



# Internationalization vision



© 2014 VSNU / Vereniging Hogescholen

This memorandum is a joint production of the Vereniging Hogescholen (Netherlands Association of Universities of Applied Sciences) and the VSNU (Association of Universities in the Netherlands).

All parts of this memorandum may be copied for other use or publications without permission, under the condition of reference to its origin.

## Contents

Preface.....	4
I. Introduction .....	5
II. Recent developments .....	6
National.....	6
International .....	8
III. Branding the Dutch system of higher education and research.....	11
IV. Strengthening international skills and mobility in higher education .....	15
V. Investing in international networks and cooperation/global development .....	20
Global development challenges.....	21
VI. Joint actions and discussion agenda for this internationalization vision .....	23
Discussion agenda with our cooperation partners .....	24
Importance of a support structure .....	26
Appendix 1. Instruments .....	27
Appendix 2. Issues regarding legislation and practical implementation.....	28
Appendix 3. Data on Internationalization .....	29
1. Study programmes in English .....	29
1.1. English–taught study programmes in WO (research universities) en HBO (universities of applied science), based on total offer (initial and postgraduate education) .....	29
1.2. English–taught study programmes (initial education) in Bachelor en Master, 2009-2012.....	29
2. Student population in Dutch higher education institutes .....	30
2.1. International students as part of total student population in the Netherlands .....	30
2.2. Enrolment of international students in the Netherlands, EU/EEA – outside EU/EEA.....	31
2.3. Enrolment of international students, per continent .....	32
2.4. Influx of international students.....	37
3. Staff at Dutch research universities.....	39
3.1. Composition of academic staff in full time equivalent (ultimo 31/12/2012).....	39
3.2. Evolution of international academic staff, 2006 – 2012, in % fte (ultimo 31/12) .....	39
3.3. Evolution number of international PhD candidates, per capita .....	40
3.4. Number of PhD candidates, non-NL, divided by subject area.....	41
Appendix 4. Bibliography / Abridged overview of sources .....	42

## Preface

Internationalization is an essential step if the Netherlands is to continue to develop as a knowledge economy and boost its innovative strength and competitiveness. If we wish to remain in the vanguard of knowledge transfer, development and application, we have no choice but to play an active role in global knowledge networks. This places certain demands on the way in which we – the Netherlands and its knowledge institutions – design our infrastructure, organize our institutions and invest in human capital. Internationalization is not an isolated activity or an end in itself. Rather, it is part and parcel of teaching and research, helping to strengthen their quality. Our vision is to express this more forcefully through a number of shared aspirations.

Knowledge institutions are taking up the challenge to establish the Netherlands as a global brand in order to ensure a place in the top five knowledge economies. This will require even more of a focus on a common profile: Nederland kennisland (Netherlands, knowledge economy), the place to be when it comes to acquiring, developing and passing on knowledge. Naturally, this has implications for the international activities of Dutch higher education and research institutions.

These endeavours have given rise to various aspirations that the research universities and universities of applied sciences are keen to take up, in line with broader government policy wherever possible. This memorandum sets out the challenges and options facing us. The options based on this memorandum will lead to further diversification of institutional profiles. The collective knowledge institutions view internationalization as a social mandate, one that is specifically carried out to achieve the aspirations outlined below.

This memorandum sets out which international developments have implications for achieving the institutions' aspirations and which targeted actions they themselves can take in light of their own profiles.

The Hague, May 2014

## I. Introduction

Given international developments, the need to strengthen the Netherlands' innovative power and competitiveness and to boost the quality of teaching and research, the research universities and universities of applied sciences are presenting a joint agenda for the further internationalization of higher education and research. Based on our complementary missions (research or applied science), we are highlighting our own aspirations and efforts towards further internationalization, wherever possible in keeping with broader government policy.

### Aspirations

The first aspiration is to equip Dutch students with the relevant, broadly applicable knowledge and international skills that they will need to practise their future professions in the Netherlands and beyond. This is how we will implement the agenda regarding human capital.

A second aspiration is to boost the contribution made by international students and staff to the Dutch knowledge economy. Talented graduates need to play a greater role in the Dutch labour market ('Make it in the Netherlands'). The rapidly expanding alumni network abroad should be given an important ambassadorial function, both for trade relations between Dutch industry and its business partners and for Dutch international relations.

The third aspiration is to achieve greater synergy between the brands Nederland kennisland and Holland branding. This will entail a particular focus on exploring and mobilizing our unique selling points. Individual research universities and universities of applied sciences can then present their own particular profiles based on this shared message. A generic scholarship programme will be part of this initiative.

The broadening and deepening of strategic cooperation is the fourth aspiration. Investing in participation in global knowledge networks is an essential part of research and its application. Consolidating networks will also facilitate the physical mobility of staff and students.

### Guide for the reader

This memorandum first describes national and international developments that have a bearing on the positioning of higher education and research in the Netherlands (Section II). This highlights the need for some clear choices, so that we can:

- achieve more effective branding and positioning of higher education and research in the context of Holland branding (Section III).
- create a distinct place in education for the development of international competences, for example through the international classroom or forms of mobility (Section IV).
- shape and deepen strategic partnerships (Section V).

Finally, based on these choices, we set out a discussion agenda for the relevant ministries, industry, support organizations (such as Nuffic) and other partners (Section VI).

This memorandum should be viewed in conjunction with other policy memoranda, such as the Cabinet's proposed Science Visions. For that reason, it does not address aspirations relating to science and knowledge content. However, it does point out the link between them, wherever possible.

## II. Recent developments

Dutch knowledge institutions view it as their express mandate to provide top-quality teaching, research and valorization.<sup>1</sup> Today, this can only be achieved by operating on an international scale. Ongoing quality improvement and innovation are only possible if we are constantly alert to global developments and if we enter into targeted partnerships. Worldwide demand for top-quality higher education continues to expand, presenting the Netherlands with opportunities and challenges to respond in a more targeted way.

### National

The Dutch government is aiming to place teaching and research in the top five worldwide. We need to safeguard the strong position of the Dutch knowledge economy. Our country's absorption capacity (the ability to attract knowledge that leads to innovation) is largely determined by the extent of our human capital. This is especially important for the Netherlands because we are evolving from an export economy into an economy that plays a key role in global value chains. High-quality, knowledge-intensive contributions from the Netherlands result in end products elsewhere.

The Scientific Council for Government Policy/WRR (2013) says that the Netherlands should focus its efforts first and foremost on the economic 'wellspring' in order to remain internationally competitive. This involves ensuring that the infrastructure, institutions and human capital are optimally equipped to respond to new developments. We need to maximize our responsiveness if we are to boost this country's earning power (KNAW 2013).

Knowledge institutions are increasingly playing a leading role in society and are active partners in the 'triple helix' alliance. These alliances are based on the notion that a partnership between academia, industry and government offers a powerful potential for creative innovation and economic development. Successful triple helix alliances provide a powerful impetus for innovation and development for entire regions and are often a part of campus initiatives. The international attraction of these initiatives can help research universities and universities of applied sciences to forge links with international industry. The power of these alliances resides in combining the knowledge infrastructure of teaching/research institutions and industry, including across borders.

An absolute precondition for this development is having an increasingly broad pool of highly educated people with international skills. The demand for knowledge workers is stronger than ever.<sup>2</sup> They have become the cornerstone of society and, increasingly, they are the ones who determine its innovative capacity.

---

<sup>1</sup> WRR (2013).

<sup>2</sup> AWT (2013).

The figures reveal the following picture:

- According to recent studies there are about 100,000 foreign knowledge workers in the Netherlands, which is about 4 percent of the total number of knowledge workers in this country. Internationally, the Netherlands has an 'average' ranking when it comes to attracting foreign talent. This is in line with the OECD report stating that the Netherlands has a strong international focus, but doesn't succeed in attracting foreign knowledge workers and knowledge-intensive companies.<sup>3</sup>
- In the 2012-13 academic year, the number of foreign students coming to the Netherlands for an entire study programme came to 8 percent of all students enrolled in government-funded higher education. Although this percentage has risen in recent years, it is still below the European average. Research universities are seeing strong growth in the number of foreign students. This growth has stagnated for universities of applied sciences, remaining at 6 percent of the total student population.
- The relative percentage of German students (43% of the total) graduating in the Netherlands has fallen in recent years as more and more students come here from other countries. The foreign student population is becoming increasingly diverse.
- The cost of educating international students is amply compensated by later tax and other revenues from graduates who stay and work in the Netherlands. The likelihood of staying is calculated as being between 19 and 27 percent. International students who stay and work in the Netherlands after graduating also contribute directly to positive welfare effects. The 'Make it in the Netherlands' report from the Social and Economic Council of the Netherlands (SER) has demonstrated that there are opportunities for encouraging many more graduates to stay on. The subsequent Plan of Action for all stakeholders is designed to boost the graduate 'stay rate'.
- Twenty percent of students at Dutch institutions gain experience abroad. The labour market also has a great need for international competences (Research Centre for Education and the Labour Market/ROA 2013).
- Dutch students are more likely than their European counterparts to undertake a full study programme in their own country. According to OECD data,<sup>4</sup> 3.1% of all Dutch students do a complete study programme abroad, compared with the European average of 3.7%.

---

<sup>3</sup> The proportion of foreign academic staff at universities is now quite considerable – in 2012 they represented 15% of international professors and 46% of PhD candidates.

<sup>4</sup> Mobiliteit in beeld (2013).

## International

Europe is becoming increasingly important for higher education and research, as demonstrated by the further implementation of the European Higher Education Area (Bologna) and European Research Area. European programmes provide a growing number of tools for entering into cooperation arrangements, facilitating exchanges (students and staff) and making targeted investments in knowledge expansion and economic growth. They also need to facilitate the work of graduates in the European labour market. All of this has implications for the movement of talent. To a large extent, knowledge flows towards northwestern Europe, partly as a consequence of the big disparity in unemployment rates among young people in the different regions. The importance of European cooperation for knowledge institutions will be a particular focus during the Dutch presidency of the EU in 2016.

Economic growth in large parts of the world has prompted a sharp increase in the demand for higher education. This demand comes mainly from students from the ever-expanding middle classes in countries experiencing rapid growth. We can expect new markets to emerge primarily among the 'second generation of emerging economies' such as in Africa, some Southeast Asian countries and the Andean countries.

Both public and private investment in higher education and research (e.g. revenue from tuition fees) has risen enormously in regions with emerging economies. Developments in the Netherlands' current major partner countries, the BRICS countries<sup>5</sup> and the 'next eleven',<sup>6</sup> will have an impact on this country's competitive capacity (they are also increasingly taking part in the 'war for talent'<sup>7</sup>), as well as presenting new opportunities for partnerships. Competition in the field of teaching and research is on the increase and includes the appearance of new top universities internationally.

Despite foreign investments, the demand for higher education exceeds the growth of supply.<sup>8</sup> This presents opportunities for higher education in the Netherlands as Dutch institutions offer study programmes needed by both talented individuals and the international labour market. There are other countries that can also provide these programmes, however. For a number of reasons, the war for talent will intensify in the years to come. The West has a growing need to maintain its workforce in view of forecasts relating to the ageing population. Talented people are also needed to maintain our innovative edge over current and emerging competitors. Added to this, more and more countries are pursuing a targeted strategy of attracting talent (e.g. Australia, New Zealand, France, Germany and China). And highly-educated talented people are becoming less attached to their home region (brain circulation).

All of this underlines the growing need to stand out internationally and to plug into policy developments and new provisions in relevant partner countries and elsewhere. After all, these may have implications for the Netherlands and/or offer concrete opportunities for cooperation. The war for talent provides institutions with an added incentive to measure the quality of their study programmes against international quality standards.

---

<sup>5</sup> Brazil, Russia, India, China and South Africa.

<sup>6</sup> Including Indonesia, Turkey and Colombia.

<sup>7</sup> Russia, for example, has greater incoming than outgoing mobility. OECD (2013).

<sup>8</sup> Based on the trend between 2000 and 2007, a new university serving 20,000 students would have to open each day in order to meet the growing demand. Extrapolated from UNESCO figures (2009).

As well as the above factors affecting the demand for higher education, there are a number of important developments relating to teaching. Dutch higher education will have to find answers in order not to lose its global position.

