

The Hague University of Applied Sciences
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Internationalization of Higher Education

To what extent could a mobility window encourage student mobility and contribute to the concept of internationalization at the Hague University of Applied Sciences?

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Executive Summary

Student mobility is considered a core element of the process of growing internationalization, however enhancing student mobility remains a great challenge for most higher education institutions. The national vision¹ on internationalization suggests that each faculty and study program should have a mobility window, a fixed period integrated into the curriculum to give students the opportunity to study abroad without incurring a study delay. The Hague University of Applied Sciences, one of the most diverse higher education institutions in the Netherlands, aims to be the most international higher education institution in the Netherlands by 2020. The central question in this research paper is: **“To what extent could a mobility window encourage student mobility and contribute to the concept of internationalization at the Hague University of Applied Sciences?”** A qualitative approach has been applied within this study. The qualitative research was based on, both, desk research for the literature review and field research for primary data collection. For the desk research, books, e-journals, reports and policy papers were consulted. For the field research, semi-structured interviews with four study programs² of the Hague University of Applied Sciences were conducted. This research paper intended to explore, to what extent a mobility window could encourage student mobility and contribute to the concept of internationalization within the Hague University of Applied Sciences. The starting assumption was that a mobility window will encourage student mobility and therefore contribute to the internationalization of the Hague University of Applied Sciences. This study makes clear that study programs should be categorized into international oriented study programs and less international oriented study programs when analyzing the outcomes. A remarkable result of the study is, that the added value of student mobility was mainly related to acquisition of international and intercultural competences and to a lesser extent to increase job opportunities. However the importance of student mobility was mostly perceived to be related to the supply and demand of the labor market. The study signals a broadly carried need to assess the outcomes of student mobility by means of an intervention program. Also this study shows that there is need for more awareness of staff members about the concept of internationalization within the Hague University of Applied Sciences. Further research on the perception of lecturers can eventually lead to a more targeted approach to the enhancement of student mobility by means of introducing a mobility window for all faculty and study programs at the Hague University of Applied Sciences.

¹ Dutch vision for international education (monitor ICEF, 2014)

² European Studies, International Business and Management Studies, Commerciële Economie and Sociaal Pedagogische Hulpverlening

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Preamble

"A dream doesn't become reality through magic: it takes sweat, determination and hard work."

This thesis is the final step in obtaining my bachelor's degree in European Studies at the Hague University of Applied Sciences. The research for this paper was conducted under the supervision of Mr. Lord of the Academy of European Studies and Communication Management. Several people have contributed to the realization of this dissertation. In the first place my family, to whom I owe thanks for their support during the whole process. I would like to thank the interviewees, Mrs. Bulnes-Sanchez, Mr. Laas, Mrs. Koelewijn and Mr. Hoppen for their time, effort and qualitative contribution to this study. Moreover, I recognize and appreciate the effort and advises of Mrs. Scheltinga to encourage me to strive to do better. Last but definitely not least, I would like to thank Christiaan Duinmaijer for his contribution by means of comments and suggestions.

I would like to close a very interesting chapter of my life as a “*staartstudent*” and open a new one, with any luck as interesting and rewarding as many years of studying at the Hague University of Applied Sciences.

“Education is the point at which we decide whether we love the world enough to assume responsibility for it and by the same token save it from that ruin which, except for renewal, except for the coming of the new and the young, would be inevitable.

And education, too, is where we decide whether we love our children enough not to expel them from our world and leave them to their own devices, not to strike from their hands the chance of undertaking something new, something foreseen by no one, but to prepare them in advance for the task of renewing a common world.”

Hannah Arendt, The crisis of education, in: Between past and future³

³ De waarde(n) van weten; Strategische Agenda Hoger Onderwijs en Onderzoek 2015-2025 (Ministry of Education, Culture and Sciences, 2015)

Abbreviations

BFUG	Bologna Follow Up Group
CE	Commerciële Economie
EHEA	European Higher Education Area
ES	European Studies
EUA	European University Association
HEI	Higher Education Institutions
HHS	de Haagse Hogeschool
HOOI	Hoger Onderwijs Oud-Internationals
IBMS	International Business and Management Studies
ICEF	International Consultants for Education and Fairs
ISM	International Student Mobility
ISO	Interstedelijke Studenten Overleg
LSVB	Landelijke Studenten Vakbond
MOWIN	Mobility Windows
NVAO	Nederlandse Vlaamse Accreditatieorganisatie
PREFLEX	Preparation for your Foreign Learning Experience
SPH	Sociaal Pedagogische Hulpverlening
THUAS	The Hague University of Applied Sciences
USP	University of Sao Paulo
VSNU	Vereniging van Samenwerkende Nederlandse Universiteiten

