to our high quality of education and research;
2. reinforces the international positioning of the Netherlands as a knowledge society, also with a view to global challenges;
3. is a factor in addressing the needs and shortcomings of the Dutch labour market.

At the same time, internationalisation comes with its own challenges, certainly now we are seeing a fast growth in numbers of international students at research universities. There are pressing issues in the areas of language policy, accommodation, accessibility and inclusivity, for example. In some places, the high quality and good reputation of Dutch higher education lead to a substantial growth in numbers of international students. International developments, such as Brexit, also play a role in this. The international demand for high-quality higher education is many times greater than the supply. And thanks to social media, students are getting better at finding their way to it. That makes the international demand more and more unpredictable.

Realising our ambitions and addressing these challenges requires coordination and action. This is done, for a large part, at the level of individual institutes and programmes, in collaboration with regional partners. However, a number of ambitions and challenges need to be coordinated and engaged at a national level. This is the case for the ambitions in the area of international profiling, for example. There are also specific challenges for the research universities, such as the safeguarding of accessibility. To this end, research universities affected will look for more coordination and jointly monitor developments. We are asking the government to provide additional instruments to help us steer, at institute level, towards a balance in the international inflow.

Current prognoses as starting point

In formulating this agenda, we began by looking at the expected growth in numbers of international students at this time. At the system level, UAS and research universities have no ambition to speed up or expand this growth. The fact remains that such an accelerated growth could occur: Dutch higher education is an open system and unforeseen international developments, such as Brexit, could significantly affect the inflow of international students. We must be able to confront these developments in a controlled way.³ Government or industry could also express an ambition, given the shortages in the labour market, to attract more international students. Such an accelerated growth goes beyond the current absorption capacity of the institutes and would therefore only be realistic if it were to be accompanied by the political will and extra investment. In the final comments of this agenda, we describe what would be needed to facilitate such a significant increase in the numbers of international students.

³ The trends in international mobility are described in more detail in Appendix 2.

An agenda with four priorities

As higher education institutes, we want to continue to rank among the world's top. In view of this, the Netherlands Association of Universities of Applied Sciences and the VSNU nominate four priorities in this agenda:

1. Inclusive internationalisation aimed at quality
2. The attraction and retaining of international talent
3. The strengthening of our international positioning
4. Better balance in mobility

In the following chapters, we identify for each spearhead on the one hand, actions that UAS and research universities themselves will take locally and on the other hand, measures and facilitatory instruments at the system level for which we need the support of other stakeholders (such as government, the Network of Knowledge Cities⁴, VNO-NCW (the Confederation of Netherlands Industry and Employers)/MKB Nederland (SME) and Nuffic (the Dutch organisation for international cooperation in higher education)). In the appendices, more detailed descriptions can be found of the importance of internationalisation (Appendix 1), the facts and figures with regard to mobility (Appendix 2), the language policy of institutes (Appendix 3) and the costs and benefits of mobility (Appendix 4). In Appendix 5, we chart policy development in neighbouring countries.

This agenda came into being following consultations with a large number of stakeholders who are vitally important to the successful realisation of the internationalisation of higher education. We would like to thank the following organisations for their input: ESN, ISO, LSVb, Kences, the Dutch Ministries of Foreign Affairs, Interior and Kingdom Issues, Economic Affairs and Climate Policy, and Education, Culture and Science, VNO-NCW, Network of Knowledge Cities & Nuffic.

⁴ The Network of Knowledge Cities in the Netherlands consists of the 12 university cities and their universities, the VSNU, the Netherlands Association of Universities of Applied Sciences and Kences (knowledge centre for student accommodation).

Foreword: starting positions for universities of applied sciences and research universities

Differing starting positions...

Internationalisation is of great importance to both the UAS and the research universities. However, the sectors differ as to the starting position and development up till now. For that reason, some sections of this agenda specifically address *either* UAS programmes *or* research university programmes (or particular areas within these programmes).

Starting situation of UAS

UAS offer a large variety of programmes: from teacher training and healthcare education to hospitality and engineering. There are also big differences between the institutes: some have 400 students, while others have 45,000 students. The extent to which an institute or programme becomes internationalised must also be seen from this point of view; we have to consider for each programme, how the degree and form of internationalisation will take shape. The premise is that UAS programmes are Dutch-language. In addition, there is a variation which has Dutch and English-language tracks running consecutively, with the exception of some specific sectors in which the professional practice is international.

Some of the UAS programmes have a clear international character. For example, in the agri-food sector, foreign internships are common (61%) and programmes in the arts, hospitality management and international business sectors have a relatively large inflow of foreign students. Other programmes have a strong national or regional focus. Teacher training programmes, for example, have almost no foreign students and a limited outgoing credit mobility (15%). Despite this, international skills are part of the curriculum in these programmes as well. For example, a future primary-school teacher is expected to exhibit global citizenship skills and the ability to get on well with children of various cultural backgrounds (and their parents).

UAS face a number of specific challenges. They are striving for a stronger joint positioning of the UAS in Europe. That is important in part for the entrance to, and participation in European (research) programmes and international collaboration between institutes. In addition, there has been a significant international acknowledgement in recent years, of UAS as being a type of education that could reduce the gap between education and labour market. There has been concrete interest from countries such as China and Brazil, in learning from the Dutch UAS system.

Starting position of research universities

Dutch research universities have a pronounced international character. In the field of scientific research, in particular, we see extensive international collaboration and mobility of researchers. Indeed, more than 30% of academic staff at Dutch research universities come from abroad, and for PhD students, the figure is almost 50%. For the research universities, international mobility and cross-border collaboration in research projects are vital prerequisites for the ability to perform high-quality, innovative research.

Internationalisation also plays a major role in the reinforcement of the quality of academic teaching. In line with government policy, the research universities have succeeded in making considerable progress in the internationalisation process in recent years. More and more programmes focus on international issues and themes, and more and more Dutch students are spending a part of their study abroad. Moreover, there has been a significant rise in the numbers of international students in the Netherlands, especially in the last three years.

It's clear to the research universities that internationalisation benefits the quality of education and they are therefore willing to continue their commitment. At the same time, the rapid developments of recent years have revealed some areas of concern, such as issues in language policy, accommodation and accessibility. The research universities wish to address these issues actively together with the government, in order to ensure that internationalisation continues to enhance the quality of education.

...and a shared vision on the importance of internationalisation

The fact that the sectors have differing starting positions does not mean that they have differing opinions about the importance of internationalisation: the potential added value of internationalisation is indisputable. In this section, we show what the added value of internationalisation is for the three functions of education (socialisation, personality development and qualification) and why it is important for the solving of societal problems. We also take a brief look at the importance of internationalisation to research.

Internationalisation and socialisation

Internationalisation brings students into contact with other cultures. This experience stimulates students to reflect upon their own culture and traditions. In this way internationalisation touches in the core of socialisation.

The way in which contact with other cultures takes place can vary greatly. It could be through an internship, or study period abroad, or it could be in the 'international classroom'. Within this teaching concept, there is an active response to the diversity of the student population. By working together on international issues, students acquire intercultural competences and learn to work in diverse teams. This results in creative and applicable solutions, from diverse perspectives, and students learn to apply their knowledge in new contexts. A well set up international classroom enables all Dutch students, including those unable to go abroad, to learn how to handle diversity and acquire intercultural skills. In this way internationalisation 'at home' promotes equal opportunities for all students.

Internationalisation and personality development

Internationalisation helps students develop into autonomous, self-reliant and independent individuals. Feelings of unease and being misunderstood are inherent to the process of personality development. They help students to develop their own personality and a critical outlook. Experiencing the various insights and viewpoints from other countries and cultures contributes to that.

Internationalisation and qualification

Thanks to globalisation and a multicultural society, graduates increasingly encounter international or intercultural challenges in the Dutch labour market too. It is therefore important that students can acquire both international insights and knowledge and 21st century skills in their study programmes and prepare themselves for work on global issues in an international context (Taskforce Landenstrategie, 2017).

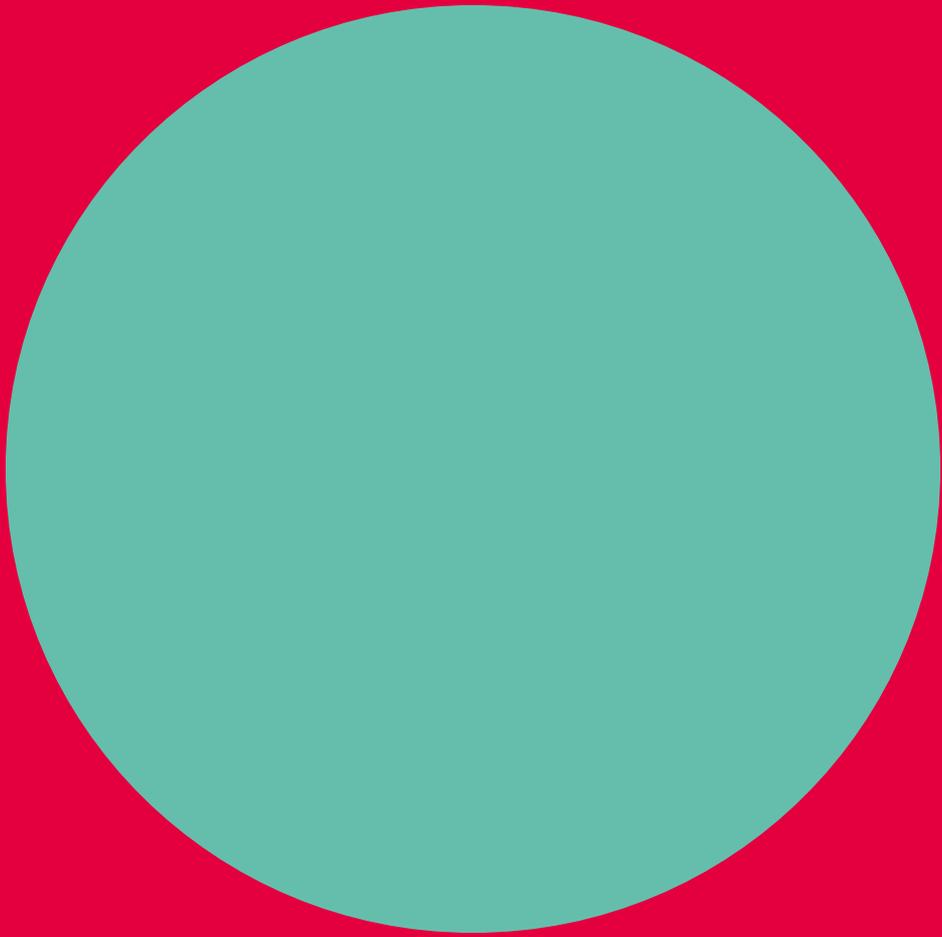
The contribution made by internationalisation to the solving of societal problems

The open and international character of our higher education and research is of increasing importance to the resolving of societal issues. As a part of the global community, the Netherlands is being confronted more and more with cross-border challenges, in areas such as climate, health, safety and food, which can only be taken on in international collaboration and by the development and application of new knowledge. With a specific focus on these international issues, for example

on the basis of the Sustainable Development Goals, the higher education institutes are contributing to the solutions for the big issues facing the Netherlands and the world.

Internationalisation and research

Research and science almost always take place in a global context. Scientific progress benefits from an open exchange of ideas, research data, research results and researchers. All this applies even more now that more and more of the issues in a society in the throes of vigorous globalisation, have a cross-border nature. By embracing international collaboration, researchers bring complementary knowledge and information together. This leads to new and far-reaching insights, at a faster speed. The latest insights may be significant for the solving of major cross-border issues but could be just as important for application in everyday life at home, for doctors, teachers and police, for example. Also, thanks to international cooperation, research data and infrastructure can be more easily shared, allowing new insights to be gained faster and more efficiently.





1. Inclusive internationalisation with the focus on quality

The core premise of this agenda is that internationalisation in higher education will be used to raise the quality of education and research. Indeed, this is the aim of the internationalisation activities deployed by institutes, such as the introduction of internationally-oriented programmes, the set-up of an international classroom and international strategic partnerships. However, the internationalisation of education does not necessarily produce positive effects. One risk attached to the significant growth in the numbers of foreign students, for example, is that the quality and accessibility of the teaching actually comes under pressure.

In order to ensure that internationalisation boosts the quality of the education, and that everyone feels like they are part of the international academic community, the UAS and research universities are jointly committing to:

- High-quality internationalisation in programmes (Section 1.1)
- Shaping inclusive communities (Section 1.2)
- Setting up a balanced international classroom (Section 1.3)
- An integral and inclusive language policy (Section 1.4)

Where are we now?

- There are more than 75,000 international students studying in the Netherlands in academic year 2017-2018: 48,513 of them at research universities and 27,926 at UAS.
- The number of international diploma students has risen in the past twenty years from two to five million worldwide (UNESCO). In the Netherlands, the numbers of international students attending research universities has more than tripled in the last ten years. Numbers of international students attending UAS have increased by 40% in the same period.
- This trend is expected to continue: if policy does not change, a significant growth in the numbers of international students attending research universities is expected, and a limited growth in those attending UAS. And yet numbers of Dutch students have stabilised and will even fall slightly in the long term.

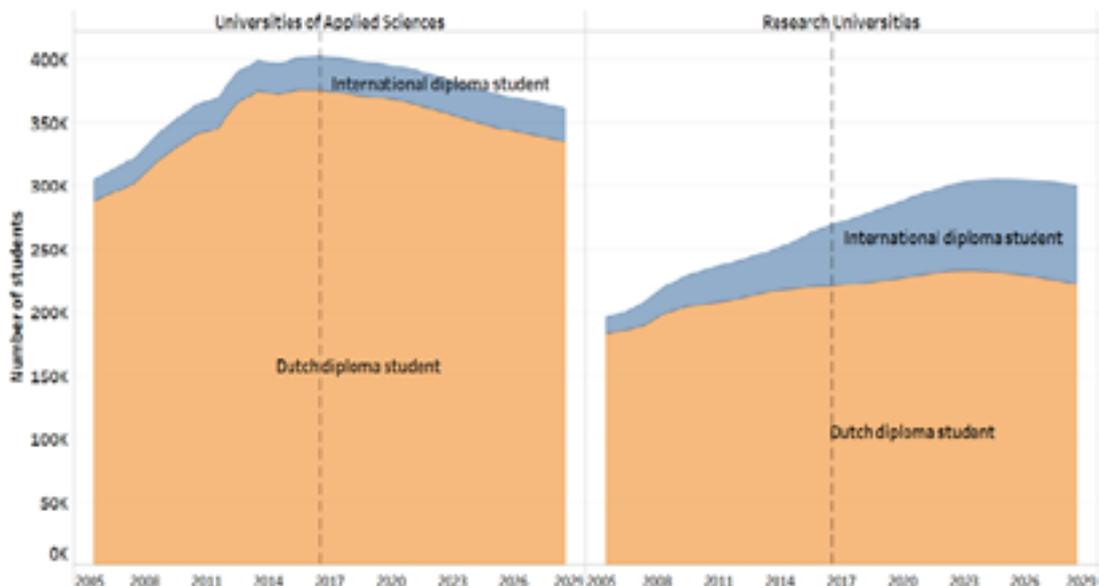


Figure 1.1: Realisation (to 2017-2018) + Estimate and prognosis (to 2029-2030) number diploma students (UAS + research universities, ex. credit-mobile students, data OCW, processing ABF/Nuffic).

% international students	2016-2017	2024-2025	2029-2030
UAS	6.2%	7.1%	7.2%
Research universities	16.3%	22.4%	26.1%

Table 1.1: Realisation (2016-2017) and prognosis percentage international students (UAS + research universities, ex. credit-mobile students, data OCW, processing ABF/Nuffic).

Full-time students per HOOP sector (UAS + research universities, Dutch and int.)	2016-2017	Of which internat.	2024-2025	Of which internat.	2029-2030	Of which internat.
Economy & Business	188,595	23,109	185,053	25,143	177,770	25,696
Human & Social Sci.	104,847	9,524	108,980	15,550	105,438	16,799
Healthcare	75,090	3,590	73,420	4,010	69,871	4,110
Agriculture & Environmental Sci.	21,523	3,011	23,803	3,639	22,746	3,794
Science	28,316	3,343	34,068	6,677	33,716	7,447
Education	40,391	404	38,224	512	36,155	532
Law	26,074	2,727	28,896	4,318	28,126	4,676
Cross-sector	9,884	3,199	14,195	7,209	14,921	8,241
Arts & Culture	43,391	8,660	48,814	13,239	48,093	14,188
Engineering	124,311	10,392	127,792	17,360	123,583	18,870
Total	662,422	67,690	683,245	97,657	660,419	104,354

Table 1.2: Realisation (2016-2017) and prognosis numbers full-time students per HOOP sector (UAS + research universities, both Dutch and international, ex. credit-mobile students, data OCW, processing ABF/Nuffic).

- There has been an increase in recent years in the diversity of countries of origin of international students. While numbers of students from Germany and China have remained stable for years, more and more students are coming from a great many other countries.
- The degree of internationalisation varies greatly between institutes and subject areas. For example, in research universities, there are relatively many English-language programmes and international students in the engineering and economy sectors in particular. In UAS, arts and hospitality programmes have strong international profiles.

1.1 High-quality internationalisation in programmes

When designing programmes, there is a constant focus on the potential added value of international aspects. Institutes have distinguished three priorities in this area for the coming period:

1. Continued commitment to integrating internationalisation into the curriculum

Internationalisation is not a separate subject to be taught in programmes, but rather a component of the whole curriculum. For example, students might deal with a foreign case or various cultural perspectives. In the continued development of programmes, UAS and research universities make sure that internationalisation is achieved to a high quality. It follows that students must be able to acquire an international learning experience during the course of their study. This starts with 'internationalisation at home', in order to guarantee that students who, for whatever reasons, choose not to use an exchange programme, can also profit from the benefits of internationalisation.

Good practice: internationalisation of the curriculum (Erasmus University Rotterdam)

The objective is to have all EUR programmes based on 'International & Intercultural Intended Learning Outcomes' (ILOs) by the time the next accreditation takes place. At the end of 2017, this had been achieved for around 40% of the EUR programmes.