- A new form of supply is already evolving in response to the new demand for higher education. We are seeing the rise of transnational education, ‘offshore’ campuses that other countries are increasingly taking advantage of, and a rapidly growing range of programmes that is no longer entirely bound to a fixed home base. In this context existing programmes are being broken down so that they can be offered more flexibly. There is no longer an inextricable link between the programmes on offer and accreditation from a higher education system. We are witnessing the rise of large transnational consortiums in this area.
- This trend towards transnational education is also being encouraged by the growing supply of online education. This form of education increases opportunities for learning that is independent of time and place. There is a noticeable trend towards blended learning within higher education practice at home and abroad.<sup>9</sup> Worldwide we are seeing a rapid increase in open courseware. The high visibility of Massive Open Online Courses (MOOCs) has rapidly accelerated the development of open and online education in recent years. Open courseware offers a whole host of fresh, innovative possibilities for reaching out to many different target groups. It allows research universities and universities of applied sciences to profile themselves and possibly attract new talent (students, PhD candidates and researchers) or provide distance learning. Institutions will have to develop their own revenue model for this purpose. The Netherlands has excellent digital facilities and state-of-the-art support through SURF. For years, the Netherlands has been very active in open online education and has a strong international reputation in this field, as well as through participation in international forums, including the OpenCourseWare Consortium and EADTU.
- The huge global demand for higher education and highly-educated people has sparked an international rise in fake diplomas. Consequently, there is a growing need among companies and educational institutions for reliable systems of international diploma evaluation and document verification.

The Netherlands has to better utilize its strong international reputation when branding its higher education and research sector. Despite their methodological shortcomings, international rankings play a key role as benchmarks and recruiting potential. They can help spread the message that the Dutch system of higher education and research, in all its facets, ranks among the best in the world. It boasts a high overall quality, with some exceptional elements. It is vitally important for the higher education sector in the Netherlands to have international brand visibility. This should help spread the message that the Netherlands is an attractive country in which to study, conduct research, and to work (‘Make it in the Netherlands’).

In light of international developments, it is our conclusion that our binary system of higher education, with its broad range of programmes, both professional and academic, is a major strength of the Dutch higher education sector. It means we are well placed to respond to worldwide

---

<sup>9</sup> Transnational education involves a mix of educational activities from both the Netherlands (distance learning and/or face-to-face instruction) and abroad (via one’s own institution or that of a partner).

developments. The effort required will differ considerably between study programmes within a single institution. This memorandum provides guidelines to institutions so that they can further differentiate and profile themselves. The strength of the sector can be deployed to attract international students, to teach international competences and to promote international cooperation.

*Global trends.* Internationally the number of mobile students has risen from 1.7 million (1994) to 4.3 million (2010-11), representing 2.4% of the total number of students. The majority of internationally mobile students go to the US (16.5%), UK (13%), Germany (6.3%), France (6.2%) and Australia (6.1%).

In 1999-2000 the Netherlands received 0.68% of mobile students worldwide; this figure was 1.33% in 2010-11. Despite the large number of English-taught programmes, the Netherlands – with 8.5% foreign students – remains below the European average (EU28) of 8.9%.

*Source: Nuffic, Mobiliteit in beeld 2013*

### III. Branding the Dutch system of higher education and research

It is important to clearly identify the unique selling points of the Dutch higher education and research system as this will enhance the joint branding of our knowledge institutions.

Institutions for higher education and research set their own internationalization agenda based on their institutional profile and taking their cue from their own international strengths and aspirations. From the perspective of Nederland kennisland (Netherlands, knowledge economy) and its significance for the internationalization of institutions, it is important to consider how joint branding can also help strengthen institutional agendas. The Nederland kennisland branding should tie in with Holland branding; there needs to be more synergy between the two. Individual research universities and universities of applied sciences can then flesh out their own profiles based on these common messages.

Joint branding could focus more on different target groups (e.g. origin, study phase, field of study, employment opportunities). Highlighting the unique selling points of the Dutch system will boost interest in individual knowledge institutions. This means that all communications from all stakeholders will have to emphasize that the Netherlands is an attractive destination for people wishing:

- to pursue all or part of a study programme, which also offers prospects of employment in the Netherlands, or in their own country on their return
- to work at a Dutch institution as a teacher and/or researcher, in an attractive and inspiring working environment
- to cooperate with Dutch knowledge institutions, all of which can guarantee high-quality teaching and research.

The unique selling points will need to be drawn to the attention of foreign talent in order to consolidate the branding of the Dutch system. Surprisingly, not all countries are aware of these selling points, which can make the difference between international talent opting for the Netherlands or another knowledge-intensive country. The following seven points should feature prominently in any showcasing of the Dutch higher education system. One or more of these points will be emphasized, depending on the message and the target group.

- The wide range of study programmes on offer. The binary system in the Netherlands offers a broad spectrum and a continuum of higher education and research, ranging from short programmes (ADs) with a strong labour-market focus, through professional and theory-based Bachelors' programmes, to high-quality, highly specialized Master's programmes (including the MSc that offers added value internationally, over and above the usual Bachelor's-PhD route offered elsewhere). The research spectrum also encompasses curiosity-driven and practice-oriented research.

- Nederland kennisland. The Netherlands is a leading knowledge economy with a strong position and reputation. The overall quality is high, but there are some areas where the country truly excels. Thus knowledge institutions are increasingly playing a leading social role and are active partners in triple helix alliances. The entire range of teaching and research is of a high quality (and at a reasonable price).
- Close cooperation between the higher education institutions and industry. This is reflected in the strong professional orientation of many study programmes and the many opportunities to gain work experience during one's studies. Cooperation also enables institutions to respond more rapidly to change and to the demands of the labour market. And for those who have completed their studies, the Netherlands is also an attractive country in which to settle. The orientation year for graduates in the Netherlands provides additional opportunities for finding work.
- English-taught study programmes. Dutch higher education offers a very broad range of English-taught programmes at all levels (Bachelor's, Master's, PhDs). As a non-English-speaking country, the Netherlands is unique in this respect. This offers ample opportunity for the recruitment of talented students, especially from emerging markets.
- A level playing field, or ensuring that students embark on their study programme from an equivalent starting point. The entry criterion is that they should all have an equivalent level of prior education, as well as sufficient mastery of English.
- The teaching and research culture, in which freedom of expression, intellectual independence, curiosity and the right to question are paramount. For PhD candidates this means they are given the opportunity to define their research independently, as well as ample opportunity to develop. The openness of the system is also unique, with ample opportunity for academic collaboration with other institutions.
- Study programmes that focus on global challenges, and which can also train the middle tiers of the workforce.

In addition to all of this, work is being done in individual regions to create an attractive settlement climate for students, staff and other knowledge workers. But there is one significant shortcoming – the lack of a generic scholarship programme as a 'business card' for Nederland kennisland, as a drawcard to attract talented students.

Table 1 English-taught study programmes on offer in WO and HBO<sup>10</sup>

Type of programme	WO	HBO	Total
Associate degree		2	2
Bachelor's	97	131	228
Master's	542	64	606
Total	639	197	836

WO = research universities; HBO = universities of applied sciences

<sup>10</sup> In the Data Internationalization appendix, the English-taught study programmes are given as a percentage of the total.

A good deal has been invested during the past five years in developing English-taught programmes and their number continues to grow. Some 60% of degree programmes at Master's level can be studied in English, which dramatically boosts their appeal for international students.

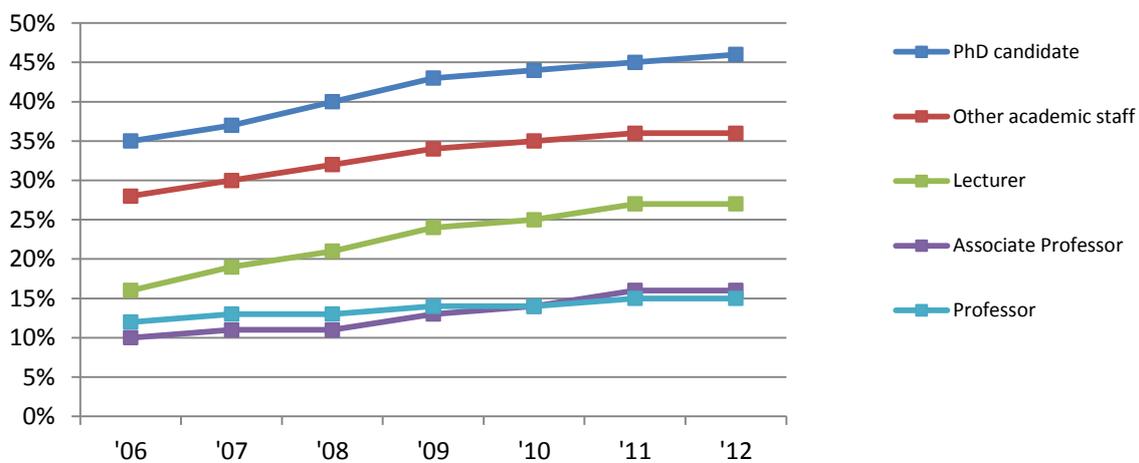
Trade and knowledge missions will have to play a greater role in promoting the Netherlands as a knowledge economy. An agreement has been reached with the Minister of Foreign Trade and Development Cooperation that knowledge institutions will be routinely and more intensively involved in Dutch trade missions. The top sector policy plays a major part in these missions. Dutch knowledge institutions are keen to make their contribution in order to help strengthen international cooperation and the branding of higher education and research. The same applies to the knowledge missions of the Ministry of Education, Culture and Science (OCW). These efforts will require forward planning, as well as organization in concert with the relevant ministries, Nuffic and the Netherlands Enterprise Agency (RVO).

The 'Make it in the Netherlands' action plan represents a significant boost to initiatives to help international students seek work or start up a business in the Netherlands after graduation. It is endorsed by the higher education institutions, who will continue this discussion with relevant parties here in the region. Industry, for example, can provide the necessary labour-market focus by providing specific scholarship programmes for international students.

Rankings have already been referred to the previous section. The Netherlands is one of the few countries to have virtually all its research universities featuring consistently in international rankings. This underlines once again the broad overall quality and consistently high level of Dutch universities, especially in the area of research. Our international reputation, impact and performance in terms of research metrics also bear witness to our research strengths. We must not underestimate the significance of this when it comes to branding knowledge as an export product and to international research collaboration. It is also a major factor in our ability to attract talented people to the Netherlands in order to start or continue an academic career. More could be made of our performance in international rankings, for example, when recruiting PhD candidates (whether as employee or student).

University staff are becoming increasingly international and this same trend is anticipated for universities of applied sciences. This international character has implications for all aspects of HR policy. Most of the priorities mentioned above are also fundamental to the positioning of knowledge institutions as attractive international employers. Hence the need to look more closely at links between the HR agenda aimed at recruiting international staff and other recruitment and positioning activities.

## Percentage of international academic staff, in FTE



#### IV. Strengthening international skills and mobility in higher education

It is vital that international skills be anchored in the teaching on offer. The full spectrum of teaching methods can be deployed, ranging from the international classroom to outgoing study mobility. The study programmes and institutions themselves should choose their own method that contributes to high-quality, internationally oriented education. This will in turn enhance the quality of education itself.

Increasingly, students and staff are learning to work together in international – and sometimes virtual – teams and to apply their knowledge in a constantly changing international environment. These international skills are in increasing demand among employers (ROA 2014). They can be acquired in different ways, via a continuum that begins on campus (and includes the international classroom) and extends to learning mobility through a programme or internship/placement abroad. In terms of learning mobility this section looks at credit and diploma mobility (i.e. students obtaining their full Bachelor's, Master's or PhD in a country other than where they did their prior education).

Institutions in the Netherlands are offering a growing number of study programmes in which learning outcomes and teaching modes are based on a truly international classroom, which is more than just a collection of passports. The institutions need to work on this in a targeted way. Elements that go to make up the international classroom include a good mix of students from home and abroad and an approach to content that integrates the students' cultural backgrounds into the teaching. The presence of international students produces a more ambitious study culture, which acts as a major impetus for improving the quality of teaching. The benefits of the international classroom can only be fully utilized if students do actually work together.

##### International classroom – Maastricht University

The international student population and small-scale, problem-based learning (PBL) contribute to the international classroom at Maastricht University. Students acquire intercultural skills by working closely together in small international groups. Various activities have been developed both inside and outside the international classroom to maximize benefits, and new initiatives are continually being cultivated. Here are some examples:

- All faculties are actively working within PBL on international and/or European case studies and themes.
- The School of Business and Economics offers skills training in intercultural competences to both Bachelors' students and lecturers. The Faculty of Health, Medicine and Life Sciences has developed a similar form of tutor training as a pilot project.
- The University organizes extracurricular and social activities where Dutch and international students can meet each other, e.g. through student and study associations, during introduction week and as part of general studies.

##### Teacher competences – Hanze University of Applied Sciences, Groningen

Working in an international learning environment places new demands on lecturers. With its international competences matrix, Hanze UAS has taken a major step in spelling out the competences needed in order to operate effectively in an international university of applied sciences. Hanze UAS plans to develop a professional development track, based on this matrix, that will lead to a Basic Qualification in Internationalization.