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Introduction

General Context

It is no longer possible to neglect the fact that the world is changing. Thus, it becomes increasingly important to react to these changes. According to Jane Knight, “*internationalization is changing the world of higher education, and globalization is changing the world of internationalization*” (Knight, 2008) Consequently, it is for Higher Education Institutions of utmost importance to figure out how they should prepare their students in a world that is changing so rapidly and where knowledge evolves at an overwhelming pace.

“Education is the most powerful weapon which you can use to change the world”

(quote: Nelson Mandela)

Two years ago Jet Bussemaker⁴ announced a new vision for international education in the Netherlands. She stressed that internationalization is crucial for the acquisition of knowledge, skills and competencies and is extremely valuable in terms of contributing to the students personal development and identity. (monitor ICEF, 2014) When Bussemaker announced her vision on internationalization in 2014, she suggested that almost any program should have a mobility window: a fixed period in the curriculum to study abroad without incurring a study delay and emphasized that more cooperation with fixed partner institutions would increase the substantive connection to the curriculum and save a lot of hassle. (Zandvliet & Aarnout, 2014) Accordingly, Hans de Wit⁵, responded that, “*a mobility window sounds beautiful and the intention that mobility will get a more structured character is good, however in reality the implementation of such a window not that easy*”. As a response, ISO-chairman Falco Carelsz, LSVB-chairman Tom Hoven and Marianna Brekelmans from HOOI welcomed the national vision on internationalization regarding the mobility windows. It is a challenge for higher education is to enhance student mobility, especially because it is an important qualitative contribution to higher education institutions. The VSNU & Vereniging van Hogescholen⁶ formulated a common vision on internationalization and reported that student mobility, especially outbound mobility, will be significantly enhanced if institutions choose to integrate the mobility period in the curriculum. This can ideally be in the form of a mobility window, where a specific period within the curriculum gives the students the opportunity to gain experience abroad. According to VSNU & Vereniging van Hogescholen, this would lead to more responsibility for higher education institutions to ensure fitting offers for its students. Therefore, a more intensified cooperation with institutions abroad is necessary to ensure that offers are substantiated by mutual

⁴ Dutch Minister of Education, Culture and Science in the Netherlands

⁵ An internationalization expert in the Netherlands

⁶ Associations of Higher Education in the Netherlands

trust and the recognition of credits. (Vereniging Hogescholen, VSNU, 2014) Encouraging student mobility has also been a task of the European Union, most notably through the Erasmus program funded by the European Commission. The Erasmus program is one of the best known and most successful European Union programs regarding the enhancement of student mobility. (UK Parliamentary, 2012) Another effort for harmonizing higher education in Europe was the Bologna Process⁷, which led to the launch of the European Higher Education Area in 2010 and was meant to ensure a more comparable, compatible and coherent systems of higher education in Europe. (EHEA, 2015). Promoting student mobility in the European Higher Education Area (EHEA) has been a central goal of the Bologna process from the very beginning, “*promotion of mobility by overcoming obstacles to the effective exercise of free movement.*” (EHEA, 2011).

International student mobility brings transparency and openness to higher education systems. It enables countries to learn from each other’s experiences and promotes international cooperation that results in an increasing quality of higher education. According to Teichler(2009), student mobility is generally viewed as the core element of the process of growing internationalization and Europeanization. Teichler(2009) states that, “*student mobility has always been conceived as one of the key elements of the international aspects of higher education and therefore it should be obvious that the increase in student mobility is a good starting point for illustrating the internationalization trend*”. (Teichler, 2009) This is the reason why in 2012, all Ministers responsible for education fixed a target for mobility within the European Higher Education Area during the Ministerial Conference in Bucharest. The mobility target states that by 2020 at least 20% of those graduating in the EHEA should have had a study or training period abroad. (European Union, 2015) Thus, the enhancement of student mobility remains an important subject high on the European and National political agendas. Most higher education institutions actively formulate strategies and policies aimed at strengthening the international dimension of their education. Pressure of our society force higher education institutions to rethink their internationalization strategy. Understanding the importance of the concept of internationalization is critical if the aims of the higher education institutions are to produce international and intercultural competent global citizens. The internationalization strategy of the Hague Universities of Applied Sciences (THUAS) requires all students to obtain an international experience during their studies, relevant for future employment. The ultimate goal is formulated as producing global citizens. (THUAS, 2016)