Applying ILOs simplifies working with an international classroom concept, in which the diverse composition of the student population within a programme is seen as an added quality. This is expressed in the curriculum and in the didactics used. The training course 'Teaching in the International Classroom' (TIC) has been developed for EUR teaching staff, to promote the use of ILOs and the International Classroom.

2. Professionalisation of teachers and staff

Institutes of higher education give teachers cross-institute opportunities for taking training courses in the fields of language skills, intercultural skills and didactics and on coping with a diverse student group (including students with a migration background). In addition, teachers are encouraged to make use of the possibility of gaining experience abroad.

Good practice: training opportunities for teachers (The Hague University of Applied Sciences)

The Hague Center for Teaching and Learning offers a complete and cohesive choice of training courses for both academic and support staff within the faculties and programmes. The broad range of training courses and support sessions cover the various aspects that play a part in the internationalisation of the curriculum. The exploration of models, for example, and the motives for internationalisation of the curriculum, internationalisation and assessment of learning outcomes, teaching and learning in an international classroom and intercultural sensitivity training. At present, HCL offers around 20 different training courses and workshops. There are also possibilities for customised courses.

Teacher Benedikte Engelberts: *"The training offers a great many useful tools, good practices and valuable discussions. I found it inspiring and it changed the way I approach the composition of project groups."*

3. Removing obstacles in legislation and regulations

We are asking the various ministries to remove as many unnecessary obstacles to internationalisation in legislation and regulations as possible. For example, research universities already make use of the *Kennismigrantenregeling* (national highly-skilled migrant scheme) to be able to attract lecturers and guest lecturers from outside the EU. With just a small adjustment, this could be arranged for UAS too. The regulations which make it difficult for international students (particularly from outside the EEA) to do internships or gain relevant work experience should also be examined closely. It is important that Nuffic collaborate with the educational institutes to continue to signal and monitor such obstacles and work with partners such as DUO, SVB and the IND to have them removed where possible. Lastly, for the sake of completeness, we emphasise once more that the Cabinet's plan to shorten the 30% scheme for expats will make the Netherlands an unattractive prospect for top-level foreign researchers and teachers.

1.2 Inclusive communities

Internationalisation affects all students and staff of UAS and research universities and its success depends on the measure of support from, and involvement by, internal and external parties. This means that we must shape internationalisation processes inclusively. All students (also the international ones) and teachers need to be involved in the decision-making with regard to internationalisation. Staff and students must feel at home in the international academic community.

This is why UAS and research universities strive for inclusive communities, of which everyone feels a part, and for an inclusive international classroom which raises the quality of the education. We are committed to the following actions:

1. Active communication about internationalisation

Educational institutes will initiate dialogue with all parties within and outside the institute who are involved in internationalisation. The institutes will be transparent and communicate clearly about the policy decisions taken and the underlying motivation.

2. Inclusive co-determination

For co-determination to work, it is especially important that the whole community can feel involved. A growing international academic community throws up new challenges to this. Broad commitment must be supported and stimulated by the set-up and design of the co-determination (for example, with regard to choice of language and the support offered).

Good practice: inclusive co-determination (TU Delft)

The Faculty of Aerospace Engineering at TU Delft is extremely international, as reflected in the co-determination. In the programme committee, three of the five students and two of the five teachers are international members. Of the five members of the Faculty Student Council, two have an international background.

This is how they describe their ambitions: “As a member of the FSC, I will bring a fresh perspective to the workings of the faculty and will strive to be a tangible link between the faculty and the international student community.” And: “As an international student who has dealt with different academic environments (US, Europe and Middle East), I would like to discuss students’ opinions about the current curriculum and help them to be heard. The Aerospace department is one of the most welcoming faculties to foreign students. So why not make the most of it by bringing fresh ideas and experiences together?”

3. Commitment to academic and social integration

The strength of an inclusive international educational institute is that students, teachers and support staff from different countries feel that they are part of a single academic and professional community. Putting special emphasis on diversity of backgrounds is important in this, both in the formal and the informal curricula. An example of this might be activities that promote the academic and social integration of new students and/or staff, such as the buddy programmes in place in several UAS and research universities.

4. An inclusive student life

The institutes are putting their best effort into ensuring that the introduction period for all first-year students is inclusive in nature. This is a vital period, given that it is the first chance Dutch and international students have of getting to know the academic community. Study and student associations are also being encouraged to contribute to the inclusive research university or UAS.

Good practice: Community Manager (TU/e) (Eindhoven University of Technology)

The International Student Barometer 2015 showed that the TU/e scored relatively poorly in 'feeling welcome'. A Community Manager was appointed in response to this. They got to work on reinforcing the entire community, focusing specifically on improved integration of national and international communities at the TU/e. Some of the actions taken were starting up a TU/e Community Portal, realising more meeting places by means of the 'Aorta' and organising diverse community events. Joint introduction programmes were also set up, and the separate intro for international students disappeared. In addition, ways of strengthening the Community spirit are being looked into in both education and staff programmes.

1.3 Balanced international classroom

Creating a balanced international classroom is of major importance to successful internationalisation. As far as that is concerned, it is important to realise that UAS and research universities operate in an open system aimed at accessibility. That is to say that students who meet the entrance requirements must also be admitted to a programme. This principle also applies to international students (both European and non-European students). Institutes do not, as yet, have instruments with which to steer the inflow of students.

Given the increase in numbers of international students at the research universities, and the unequal division of those numbers across the institutes and programmes, it will be a challenge for the research universities to safeguard the balance in the international classroom. In a few places, the accessibility of Bachelor's programmes for Dutch students could even be compromised. For this reason, the institutes are requesting that instruments be created that offer more options in the admission policy. We have four proposals for this.⁵ It is important to distinguish in the approach between students from Europe (EU/EEA) and those from other countries. Indeed, Dutch higher education forms an inseparable part of EHEA (European Higher Education Area), the European higher education area, and the accompanying mutual agreements about student exchanges.

1. Expand the possibility of using diversity as a criterion for selection

Institutes must be given the opportunity of steering towards a good mix of students in the international classroom. It must therefore be made possible, by means of additional selection requirements, for more Bachelor's programmes to include in the OER (Education and Examination Regulations) that contribution to diversity, as a qualitative effect of the international classroom, will be used as a selection criterion. This will make it easier to manage the inflow of international students.

2. A capacity restriction only for the English-language track

At present, a capacity restriction (numerus fixus) applies to the whole programme, even if it has both English and Dutch-language tracks. This can put unnecessary pressure on the accessibility of a programme to Dutch students. This can be resolved by making it possible to introduce a separate capacity restriction for the English-language track in a single programme with both English and Dutch-language tracks. Students who are proficient in Dutch can always choose the Dutch-language track if they prefer.

⁵ See also the article by Anton van den Hoeven and Marijk van der Wende in ScienceGuide (<https://www.scienceguide.nl/2018/04/internationaal-grenzen-succes/>).

3. A restriction for non-EEA students where necessary

It must become possible for specific programmes and in specific circumstances, to introduce a cap on the number of non-EEA students embarking on a programme (an instrument that is also available in Denmark and the United Kingdom, for example).

4. Where desirable, the possibility of asking higher institute tuition fees from non-EEA students

The amount of institute tuition fees is an instrument with which the size of the student inflow could be influenced. Where desirable, it should be possible for institutes to charge non-EEA students tuition fees higher than the level of mere cost recovery. This could be a suitable instrument to use in cases where there is a need to restrict the inflow. It might also generate extra resources for education, with which financial issues could be tackled. This is a serious option, also given that there are indications that we are offering high quality for a low price. The effect this has will be further monitored.

Another sticking point in the admission of international students is the large number of non-EEA students who enrol in many different programmes. It costs educational institutes a lot of money to assess these applications (checking references and preparatory education levels) when in fact, many of these students end up deciding to study elsewhere. It should therefore be possible for institutes to charge non-EEA students a cost-recovering handling fee or deposit, for example. In addition, the institutes set great store by continued careful checks on students with regard to the granting of a student visa.

1.4 Integral language policy

The internationalisation of higher education goes hand in hand with an increase in the number of English-language programmes, particularly in the research universities (see Appendix 3). The number of English-language programmes at UAS level is limited: 82% of UAS programmes are completely Dutch-language, 11% have both Dutch and English-language variants and only 7% of the programmes are in English. This concerns specific programmes of which the professional practice is fully international, such as the arts, hospitality and international business. These numbers are not expected to increase in coming years. This section will therefore deal primarily with the situation at the research universities. This does not change the fact that UAS will continue to be committed to good language skills in teaching staff and didactics in the international classroom.

There are many different reasons why programmes choose English as teaching language. One is that English-language education prepares students better for the labour market, partly because it is a vital prerequisite for realising a high-quality international classroom in the Netherlands. However, students' wishes, and the internationalisation of research and education issues also play a role (see Appendix 3).

The National Student Survey shows that university students are enthusiastic about English-language programmes. Students of both Dutch and English-language programmes are equally positive about the quality of the programme and the teacher's didactics. Also noteworthy is that students (including Dutch ones), following largely English-language programmes, are satisfied with the teachers' level of proficiency in English (see Appendix 3).

At the same time, it is important to note that switching to English-language education needs careful consideration. Concerns are being expressed in the social debate about the accessibility of English-language education for Dutch students, the language proficiency of teachers and students and who has a say in these developments. Research universities address these concerns by committing to an integral and inclusive language policy, that facilitates the quality and accessibility of education and

prevents Dutch language coming under pressure in education. We propose the following five actions. The starting point is that the way in which institutes implement the proposed actions requires customisation.

1. Institutes closely involve their institute community in the choice of education language
UAS and research universities commit to a thorough decision-making process with regard to the education language. The choice of language is based on the legal Code of Conduct on languages. A change in the education language will be documented in the EER to ensure that the co-determination is involved in the decision.

Good practice: students who are proficient in language (Radboud University Nijmegen)

Radboud wants to train its students to be academics who have strong communicative powers and to that end, has for some time had an active language policy, including for example easily-accessible language courses for teaching staff in English-language programmes. Radboud in'to Languages, the university's expertise centre for language and communication, carried out a study among first-year students of the English-language Bachelor's programme in Economics and discovered that in particular the writing skills of many Dutch and foreign students need improvement. That's why the expertise centre is now developing the online Academic Writing in English modules, customised and offered to students as a component of the programme. In addition, teaching staff are receiving support, much of it through online tools, in giving feedback on the English language skills in written work.

Judith Arns, project leader of Taalbeleid (Language Policy) at Radboud in'to Languages: *"This integrated approach of testing and remedying guarantees that we are building a cohesive language policy for our students at Radboud University."*

2. Higher education institutes agree, by means of collegial coordination, to take responsibility for the preservation of the Dutch-language programmes being offered within the combined range of Bachelor's programmes in the Netherlands
Components of diligent decision-making about the education language are monitoring and collegial coordination at a national level, aimed at the preservation of the supply of sufficient Dutch-language Bachelor's programmes. UAS and research universities will shape this coordination, ensuring that in principle, at system level, there is always access to a Dutch-language variant. There are a number of exceptions to that. Institutes and programmes remain responsible for the supply, but also take their responsibility for the system with this coordination.

Good practice: language and intercultural skills (Utrecht University)

There is much focus on language skills at Utrecht University. A Skills Lab has been set up, for example, where students can get writing coaching in Dutch and English. The university recently reviewed its language policy and, following extensive consultations with the academic community, established a new code of conduct on the working education language. In it, the importance of both Dutch and English is emphasised. In a follow-up to that, courses in English language skills have been developed for scientific and support staff with the focus on didactic elements for teaching staff. At the same time, there is a project running aimed at improving intercultural competences. Several faculties are also processing these developments in their UTQ (University Teaching Qualification) track. As an example, the Faculty of Law, Economy and Organisation Studies is working on a Basic Qualification in English Language Skills and Intercultural Competences (BKEI).

3. Research universities ensure that students maintain proficiency of both their Dutch and their English
 Research universities are responsible for ensuring that English-language education, including Master's programmes, is accessible for Dutch students. To achieve this, they will have to focus on the development of academic English. Conversely, there must be a safeguard to ensure that Dutch students get their mastery of academic Dutch up to standard and maintain it, even if they are following an English-language Bachelor's programme.
4. UAS and research universities are responsible for the language proficiency of their staff
 UAS and research universities assure the quality of the education by committing to good language proficiency in their staff. In research universities, the starting point for teaching staff is that they should have mastered the education language to at least C1 level. In UAS, C1 level is also the standard, with focus on professional practice and terminology of the sector. In addition, proficiency in English for support staff is also a focus point.
5. There is sufficient focus on language in quality assurance
 UAS and research universities safeguard the language proficiency of their teachers and understand that this is a topic of discussion in accreditation (also of programmes), where it concerns the effect of the education vision and internationalisation strategy. The VSNU and the Netherlands Association of Universities of Applied Sciences would be prepared to engage in dialogue with the Minister about the best way of being able to offer quality assurances.

Summary of points of action in 'Inclusive internationalisation aimed at quality'

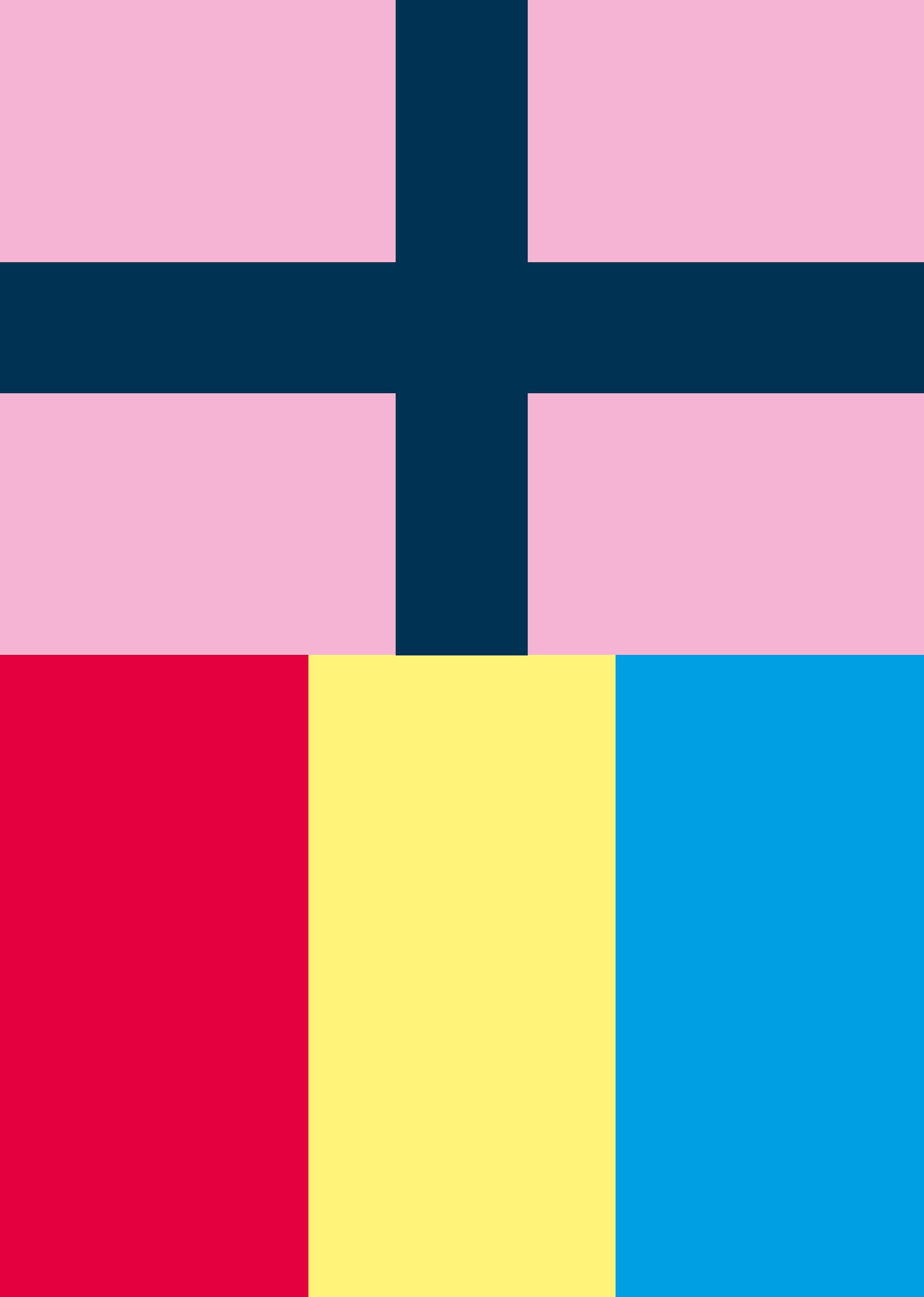
Actions by research universities and/or UAS:

1. Offer teachers training in language and intercultural skills and didactics, and in coping with a diverse student group.
2. Communicate transparently and clearly about the policy decisions taken and the underlying motives and engage in dialogue about this.
3. Design and shape the co-determination in such a way that broad involvement is supported and stimulated.
4. Organise activities that promote the academic and social integration of new students and staff.
5. Make more use of existing legal instruments to achieve a balanced inflow aimed at a genuine international classroom and prevention of exclusion.
6. Where desirable, raise the rates for institute tuition fees for non-EEA students (based on international standards) and use the revenue for education financing.
7. Maintain continuity in screening for study visas (responsibility of the institute as sponsor).
8. Ensure diligent decision-making in the subject of education language, by documenting it in the EER and allowing the co-determination to jointly decide.
9. Introduce guarantees for accessibility at system level. And therefore, cooperation in the supply of foreign-language education.
10. Give students in the Dutch-language Bachelor's programmes the opportunity of developing their English language skills and students in the English-language Bachelor's programmes the opportunity of maintaining their academic Dutch.
11. Ensure that both teaching and support staff are sufficiently proficient in English. The UAS and research universities will require at least C1 level from teaching staff.