Incoming and outgoing learning mobility among students and staff is also vital when it comes to creating knowledge networks and consolidating the international competitive position of our institutions. It is because internationalization leads to an improvement in the quality of education that the research universities and universities of applied sciences are also endorsing standards in this area, for example the national Code of Conduct with respect to international students, and internationalization accreditation by the Accreditation Organisation of the Netherlands and Flanders (NVAO).

Learning mobility offers opportunities for acquiring more in-depth knowledge from an entirely different perspective, but this is not yet a reality for most students. The challenge for higher education lies in increasing outgoing credit mobility as this has significant added value in qualitative terms. The many analyses exploring the causes of the Netherlands' credit mobility deficit show that this is mainly due to formal reasons, such as financial implications, but in particular to inadequate linkage to the study programme and uncertainty about one's own institution recognizing credits earned elsewhere. Herein lies a key aspiration for research universities and universities of applied sciences, all the more so because experience abroad has been shown to increase an individual's job market prospects.<sup>11</sup>

#### Figures and trends

*Incoming mobility.* There is a steady growth in the number of foreign students coming to the Netherlands to pursue a full study programme (diploma mobility). The total number of international students studying at a Dutch, government-funded educational institution on 1 October 2013 came to 57,666 (8% of the total student population). In 2006 this figure was 31,818.

There were 27,160 international students enrolled at universities of applied sciences in 2013, which represents 6.2% of the total student population. For Dutch research universities in that year, this figure was 30,506 international students, or 12% of all students. Most international students came from countries within the European Union, the vast majority from Germany. Most of the students from outside the EER came from China.

*Outgoing mobility.* At the research universities 23.7% of graduates (2010) have gained experience abroad during their study programme. At the universities of applied sciences, this figure is 21.4% (\*). Most students go abroad for an internship/placement or a combination of study and internship/placement (60% and 16% respectively). In 2010-11 3.1% of Dutch students went abroad for their entire degree programme. In this respect the Netherlands ranks just below the European average (EU28) of 3.7%, but the percentage is growing steadily.

The total annual outgoing credit mobility is estimated at 28,700. Source: Mobiliteit in Beeld 2013.

\*NB These percentages represent the sum total of many different figures (from very short duration to Erasmus mobility). Closer examination will be needed to come up with more precise indicators.

Additional data can be found in the Appendix 'Internationalization Data'

<sup>11</sup> ROA (2013).

Outgoing mobility can be given a major boost by institutions deciding to incorporate it as part of their study programmes, in keeping with their profile and programmes. The ideal way to do this is in the form of a mobility window, a specific period giving students an opportunity to acquire learning experiences abroad as part of the curriculum. A growing number of programmes have already chosen to make credit mobility the norm for all students. Others can learn from these experiences, including the various practical aspects.

Making outgoing mobility an integral part of the curriculum brings with it a greater duty of care to ensure a suitable range of programmes. There needs to be more intensive cooperation with institutions abroad to safeguard the programmes on offer and to guarantee recognition of credits based on mutual trust. A step further involves harmonizing curricula. The proposed new learning continuity pathways (in cooperation with secondary education) can also focus on learning mobility as an integral part of study programmes.

The advantage for students is that it puts an end to the confusion about credit recognition, thereby curbing fears about study delay. This approach does mean, however, that they won't be able to opt for just any institution abroad.

#### Preparing for Mobility – Tilburg University

Tilburg University sets great store by students gaining experience abroad during their degree. Much attention is devoted to preparing students for their stay abroad and assimilating their exchange experiences on their return. An 'intercultural awareness' course unit was launched in 2014, giving students a theoretical perspective in which to examine their own cultural background in relation to a diverse range of cultures and countries. The course unit equips them with the skills to communicate and cooperate effectively in an intercultural setting.

#### Internships in Latin America – Rotterdam University of Applied Sciences

As part of its current Internships in Emerging Latin America project (IELA), the Rotterdam University of Applied Sciences has created 60 high-quality internship positions since 2010. A period of intensive supervision in the run-up to the internship prepared students for their time abroad, teaching them more about the language and culture of their host country. Once there, students were offered a programme to familiarize themselves with that country's industry, social environment, politics, infrastructure, culture and history.

#### Mobility in the 5<sup>th</sup> semester – University of Twente

The revamp of the Bachelor's in Education at the University of Twente has left the 5<sup>th</sup> semester completely free to give students an opportunity to go abroad. The University will offer its own English-language course units to strategic partners as a mobility package. This will allow mobility to develop from individual agreements to agreements about exchange numbers and quality.

#### Public-private partnerships in China – Van Hall Larenstein

Van Hall Larenstein is working with companies, the government, research universities and senior secondary vocational education (MBO) on the Dairy Chain Friesland project 'From grass to glass'. This provincial alliance has paved the way to closer cooperation with Sichuan University, one of the top universities in China. A 2+2 programme is currently being set up, whereby Chinese students will first study for two years in China before completing their Bachelor's programme in Friesland. Within the Dairy Chain project, agreements are being made with Dutch companies in China and Chinese companies in the Netherlands about opportunities for internship/placement and graduate positions, traineeships and future jobs.

#### Transnational education – Wageningen University & Research centre

When developing its range of transnational programmes, Wageningen UR works on the principle that the quality of transnational education should at least match that of the regular education on offer at its Dutch campus. Within the programmes it offers abroad, it consciously adheres to its own approach to teaching (including certain teaching methods, such as academic consultancy training). It is through this profile that graduates can set themselves apart from others in the job market. The profile is also one that employers recognize and must be able to build on, especially since they are often key cooperation partners.

The rise in the number of English-taught curricula brings with it a need to boost the English proficiency of Dutch teaching and research staff. To guarantee the quality of international teaching in the Netherlands, Dutch lecturers need to be well-prepared for their international students. The institutions would like to help define ways they can do so, such as through career development agreements under the Collective Labour Agreement, through agreements within the context of the University Teaching Qualification (UTQ), by providing training courses on the international classroom, or by encouraging the physical mobility of teaching staff (e.g. through Erasmus Plus).

There are other aspects requiring a greater focus on English. These include improving the institutions' communications (starting for instance with signposting) and ensuring that all instruments and communications aimed at current and potential foreign students is available in English. While this may be common practice when it comes to recruitment (Code of conduct), it should also apply to all subsequent stages of enrolment and registration. And ultimately, there needs to be greater involvement of international students in representative advisory bodies and the like (a focus within the 'Make it in the Netherlands' plan).

Diploma mobility for postgraduate degrees (after completion of a Bachelor's or Master's degree) is set to increase in the years ahead as a result of the structured higher education programmes within Europe as part of the Bologna process. In principle, the clear separation between Bachelor's and Master's degrees makes it easier for students to switch institutions, either within the Netherlands or beyond. The expected rise in outgoing mobility has spurred research universities and universities of applied sciences to compete and profile themselves more strongly, targeting students other than the usual transfer students. The intake of foreign students will also become increasingly diverse, aided for instance by the Erasmus Plus loan facility. This makes it even more important to have robust selection and recruitment mechanisms, also to ensure that potential talented students are not

deterred, but are selected for their talent and potential study success (rather than because their educational prerequisites are an exact fit).

There is a steady increase in the mutual recognition of accreditation by Dutch (NVAO) and foreign quality assurance organizations. Our students and institutions need to have greater clarity about the quality of the different study programmes abroad so that there is greater transparency. There also needs to be clarity to underpin the supply abroad of accredited Dutch education.

Research universities and universities of applied sciences are aiming to offer more joint programmes. Almost without exception, they are involved with other educational institutions in various international networks; exploring opportunities for joint study programmes is one area in which they are working. Ideally, students should receive a single diploma from the participating institutions when they graduate, but the legislation to make this possible is complex and restrictive. In international terms, the problem is the legislative straitjacket stipulating that Master's programmes must be 60 ECTS (with the exception of physics and engineering), whereas 120 ECTS is the customary standard in other countries. This poses problems, for example when designing Erasmus Master's programmes (formerly Erasmus Mundus).

## V. Investing in international networks and cooperation/global development

It is vitally important to have high-quality international partnerships and networks in the field of research and teaching. The Netherlands benefits from consolidating and diversifying its networks. This doesn't simply happen by itself, but is the return on many years of investment in international networks, designed to build mutual trust as the basis for cooperation. The Dutch knowledge institutions are attractive partners because they span the full spectrum of knowledge areas.

Research universities and universities of applied sciences aspire to maximize the opportunities offered by European programmes. In particular, it is the programmes for teaching (Erasmus Plus), research and innovation (Horizon 2020) and the structural and investment funds (ESIF) that provide opportunities for cooperation and for cooperation funding. This funding of cooperation is becoming an increasingly important part of higher education and research. Competition within the EU programmes is intensifying as national funding is cut back or eliminated altogether in various EU member states.

Erasmus Plus offers new opportunities to enhance student and staff mobility and to enter into strategic partnerships, areas in which research universities and universities of applied sciences are keen to direct their efforts. With respect to incoming mobility, the Erasmus Master's loan facility offers new opportunities for talented people to study for a Master's degree in the Netherlands. Strategic partnerships provide prospects for closer cooperation with the help of international consortiums, for example between education and industry in the region.

The new Horizon 2020 programme for research and innovation is the largest international source of funding for research and innovation combined. Dutch researchers have proved highly successful in the most recent period of framework programmes for research. The same is certainly true of the allocation of large numbers of grants by the European Research Council (ERC). For the coming period efforts will focus on at least maintaining the current strong position of our research universities and substantially boosting that of Dutch practice-oriented research within European research. For this to happen, there needs to be more cooperation within triple helix alliances. Simply to match their current success, institutions will have to showcase the full spectrum of research disciplines to the rest of Europe. For institutions, the challenge under the new programme is to maintain existing partnerships and to enter into new ones, especially with industry. They will have to initiate joint steps in this regard in the regions.

Researcher mobility needs to be stimulated, assisted by instruments currently under development in the context of the European Research Area. For example, transferability of pension provisions has to be properly regulated.

The launch of Horizon 2020 has focused attention on new member states that are lagging behind. Under the heading of 'widening participation', both regional funds and resources from Horizon 2020 are being made available to bridge this innovation divide. The challenge for Dutch institutions is to play their part with the help of the new set of instruments.

Knowledge institutions will have to make optimum use of the new European Structural and Investment Fund (ESIF, formerly ERDF) in order to promote cooperation in the region. Cooperation will be sought in a targeted fashion between all stakeholders (governments, industry, knowledge

institutions), using smart specialization strategies. The widening participation agenda is also a focus here.

Finally, Dutch research universities and universities of applied sciences are strongly committed to playing their part in making academic literature freely available – in other words, promoting open access. This calls for a shift to new business models with publishers. This change can't be brought about by a country in isolation, however. Close cooperation with and between national governments is essential in order to encourage publishers to come up with new business models.

Of course, international networks extend far beyond just Europe. And in the field of research, for example, there are many forms of far-reaching cooperation with institutions in the BRIC countries and elsewhere. However, this does call for ongoing government support for cooperation. As frameworks of this kind are removed, the partnerships entered into by the knowledge institutions come under threat.

### Global development challenges

Global issues are an increasingly important theme within much government-funded teaching and research, as well as a major part of the societal objectives featuring in the profile of many institutions for higher education and research. Global development challenges are areas in which Dutch knowledge institutions are seeking cooperation with partners in 'aid countries' and 'countries with a transitional relationship'. Ideally, this is a first step towards enduring partnerships with current and potential growth markets. In addition, it is a challenge to feed the knowledge benefits back into government-funded education. Early investment in cooperative relationships can lead to a range of long-term effects that will benefit the Dutch economy and society, such as a demand for its knowledge and products.

The development cooperation landscape has witnessed dramatic changes in recent years. The principles of the new Dutch development cooperation policy are to stimulate economic development and self-reliance, as well as linkage to the trade agenda. Based on these two perspectives, higher education can make a major contribution to the development and implementation of instruments for development cooperation, not just in the four priority sectors for Dutch development policy, but also in a wide range of generic areas that are relevant to development cooperation. These include the development of a sound knowledge infrastructure, a better tie-in between education and the job market, promoting entrepreneurship and making a contribution to regional economic growth and innovation. It is in the interests of both developing countries and the Netherlands to facilitate such knowledge cooperation.

The knowledge institutions believe that existing instruments for development cooperation can be deployed more effectively within the current frameworks of development cooperation policy in order to support the Dutch knowledge agenda. Discussions are therefore underway that should lead to greater flexibility and adaptation.