⁷ Dutch government introduced the Bachelor-Master system, enforced through the Bologna Process(1999), as an essential condition for a modern and internationally oriented higher education system. BaMa structure was expected to make Dutch higher education system more flexible and open, making it easier for Dutch students to study abroad as well as allowing foreign students to enter the Dutch Education system. (Lub, A. van der Wende, M. Witte, J., 2003, p. 250)

Problem definition

Higher education institutions are one of the most important stakeholders in the process of internationalization. Jane Knight(2004) states that the national government and labor market influence the international dimension of higher education through policy, funding programs, and regulatory framework. However, she confirms, that it is usually at the individual, institutional level that the real process of internationalization takes place. (Knight, 2004)

Student mobility is discussed as the core element of the process of growing internationalization. As mentioned in the Bologna⁸ aims, student mobility should be promoted by overcoming obstacles in order to effectively realize the freedom of movement. In the Netherlands these obstacles seem to be the formalities according to the VSNU & Vereniging van Hogescholen. Uncertainty about recognition of foreign credits by the home institution, financial implications, but also insufficient connection to the curriculum are mentioned as barriers to student mobility in the Netherlands. The report⁹ states that these obstacles need to be addressed by higher education institutions and a mobility window could be the ideal response. Particularly, since it appears to be that international experience, i.e. the experience studying abroad of the students, increases the chances of employment in the labor market. (Vereniging Hogescholen, VSNU, 2014)

The Hague University of Applied Sciences states in its 2014 institutional strategic plan “Global Citizens in a Learning Society” the ambition to be the most international institution of its kind in the Netherlands by 2020. This ambition is also included in its internationalization policy plan for 2015-2020. Central to the internationalization policy of the Hague University of Applied Sciences is, that students should be given the opportunity to develop the necessary international competencies in each study program. (van den Hoven & Walenkamp, 2015) The European benchmark that by 2020 at least 20% of those graduating in the EHEA should have had a study or training period abroad is pushing higher education institutions to increase the current mobility volumes.

⁸ The goals formulated in the Bologna Declaration(1999) and adjusted during the Bologna Process. (EHEA, 2015)

⁹ Shared vision on internationalization formulated by VSNU & Vereniging van Hogescholen. (Vereniging Hogescholen, VSNU, 2014)

This research is centered around the following question:

“To what extent could a mobility window encourage student mobility and contribute to the concept of internationalization at the Hague University of Applied Sciences?”

Purpose

The research question is based on the assumption that a mobility window will encourage student mobility and therefore will contribute to the internationalization of the Hague University of Applied Sciences. This paper will research if this hypothesis is correct and a bottom-up (institutional) approach will be used.

Delimitation

Since mobility windows facilitates the physical mobility of students across national borders (Irina Ferencz, Kristina Hauschildt, Irma Garam, 2013), this thesis will particularly focus on the opportunity to study abroad for students within the study programs of the Hague University of Applied Sciences. Nuffic defines four types of mobility: degree, credit point, staff and institutional mobility. (Nuffic, About the data, 2015) In this paper the term international student mobility will only refer to credit point mobility¹⁰.

Scope

Within this research only four study programs within the Hague University of Applied Sciences will be examined. The outcomes of the research is therefore not be representative and cannot be generally applied to all study programs. Due to the huge number of study programs within the Hague University of Applied Sciences, it would not be feasible to examine all study programs for this research.

Sub-questions

In order to reach a well-researched answer to the above mentioned research question the following sub-questions have to be addressed.

1. *What is the concept of internationalization and why is it relevant for higher education?*
2. *What is a mobility window and how does it relate to student mobility?*
3. *What is the internationalization strategy of the Hague University of Applied Sciences?*
4. *What view have different study programs at THUAS regarding a mobility window?*

¹⁰ Credit point mobility: crossing a border with the purpose of obtaining credit points for a full degree program back in the country of origin. (Nuffic, About the data, 2015)

Outline of the chapters

The first and second sub-questions will be answered based on desk-research. The literature used to answer these questions is gathered from online-sources, books, journals and research papers. Each chapter will have an introduction, which links the content of the chapter to the sub-question.