We will ask the government:

12. To remove obstacles to the manageability of inflow of students in legislation and regulations: expand the existing possibilities for steering the inflow of international students and the admission of talent:

- To make it possible to apply for a capacity restriction for one track of a programme.
- To make it possible to ask a higher rate of tuition fees from non-EEA students.
- To make it possible to cap the number of non-EEA students in specific cases.
- To expand the Knowledge Migrant Scheme (*Kennismigrantenregeling*) to include UAS.





2. Attracting and retaining international talent

All international comparative studies show that Dutch higher education is of a very high quality. This has resulted in a significant increase in the number of international students in the Netherlands in the last ten years.

The arrival of international students is not only relevant to the forming of a high-quality international classroom. Attracting and retaining international talent is also of great social importance. From 2024 to 2030, the *grey pressure* (the proportion of retired people to those of working age) will increase from roughly one in four to one in three. Highly-skilled knowledge workers can make an important contribution to filling the substantial demand that the ageing population will cause in the Dutch labour market. Recent figures by the ROA (research centre for education and the labour market) show that up till 2022, there will be a large gap between the number of job vacancies and the expected inflow in various sectors (see Table 2.1).

Category of education	Job vacancies to end 2022	Inflow to end 2022	Shortages to end 2022
UAS - Education	69,200	36,900	32,300
UAS - Engineering	120,700	60,800	59,900
UAS - Agriculture and Environment	15,500	13,700	1,800
UAS - Healthcare	64,900	54,400	10,500
Research university - Education	14,300	12,800	1,500
Research university - Engineering	61,700	29,500	32,200
Research university - Healthcare	43,400	34,600	8,800
Research university - Human & Social Sciences	35,400	27,400	8,000

Table 2.1: Job vacancies and inflow of new employees in various sectors (ROA, 2017).

This raises the question for the government and industry whether it might not be desirable to commit to a much larger inflow of international students than is the case at present (see Final Comments). Such an ambition would have to be accompanied by extra investment in higher education, given that it would exceed the current absorption capacity.

Irrespective of the decision about level of ambition, a strong positioning and internationalisation of our higher education make important contributions to the Netherlands' competitiveness. International-oriented education and an international working population are after all major factors in business location decisions for companies and can play a part in attracting foreign investment. The recently-published report by the Buijink steering group (DTIB, 2017) also emphasises that the Netherlands' knowledge function is important in the context of the reinforcement of our international economic position.

It is therefore important that the Dutch higher education remains strongly positioned and that we continue to attract and retain international talent. For that reason, UAS and research universities are committed, together with a large number of partners, to two priorities:

- Sufficient accommodation for international students (Section 2.1)
- Increase in the 'stay rate' after graduation (Section 2.2)

Where are we now?

- Of the international students who graduate in the Netherlands, 36% is still living in the Netherlands five years later and 25% is still working here five years later. Students from outside the EEA stay here more often (42%) than students from within the EEA (31%). Students from sectors where there are shortages, such as healthcare and engineering, stay here more often than students from other sectors.
- The growth in numbers of international students studying in the Netherlands is expected to continue. These students mostly attend research universities, in cities such as Amsterdam, Maastricht, Groningen, Rotterdam and Delft. A sharp increase in the number of international students means a proportional increase in the demand for accommodation.⁶

	2024-2025	2029-2030
Amsterdam	+4,182	+4,032
Delft	+3,631	+4,077
The Hague	+2,580	+2,753
Rotterdam	+2,160	+1,921
Eindhoven	+1,997	+1,569
Wageningen	+1,856	+1,705
Leiden	+1,518	+1,638
Utrecht	+1,114	+721
Other cities	+5,165	-867
Total	+24,203	+17,549

Table 2.2: Extra demand for accommodation compared to 2016-2017 based on baseline forecasts by OCW (processing: ABF)

2.1 Sufficient accommodation for international students

Accommodation is an important prerequisite when attracting international students. Shortages were seen in a number of cities in the last year. This issue of accommodation is part of a broader social problem. For example, the demand for rental and owner-occupier properties in cities such as Amsterdam, Rotterdam, Utrecht, Leiden and Groningen far exceeds the current supply. We should stress that these accommodation problems are broader and not a consequence of internationalisation. However, they do affect the international student, and the problem is more visible in this target group.

It is important to take into consideration the situation at a local level. The problem of accommodation for students and international students does not occur everywhere. The fact is that the distribution of international students across the student cities is unequal. The projected growth will also not be equal across cities (see Appendix 2). The extra instruments with which to steer the inflow of international students advocated earlier can also aid the creation of a more equal distribution of international students across student cities. The public transport chip card (ov-chipkaart) for international students being developed by Nuffic, could also help with this.

UAS and research universities are collaborating closely with accommodation partners in the context of high-quality service for their students and aspiring students, in an effort to offer maximum support in finding accommodation. For that reason, they are committed to the following five improvements:

1. Better provision of information about accommodation

The provision of information to international students will be improved where necessary. UAS and research universities are collaborating as much as possible with municipalities and international students to jointly determine points for improvement.⁷ At a national level, the Netherlands Association of Universities of Applied Sciences, the VSNU, Nuffic, Kences, the LSVb

⁶ In the figures presented in the table, changes in the percentage of students living away from home and the drop in the number of Dutch students have been taken into account, which means that the change in the demand for accommodation does not exactly match the change in the number of students.

⁷ Good examples of this are www.maastrichthousing.nl and www.athomeingroningen.com.

(national student union), the Erasmus Student Network, the Ministry of the Interior and Kingdom Relations and the National Commission are discussing points for improvement in the provision of information (the Study in Holland campaign, for example). There are also plans for campaigns to inform international students of their rights and responsibilities as tenants, and a campaign to combat the 'no internationals' policy among some tenants and landlords.

Good practice: Athomeingroningen.com (University of Groningen)

In 2017, Groningen Municipality, the University of Groningen and Hanze University of Applied Sciences launched a website called athomeingroningen.com. The website contains valuable information for international students and staff looking for accommodation in Groningen. It offers information about the city of Groningen, accommodation and relevant procedures and regulations. The website is to be expanded in 2018 to include a page on which private landlords can advertise their rooms to international students.

2. Strengthening regional consultations on accommodation

In addition to an improved provision of information, institutes are committed to structural consultations with municipalities and housing associations in municipalities where the housing markets are under pressure. These consultations are aimed at producing a plan of action with which to manage the issue while also promoting the integration of international students. UAS and research universities support the appeal by the Minister for the Interior and Kingdom Relations for parties involved to hold annual consultations, taking the advance enrolment figures of 1 May as a benchmark. At that point, it can be assessed whether additional action is necessary. In this light, it is also important that housing associations, private investors and authorities continue to commit to an expansion of the supply of student accommodation, where necessary, also in the context of the national plan of action, requested by parliament. In addition, a more flexible use of existing accommodation on offer should be looked at, such as house-sharing and rooms to rent. Municipalities, housing associations and educational institutes can signal problems at a national level in the Network of Knowledge Cities.

3. Partnerships with Network of Knowledge Cities

The Network of Knowledge Cities plays a major role in the matter of accommodating and facilitating international students in the student cities. We are committed to forming active partnerships with the cities associated with the Network of Knowledge Cities. These partnerships will be developed with the cities involved.

The impact on knowledge cities

The economic added value and impact of international students is greatest in particular in the Dutch cities where there are research universities and UAS (knowledge cities). That is due, in part, to the strong regional partnerships between UAS and research universities, in which there are collaborations between regional social organisations and businesses in education and research. The knowledge cities indicate that internationalisation is more and more a contributor to the structural earning capacity of knowledge cities and regions. The influx of highly-skilled international talents makes for increased dynamism in the institutes, start-ups and knowledge-intensive companies. "Cities compete to attract skilled people, and research universities are a key 'asset' in this respect. They attract students who (after or even during their studies) could become valuable human resources for companies in the city." (Van Winden, 2012). In addition, there is a positive effect on the innovation capacity of companies, when diversity increases due to internationalisation. "Innovativeness in SME companies with foreign employees is higher than in SME companies with no foreign employees on the payroll." (Bruins & Span, 2013). In a more general sense, there is a strong synergy between internationalisation, productivity and economic

growth in industry. In scientific literature, extensive research is being carried out into these relationships at present. When developing policy to stimulate internationalisation in order to boost sufficient growth in productivity and economy, it is important that there is a realisation of the fact that innovation is a source, and possibly the source, of growth (Innovatie en Internationalisering, CBS, 2018). Cities are the geographical hotspots of this development.

Internationalisation has a much broader impact in the twelve Dutch knowledge cities than merely within the knowledge institutes and industry. Knowledge migrants will form a significant part of the population here. We see that in the street landscape, in private and public services, in housing construction, in the social make-up and ultimately even in the structure of the city itself. In these cities, a basic level of English is a precondition for working in retail, hospitality or even in public government offices. The housing market is changing due to the influx of internationals: there is more demand for furnished rental apartments and student rooms, there is a change in the demand for quality and a market for accommodation for PhDs and other highly-skilled migrants. The internationalisation also affects primary and secondary education. The demand for bilingual education is high, but the capacity is limited. International education is also booming, but is struggling with restrictions due to a system of financing that does not reflect the desire for high-quality international education.⁸

4. A better baseline forecast from OCW

A good housing policy needs a reliable estimate of the expected number of international and Dutch students. Baseline forecasts from OCW are the most important source that housing associations, municipalities and educational institutes have at their disposal. In recent years, these baseline forecasts for inflow of international students to research universities have been structurally too low. It is therefore important that OCW improve its baseline forecasts.

5. Tenant law that keeps open the possibility of reserved rooms for international students

Lastly, an important condition is that tenant law facilitates rental to international students, and in particular 'short stay' accommodation (for Erasmus exchanges, for example). New international students are often housed in student units specifically reserved for the purpose. Student housing associations and knowledge institutes have reached agreements on this, so that the institutes can guarantee those students accommodation for a specific period. However, since the law on the fluidity of the rental market came into force in 2015, it is no longer possible to give these students a contract that has a fixed end date and no possibility of terminating the contract. This leads to a real risk of vacancy costs, and the undermining of the system of guaranteed accommodation for new international students. Agreements will therefore have to be reached that enable institutes and housing associations to continue to guarantee accommodation, without this leading to vacant properties and the costs that go with them. If this does not have the desired effect, a change in the law is needed.

⁸ To illustrate the impact on knowledge cities: research shows that there is a great need for international primary education in Leiden. It is important that the city has enough capacity to remain attractive to international organisations and workers. However, the current supply in the region cannot meet the demand for international primary education; 123 pupils had to be turned away last year. In order to set up a new international school, an application must be submitted to the Ministry of OCW. The municipality will also have to find enough funding (probably around 3 million euros) to realise the necessary school buildings. However, the Integral Housing Plan is already under a lot of pressure.

2.2 Raising the 'stay rate'

The economic value to the Netherlands of the arrival of international students is greater if those students stay here to work after graduation. For that reason, between 2013 and 2016 in the context of the *Make it in the Netherlands* campaign, institutes took important steps towards increasing the likelihood of students staying after graduation. The likelihood of them staying on is now 36% (five years after graduating). Incidentally, research by the CPB (central planning office) shows that the revenue from the inflow of international students is higher than the costs when the 'stay rate' is above 4%.

In their efforts to attract and retain international talent, and in support of Dutch competitiveness, UAS and research universities are committed to the following actions:

Good practice: Dutch & More language course (Leiden University)

Leiden University offers international students a Dutch-language course: Dutch & More. This small private online course (SPOC) was specially developed for international students coming to study in Leiden. During the course, international students get to know the Dutch language and student life in Leiden and The Hague. Students who successfully complete the course get a substantial discount on the more extensive Dutch 1B course at the *Academisch Taalcentrum* (academic language centre). The university hopes that this will encourage international students to learn Dutch. The SPOC appears to be a success; more than 1,3000 students took part in the first two weeks alone.

One of them said: *"I really enjoyed the course. It was interesting and well-structured, and enabled me to better understand a language that is far removed from my native language."*

1. A follow-up to Make it in the Netherlands

The higher education institutes are eager to come up with a follow-up to *Make it in the Netherlands*, in collaboration with directly involved parties such as the Knowledge Cities Network and coordinated by Nuffic. In any case, UAS and research universities are committing to a further increase in the likelihood of international students staying after graduation. They are doing this by, for example, offering all international students a chance to learn Dutch, and by providing career activities that give those international students the opportunity of coming into contact with employers.

2. Research into the factors that improve the likelihood of students staying after graduation

In the context of Dutch efforts to improve the likelihood of international talent staying after graduation, it is important to chart which factors and measures affect that likelihood. This might be measures aimed at integration, the connection of international students to the labour market or the offer of scholarships by institutes, government or industry. We therefore deem it desirable that the Cabinet initiates research into this, involving Nuffic, the educational institutes, the Ministry of EZK and VNO-NCW closely in the process. This research must result in concrete recommendations for government, industry, the knowledge cities and regions and the educational institutes.

Good practice: Connect International Trainees (Saxion)

Talented international professionals who graduate from Saxion can work for a Dutch company during their 'orientation year highly educated persons' (special residence permits, no income requirements). Saxion supports the process with recruitment, selection, supervision and supplementary training and schooling. This encourages international students to settle in the Netherlands as knowledge migrants.

Graduate Sameer Ahmed (India): *"It is extremely difficult to find a job in The Netherlands due to the fact that most international students do not speak the language. Connect has given me the opportunity to connect with organisations by using its extensive network. The Connect training sessions conditioned me towards the 'Dutch mindset' in a professional working environment. Moreover, the Dutch-language course enabled me to overcome the language barrier in the workplace."*

Summary of points of action for spearhead 'Attracting and retaining international talent'

Actions by UAS and research universities:

1. Structural local consultations with municipalities and housing associations, taking advance enrolments as annual benchmark.
2. Strive towards a sufficient supply of accommodation in consultations with local authorities and suppliers.
3. Commit to increasing the 'stay rate' after graduation, for example by offering Dutch-language education for all international students.

We will ask the government:

4. To improve the baseline forecasts (international students).
5. To initiate research into measures that will increase the 'stay rate' after graduation, including the offer of scholarships by industry.
6. To determine the position of labour market demand in relation to knowledge migration.
7. To make clear agreements about the application of tenancy law and where necessary, change the law.

We will get to work, together with directly involved parties, on the following:

8. Improving the provision of information about accommodation.
9. Searching for possible ways of using the existing housing supply flexibly.
10. Making agreements that enable institutes and housing associations to continue to guarantee accommodation (prevent vacancy and the costs that go with it).
11. Develop and implement a follow-up to *Make it in the Netherlands*.





3. Strengthening our international positioning

Where are we now?

- The Dutch knowledge economy is well-positioned internationally. Our country is in fourth place in the *Global Competitiveness Index 2017-2018* of the *World Economic Forum* and in fourth place on the *European Innovation Scoreboard 2017*.
- Retaining these strong starting positions is by no means self-evident. The Netherlands is listed lower, in ninth place, in the *Global Talent Competitiveness Index 2018*. And the Netherlands lags behind in the area of R&D investment, certainly compared to countries such as China and Germany, where investment is increasing.

To ensure that the Dutch institutes for higher education and research keep their position at the top of the world rankings, it is very important that they are clearly visible on the international playing field. This enables them to enter international collaborations in the fields of education and research, to attract the best talents (students, teachers and researchers) and to contribute to global issues. We are continuing the line that was set out in the joint international vision (Internationalization vision, 2014), with reference to joint positioning of higher education and the strategic collaboration with international institutes and with Europe. To do that, a number of matters are necessary, and the government has a large part to play:

1. Commitment to policy on countries

Several parties have noted the need for the knowledge domain to be better integrated into the Dutch foreign economic policy. In order to achieve this, the Taskforce Landenstrategie has committed to (1) the promotion of mutual cooperation and synergy within the knowledge domain itself and (2) the promotion of the cohesion and synergy between government, knowledge domain and industry (OCW, 2017). How this can be given concrete form is currently being looked at in four pilot countries (Canada, China, Germany and Indonesia). There is commitment on the part of the knowledge institutes to make a success of the Taskforce Landenstrategie of the Ministry of OCW and to establish priority countries for a joint profiling.

2. Knowledge institutes as a standard component of large economic missions

Both higher education and research and science must be better highlighted as strong points of the Netherlands as a knowledge country (see also KNAW, 2017). 'Study in the Netherlands' and 'research in the Netherlands' should be central brand names in the broader international branding of higher education and research in the Netherlands. The institutes endorse the fact that this should also be a part of broad Dutch branding and cross-branding, as recommended by the Dutch Trade and Investment Board's Buijink steering group. Knowledge institutes should, as a rule, be a part of every broad economic mission. Depending on the strategic commitment, it might also mean that knowledge institutes join forces in this with the large knowledge cities or provinces. We will be engaging RVO, Nuffic and the ministries of EZK, BZ and OCW in dialogue about this.

3. Ambition of higher education for attracting talent in top 5

The AWTI (advisory board for science, technology and innovation) has indicated that we are a long way from the top 5 when it comes to attracting international top talent. We have to put all our available resources into making that our ambition: scholarship programmes (students), partner programmes (researchers), improvement of regulations and admission of students and

knowledge workers (red carpet).

4. Unified action abroad and a formal and unambiguous role for Nuffic in the organisation of missions

One important prerequisite for international positioning is that knowledge institutes take unified action in wide-ranging foreign missions and where desired and feasible, also take action on each other's behalf. During presentations on international fora and trade fairs, the recognisability of the higher education and science sector as a whole must take precedence. Attention will also have to be paid to the way in which the organisation and its support are set up. The institutes consider it desirable that Nuffic (as an independent party) should be allocated a formal and unambiguous role for all knowledge missions, in collaboration with NWO where research is also concerned. Together, they should emanate Dutch higher education presenting itself as a whole on every mission. To this end, Nuffic will have to expand the role of Nuffic Nesos as advanced outposts of the knowledge domain abroad. When it concerns the strategic application of wide-ranging Dutch missions with the involvement of knowledge institutes, Nuffic and RVO can look for a closer collaboration.