- The knowledge institutions are of the view that the Netherlands Fellowship Programmes (NFP, scholarships for students from developing countries) should be set up in a more flexible fashion. The NFP is ideally suited to bringing talented students from as many developing countries as possible and from as many different knowledge areas as possible to study in the Netherlands. The key criteria should be candidate quality (rather than where they come from) and the study programme's relevance for knowledge development in the scholarship recipient's country of origin. The knowledge institutions therefore support the current studies into possibilities for changes to policy.
- The NICHE programme (capacity building) is seen as a key instrument for launching various forms of institutional cooperation. However, the knowledge institutions feel that the programme's current set-up offers too little scope for initiatives from the knowledge institutions and for linkage with the Dutch knowledge agenda. It is also administratively complex. The institutions are endeavouring to increase their cooperation within this programme. This will require ensuring that there are substantive benefits for all partners and that there is a more effective tie-in with the primary role of the institutions. To achieve this, NICHE needs to be deployed more widely and more flexibly than within the current four sectors in a small group of partner countries. More modest forms of support could also help boost cooperation. The first step in this direction has already been made with the revised frameworks (NICHE II).

In the interests of enduring strategic partnerships for the Netherlands, knowledge institutions wish to work on developing a future strategic agenda for scholarships and capacity building. We are keen to engage in discussion with the government on this.

## VI. Joint actions and discussion agenda for this internationalization vision

The research universities and universities of applied sciences are keen to interpret this internationalization vision in their own way. This section presents a joint action list to realize these aspirations, as well as an agenda for discussion with our Dutch partners.

Joint branding is the key condition for positioning Nederland kennisland (Netherlands, knowledge economy) as having an international point of difference, as being the place to be. We need a joint, unambiguous presentation of our uniformly high standards with points of excellence. The branding of Nederland kennisland must tie in with Holland branding. Individual research universities and universities of applied sciences can flesh out their own profiles based on this common message. They will work on this in a targeted fashion, in close cooperation with the relevant partner organizations.

Institutions will systematically work together with the government on student reception. The Netherlands cannot afford poor publicity if we wish to remain attractive to talent in the longer term. Admission and enrolment procedures will have to be optimized for non-EU students to give the Netherlands a competitive advantage vis-à-vis other countries. Ideally, it has to be easier for talented students to enrol in the Netherlands than elsewhere. This is not the case at present. Research universities and universities of applied sciences are therefore working together to simplify student enrolment, via Studielink.

It is essential for the institutions to anchor international skills in their teaching. To this end, they will undertake the following:

- Focus on setting up a truly international classroom (student mix, design, student cooperation).
- Boost outgoing student mobility, for example by specifying learning mobility as a part of the curriculum. Coordinated mobility windows and automatic recognition of credits can provide certainty about the programmes on offer and clarity with regard to their recognition. Other institutions can learn from the experiences of 'front runners'.
- Continue to work on robust partnerships, for example, aimed at setting up more joint programmes (including double and joint degrees) with partner institutions abroad.
- Introduce learning continuity pathways with secondary education to make learning mobility an integral part of study programmes.

The growth in the number of English-taught curricula targeting international students (something which also benefits Dutch students) calls for:

- Effective preparation of Dutch lecturers, including possible agreements in the context of the UTQ, training courses aimed at the international classroom and lecturer mobility.
- A greater focus on communication in English (from signage to all communications aimed at foreign students).
- Improving quality to guarantee high-quality education with an international focus.
- Robust recruitment and selection mechanisms that focus on talent and potential study success (and not on a perfect fit with a candidate's prior education).

Knowledge institutions are doing their best to make maximum use of European programmes (Erasmus Plus, Horizon2020, ESIF):

- The strong position of our research universities within the European Research Area must be boosted, while the position of practice-oriented research at our universities of applied sciences needs to be substantially strengthened.
- Active cooperation is being sought with regional partners, with the aid of smart specialization strategies.
- Targeted efforts are being made to widen participation with knowledge institutions in new member states.
- The importance of European cooperation for higher education and research can be highlighted during the Dutch presidency of the EU in 2016.

In collaboration with Nuffic, knowledge institutions are taking up the task of further developing indicators for internationalization. This should generate a more complete picture of the current state of internationalization.

#### Discussion agenda with our cooperation partners

The government has a vital support and facilitating role. We have to work together with the relevant ministries if we are to realize our aspirations. The relevant ministries are given in brackets after each discussion point below.

This rise in international cooperation calls for a further relaxation of rules and regulations. Ongoing deregulation will be needed if we are to achieve our international aspirations. This is true of at least the following areas:

- There needs to be greater flexibility so that more joint study programmes can be offered in the future (simplified recognition, simple accreditation, simple funding agreements, including arrangements for tuition fees, removing the straitjacket stipulating that Master's programmes should be worth a standard 60 ECTS). (Ministries: Education, Culture and Science; Economic Affairs)
- Obstacles in legislation, regulations and implementation practices relating to the reception of foreign students and staff will have to be tackled firmly. This will require government commitment. (See Appendix) (Ministries: Security and Justice; Social Affairs and Employment; Health, Welfare and Sport; Finance)
- Legal obstacles standing in the way of researcher mobility need to be addressed. This includes the problem of pensions which are not currently transferable within the EU. (Ministry: Interior and Kingdom Relations)

Together with the government, we need to find solutions to the growth in transnational education and its implications. Opportunities for our own institutions must be expanded, for example through blended learning. In addition, a systematic solution has to be found for offshore education so that accreditation can be guaranteed and to create clarity about funding conditions. (Ministry: Education, Culture and Science)

Knowledge institutions are also keen to continue working on developing new revenue models for open access, for which cooperation with national governments and publishers is indispensable. (Ministry: Education, Culture and Science)

Major advances need to be made in the area of mutual recognition of accreditation. There is also a growing need for reliable systems for evaluating diplomas and for document verification. (Ministry of Education, Culture and Science; Education Executive Agency (DUO); Nuffic)

Having a robust scholarship programme is a highly competitive advantage in the war for talent. The successful Huygens scholarship programme was discontinued in the Netherlands in 2012. In the meantime, countries like the United Kingdom, Germany, Denmark, Sweden and Finland are investing in scholarship programmes since the most talented people are partly influenced by the financial opportunities offered to them. For some countries (in Africa, for example), scholarship programmes are a necessary precondition; it would be impossible to attract students without them. The Netherlands will price itself out of the market if it doesn't offer a new generic scholarship programme as a drawcard. (Ministries: Education, Culture and Science; Economic Affairs; Finance)

Dutch knowledge institutions are keen to contribute to trade and knowledge missions, to support Holland branding and to enhance their international cooperation and the branding of higher education and research. This fits within the positioning and recruitment for the Netherlands as a knowledge economy and calls for timely involvement in the definition, planning and organization of missions. (Foreign Affairs/Foreign Trade and Development Cooperation; Economic Affairs; Netherlands Enterprise Agency (RVO); Education, Culture and Science; Nuffic)

In the interests of enduring strategic partnerships for the Netherlands, knowledge institutions wish to work on developing a future strategic agenda for capacity building and for scholarships for students from 'aid countries'. The existing set of instruments for development cooperation can be deployed more effectively to support the knowledge agenda in the Netherlands. They are keen to discuss these matters with the government. (Ministry: Foreign Affairs/Foreign Trade and Development Cooperation)

Industry also has a contribution to make, together with the government and knowledge institutions. The need to maintain the workforce in the face of an ageing population and to stay ahead of the emerging competition through innovative advantage provide a direct impetus for industry to join forces with knowledge institutions to look for young talent and to equip that talent with international competences. For this reason industry also has a major part to play in international internships/placements and in supporting entrepreneurship and start-ups alongside, or as part of, the curriculum.

The institutions are seeking to enter into discussions with industry and other relevant parties at the national level and in the region about multiyear strategies so that they can respond flexibly to the needs of the job market. Together with industry, they will further explore possibilities for specific scholarships. For an attractive offer, it's not just the size of the scholarship that matters, but the conditions under which it is granted. Strict conditions can deter students and cause them to look at what our competitors have to offer (e.g. in various neighbouring countries). Ideally, scholarships should be of an open kind.

Not every student needs to provide an a priori guarantee that they will boost the Dutch knowledge economy. A scholarship will certainly increase the chances of this happening, but alumni can be of great value to industry on their return home too.

### Importance of a support structure

The support structure provided by organizations funded fully or partly by the government plays a key role in facilitating various aspects of the internationalization agenda. These organizations are:

- Nuffic, which could develop further as a centre for knowledge and expertise and a service provider for the broad internationalization agenda of higher education institutions. Nuffic can fulfil this role in almost all the areas mentioned, in close cooperation with knowledge institutions and government, e.g. promoting Dutch higher education (Nesos, etc), including knowledge missions, Erasmus Plus, diploma evaluation, development cooperation, scholarship programmes and information on outgoing mobility.
- The network of embassies and consulates is invaluable for promoting Dutch interests abroad. These missions play a vital role in Holland branding and in positioning Nederland kennisland. The knowledge institutions will therefore provide them with the relevant information.
- Education Executive Agency (DUO), for enrolment and admission procedures, diploma recognition (especially of joint degrees) and transferable student grants and loans.
- The Accreditation Organisation of the Netherlands and Flanders (NVAO), for the accreditation of programmes offered in the Netherlands (including joint programmes); for internationalization accreditation; and for the accreditation of transnational education provided by Dutch institutions.
- Netherlands Enterprise Agency (RVO, formerly Agentschap NL), to support trade missions and for information and support relating to applications in the context of Horizon2020.
- Neth-ER, as the representative of Dutch knowledge institutions in Brussels, monitoring EU developments.

Partnership and close cooperation with these organizations is indispensable for realizing our aspirations. This will involve prioritizing the specific needs of users.

## Appendix 1. Instruments

To position and recruit for the Netherlands as a knowledge economy, knowledge institutions will have to make active use of the following instruments:

- Trade missions. An agreement has been reached with the Minister of External Trade and Development Cooperation that knowledge institutions will routinely be involved in Dutch trade missions. They also need to be routinely involved in knowledge missions by the Ministry of Education, Culture and Science. The top sectors occupy a key position in Dutch innovation policy. The Ministry of Economic Affairs is actively involved in branding for the top sectors abroad. The top sector policy plays a decisive role in foreign trade missions, which Dutch knowledge institutions are keen to contribute to. This requires timely planning, and organization in conjunction with the relevant ministries, Nuffic and the Netherlands Enterprise Agency (RVO).
- Neso network. The knowledge institutions recently argued to maintain Nuffic's broad network of Netherlands Education Support Offices (Nesos), with its two generic tasks. In the new Neso set-up, these tasks occupy a prominent place: 1) promoting Study-in-Holland and Career-in-Holland and supporting Holland alumni networks, 2) providing generic market information (gaps in programmes, scholarship programmes, local rankings, local student market, etc.).
- Digital education. The Netherlands scores very well in the area of open courseware and open educational resources. Their increasing availability at Dutch higher education institutions augments the transnational education on offer. This in turn increases the opportunities for utilizing open online education to brand and position Dutch higher education.
- Development cooperation. The reciprocity of the relationship with developing countries grows as these countries become better connected internationally. This is one of the reasons why Dutch knowledge institutions have always played a key role in training future executives and in capacity building in developing countries. Involving young researchers from developing countries is also a good way to make a valuable contribution to personal growth and capacity building. If these relationships are entered into for only a short period, this leads to disinvestment. Creating cooperative relationships with both a capacity building and an internationalization aspect should be implemented over a longer period. This calls for cooperative programmes to be organized in a different way; a positive development is the present study being carried out in this area. Programmes in the context of development cooperation and scholarships also contribute to the positioning, reputation and brand recognition of Dutch higher education.
- Funding programmes, including a scholarship programme. The availability of generic scholarships can make all the difference to international students deciding where to study. And for some countries these scholarships are also essential. In our region knowledge institutions and industry will explore opportunities for offering new scholarships to international students.

## Appendix 2. Issues regarding legislation and practical implementation

In order to bind more international students to the Netherlands, strong cooperation is needed between different partners in a joint chain-approach.

Legislation and practical implementation does not yet sufficiently cater to the wish for welcoming foreign students and binding the to the Netherlands.