The third sub-question will also be answered based desk-research of the policy-papers of the Hague University of Applied Sciences. The internationalization strategy paper and other relevant documents were analyzed in order to answer this sub-question. The strategy paper is linked to relevant literature when possible.

In order to answer the last sub-question, members of the teaching staff of four study programs (European Studies, International Business and Management Studies, Commerciële Economie & Sociaal Pedagogische Hulpverlening) were interviewed. The findings will be presented thematically for a clear overview of the results. Furthermore, for the discussion of findings the results are linked to the relevant literature.

Finally, several recommendations are proposed in the conclusion of the paper.

Key terms and definitions

Mobility Window

Mobility windows are often quoted as a solution to overcome mobility obstacles. However, it is highly unclear what ‘mobility windows’ are. Ferencz, Hauschildt & Garam (2013) define a mobility window as “*a period of time reserved for international student mobility that is embedded into the curriculum of a study program*”. (Irina Ferencz, Kristina Hauschildt, Irma Garam, 2013) Because of the lack of more concise definition, this definition will be used when discussing mobility windows.

International Student Mobility

Kelo, Teichler & Wächter define International student mobility as ‘*crossing country borders for the purpose of or in the context of tertiary education*’. However, Colluci, Ferencz, Gaebel, & Waechter, (2014) state that student mobility is a very broad term and could be categorized by the purpose, duration, direction, type of the activity abroad and the framework, in which it takes place. According to Nuffic, a distinction needs to be made between two main types of student mobility. If the student pursues an entire Bachelor’s or Master’s degree program abroad, this is referred to as diploma mobility. On the other hand, Nuffic states that if the student’s stay abroad aims to enhance the study program in the student’s own country by means of a work placement or pursuing a study component, this is referred to as credit mobility. It is important to make this distinction between diploma mobility and credit mobility because the terms are related to different groups of students with different objectives. In this thesis, international student mobility will refer to (outgoing) credit mobility. (Nuffic, 2015)

Internationalization

According to Teichler, internationalization is generally defined as increasing cross-border activities without the disappearance of borders, while globalization refers to similar activities leading to an erosion of borders. (Teichler, 2009) Altbach states that internationalization is the voluntary and perhaps creative way of coping with globalization and underlines that internationalization refers to specific policies and initiative keys of countries and individual academic institutions or systems to deal with global trends. (Altbach, 2015) A more specific definition of internationalization related to higher education comes from Jane Knight who describes the internationalization of higher education as “*the process of integrating an international dimension into the teaching/training, research and service functions of a university or college or technical institute*”. (Knight, 2004)

Internationalization of the curriculum

The study abroad activity could be seen as the internationalization of the curriculum. However, according to Bremer & van der Wende (1995) the phrase internationalization of the curriculum could at the same time refer to a larger range of internationalization activities such as foreign language courses, interdisciplinary or area programs, or the provision of programs or courses with an international, intercultural or comparative focus. Within this paper an internationalized curriculum is defined as the opportunity to study abroad for students within the study programs. (Williams, 2008)

International and intercultural competences

According to Deardorff(2009), “*intercultural competencies are based on the development of certain attitudes, knowledge, skills and critical cultural awareness which enables a person to behave and communicate effectively and adequately in intercultural situations.*” (Deardorff, 2009) According to Grandin & Hedderich(2009), the term global competence, which could refer to international competence, can be seen as an umbrella term describing “*human ability to effectively interact with substantive knowledge, perceptual understanding, and intercultural communication skills across national borders.*” (John M. Grandin, Norbert Hedderich, 2009)

Literature review

Internationalization and higher education

In this chapter the concept of internationalization and its relevance to higher education will be elaborated. First a definition for internationalization will be given based on the assumptions of different authors. Then the importance of internationalization and internationalization of higher education will be discussed. Subsequently the contribution of student mobility to the internationalization of higher education will be elaborated and finally some myths and misconceptions about internationalization will be briefly explained.

The concept of internationalization

Many researchers argue that it is important to make a distinction between internationalization and globalization and some argue that these terms are closely linked and often interchangeable. However, many define internationalization as a response to globalization. (Altbach,2012; de Wit,2002; Knight,2004; Teichler,2009)

According to Altbach(2015), “*internationalization refers to the specific policies and initiatives of countries and individual academic institutions or systems to deal with global trends.*” (Altbach, 2015) This is a more general approach compared to the definition of Hans de Wit.