5. Strengthening networks in Europe

Europe offers opportunities in the area of education and research. The research universities are well-connected to the European research programme, which is and will remain hugely significant for them, both for the excellent research networks and the accompanying funding. Given the importance to UAS of practice-oriented research for the quality of the education, thanks to the interweaving of education and research, UAS are committed to a better positioning and profiling in Europe. UAS will be better able to profit in the long term from European programmes such as Horizon2020/KP9 and the European structural funds. The strengthening of European networks of UAS will lead in the long term to more research opportunities.

Good practice: UAS4EUROPE, positioning practice-oriented research in Europe

UAS4EUROPE is a network of European Universities of Applied Sciences, set up in 2015 by umbrella organisations from countries including the Netherlands, Germany, Switzerland and Austria. These UAS have joined forces to promote and stimulate practice-oriented research within the European Union. There is an increasing call for more impact-driven and innovative research, also in Brussels. The UAS4EUROPE network is undertaking a number of joint activities to reach its goal, including taking a unified UAS position when it comes to the lobby for the 9th Framework Programme. In addition, events aimed at raising visibility are regularly organised in the network, often in collaborations between the UAS, industry and regional partner such as provinces and cities.

6. Strategic deployment of the plan for 20 European university networks

Commissioned by the European Council, the European Commission is developing a plan for 20 networks open to participation of all higher education institutes: the so called European university networks. Each of these networks will contain a cluster of various forms of collaboration. This initiative offers many opportunities for Dutch UAS and research universities. They will be actively contributing to the development of the networks, capitalising on previous experience in common programmes and research collaboration. The commitment on the part of UAS and research universities can only be relevant if the Dutch government (OCW) commits by deploying financial resources and reducing regulatory pressure.

Good practice: International benchmark for the quality of the education (Amsterdam University of Applied Sciences)

In September 2017, the Amsterdam University of Applied Sciences (AUAS) received the EFMD Programme Accreditation System (EPAS) accreditation, issued worldwide to high-quality business schools. The accreditation was given for the two Bachelor's programmes International Business and Management Studies and International Business and Languages at the Amsterdam School of International Business (AMSIB). This international accreditation acknowledges the quality of the education, the research and the relevance to the labour market. The accreditation makes it easier for AUAS to retain current partners and attract new prestigious UAS and research universities. It also offers opportunities for student exchanges and for staff to be able to further develop professionally in the areas of education and research.

John Sterk, Dean of AMSIB: "Accreditation is not a goal in itself, but a means of achieving our higher goals. It helps us better position AUAS in the international higher education arena and maintains our relevance. The accreditation demands we continue to look critically at the quality and added value of our education both for students and for the whole community."

7. Continued focus on sustainable development goals from within higher education institutes and the government

UAS and research universities will continue to commit to the implementation of the United Nations Sustainable Development Goals (SDGs) and global development, with the support of the government. In this way, we are shouldering our social responsibility and contributing to the big issues facing the Netherlands and indeed the world. Knowledge is becoming increasingly important, for national solutions, economic development and sustainable growth as well as in taking on global challenges. It will therefore also become increasingly important for our knowledge institutes to collaborate at an international level, in order to be able to develop and apply knowledge relevant to our society.

Good practice: Collaboration project Indonesia (Rotterdam University of Applied Sciences)

The *School of Built Environment* of Rotterdam University of Applied Sciences has been collaborating with UNISSULA Semarang University in Indonesia since 2011. Students and lecturers of both institutes are working together with the *Schieland en de Krimpenerwaard* regional water authority to find a solution to the increasing flooding and subsidence in Semarang, which mainly affect the poorest inhabitants. In November 2016, in the presence of cabinet ministers from both countries, they opened the first polder in Indonesia. The project consists of exchanges of both students and lecturers for study, internship and guest teaching and joint research and conferences. The next step is the development of joint education modules for further development and exchange of knowledge and capacity building.

Student Tim de Waele: "I learned a huge amount from the internship in Semarang. I could never have imagined how bad the subsidence problems were in Semarang. In some neighbourhoods, houses are constantly inundated, and it gets worse with each flood. The polder has helped. It was inspiring to have been a part of this and to have collaborated with the Indonesian students and lecturers."

Summary of points of action for spearhead 'Strengthening our international positioning'

Actions by research universities and UAS:

1. Unified branding: Study & Research in the Netherlands. The two sectors and institutes can profile themselves within that framework.
2. During presentations on international fora and trade fairs, the recognisability of the higher education and science sector as a whole must take precedence.
3. Establishment of spearhead countries for joint profiling.
4. Strengthening of international networks and active participation in the setting up of 20 European university networks.

We ask the government:

5. To make knowledge institutes a standard component of large economic missions.
6. To jointly prepare missions by industry, knowledge institutes and government with unambiguous roles for Nuffic, NWO and RVO.
7. To facilitate Dutch participation in the new European university networks by deploying financial resources and reducing regulatory pressure.

Together with the government and stakeholders, we want to:

8. Strive for a top 5 position in attracting international talent (together with Nuffic, RVO, Academic Transfer and others).
9. Communicate our commitment and contribution to the Sustainable Development Goals on a wider international scale.





4. Better balance in mobility through stimulating outgoing mobility

Gaining experience of international education is of added value to all students. Dutch students can get this experience in a Dutch international classroom, but it is every bit as valuable for students to go abroad for a part of their study or an internship. It is also important for the Dutch knowledge society that students acquire different knowledge, perspectives and contacts abroad and act as ambassadors for the Netherlands. This is why the Dutch government and knowledge institutes have long been committed to expanding the outgoing mobility through, for example, WilWeg (I want to go) activities.

However, the Netherlands scores below average when it comes to outgoing diploma mobility: relatively few Dutch students take a full Bachelor's or Master's degree programme abroad. One consequence of this is that there is an imbalance in mobility and the accompanying education funding: the Dutch government invests more in the education of foreign EEA students who come to study in the Netherlands, than other EEA countries invest in Dutch students who go to their countries to study.

On the other hand, the Netherlands scores above average when it comes to credit mobility: a relatively large number of students goes abroad for a part of their programme or an internship.⁹ This is due in part to the 'mobility windows' created by UAS and research universities, which enable students to go abroad without incurring a delay in their programme.

Where are we now?

- At present, 2% of Dutch students (about 11,000 students) go abroad for a full study (Bachelor's and/or Master's). This leaves the Netherlands lagging behind comparable countries.
- Every year, 1.6% of students enrolled in the Netherlands go abroad to do a part of their study or an internship through the Erasmus scheme. During their study, more than 27% of UAS and research university students gain some form of experience abroad. That makes the Netherlands one of the forerunners in Europe: only five European countries have more outgoing credit mobility.

% outgoing graduate students		% outgoing Erasmus students compared to number of higher education students	
Norway	6.8%	The Netherlands	1.6%
OECD average	5.9%	Germany	1.3%
Sweden	4.2%	Denmark	1.3%
Germany	4.1%	Erasmus average	1.2%
The Netherlands	2.0%	Sweden	1.0%
Denmark	1.8%	Norway	0.8%
United Kingdom	1.4%	United Kingdom	0.7%

Table 4.1: percentage students per country that studied abroad either for a full diploma or through the Erasmus scheme in 2015.

⁹ See also Figure 2.2 in Appendix 2. In addition to credit mobility through the Erasmus scheme, this figure also shows other forms of mobility. The figure shows that there are only a few European countries with more credit-mobile students than the Netherlands.

4.1 Increasing outgoing credit mobility

UAS and research universities want to give more students the opportunity of going abroad, even students for whom it may not be self-evident. A variety of forms is possible, ranging from an internship or a six-month exchange to a summer school. In recent years, much effort has gone into the creation of 'mobility windows', which enable students to go abroad for a period, without falling behind with their study. In order to ensure that more students spend a part of their study or an internship abroad, UAS and research universities are setting the following priorities:

1. Aiming information and scholarships at specific groups

UAS and research universities inform all students about the possibility of spending some time abroad as part of their Dutch study. They pay specific attention to groups of students, such as first-generation students, for whom this is less self-evident. There are also several scholarships available for students wishing to go abroad. By strategically targeting groups of students for whom it is less self-evident to go abroad, outgoing mobility can be increased.

2. Improving the quality of internships

UAS (and a few research universities) are committed to improving the quality of foreign internships. They are working on promoting cooperation, for the sake of the supervision of students doing foreign internships. Internship supervisors can also visit students in other programmes, where possible. In addition, the exchange of information about the quality of those offering internships will also be improved.

Good practice: Erasmus+ professionalisation of teachers and staff (University of the Arts The Hague)

The University of the Arts The Hague is working on professionalising teachers and staff in relation to internationalisation policy. In this way, Erasmus+ is being actively used for professionalisation. Each academic year, a growing number of teachers and staff members (75 in 2018) are going abroad through individual Erasmus+ mobility. Teachers also take part annually in Erasmus+ Strategic Partnerships, working on curriculum development (common modules and programmes). Professionalisation courses are also often developed in collaboration with foreign partners. One example of this is the teachers' course 'Artist as Teacher' offered by the Royal Academy of Music in The Hague. Examiners also take part in international exchanges to improve professionalisation in the area of examining and assessing.

One teacher involved: "I'm exceptionally happy and satisfied with the opportunity of an Erasmus staff exchange. This exchange enabled me to look at how other countries interpret teaching programme 's and curricula. I was also able to learn from other academies (in London, Reykjavik, Vilnius and Vienna, for example) and apply this knowledge to update my own teaching programmes. It was hugely enriching and broadened my horizons!"

3. Expansion of Erasmus+

In order to realise Dutch ambitions in the area of outgoing credit mobility, it is important that the budget for the Erasmus+ programme is raised substantially. This is a vital precondition for the facilitation of a foreign study experience for as many students as possible. There must be a review of the Erasmus+ programme to see how it can effectively stimulate more mobility (multiplier). Other forms of support, such as scholarships from government or businesses, are necessary to the realisation of these ambitions.

Good practice: Minors at partner universities (University of Twente)

The University of Twente offers students the opportunity of taking minors with foreign partners through the European Consortium of Innovative Universities (ECIU). Students can put together a package of subjects in their discipline with a partner university pre-approved by their own university. There are, for example, 13 different minors available at present to students of the Mechanical Engineering programme at Twente. The ambition is to have made specialist minors available to eight different disciplines in 2018.

4.2 Increasing outgoing diploma mobility

UAS and research universities see that there is an added value to be gained when Dutch students follow a complete study abroad. However, the institutes have little influence on outgoing diploma mobility, since it concerns students no longer studying in the Netherlands. Despite this, UAS and research universities see the following opportunities for reinforcing outgoing diploma mobility.

1. Expansion of joint programmes

Following the Bologna Process agreements, Dutch institutes have put a lot of work into joint programmes and degrees. The Higher Education and Academic Research Act (WHW) was amended in 2017, to simplify the process of offering joint programmes with other or foreign institutes. The institutes make use of the opportunities afforded by this amendment to expand the number of joint programmes with foreign institutes.

At the same time, we are seeing an increase in the number of foreign institutes wishing to offer independent education in the Netherlands, at what are known as branch campuses. Although this can enhance the supply of programmes in the Netherlands, it also lays claim to amenities that are already in short supply, such as accommodation. For the government, this poses the question as to what degree the arrival of branch campuses should be facilitated.

2. Contributing to the development of high-quality education in Europe

Dutch higher education is of an exceptionally high quality. Within the European Higher Education Area, Dutch institutes are encouraged to share their knowledge and experience with other European cities. Many UAS and research universities are actively committed to this. This also makes it an attractive prospect, in the long term, for Dutch students to follow internationally interesting and high-quality education in other countries.

3. Completion of the European Higher Education Area

Europe offers our students by far the most opportunities for credit and diploma mobility. Since the agreements made at the Sorbonne (1998) and in Bologna (1999), European countries have been working on the creation of the European Higher Education Area. The Netherlands quickly adapted the necessary legislation in order to comply with EHEA conditions, making our education extremely attractive to many students from Europe. This does not apply to all countries, since the education area has not been completed by all countries on all components. This results in an asymmetrical flow of students. Completion of the education area is hugely important to prevent obstacles to studying in Europe and to achieve better balance in flows of students. The Dutch government must work intensively to ensure that there is a commitment in all European countries to three core points: completion of the BA/MA/PhD structure, a full-fledged system of quality control, recognition of study components and degrees. This is not only necessary for the stimulation of outgoing mobility, it also contributes to the reinforcement of the quality of educational programmes in all European countries.

4. Introduce pupils and students to the possibility and importance of experience abroad
In order to ensure that more students follow a full Bachelor's programme abroad, it is important that pupils are made aware of this possibility, as early as secondary school. There is an important role for secondary school student counsellors here, and also for Nuffic which can support them through the *WilWeg* ambassadors scheme, for example. Student organisations such as the Erasmus Student Network and Dutch Worldwide Students can play a part in this. UAS and research universities can also inform their Bachelor's students about the possibility of taking a Master's degree programme abroad.

5. Removing financial barriers to outgoing diploma mobility
Generally, going abroad for a complete programme brings extra costs with it for students. It is therefore important that the government communicates clearly about the possibility of taking a grant abroad. The government can also take supplementary measures to reduce financial barriers to outgoing diploma mobility. In the first instance, this means making extra grants available to students faced with higher costs abroad. It is also important that the government stimulates outgoing diploma mobility through scholarships.

Summary of points of action for spearhead 'better balance in mobility through the stimulation of outgoing mobility'

Actions by UAS and research universities:

1. Aim information and scholarships strategically at groups of students who currently do not take a period abroad.
2. Further expand the number of international joint programmes.

We ask the government:

3. To work intensively towards completion of the European Higher Education Area, based on the following core points: BA/MA/PhD structure, full-fledged system of quality control, recognition of components and degrees.
4. To remove barriers to studying abroad and communicate clearly about the possibility of financial support.
5. To press for an increase in the budget for the Erasmus+ programme.

Together with the government and other involved parties, we want to:

6. Effectively stimulate mobility through the new Erasmus+ programme (multiplier). To ensure that pupils and students are made more aware of the possibility and importance of experience abroad, at the Master's stage, for example.
7. Share knowledge and experience with institutes in other European countries, aimed at improving quality elsewhere.
8. Further determine the position towards branch campuses in the Netherlands.



Final comments

Final comments: what is the Dutch commitment?

In this internationalisation agenda, the UAS and research universities have laid out their joint ambitions and the measures needed to achieve them. In the final comments, we would like to draw attention to a number of social challenges closely related to the theme.

The Netherlands will have to find solutions, in the coming years, to several major challenges in the areas of population growth and shortages in the labour market. These challenges are too big to be dealt with solely by the contribution of the institutes of higher education:

- The Dutch student population will decrease by 5% between 2024 and 2030 (CBS population prognosis).
- In the period till 2033, the grey pressure (the proportion of retired people to those of working age) will increase from roughly one in four to one in three.
- The Netherlands wishes to remain a competitive knowledge economy.
- Our graduates almost all find a job quickly at present. In addition, ROA predicts significant shortages in specific sectors in 2022 (education, healthcare and engineering).

UAS and research universities can strengthen their contribution further by improving the likelihood of international students staying on after graduation (*Make it in the Netherlands 2.0*). However, the government needs to consider, also given the wishes of industry, whether the inflow of international students in specific sectors should be further increased, due to labour market issues or for economic reasons. That would have significant consequences for the institutes and the cities, as a simulation shows.

Hypothesis: what would be the effect of additional efforts to attract international students in shortage sectors in 2030?
(changes compared to the estimate for 2030, with normative effort in shortage sectors)

Students per HOOP area			Housing demand		Teaching and support staff needed	
Economy & business	+4%	+6.559	Delft	+4.789	Research university - academic	+3.207
Human & Social Sciences	+4%	+4.288	Amsterdam	+3.320	Research university - support	+926
Healthcare	+5%	+3.653	Eindhoven	+3.209	UAS - teaching and research	+590
Agriculture & Environmental Sc.	+4%	+968	Maastricht	+3.154	UAS - support	+363
Science	+6%	+1.901	Groningen	+2.723	Extra costs and benefits for government (in millions of euros)	
Education	+0%	+136	The Hague	+2.572	During studies	-113
Law	+4%	+1.194	Rotterdam	+2.338	After studies	+1.568
Cross-sector	+14%	+2.103	Enschede	+1.816	Total net amount	+1.455
Arts & culture	+8%	+3.621	Utrecht	+1.517	% international students	
Engineering	+14%	+16.773	Leiden	+1.057	Research university	9.9% (current estimate: 7.2%)
			Nijmegen	+918	UAS	32.9% (current estimate: 26.1%)

Information: the VSNU commissioned ABF to simulate what the effect would be of an increased admission of the number of international students compared to the numbers now expected according to the estimates of the Ministry of OCW. The simulation shown here is based on the average absolute growth in numbers of international students continuing as it has in previous years. Exceptions to this are the engineering and healthcare sectors: the number of international students in these sectors is simulated to grow relatively strongly because the average percentual growth in recent years in these sectors has been extended. If we look at all sectors together, we see that this leads to in excess of 40,000 more international students in academic year 2029-2030 than has now been estimated by the Ministry of OCW.

Based on the Apollo model, ABF has calculated what this would mean for the demand for accommodation per student city. Also calculated are the effects on demand for personnel, based on the assumption that the student to staff ratio remains as it was in 2017. For the simulation of the extra costs and benefits for the government, the figures were used that appear in the Nuffic Report 'Analysis of stay rate of international students after graduation: 2007-2014'. In accordance with that report, the results are based on a lifelong stay rate of 25% and it is assumed that the number of Dutch students going abroad remains constant.

Given that the Dutch higher education budget is only slightly dependent on the student population, such growth will not be feasible without additional investment. Moreover, it requires that certain problems be resolved. How do we organise the extra teaching personnel needed? Can we get the necessary additional accommodation from municipalities? Do we want to address staff shortages in the healthcare sector by deploying extra international students or graduates who will be given extra lessons in the Dutch language? And what does this mean for the teaching language in programmes and the possibilities for these extra students to follow intensive Dutch language lessons?