*[...examples for improvement...]*

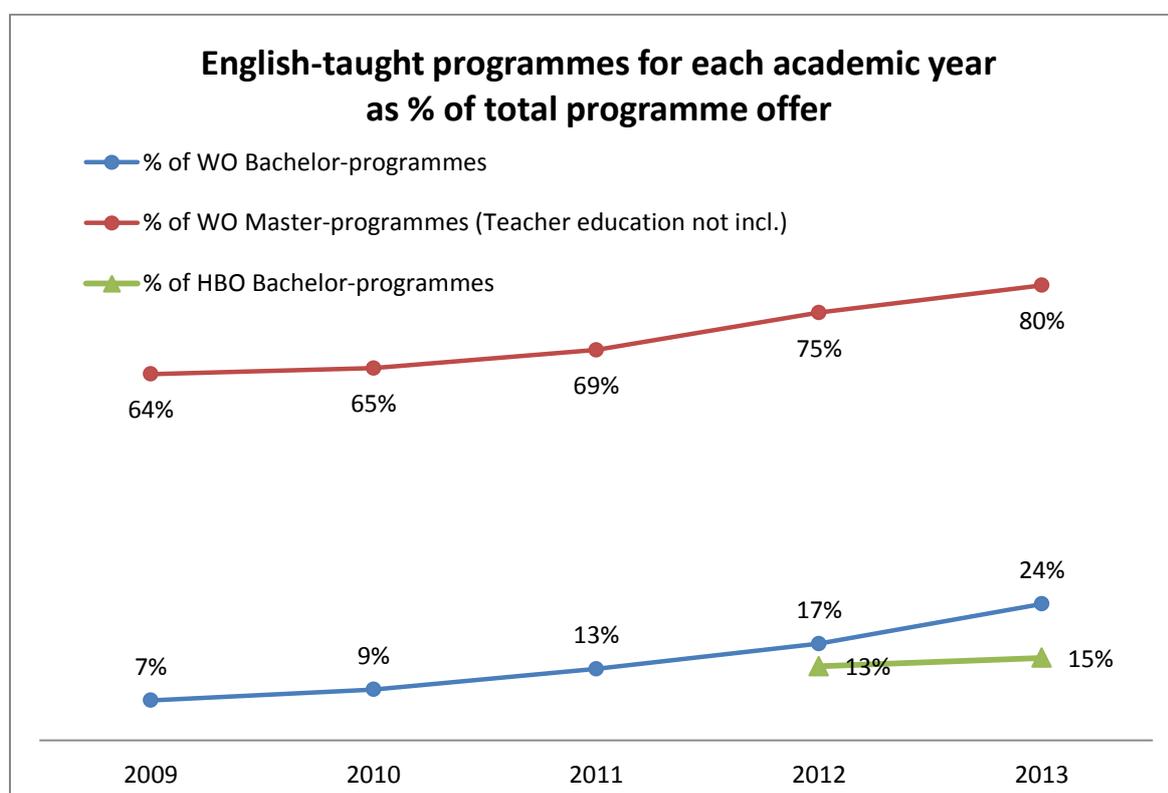
## Appendix 3. Data on Internationalization

### 1. Study programmes in English

- 1.1. English-taught study programmes in WO (research universities) en HBO (universities of applied science), based on total offer (initial and postgraduate education).

Type of programme	WO	HBO	Total
Associate degree		2	2
Bachelor	97	131	228
Master	542	64	606
Totaal	639	197	836

- 1.2. English-taught study programmes (initial education) in Bachelor en Master, 2009-2012



International programmes	2009	2010	2011	2012	2013
HBO Bachelor	*	*	*	118	131
WO Bachelor	30	38	53	72	97
WO Master	485	498	510	519	542

\* No conclusive data available on HBO bachelor programmes prior to 2012. Data on HBO-masters not available.

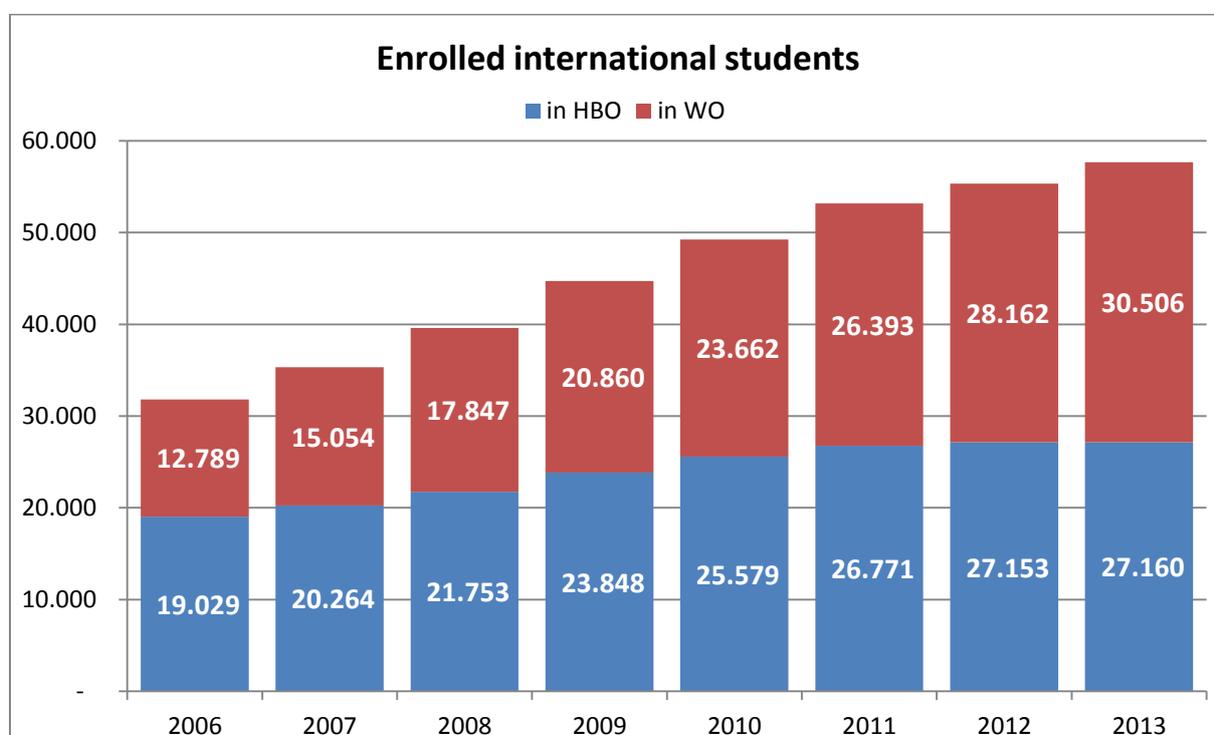
## 2. Student population in Dutch higher education institutes

### 2.1. International students as part of total student population in the Netherlands

The total number of students enrolled at a Dutch, publicly financed, higher education institute is 688.482 students (1 October 2013). A part of these has done a prior study abroad and does not have the Dutch nationality. These students are counted as international students. In total, with 57.666 international students, they form 8% of the total student population.

Enrolled students	2006	2007	2008	2009	2010	2011	2012	2013
# of HBO students	366.851	374.807	383.831	403.410	416.782	424.005	421.707	440.235
# of WO students	207.256	211.435	219.199	231.777	240.741	243.786	239.786	248.247
Total	574.107	586.242	603.030	635.187	657.523	667.791	661.493	688.482
<i>Of whom international students</i>	2006	2007	2008	2009	2010	2011	2012	2013
in HBO	19.029	20.264	21.753	23.848	25.579	26.771	27.153	27.160
in WO	12.789	15.054	17.847	20.860	23.662	26.393	28.162	30.506
Total students from abroad	31.818	35.318	39.600	44.708	49.241	53.164	55.315	57.666

The universities of applied science had 27.160 international students enrolled, 6% of the total population of their students. A number of 30.506 international students were enrolled at the research universities, representing 12% of their student population.



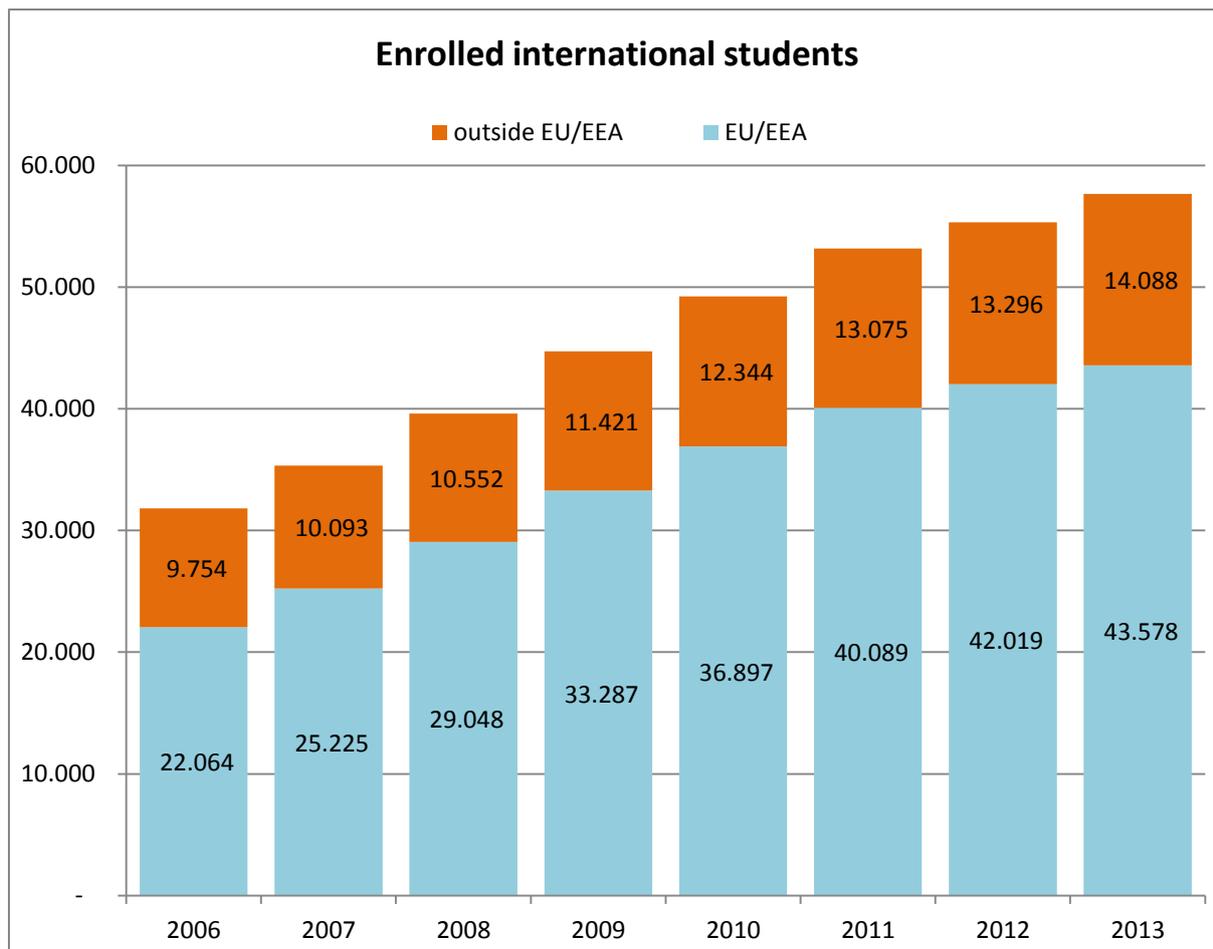
Most international students are coming from countries within the EU/EEA. By far the largest number of international students is coming from Germany. From outside-EU/EEA countries, most students are coming from China.

## 2.2. Enrolment of international students in the Netherlands, EU/EEA – outside EU/EEA

		2006	2007	2008	2009	2010	2011	2012	2013
EU/EEA	HBO	13.524	15.018	16.662	18.513	19.943	21.020	21.510	21.411
	WO	8.540	10.207	12.386	14.774	16.954	19.069	20.509	22.167
Total EU/EEA		22.064	25.225	29.048	33.287	36.897	40.089	42.019	43.578
Outside of EU/EEA	HBO	5.505	5.246	5.091	5.335	5.636	5.751	5.643	5.749
	WO	4.249	4.847	5.461	6.086	6.708	7.324	7.653	8.339
Total non-EU/EEA		9.754	10.093	10.552	11.421	12.344	13.075	13.296	14.088

A distinction is made between *non-EU/EEA* and *outside of EU/EEA*: students from within Europe, not coming from EU/EEA-countries, are referred to as *non-EU/EER*<sup>12</sup>. When presented together with students coming from outside of Europe, they are referred to as *outside EU/EER*.

<sup>12</sup> Albania, Armenia, Azerbeidzjan, Belarus, Bosnia, Croatia, Georgia, Kazakhstan, Kyrgyzstan, Kosovo, FYR of Macedonia, Moldava, Montenegro, Russia, Serbia, Switzerland, Tadzjikistan, Turkmenistan, Turkey, Ukraine, Uzbekistan.



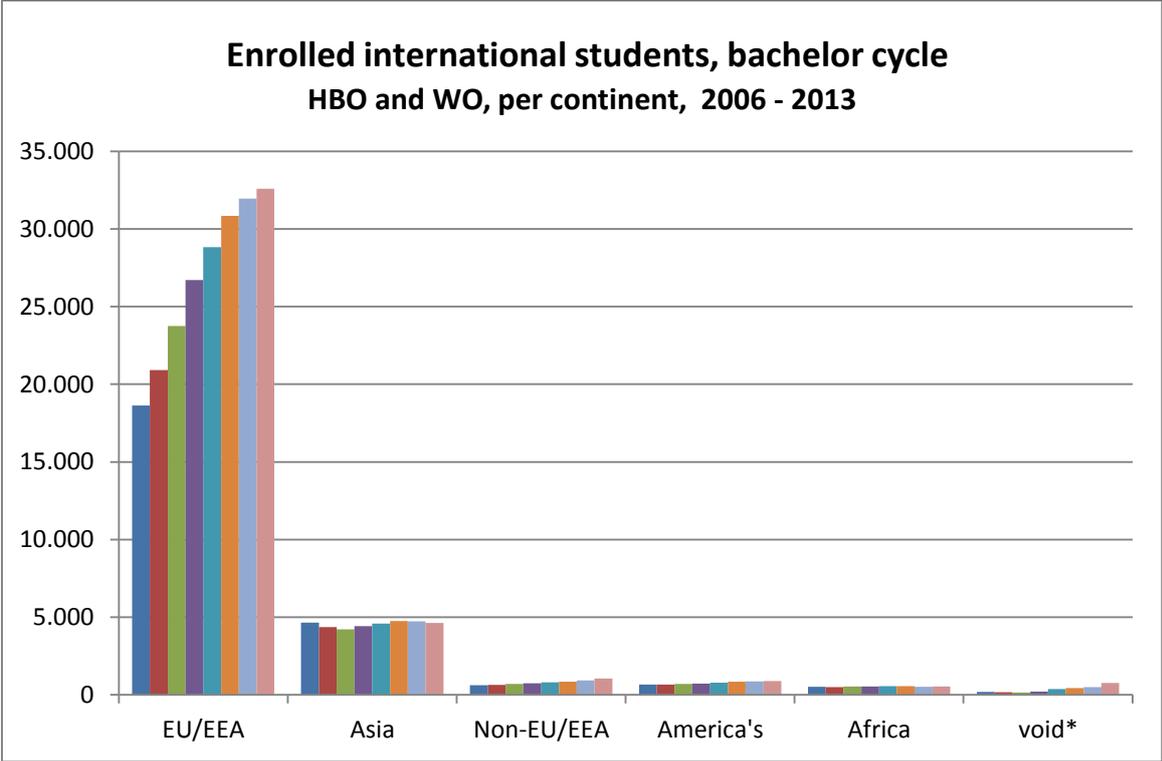
### 2.3. Enrolment of international students, per continent

The total influx of international students in absolute terms (BA and MA) is growing, albeit not from all continents.

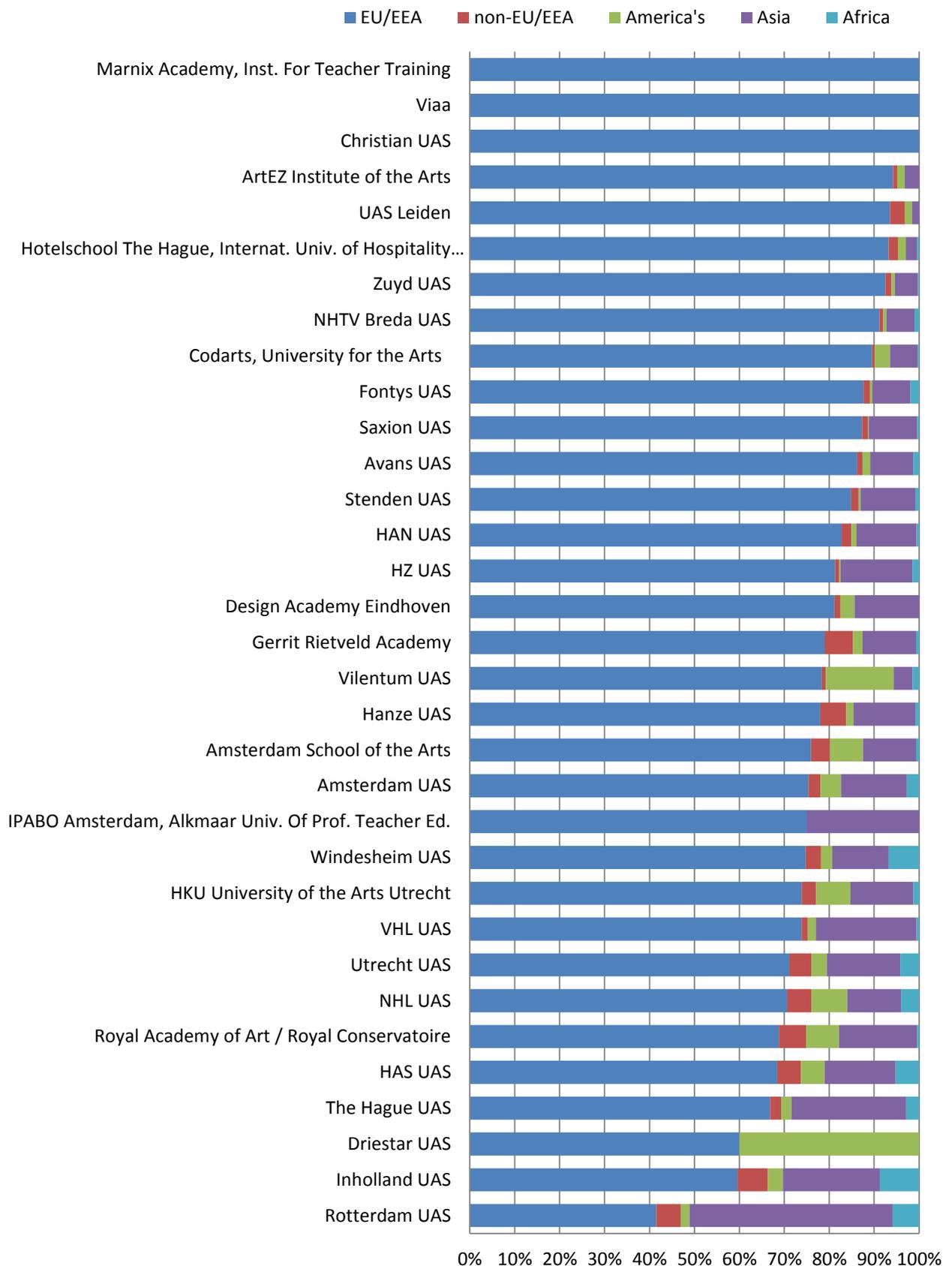
#### 2.3.1 Bachelor students

Continent	2006	2007	2008	2009	2010	2011	2012	2013
EU/EEA	18.627	20.904	23.746	26.719	28.827	30.833	31.949	32.585
Asia	4.651	4.373	4.231	4.423	4.595	4.755	4.743	4.636
Non EU/EER	627	655	698	742	814	843	940	1.063
America's	663	662	697	738	787	861	879	902
Africa	531	500	534	537	567	556	522	533
void*	189	173	152	222	371	448	501	779
<b>Total</b>	<b>25.288</b>	<b>27.267</b>	<b>30.058</b>	<b>33.381</b>	<b>35.961</b>	<b>38.296</b>	<b>39.534</b>	<b>40.498</b>

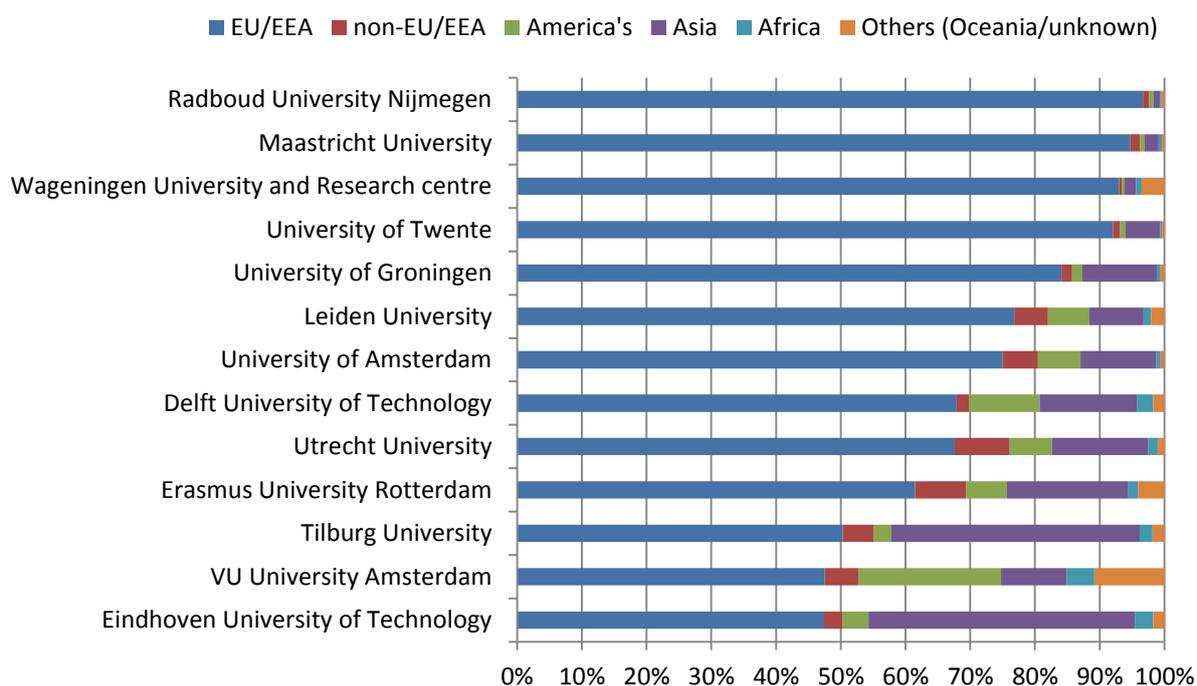
\* Nationality unknown. In WO during first enrolment nationality is not always registered. These data are completed for the second year of enrolment.