In the first instance, it is down to politicians to answer these questions. The further positioning of the Netherlands as a knowledge society and the possibility of having international students playing a more major role in future labour market needs are issues about which Dutch society and politicians should make their opinions known.

The commitment by UAS and research universities

UAS and research universities continue to see internationalisation as an integral component of their primary task, namely the provision of high-quality education and research. Interaction with people from other cultures stimulates our students to think about Dutch culture and traditions and how they compare to those of others; this shapes students and equips them with skills relevant to the labour market. Exchange and debate with researchers all over the world allows institutes to contribute to the solving of important, cross-border issues.

The way in which internationalisation takes shape depends on a programme's profile. It might be for example through focus on global citizenship, through opportunities for outgoing credit mobility or through mainstreaming international professional literature.

The internationalisation ambitions of UAS and research universities are aimed at (1) the contribution to the high quality of our education and research, (2) the strengthening of the positioning of the Netherlands as a knowledge society, with a view to global challenges and (3) the contribution to solving shortages in the labour market. UAS and research universities are committing in the coming years to the ambitions and priorities described in this agenda. However, they cannot achieve this without the commitment of many involved parties from the field of education, the professional community and the government. We would like to thank the many parties involved for their contribution to the realisation of this agenda and look forward to collaborating with them in its implementation.



Appendices

Appendix 1 – The definition and added value of internationalisation

An important premise for this agenda is that internationalisation is not an activity or objective in itself, but rather a resource that could contribute to the mission of the UAS and research universities. As knowledge institutes, our primary function is educating students and carrying out research and the application of its valorisation. That leads to a number of matters in the shaping of internationalisation:

- Internationalisation must be in the best interests of the quality of the programme.
- International students also offer an enhancement of the programme.
- Internationalisation is in the best interests of the Netherlands (labour market, economic development, international position).
- We are dependent on the best possible talents for teaching and carrying out research.

Internationalisation serves the interests of quality of education and research and contributes to development of society as a whole. It concerns more than just student learning mobility (incoming or outgoing) or the teaching language. It also concerns the integration of cross-border issues and perspectives (cultural too) in the curriculum, global citizenship and intercultural skills, international collaboration, professionalisation of teaching and supporting staff and research that takes shape in an international context.

“Internationalisation is the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.” (De Wit, 2015)

The UAS and research universities see it as their mission to contribute to the Dutch ambition of gaining a place in the top 5 knowledge economies. That requires a constant commitment to an open, connected and international system of higher education and research.

Internationalisation in education

Higher education and research institutes can work on internationalisation in different ways. Which activities are carried out largely depends on the goal. In this section, we link the three functions of education (socialisation, personality development and qualification) to internationalisation. Education should introduce students to traditions, culture, practices, values and standards (socialisation), contribute to the development of students into autonomous and independent people in society (personality development) and prepare students for a successful career in the job market. Internationalisation can bring added value to each of these functions.

Socialisation

Thanks to the internationalisation of higher education, students are given the opportunity of learning to cope with diversity, and acquiring intercultural skills. That is a component of modern citizenship and is in line with the United Nations *21st-century skills*. In particular, internationalisation has added value when it concerns not merely an international mix of the student population ('a collection of passports'), but when there is actually an active response to it from within the educational concept. In such an 'international classroom', the teaching makes use of the cultural backgrounds of all the students. A diverse group of students, including international students and students with a migration background, is of significant added value. By working together on international issues, students acquire intercultural competences and learn to work in a variety of teams. This results in creative and applicable solutions, from diverse perspectives, and students learn to apply their knowledge in new

contexts. For teachers too, it is true to say that didactics aimed at collaboration and learning in an international context is part of their professionalisation, and also adds value.

Research (e.g. NHL Stenden) shows that a number of preconditions must be met in order to reach the desired learning outcomes: we must consider the various cultural backgrounds and learning styles, there must be a balance between Dutch and international students from various countries, teachers and lecturers must receive sufficient training and coaching and also know and acknowledge their own culture and identity. The situation outside the classroom also plays a role, in terms of co-determination, mixed accommodation and taking part in student association life. A well set up international classroom enables all Dutch students, including those unable to go abroad, to learn how to handle diversity and acquire intercultural skills. That promotes internationalisation 'at home', thanks to the fact that there are equal opportunities for all students to profit from internationalisation.

Personality development

Internationalisation of higher education will contribute to the personality development of students. They will develop into autonomous, self-reliant and independent individuals with their own personality and a critical outlook, within a society moving closer to internationalisation. Experiencing the various insights and viewpoints from other countries and cultures adds to that. More and more teachers with an international background or experience¹⁰ are being employed. Moreover, teachers and lecturers collaborate with foreign partners on curriculum development or projects that contribute to raising the quality of education. Thanks to internationalisation, all students learn about and take responsibility for social issues from beyond their own borders, and to propagate democratic values. For Dutch students, there is a strengthening of the notion of personal values and standards, but it also reveals their own judgements and prejudices. It is also a fact that the social and technological developments being experienced by our society demand that students be equipped with skills that enable them to contribute to that process. It is hugely important for students to be able to grow into global citizens who are aware of the challenges and issues of an increasingly global labour market and society.

Qualification

Thanks to globalisation and a multicultural society, graduates increasingly encounter international or intercultural challenges in the Dutch labour market too. It is therefore important that students can acquire international insights and knowledge in their study programmes, and prepare themselves for work on global issues in an international context (Taskforce Landenstrategie, 2017). Both internationalisation of the curriculum's content or structure and studying in an international student group add to that.

In the light of increasing globalisation of the labour market, it is appropriate that some of the programmes are offered wholly or partially in English. In some cases because the shrinking labour market demand is for students who have developed *21st-century skills* in an international environment, and in other cases because the theme being studied is particularly international, or indeed is location-independent by nature. This is true of UAS programmes focused on international business, tourism and hospitality and the arts, for example, and also for the university research Master's and research university programmes in the field of STEM and the liberal arts.

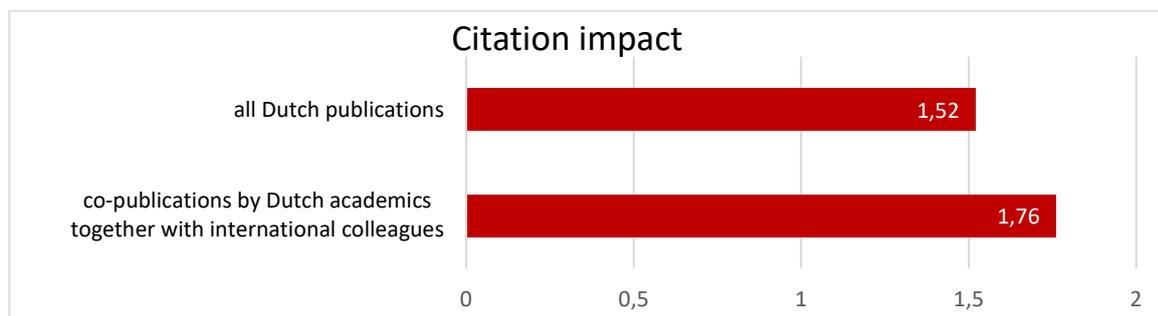
¹⁰ At present, 33% of university teaching staff have a nationality other than Dutch.

Internationalisation and research

Research and science almost always take place in a global context. Scientific progress benefits from an open exchange of ideas, research data, research results and researchers. All this applies even more now that more and more of the issues in a society in the throes of vigorous globalisation, have a cross-border nature. One example of this is the research into the issues that form the Sustainable Development Goals.

By embracing international collaboration, researchers bring complementary knowledge and information together. This leads to new and far-reaching insights, at a faster speed. The latest insights may be significant for the solving of major cross-border issues, but could be just as important for application in everyday life at home, for doctors, teachers and police, for example. Also, thanks to international cooperation, research data and infrastructure can be more easily shared, allowing new insights to be gained faster and more efficiently. Internationally-operating research groups also succeed in generating more funding for their research.

The fact that Dutch research universities, as research institutes, are ranked internationally in the top 200, is not self-evident. It is a direct consequence of the intensive and international collaboration and open nature of our research and the accompanying education. In their essay *Wetenschap in Nederland* (Science in the Netherlands), KNAW president José van Dijck and vice president Wim van Saarloos describe the international orientation of Dutch science as one of the factors for the success of our scientific system (Van Dijck and Van Saarloos, 2017). This is confirmed by studies which show that scientific articles written by multiple authors from different countries have an above-average citation impact (Rathenau Instituut, 2016). Van Dijck and Van Saarloos fiercely advocate more scope and creativity with which to attract foreign top talent to the Netherlands, to study or work.



International research funding, through the European framework programme for example, is an important stimulus for international collaboration and mobility of researchers. Dutch research universities profit extensively from this. The remuneration within Horizon2020 is also an acknowledgement of the excellent scientific research being carried out at Dutch research universities, and the good connections Dutch researchers have with international networks and consortia.

UAS, too, are working on their international positioning and profiling. Internationalisation is, after all, of great importance to practice-oriented research. Lecturers and research groups have at their disposal a strong regional network of involved parties, such as businesses, and the research is well-valorised and has impact. In regions with an international character, and where stakeholders operate more and more internationally, educational institutes must respond to this.

In Europe, the internationalisation and positioning of UAS creates the possibility of taking on more European collaborations in the future. UAS will be better able to profit in the long term from

European programmes such as Horizon2020/KP9 and the European structural funds. Intensification of European cooperation will lead in the long term to expansion of research possibilities.

Internationalisation and society

The open nature of Dutch society

The Netherlands has a reputation for being an open and internationally-oriented society. This is an important core value and a part of our identity that is expressed in various ways and at various levels. It can be seen, for example, in the top 5 classification in the Netherlands in the Global Competitiveness Index. This is due in part to our reputation as an open and progressive society, and to the good higher education and research (World Economic Forum, 2017).

Open and internationally-oriented higher education institutes add to the open nature of Dutch society. We see this in projects such as 'Students that Matter' and 'Scholars At Risk'. A large number of UAS and research universities have joined the latter initiative, implemented by UAF in the Netherlands. 'Scholars at Risk' gives persecuted scientists from all over the world the opportunity of continuing their work or study in a safe environment, temporarily or permanently. Our commitment to welcoming international students also adds to the open character of Dutch society that is appreciated everywhere.

The contribution made to the solving of social problems

The open and international character of our higher education and research is of increasing importance to the resolving of social issues. As a part of the global community, the Netherlands is being confronted more and more with cross-border challenges, in areas such as climate, health, safety and food, which can only be taken on in international collaboration and by the development and application of new knowledge. This also applies to the social issues occupying the efforts of knowledge institutes.

Since Dutch higher education is ranked among the best in the world, it can also play an important part in reinforcing the capacity and quality of education elsewhere.¹¹ This way, Dutch education not only contributes to the optimum educating of the Dutch population, it can also contribute to solving global problems. Moreover, information is acquired at first hand, as are insights and solutions that will also benefit us and generate future knowledge. This gives our institutes an advantage in comparison to others. Joint development of new knowledge is a major key to this.¹² For example, we are seeing more often, at an international level, that UAS are able to fulfil a major role in closing the gap between study and labour market by professional training aimed at reducing the skills gap. This has led to countries such as China and Brazil expressing a concrete interest in our higher vocational education system. Projects implemented in these countries ensure not only capacity building but also an improved international positioning of Dutch higher education (also vocational).

Economic added value

Due to their international orientation, educational institutes also give added economic value for the Netherlands. The Dutch economy will need a great many highly-educated people in the coming decades. This has to do with the changing nature of the labour market, economic growth and the ageing population which leads to an increase in the demand for replacement. The numbers of Dutch youth are too few to be able to meet this demand for replacement. The arrival of foreign knowledge

¹¹ The recently-launched Orange Knowledge Program, implemented by Nuffic, focuses on this, for example.

¹² Knowledge for all, 2015.

workers is therefore crucial to the Dutch economy (see for example AWTI, 2012; PBL, 2014; OECD, 2016).

At present, international students who stay on after graduation to work in the Netherlands, generate 1.57 billion euros annually. If the Netherlands could ensure, by means of policy measures and activities aimed at retaining, that the 'stay rate' rises by 1 percentage point (for example, from 25% to 26%), that would generate an extra 60 million euros for the treasury (CBP and EP Nuffic).

The impact on knowledge cities

The economic added value and impact of international students is greatest in particular in the Dutch cities where there are UAS and research universities (knowledge cities). Internationalisation has a much broader impact in these 12 cities than merely on higher and scientific education and research. This is due, in part, to the strong regional partnerships between UAS and research universities, in which there are collaborations between regional social organisations and businesses in education and research.

The knowledge cities indicate that internationalisation is more and more a contributor to the structural earning capacity of knowledge cities and regions. The influx of highly-skilled international talents makes for increased dynamism in the institutes, start-ups and knowledge-intensive companies. "Cities compete to attract skilled people, and research universities are a key 'asset' in this respect. They attract students, who after, or even during their studies, could become valuable human resources for companies in the city." (Van Winden, 2012). Referring to a study of Nordregio, Van Winden suggests that the 'alumni retention rate' is roughly 60% of all graduates and 70% of PhDs and Master's and that large urban conglomerations are better able to retain their graduates than peripheral regions. In addition, there is a positive effect on the innovation capacity of companies, when diversity increases due to internationalisation. "Innovativeness in SME companies with foreign employees is higher than in SME companies with no foreign employees on the payroll." (Bruins & Span, 2013).

Appendix 2 – Trends in mobility

Student mobility is an important part of internationalisation. This appendix illustrates the most important developments in each of the four forms of student mobility:

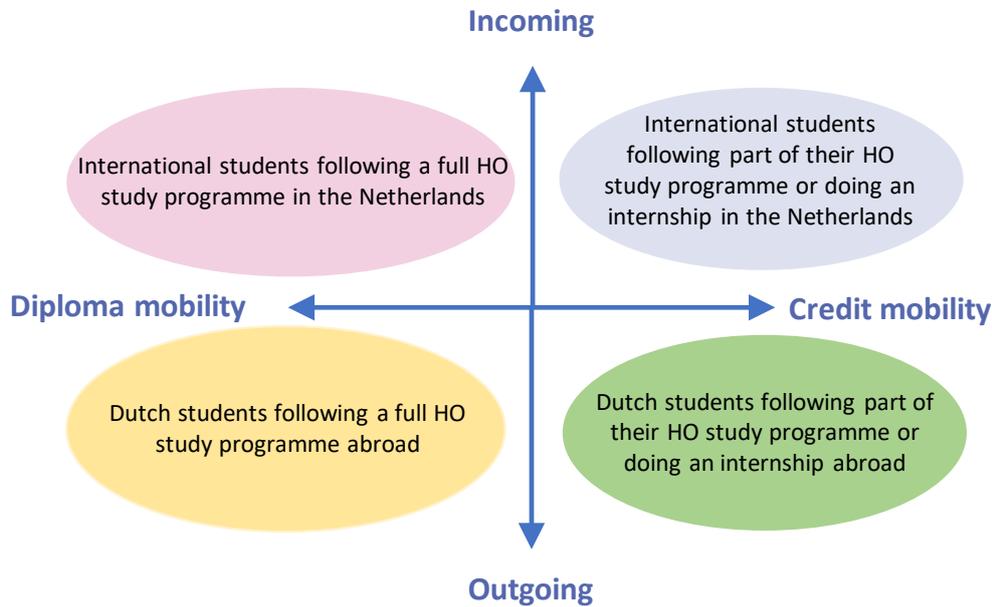


Figure 2.1: Four forms of student mobility (source: Nuffic).

Before we take a closer look at the development in each of the four quadrants, Figure 2.2 gives an overview of the dimension of mobility in the Netherlands compared to that of other European countries. It shows that the Netherlands welcomes an above-average number of students (both for complete study programmes and partial ones). The Netherlands also scores above average in the numbers of Dutch students spending a part of their study or an internship abroad. However, relatively few Dutch students go abroad for a complete study programme.

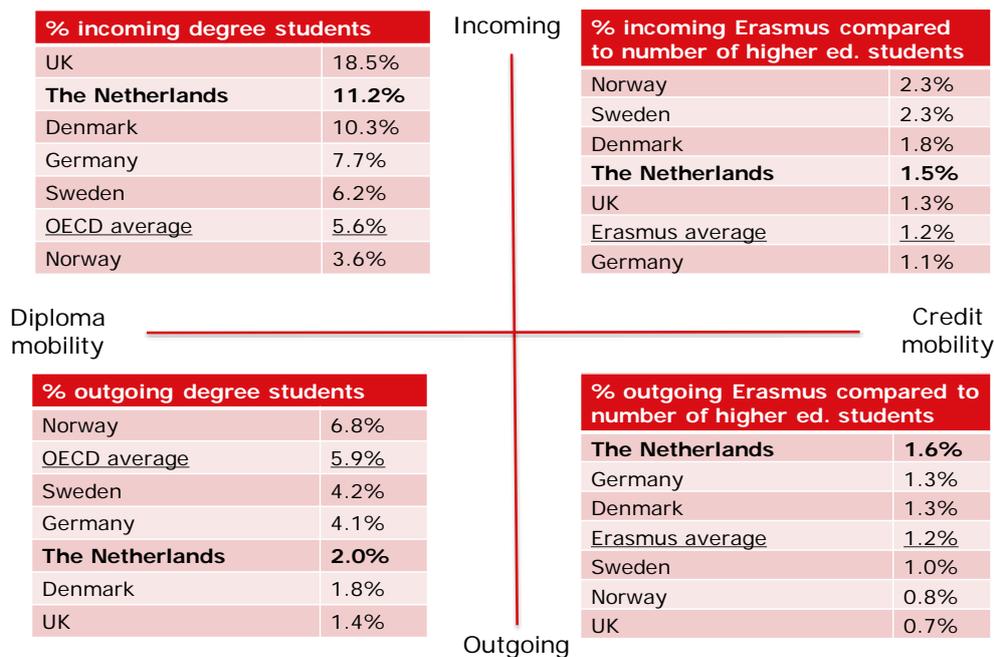


Figure 2.2: Percentage students per country that studied abroad either for a full diploma or through the Erasmus scheme in 2015 (Source: European Commission, OECD and UNESCO).