### 2.3.2 Enrolment of international bachelor students, divided by university of applied science (UAS)



### 2.3.3 Enrolment of international bachelor students, divided by research university

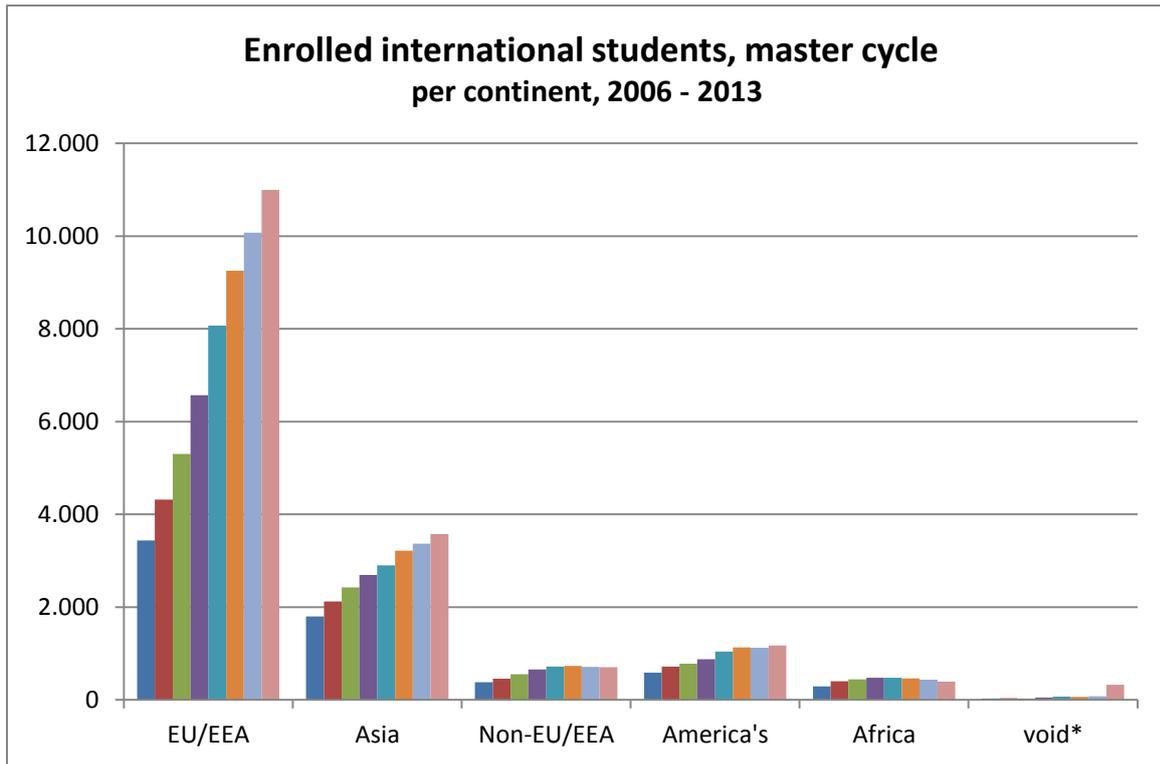


### 2.3.4 Enrolment of international master students in research universities

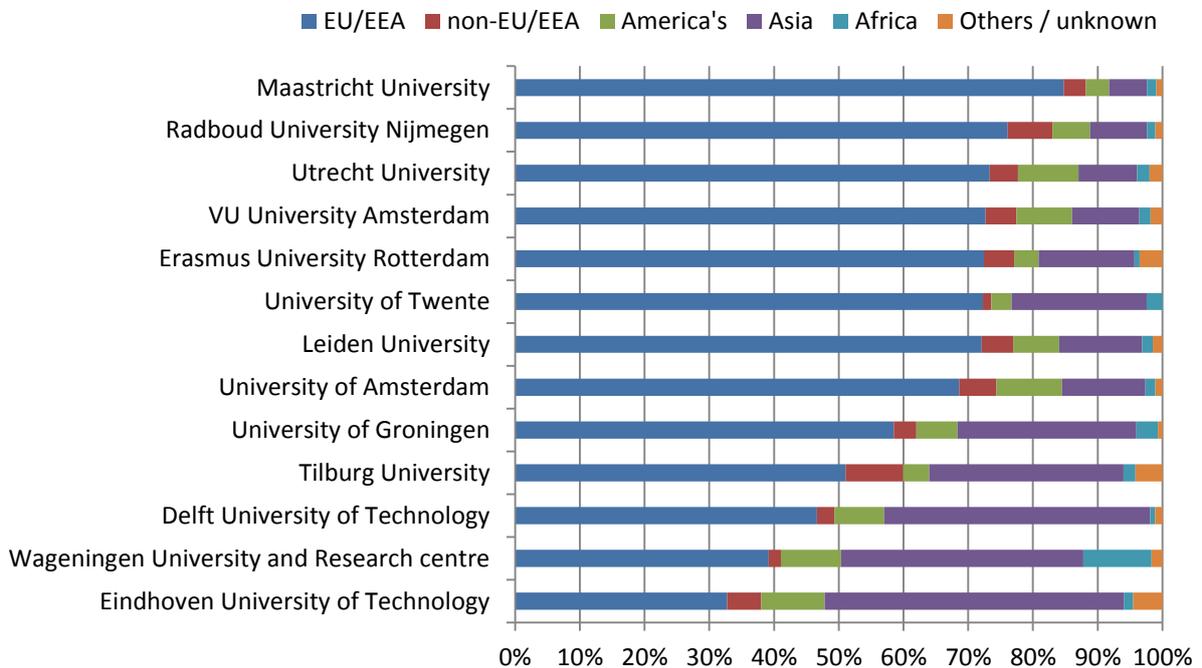
Continent	2006	2007	2008	2009	2010	2011	2012	2013
EU/EEA	3.437	4.321	5.302	6.568	8.070	9.256	10.070	10.993
Asia	1.802	2.120	2.429	2.691	2.898	3.220	3.368	3.576
Non-EU/EEA	383	458	553	656	719	729	709	707
America's	585	716	781	879	1.042	1.133	1.122	1.176
Africa	292	401	446	479	481	466	433	393
void*	31	35	31	54	70	64	79	323
Total	6.530	8.051	9.542	11.327	13.280	14.868	15.781	17.168

\* See 2.3.1.

The number of EU/EEA-master students is growing most rapid, to be followed by Asian students. Student numbers from Africa and non-EU/EEA countries are at a stable level.



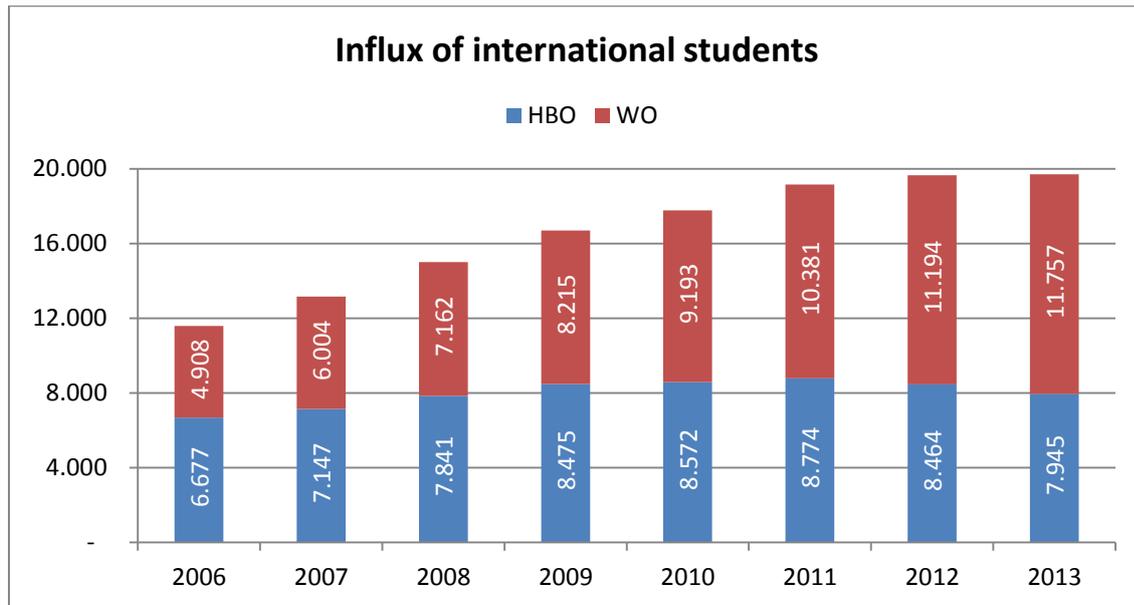
### 2.3.5 Enrolment of international master students, divided by research university



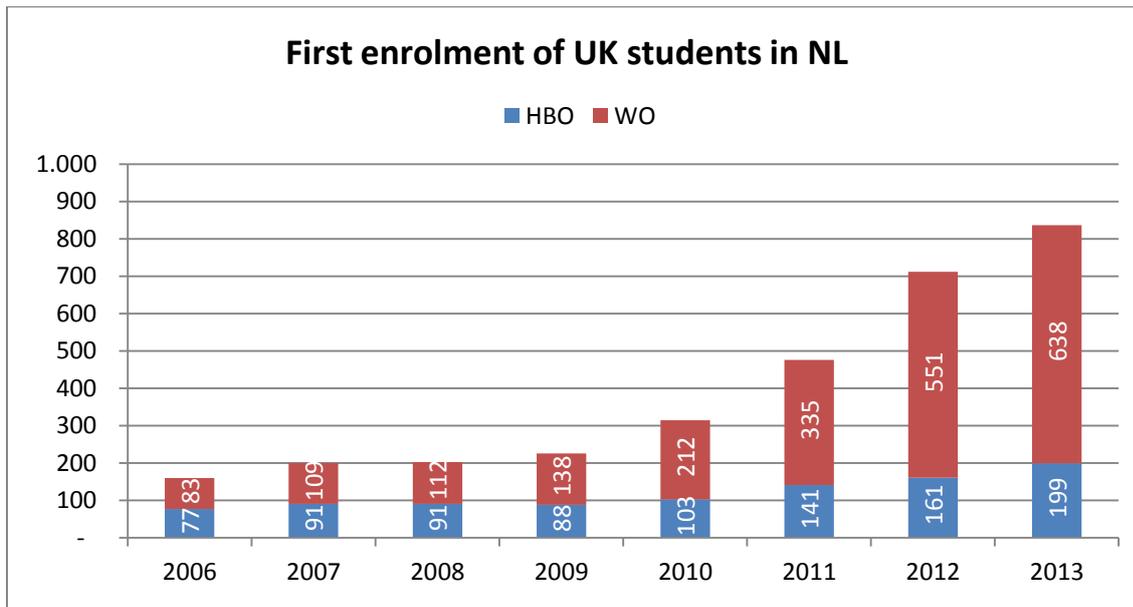
## 2.4 Influx of international students

Influx*	2006	2007	2008	2009	2010	2011	2012	2013
Total new enrolment in hbo en wo	136.263	139.428	144.107	155.002	154.128	153.133	150.634	159.689
international students	11.585	13.151	15.003	16.690	17.765	19.155	19.658	19.702

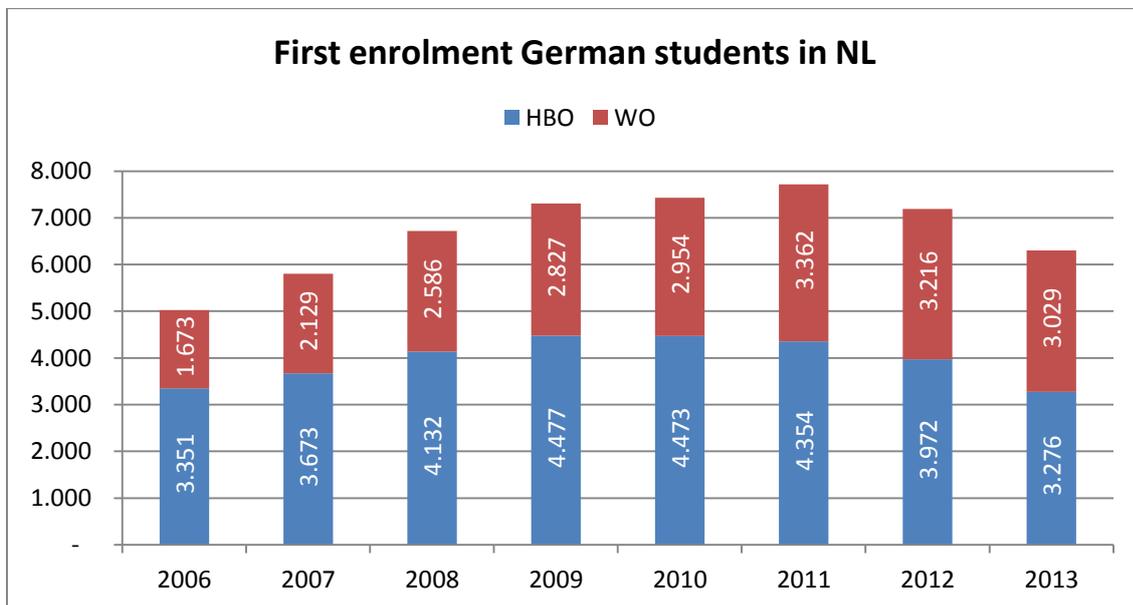
\*At the reference date of 1 October of the academic year.



### 2.4.1 Influx of students from the United Kingdom



### 2.4.2 Influx of students from Germany



### 3. Staff at Dutch research universities

#### 3.1 Composition of academic staff in full time equivalent (ultimo 31/12/2012)

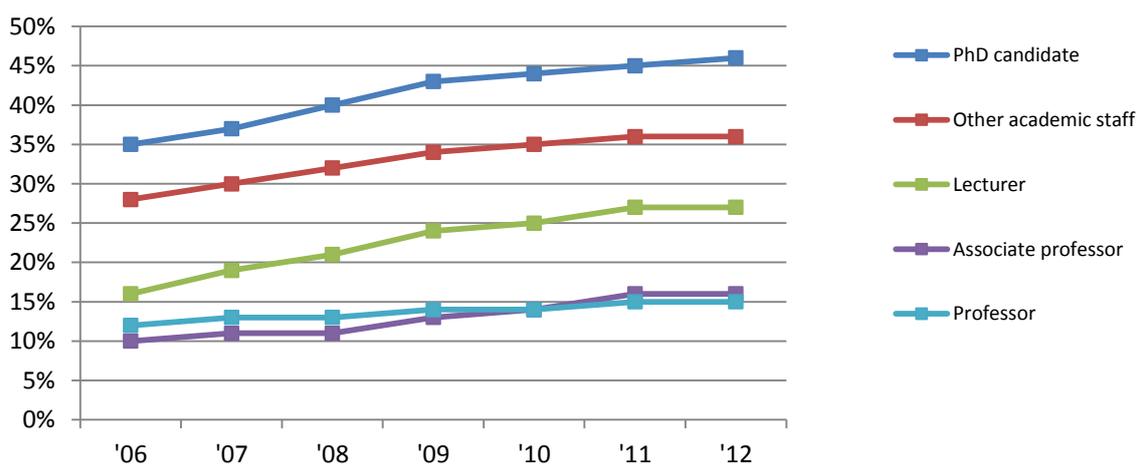
Staff composition	Dutch Nationality	EU/EEA Nationality	Outside EU/EEA	Total
Professor	2.203	322	59	2.584
Associated professor	1.840	291	61	2.191
Lecturer	3.421	917	337	4.675
Teacher	2.014	184	79	2.278
Researcher	2.128	1.212	642	3.982
Other scientific staff	147	122	112	381
PhD candidate	4.812	2.096	1.802	8.710
<b>Total</b>	<b>16.565</b>	<b>5.144</b>	<b>3.092</b>	<b>24.801</b>

This overview shows the academic staff numbers (in full time equivalent – fte), employed by the Dutch universities. No data are available on staff resorting under a different, non-university employer (such as academic medical centres) or staff hired from third parties. These data do not include academic medical staff.