2.1 Student mobility is increasing significantly in the world and in the Netherlands

The number of mobile international students studying for diplomas has risen in the past twenty years from two to five million worldwide. One important explanation is that the supply of good education in upcoming economies, in Asia in particular, has not kept up with the growing demand. A second explanation is the fact that it has become simpler to study abroad. The Bologna process, for example, worked on limiting important barriers, such as the introduction of the Bachelor's and Master's system and two-way degree recognition. That led first, in Europe, to a big rise in exchange mobility, followed by a rise in diploma mobility.

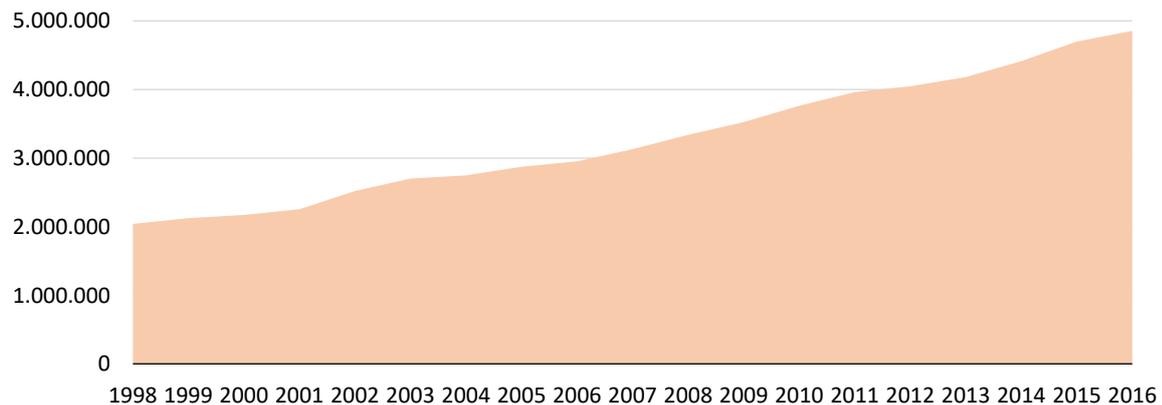


Figure 2.3: Development of numbers of international students worldwide (Source: UNESCO, <http://data.uis.unesco.org/Index.aspx?queryid=172#>).

This big rise also has clear consequences for the Netherlands. The number of international graduate mobile students in the Netherlands almost doubled between 2006 and 2015, from 40,000 to 75,000. Baseline forecasts by the ministry of OCW suggest that this growth will continue in the coming years. The fact that Dutch higher education is accessible and of an extremely high quality is becoming more extensively known internationally. The Netherlands is also attractive due to its open and safe society. However, it is not self-evident that international students find their way to the Netherlands. We have had to work hard in recent years for our reputation and we will have to protect it carefully.

There are various factors that contribute to actually getting more international students to come to the Netherlands: active campaigns (including the long-term use of the NESOs, commissioned by the government), targeted recruitment by institutes, the increasing European and international benchmarking and other expressions that highlight Dutch education. Being in the forefront of digitisation in higher education will also stimulate diploma mobility in the long term. Digitisation makes it easier for institutes to present their quality in a way that appeals to aspiring students. For example, the development of MOOCs can have a positive effect on the prominence of an institute.

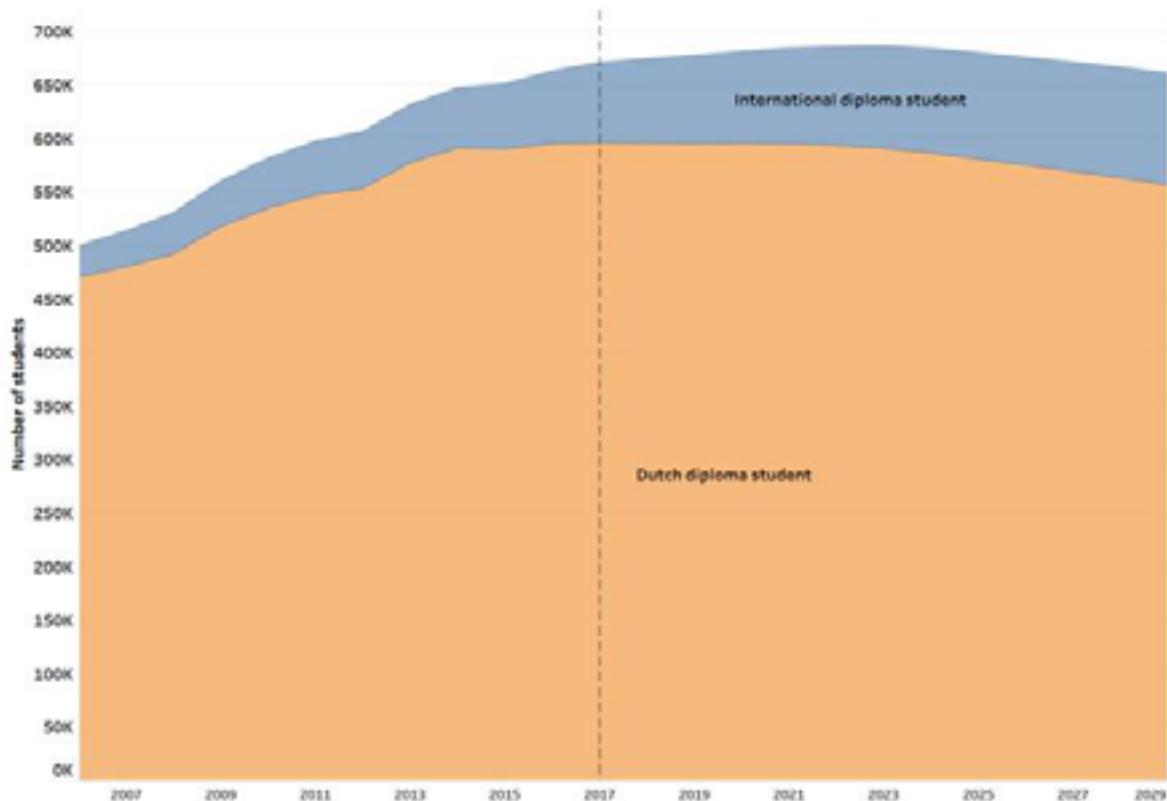


Figure 2.4: Realisation + Estimate + Prognosis overall (UAS + research universities, ex. credit mobile students).¹³

Other global developments also affect the inflow of international students. The United Kingdom's decision to leave the EU, for example, has caused uncertainty among aspiring students wishing to study in that country. The cultural isolation of the current government in the United States has a similar effect. The attraction of studying on one of these once welcoming countries is diminishing. A section of the aspiring students may well decide to study in another country. This would seem to be visible in the growth in the number of students from India that chooses to study in the Netherlands.

Another external development is the emergence of Asian universities. These universities are performing better and better, making them a viable alternative to a study in Europe for Asian students. China, for example, is already aiming to train more and more of its students in China and numbers of Chinese students in the Netherlands have stabilised in recent years. Asian institutes (in countries such as China, Singapore, Malaysia and India) may possibly attract more talent to study there. In the long term, this could lead to a drop in the numbers of Asian students in the Netherlands.

¹³ Figure 2.4 is an actual representation, till 2016, of the number of full-time students enrolled. From 2016 on, it is an estimate; it is the OCW baseline forecast processed by ABF. For the sake of this figure, the baseline forecast has been extended by three years, using the least squares method.

2.2 Growth in incoming degree students is unequally distributed

Firstly, the growth in incoming students is unequally distributed throughout higher education. Numbers of international degree students (both Bachelor’s and Master’s) at research universities are increasing faster than those at UAS.

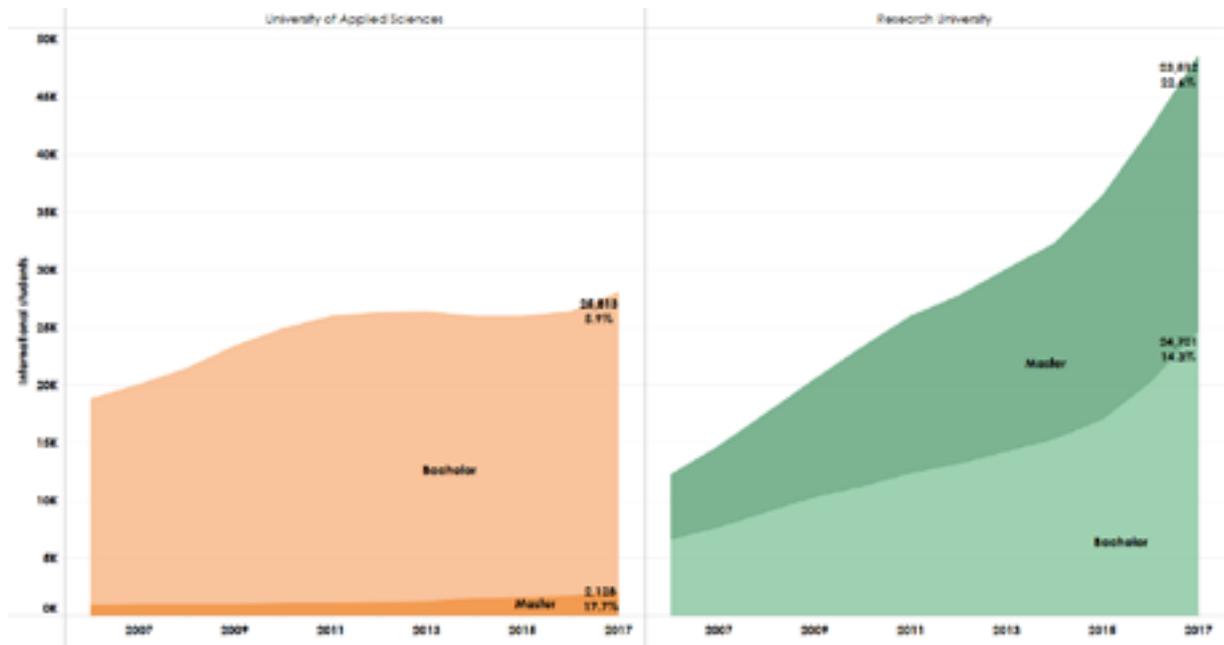


Figure 2.5: Growth in numbers of international degree students in the Netherlands 2006 – 2017. Numbers and percentages per sector (Source: Nuffic).

It is expected that UAS and research universities will show differing patterns of growth in the coming years too. For example, the number of incoming degree students at research universities will continue to rise while at UAS the number will remain stable (Figure 3).

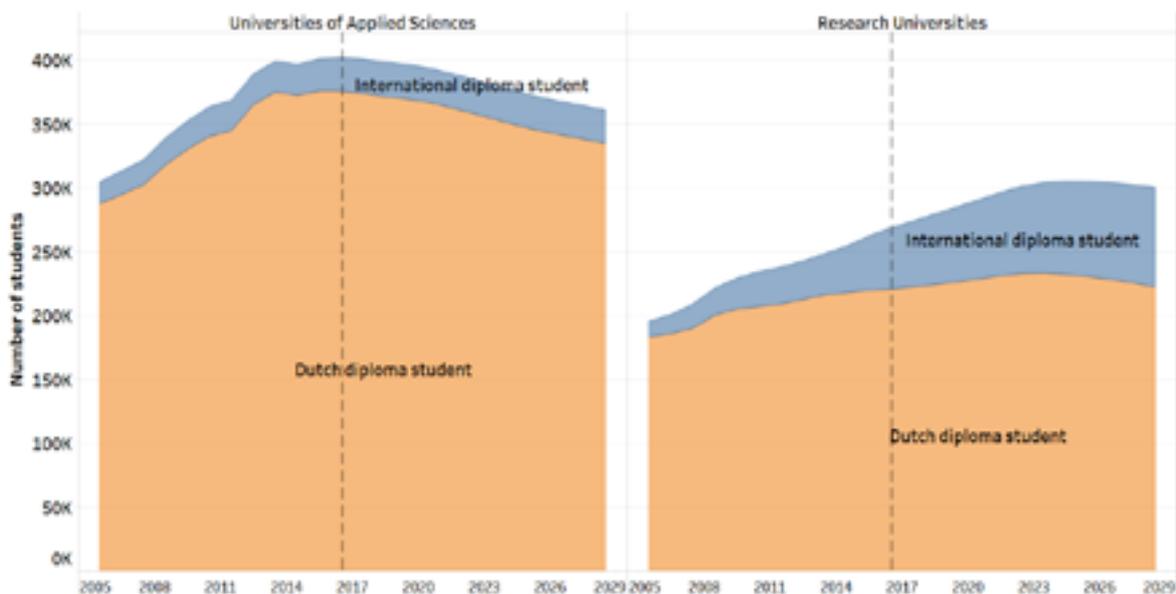


Figure 2.6: Growth in degree and credit mobility broken down into UAS and research universities (Source: Nuffic).

Secondly, there are significant differences to be seen between institutes and subject areas. For example, more than half the student population at a number of arts universities of applied sciences is

made up of international students, as it is at Maastricht University. This percentage is quite a bit lower at other institutes. And there are also UAS with absolutely no foreign students.

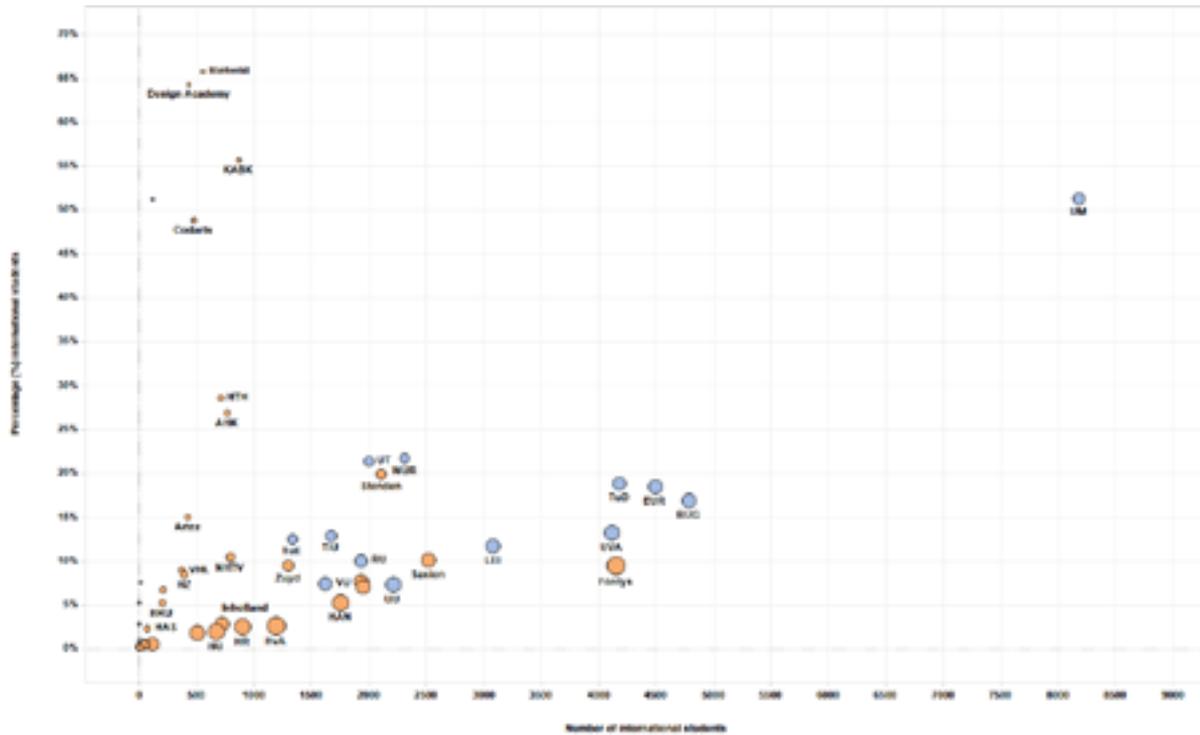


Figure 2.7: Number and percentage of international degree students per institute in academic year 2017-2018 (Source: Nuffic).

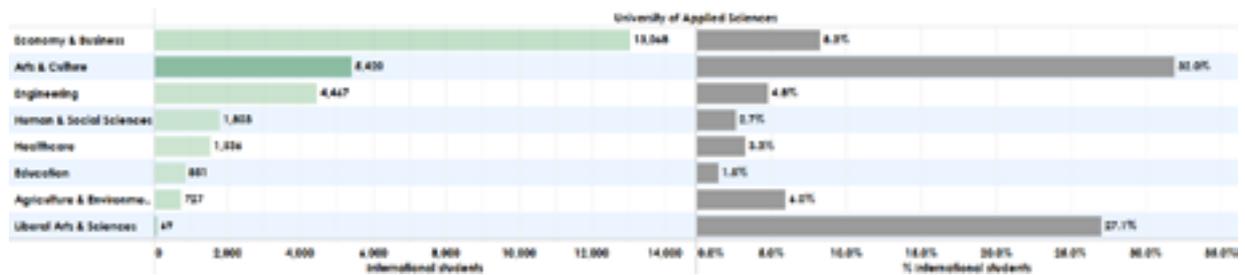


Figure 2.8: Number and percentage of international degree students per UAS sector in academic year 2017-2018 (Source: Nuffic. Note: there is only one UAS programme in the HOOP sector cross-sector).