Please note: no data are available on international staff of universities of applied sciences.

#### 3.2 Evolution of international academic staff, 2006 – 2012, in % fte (ultimo 31/12)

##### Percentage of international academic staff, in fte

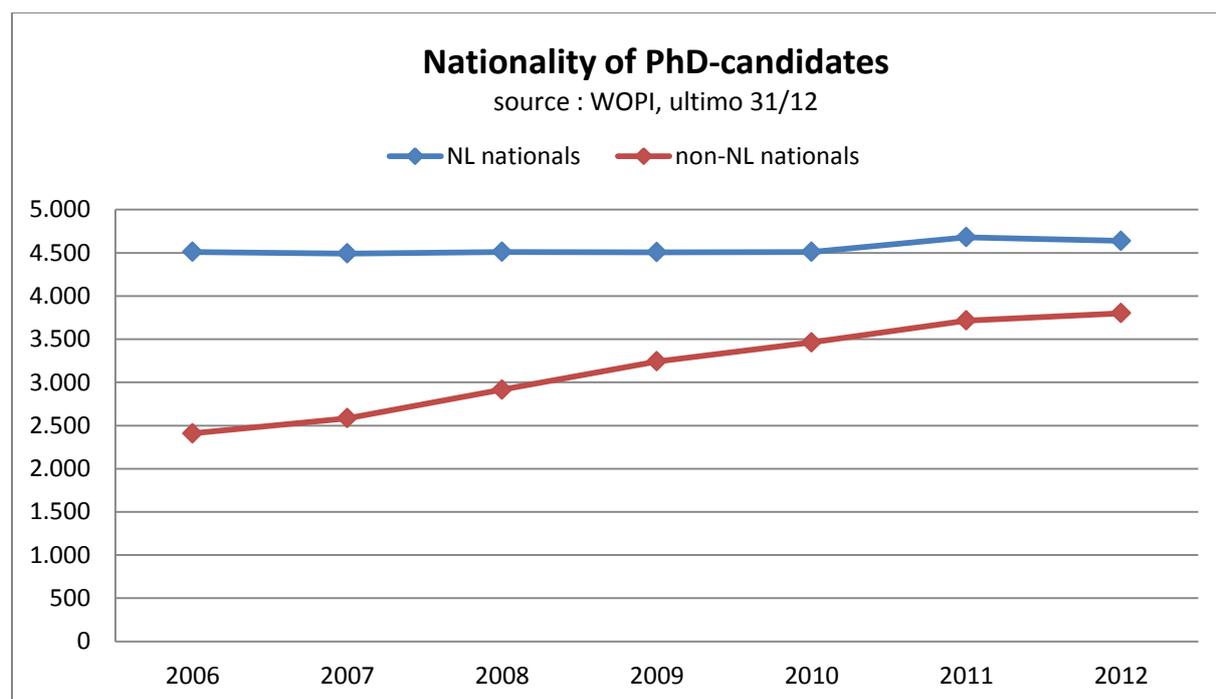


	2006	2007	2008	2009	2010	2011	2012
Professor	12%	13%	13%	14%	14%	15%	15%
Associate professor	10%	11%	11%	13%	14%	16%	16%
Lecturer	16%	19%	21%	24%	25%	27%	27%
Other academic staff	28%	30%	32%	34%	35%	36%	36%
PhD candidate	35%	37%	40%	43%	44%	45%	46%

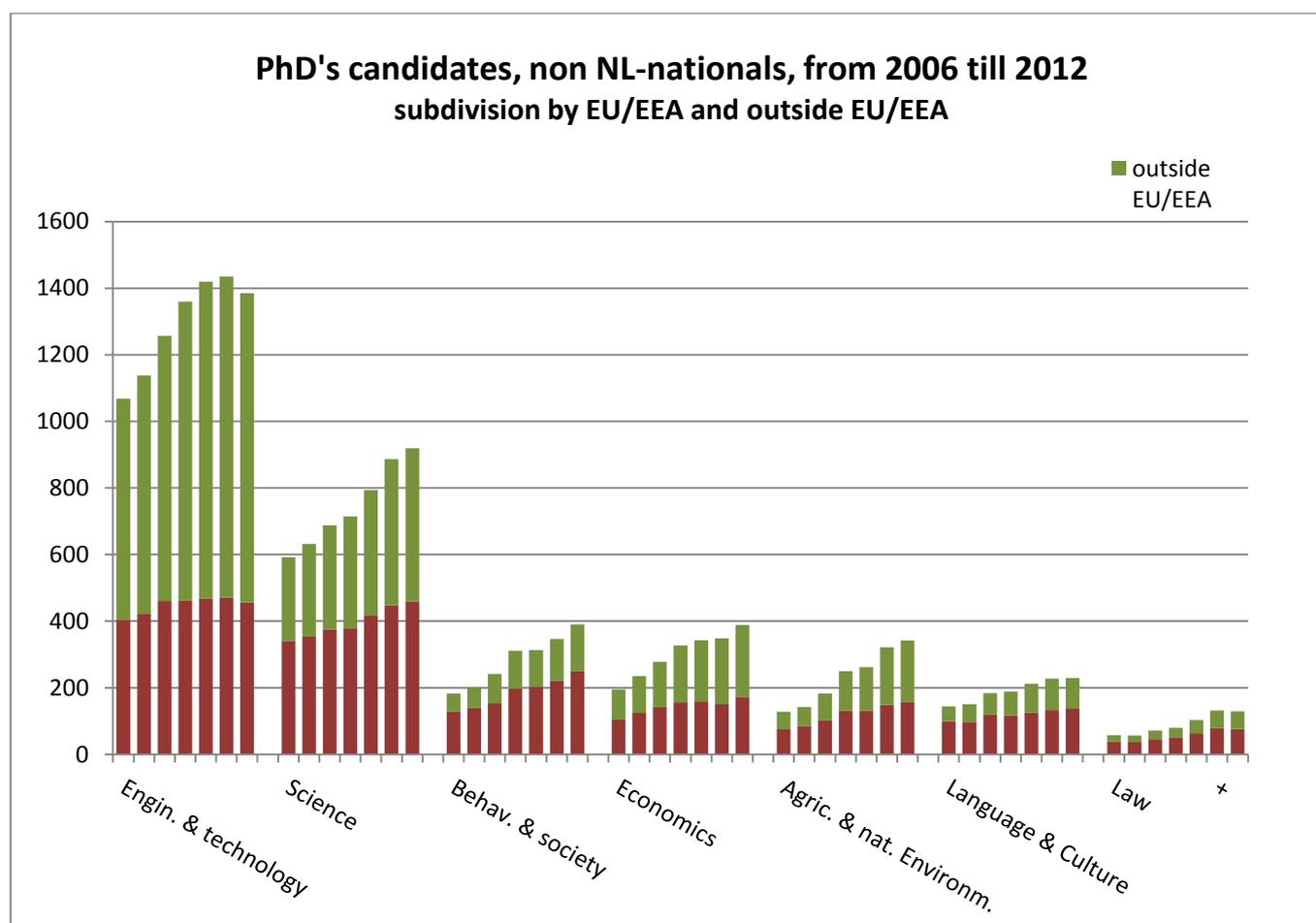
### 3.3 Evolution number of international PhD candidates, per capita

	2006	2007	2008	2009	2010	2011	2012
Total PhD candidates (excl academic medical research)	6.919	7.076	7.425	7.751	7.972	8.396	8.438
Nationality unknown / non-exist	12		1	2	3	7	5
Total PhD candidates with known nationality	6.907	7.076	7.424	7.749	7.969	8.389	8.433
<i>Of whom:</i>							
NL nationality	4.511	4.492	4.510	4.508	4.510	4.680	4.638
Non-NL nationality	2.396	2.584	2.914	3.241	3.459	3.709	3.795
<i>As percentage:</i>							
% NL nationality	65%	63%	61%	58%	57%	56%	55%
% Non-NL nationality	35%	37%	39%	42%	43%	44%	45%

Note: academic medical staff not included.



### 3.4 Number of PhD candidates, non-NL, divided by subject area



Subject area	2006	2007	2008	2009	2010	2011	2012
Engin. & technol.	1.071	1.138	1.257	1.360	1.419	1.435	1.385
Science	596	632	688	717	796	892	921
Behav. & society	184	201	241	311	313	346	391
Economics	195	235	278	327	343	348	389
Agric. & nat. environ.	128	142	184	250	262	321	342
Language & Culture	148	150	184	188	213	229	230
Law	57	56	71	80	103	132	129
Other	29	30	12	10	13	13	13
<b>Total</b>	<b>2.408</b>	<b>2.584</b>	<b>2.915</b>	<b>3.243</b>	<b>3.462</b>	<b>3.716</b>	<b>3.800</b>

Note: academic medical staff not included.

#### Appendix 4. Bibliography / Abridged overview of sources

- Adviesraad voor het Wetenschaps- en Technologiebeleid (AWT), *Kiezen voor kenniswerkers* (2013)
- Centraal Planbureau (CPB), *De economische effecten van internationalisering in het hoger onderwijs* (2012)
- DAAD, *The Financial Impact of Cross-border Student Mobility on the Economy of the Host Country*, (2013)
- EAIE, *Forum: Internationalisation and employability: Are we missing a trick?*, conference report (2012)
- Nuffic, *Internationalisering in beeld. Uitgaande mobiliteit, overzicht 2013* (2013)
- Nuffic, *Internationaliseringplannen van hoger onderwijsinstellingen: een vergelijkende studie* (2013)
- Nuffic, *Mobiliteit in beeld 2013* (2013)
- OECD, *Education at a glance 2013* (2013)
- Researchcentrum voor Onderwijs en Arbeidsmarkt (ROA), *De arbeidsmarkt naar de opleiding en beroep tot 2018* (2013)
- Sociaal-Economische Raad (SER), *Make it in the Netherlands* (2013)
- Unesco, *Trends in Global Higher Education: Tracking an Academic Revolution A Report Prepared for the UNESCO 2009 World Conference on Higher Education* (2009)
- Wetenschappelijke Raad voor het Regeringsbeleid (WRR), *Naar een lerende economie. Investeren in het verdienvermogen van Nederland* (2013)

#### Sources for data on internationalization

##### Student numbers:

HBO: *1cijferHO2013*, DUO

WO: *1cijferHO2013*, VSNU/CBS

##### Data on study programmes:

*Database Studiekeuze informatie* (versie SKD13\_3\_1, tabel Kenmerken Opleiding), updated 4th quarter 2013.

##### Data on academic staff:

*WOPI 2012*, VSNU

## Vereniging Hogescholen

The Netherlands Association of Universities of Applied Sciences (Vereniging Hogescholen) brings together all government-funded Universities of Applied Sciences in the Netherlands. 39 Universities of Applied Sciences are affiliated to the Association. Together they have over 38,000 employees and over 400,000 students. The Vereniging Hogescholen focuses on strengthening the social position of Universities of Applied Sciences. To this end it maintains contacts with a broad range of people and organisations. For contacts both inside and outside the association, the Vereniging Hogescholen is the knowledge centre for applied sciences. The social position of the Universities of Applied Sciences is strengthened through the transferral of knowledge about higher education and by providing information. For the Universities of Applied Sciences the Vereniging Hogescholen is an excellent platform for collaboration. The Vereniging Hogescholen functions also as an employers' organisation on their behalf.

[www.vereninghogeschoolen.nl](http://www.vereninghogeschoolen.nl)

Contact: Emiel de Groot [groot@vereninghogeschoolen.nl](mailto:groot@vereninghogeschoolen.nl)

## VSNU

The VSNU, Association of Universities in the Netherlands, is formed by the fourteen Dutch research Universities. VSNU represents the universities to the government, parliament, and governmental and civic organisations.

It does so by facilitating debate, developing and disseminating common positions, contributing towards improving the reputation of the university sector, and by making strategic choices to strengthen scientific education and research in the Netherlands.

Alongside that, the VSNU is an employers' organisation, which holds consultations with government and labour unions regarding employment conditions in the university sector.

[www.vsnunl](http://www.vsnunl)

Contact: Jurgen Rienks [rienks@vsnu.nl](mailto:rienks@vsnu.nl)