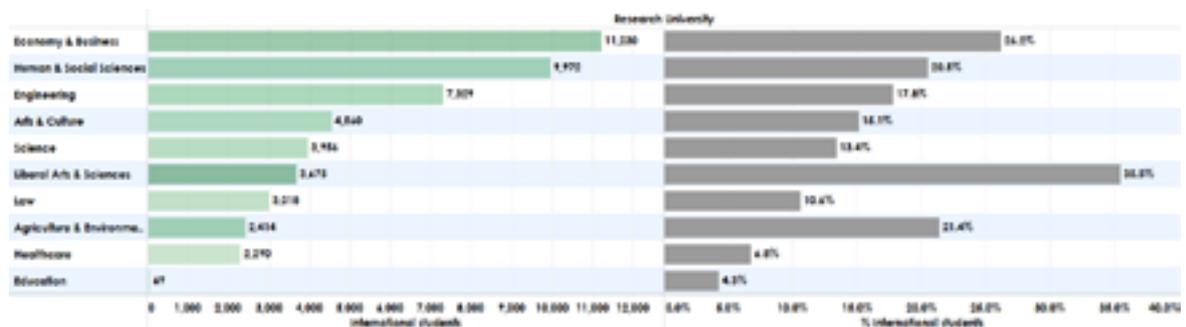


Figure 2.9: Number and percentage of international degree students per research university sector (Source: Nuffic).

And thirdly, all this translates to an unequal distribution of international students across the student cities of the Netherlands. This is true of both degree and credit mobile students. A prognosis was made in the student accommodation monitor for the academic year 2024-2025 (Figure 7) which shows that the growth too is unequal.

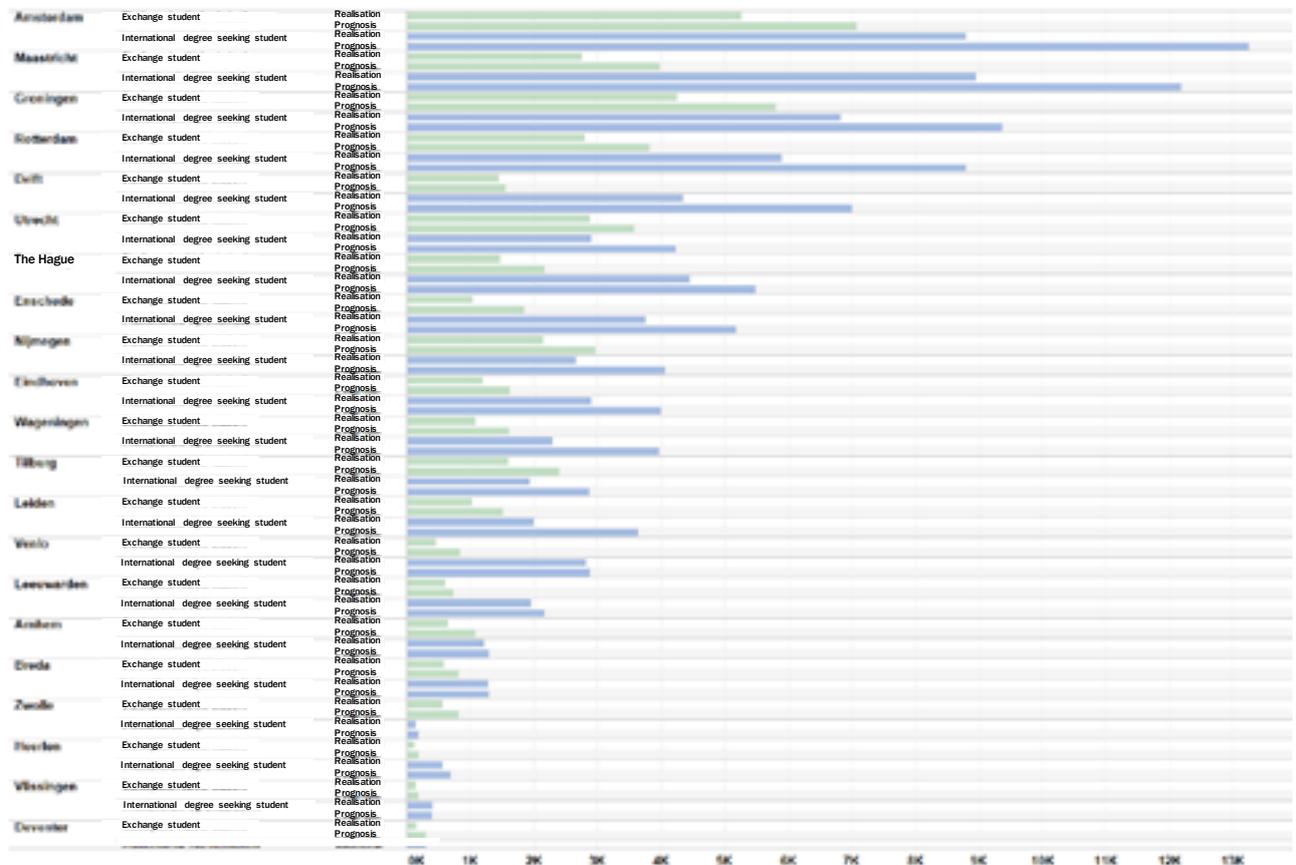


Figure 2.10: Development in the number of international students compared to academic year '16-'17 according to type of student and study city, academic year '24-'25 (source: Apollo 2017, ABF Research).

Fourthly, the increase in international students is unequally distributed in terms of country of origin. For example, we have seen a drop in the number of German students in the Netherlands in the last few years, a group of international students that was once the largest. The growth mainly comes from students from southern and eastern European countries. Nationally, this causes an increased diversity of international students (Figure 2.11). One explanation for this growth is the limited labour market relevance of study courses in many European countries, as revealed by the annual national plans for reform presented in the EU. Add to that the lower rates of employment, and you get a demand for high-quality education in countries such as the Netherlands. The increasing diversity of the inflow at a national level makes setting up a diverse international classroom a very real possibility, if the instruments with which to achieve it are made available.

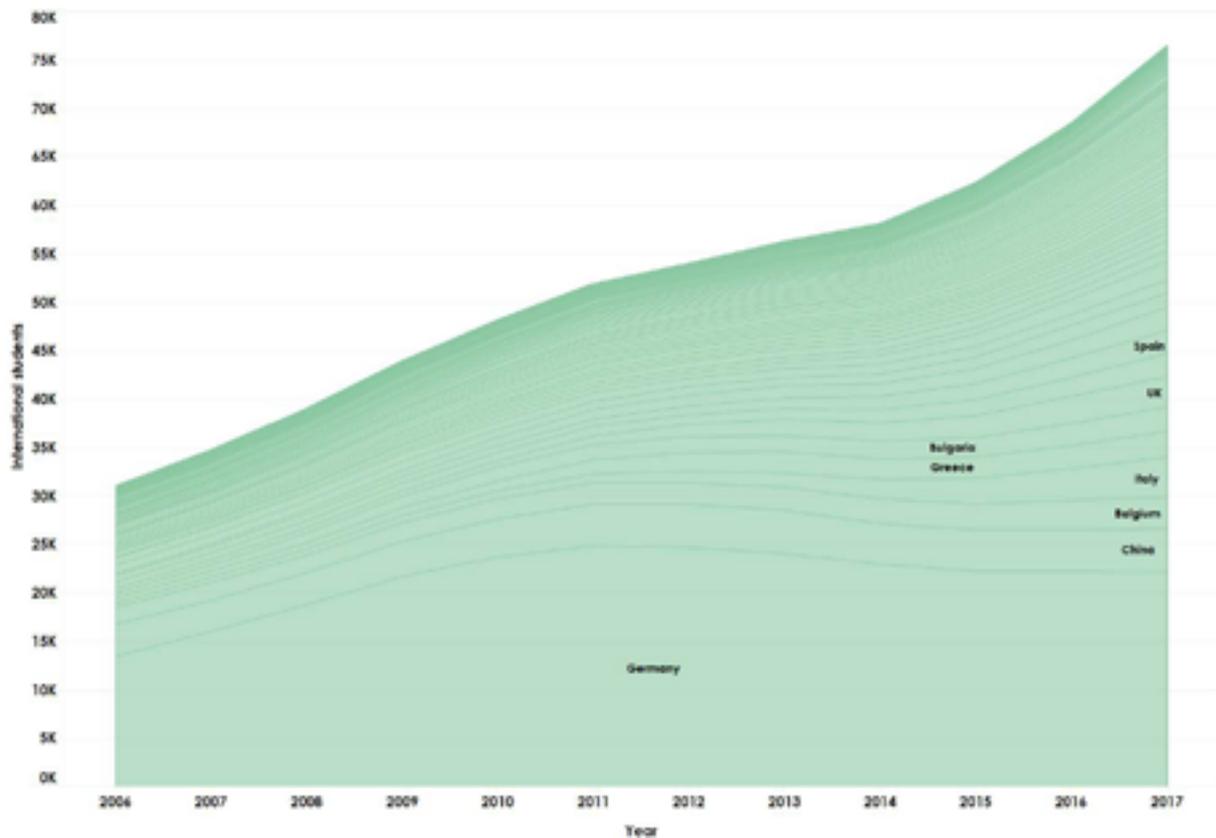


Figure 2.11: Growth in numbers of students according to country of origin (Source: Nuffic).

2.3 Outgoing credit mobility is increasing

UAS and research universities are realising that an international learning experience gives added value to the quality of education at home. For this reason, UAS and research universities have consciously committed in recent years to an expansion of credit mobility in the curriculum, as a form of internationalisation. They have created scope in programmes for students to go abroad for a part of their study or for an internship, without this creating a delay in their study. On average, more than 27% of UAS and research university students currently get any form of experience abroad, whether it be for credits, internship or other forms of study-related exchange or visit. The Netherlands is one of the forerunners in Europe in the area of outgoing credit mobility: only five European countries have more outgoing credit mobility.

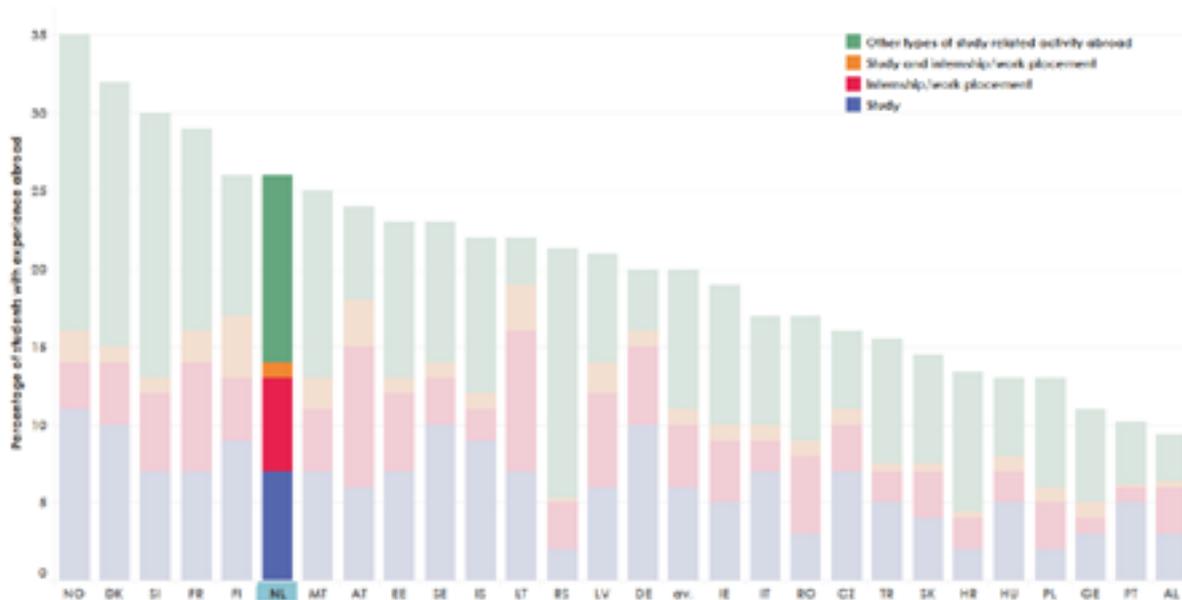


Figure 2.12: Comparison between countries of the percentage of students who acquired experience abroad during their study (Source: Nuffic).

As with incoming mobility, significant differences can be seen between institutes and sectors. For example, research university students more often follow a semester of subjects at a foreign institute, while UAS students' credit mobility is often spent doing an internship abroad. In UAS programmes in the agri-food sector, internships abroad are commonplace, so that 61% of graduates have had some experience abroad during their study.

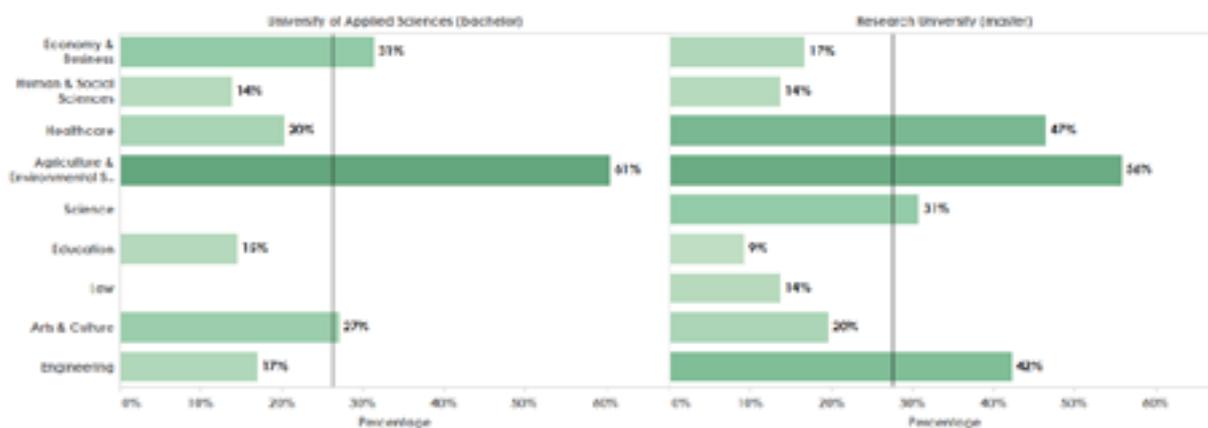


Figure 2.13: Percentage of graduates with experience abroad, UAS Bachelor's and research university Master's, based on the 2014-15 cohort (Source: Nuffic).

2.4 Outgoing diploma mobility is limited

Although Dutch students often spend a part of their study abroad, there are relatively few of them who go abroad for a full study programme. The graph below shows that the Netherlands scores much lower in this than, for example, our direct neighbours and most Scandinavian countries.

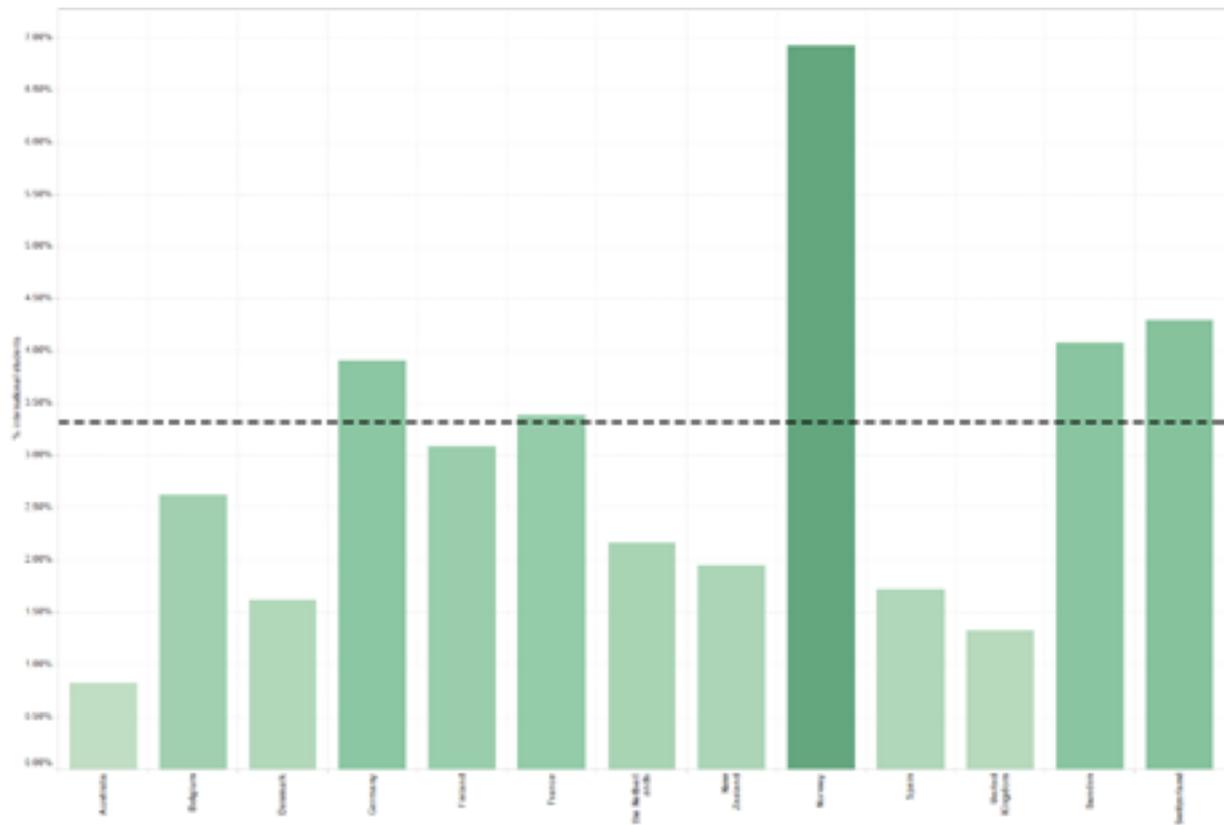


Figure 2.14: Percentage of outgoing degree students per country of origin. The dotted line represents the OECD average (Source: Nuffic).

Appendix 3 – Language policy

In 2002, leaders of EU countries and government leaders formulated the ambition of having everyone being proficient in two languages other than their native one. The Dutch government also committed to this objective. It reflects the long-standing focus on modern foreign languages in Dutch secondary education. With regard to higher education, the European Commission has introduced opportunities for young people to improve their knowledge of languages through the Erasmus+ programme, for instance.

Developments in the language policy in Dutch educational institutes take place within this European context. From a European perspective, Dutch higher education characteristically has a relatively large number of English-language study programmes. The joint international vision (2014) established that this supply was not highlighted enough. Both the increase of the supply and its visibility has led in recent years to further growth in the interest of international students to come to the Netherlands.

The framework described below makes it clear under which conditions study programmes can choose a language other than Dutch.

The legal framework

Section 7.2 of the WHW (higher education and academic research act) states that there are several reasons for higher education institutes to deviate from Dutch as the teaching language. One reason is if “the specific nature, the set-up or the quality of education or country of origin of the students makes it necessary”. The law states that higher education institutes must draw up a code of ethics to support the decision-making about the teaching language. This code of ethics is generally a component of the language policy. In it, institutes establish the following points, for example:

- a. The considerations that play a part in deciding on a teaching language for each programme
- b. The way in which the decision-making process about the teaching language was set up
- c. The schooling that is made available for students and teachers

In addition to each institute's individual code of ethics, there is also a national Code of Ethics for international students in higher education. It states that institutes must supervise the language proficiency of teachers and the language level of international students.

There are different reasons for choosing English-language education:

- a. The creation of an international classroom. English-language education improves the chances of creating a student group consisting of a combination of Dutch and foreign students, with all the accompanying benefits for the quality of the education.
- b. The perspective of the labour market. The majority of students who follow an English-language study programme (in engineering, for example) ends up in an international work environment. Their chances in the labour market improve if their study programme is in English. Employers demand young talents who are proficient in English and able to work with colleagues from a variety of backgrounds.
- c. The wishes of the students themselves. In specific study programmes given in both English and Dutch, an increasing number of Dutch students enrolls in the English-language programme. The diverse group of fellow students is an important motivation for this. Research among graduates (NAE, 2015) shows that 35% believes that the study programmes followed contained too little, or far too little, international orientation.
- d. The international nature of the science and theme. Global issues are central to many subject areas, much standard literature and prominent publications are English-language and scientists

from all over the world collaborate. Dutch research universities therefore employ many international researchers which obviously gives them an international profile.

3.1 Teaching language in the current educational provision

At present, 77% of Bachelor's programmes at Dutch research universities are offered in Dutch. There may be English-language subjects within these programmes, but a student must be proficient in Dutch to follow them. That includes 12% of Bachelor's programmes in which students can choose between English-language and Dutch-language versions. The remaining 23% of Bachelor's programmes are completely English-language. There are relatively many English-language programmes in the economics and engineering sectors, in particular, and in cross-sector programmes such as International Studies. The proportions are different in Master's programmes. There, 74% of the programmes are completely English-language. The remaining Master's programmes are Dutch, or partly Dutch.

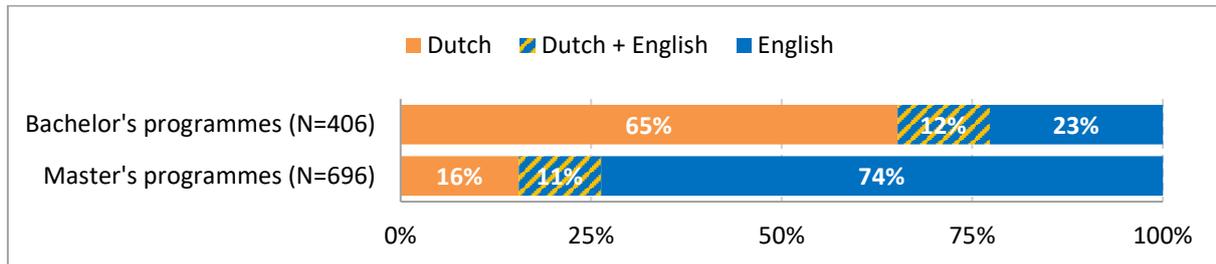


Figure 3.1: Language of research university Bachelor's and Master's programmes (academic year 2017-2018).

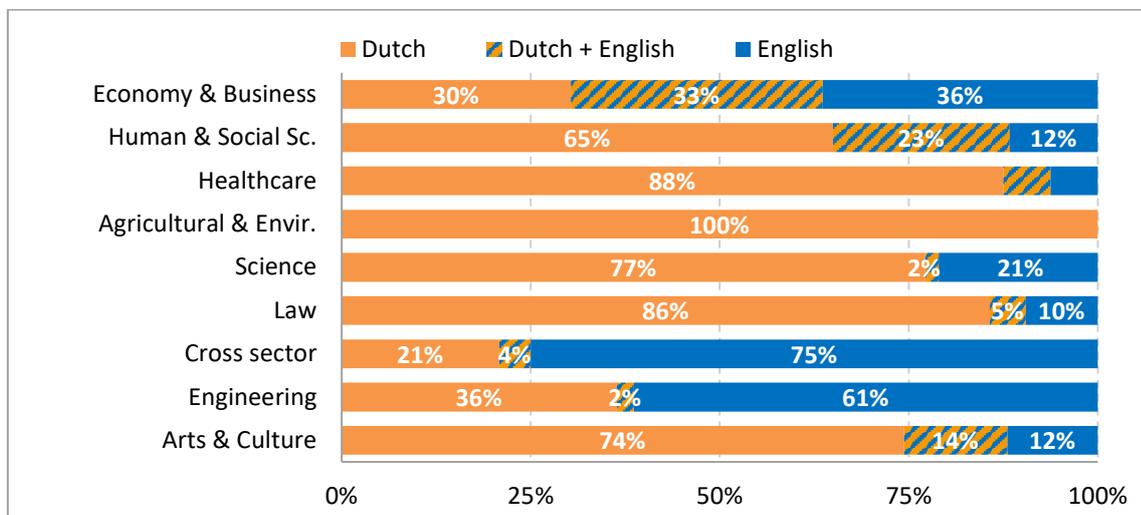


Figure 3.2: Language of research university Bachelor's programmes for each HOOP sector (academic year 2017-2018).

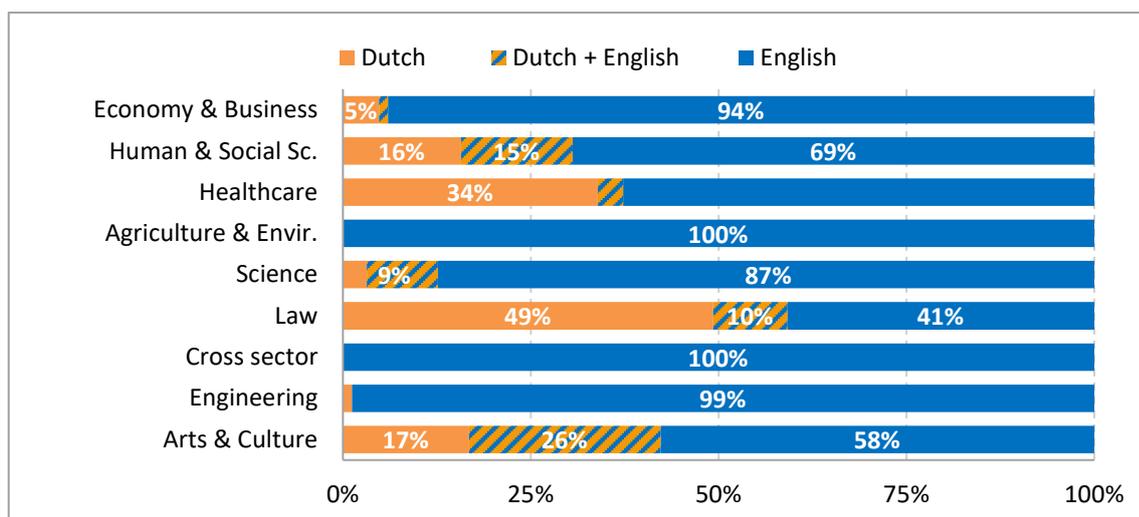


Figure 3.3: Language of research university Master's programmes for each HOOP sector (academic year 2017-2018).

In UAS, 82% of the 1109 programmes are completely Dutch-language. Roughly 7% are English-language and 11% of the programmes have English and Dutch-language versions. Dutch students can choose whether they want to follow the study in Dutch or English. The table below breaks this down into type of study programme.

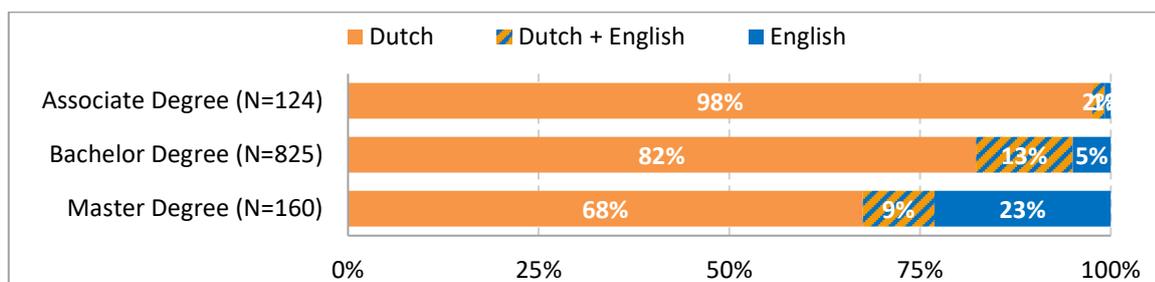


Figure 3.4: Language of Associate Degree, Bachelor's and Master's programmes offered by UAS (academic year 2017-2018).

3.2 Student evaluation

The National Student Survey shows that the decision to study in English does not lead to a reduction in quality of education, according to student evaluations. Students of both Dutch and English-language programmes are equally positive about the quality of the programme and the teacher's didactics. Also noteworthy is that students (including Dutch ones), following largely English-language programmes, are satisfied with the teachers' level of proficiency in English.

		NL	NL/ENG	ENG	Total
General student evaluation	Bachelor's degree programme	4.1	4.1	4.1	4.1
	Master's degree programme	4.1	4.0	4.1	4.1
Students' evaluation of teachers' didactic methods	Bachelor's degree programme	3.8	3.7	3.7	3.8
	Master's degree programme	3.8	3.8	3.8	3.8
Teachers' proficiency in English language	Bachelor's degree programme	3.6	3.5	3.8	3.6
	Master's degree programme	3.6	3.9	4.1	4.0

Figure 3.5: Evaluation of research university students of programme and teachers' didactic methods (Source: NSE).

Appendix 4 – Costs and benefits of international students

It is impossible to calculate the exact costs and benefits for the Dutch economy of individual students. At a more aggregated level, it is possible to check the relation between costs and benefits for the group 'international students', based on models. In general, research carried out by the Central Planning Office (CPB) in 2012 is used for this.¹⁴

Calculation of economic costs and benefits of mobility

In 2012, at the request of the ministry of OCW, the CPB carried out research into the economic effects of internationalisation in higher education. That research revealed that the arrival of international students has a positive effect on the Dutch economy and for the treasury. This positive effect would be greater if more international students stayed on to work in the Netherlands. In 2012, the positive effect on government finances, in the case of a 'stay rate' of 19%, was roughly 704 million euros annually (CPB, 2012).

Government policy is therefore aimed at increasing the 'stay rate' of international students. In the context of the 'Make it in the Netherlands' campaign, UAS and research universities have worked hard on this.

Supplementary research carried out by the CBS (central office of statistics) and Nuffic shows that of the total number of international students, around 25% stays on in the Netherlands to work. This means that, based on the inflow in academic year 2015-2016, the net annual revenue for the treasury from international students is already 1.57 billion euros¹⁵. These figures take into account the costs for the Dutch government of education for international students and the revenue missed from Dutch students who go abroad to study.

Incoming and outgoing students academic year 2015-2016	Total
Total revenue (x €1.000.000)	€1.571

Table 4.1: Net effect on government finances at an aggregated level (Source: Nuffic, 2016).

Calculation of direct costs and benefits of mobility

When we look only at the period of study, and based on a few assumptions, we can calculate the direct costs for the government (state funding) and benefits for the educational institute (tuition fees) of international mobility (compare Elsevier, 2018). Many of the costs and benefits mentioned in the CPB report have been omitted in these calculations. For example, the tuition fees paid by a student (2,006 euros in 2017) are only a small part of the expenditure that benefits the Dutch economy.¹⁶

In calculating the direct costs to the government, the average education expenditure per student has been multiplied by the number of EEA students (not including Dutch students).¹⁷ The total costs for non-Dutch EEA students come to 384 million euros. Institutes receive no state funding for non-EEA students; there are therefore no costs to the government as a result of the arrival of these students.

¹⁴ Indirect revenue generated by mobility is not included in the calculations in this appendix. For example, the ambassador's role for the Netherlands fulfilled by graduates following a positive experience in our country. This can have added value in trade partnerships and international relations. In addition, a number of the graduates work for Dutch companies active abroad.

¹⁵ See Nuffic, Analyse stayrate van internationale afgestudeerden: 2007-2014, 2016.

¹⁶ The NIBUD (Dutch national institute for budget advice) takes as standard for a student (also Dutch) an annual expenditure of 14,592 euros.

¹⁷ This forms the largest student-related component of state funding. For the rest, the contribution is largely in the form of a fixed basis.

	State funding UAS	State funding research universities	Number students UAS	Number students research universities	Total state funding
EEA students	€ 6,800	€ 6,800	21,250	34,638	€ 383,860,000
Non-EEA students	€ 0,-	€ 0,-	6,986	13,869	€ 0

Table 4.2: Amount of state funding in relation to inflow international students.

Educational institutes receive tuition fees from international students. Non-EEA students pay a higher rate than EEA students. The table below shows an estimate of the yield for academic year 2017-2018.

	Tuition fees UAS	Tuition fees research universities	Revenue tuition fees
EEA students¹⁸	€ 43 million	€ 70 million	€ 113 million
Non-EEA students¹⁹	€ 52 million	€ 112 million	€ 164 million

Table 4.3: Amount of revenue from tuition fees from international students.

Financial considerations for institutes

UAS and research universities receive tuition fees from both EEA and non-EEA students, and receive government funding for the education of EEA students. In the case of the government funding, only a small part of what the institutes receive, increases in proportion to an increase in the numbers of students. The fixed basic funding received by institutes does not rise, only a variable component is reimbursed. Educational institutes receive absolutely no government funding for students from outside the EEA. The premise is that the tuition fees these students pay cover the costs.

An increase in the number of students (also international) will lead to an increase in the income (also variable) while the average funding per student will decrease.

Although this means that recruiting international students is not specifically interesting to an institute in financial terms, there can be exceptions in individual programmes. For example, in small or unique programmes, if the variable funding would extend the financial support of the programme. It is important that the costs and benefits of the inflow of international students are clear. Both with a view to transparency, and to making well-motivated policy decisions that contribute to the financial continuity of the institutes. In response, the institutes will make an annual estimate of these costs and benefits.

¹⁸ Method of calculation: Revenue = number of non-Dutch EEA students x 2,006 euros.

¹⁹ Method of calculation: Revenue = number of non-EEA students programme Y x institute tuition fees programme Y.

Appendix 5 – Developments in neighbouring countries

The Netherlands does not operate in a vacuum but rather is dependent, as an open innovative country, on its competitiveness. Neighbouring countries of the Netherlands are involved in various ways with internationalisation. It is therefore important to stay ambitious in this area. The section below makes clear the developments in the internationalisation policies of several European countries.

Germany

Germany is committed to a strengthening of internationalisation in higher education. The three most important elements are:

1. Scholarship programmes to promote incoming mobility of international top talent. The Promos Programme was also set up to promote Dutch outgoing mobility.
2. Reinforcing networks and internationalisation structures. There are several programmes to promote the setting up of strategic partnerships and joint programmes between German and foreign institutes.
3. Strengthening the DAAD (German version of Nuffic) through the Expertise for Academic Collaboration Program. The DAAD has set up additional branches abroad and the foreign offices offer a more intensive and broader range of services for German institutes.

France

The French government focuses on the following elements:

1. A commitment to strengthening French cultural diplomacy, to increase student mobility.
2. Promotion of international academic and scientific solidarity with European higher education.
3. An increase in the quality of higher education through internationalisation.

United Kingdom

There is very little in the way of a national internationalisation strategy in the UK. Internationalisation is shaped by autonomous institutes, who collaborate less at a national level than institutes on the European continent. The most important elements in the political discussion are:

1. UK outgoing mobility is seen as being too low. An important point of focus is therefore the promotion of exchanges of academics, researchers and institute staff.
2. Quality is to be improved with the help of a Quality Assurance system.
3. Higher education needs to commit to improving economic growth, through innovation, for example.

Belgium (Flanders)

The main commitment in Flanders is to improving the quality of education with the help of internationalisation, and to improving the positioning of Flemish higher education globally.

1. Mobility of students, academics, researchers and staff is encouraged. The aim is for one third of the mobile students to come from an ethnic-minority group.
2. This is being promoted in the context of integrating Internationalisation@home into the curricula.
3. Setting up and maintaining international networks is to be improved.

Finland

The higher education system in Finland is centrally organised. The Finnish ministry of education plays a major part in defining strategy for Finnish UAS and research universities.

1. The ministry recently developed an internationalisation strategy. This 'better together for a better world 2017-2025' strategy gives higher education institutes more scope to develop their own profile and more easily distinguish themselves.
2. There is a commitment to 100,000 full-time international students in Finland in 2020 (triple current numbers). Starting from academic year 2017-2018, students from outside the EU/EEA will have to pay tuition fees in Finland for the first time, which will hamper the achievement of the goal of 100,000 students.
3. Work is being done on regulations to help retain international students in Finland after their graduation. One such measure is the offer of Finnish language courses and tax benefits.

Sweden

In Sweden, a special task force has been commissioned by the government to develop a new internationalisation strategy. There are a number of proposals for this strategy:

1. All internationalisation activities in higher education must contribute to an increase in the quality of education and research. This must be laid down in law.
2. Outgoing mobility must be increased. Every student going through the Swedish higher education system must have an understanding of internationalisation and develop intercultural skills. Students who for whatever reason are unable to take part in physical exchanges, can acquire these skills through virtual mobility and digital technologies. Concrete: by 2025 already, 25% of students in Sweden must have followed a minimum of three months of their study programme abroad.
3. All scientific staff must have had some experience abroad and have at their disposal an international network.

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