In 2015, Hans de Wit proposed a new definition of internationalization. De Wit defined internationalization as ‘*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) This definition is closely linked to an earlier definition of Knights that, “*internationalization is the process of integrating international, intercultural, and global dimensions into the goals, primary functions and delivery of higher education at the institutional and national levels.*” (Knight, 2004) The definitions of de Wit(2015) and Knight(2004) are correlated and both address the higher education.

Another approach comes from Teichler(2009) who emphasizes the relation between internationalization and cross-border activities, “*internationalization is generally defined as increasing cross-border activities within persistence of borders, while globalization refers to similar activities parallel to an erosion of borders.*” (Teichler, 2009)

Importance of internationalization

Dutch Minister of Education, Culture and Science emphasized that internationalization is crucial for the acquisition of knowledge, skills and competencies and is extremely valuable in terms of contributing to the students' personal development and identity. (monitor ICEF, 2014) It has often been said that internationalization contributes to the quality of education. According to Hans de Wit, quality and internationalization are closely related issues. As reported by de Wit(2002), *“Quality relates to internationalization in the way in which internationalization contributes to the improvement of the quality of higher education, and in the way one assesses and enhances or maintains the quality of internationalization activities and strategies.”* (de Wit, 2002)

Internationalization of higher education

In 2002, de Wit (2002) stated that *“as the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose.”* This is even more the case now. (de Wit, 2002) According to Frolich and Vega(2005):

“the internationalisation of higher education is a complex, multidimensional and often fragmented process. The factors that foster or impede internationalisation activities developed at an institutional level cannot be viewed only in the national and international context. There are influences deeply rooted in the normative and cultural insights, such as history and culture; academic disciplines and subjects; the higher education institution’s profiles and individual initiatives; national policies; regulatory frameworks; finance; European challenges and opportunities; and globalisation.” (Nicoline Frolich and Amelia Veiga, 2005)

According to van den Hoven & Walenkamp(2015), the main purpose for internationalization within universities of applied sciences is to produce graduates who are world citizens and *“who possess the set of international competencies needed to function well in international and multicultural work and social environments.”* (van den Hoven & Walenkamp, 2015)

Student mobility & the internationalization of higher education

According to Papatsiba(2005), in the context of the Bologna process, increasing student mobility remains an important political goal. (Papatsiba, 2005) According to Teichler(2009), student mobility is generally viewed as *“the core element of the process of growing internationalisation and Europeanisation”* and *“has always been conceived as one of the key elements of the international aspects of higher education”*. (Teichler, 2009) Therefore it should be obvious, according to Teichler(2009), that enhancing student mobility is a good starting point to illustrate the internationalization trend in higher education institutions. However, according to Hans de Wit (2011), it is a misconception that international student mobility automatically leads to

internationalization. He underlines that student mobility is merely an instrument for promoting internationalization and not a goal in itself. Therefore, he states, it needs to be better embedded in the internationalization of education. (de Wit, 2011)

Myths and misconceptions

Some researchers criticize internationalization strategies of Higher Education Institutions. (Knight,2011;de Wit 2001) according to Knight(2011) and de Wit(2011), there are some myths and misconceptions about internationalization. Knight(2011) pointed out five myths about internationalization: foreign students as internationalization agents; international reputation as a proxy for quality; the correlation between the number of international agreements and the perception of an institution as being prestigious and attractive; the correlation between the number of international accreditations and the perception of an institute as as being internationalised. (Knight, 2011)Adittionaly, de Wit (2001) highlighted nine misconceptions towards internationalization about the education in the English language, studying or staying abroad, internationalization as synonym for training based on international content or having international connotations, equating having many international students to internationalization, a few international students as guarantee for success, the lack of need to test intercultural and international competencies, the equation of a large number of partnership to succesful internationalization and the assumptions that higher education is international by nature and that internationalization is a precise goal. (de Wit, 2011)

Mobility window & student mobility

In this chapter the term mobility window will be defined. Accordingly the Dutch vision on the international dimension of higher education regarding mobility windows will be briefly discussed and linked to the emergence of the concept of mobility window. Thereafter, rationales for a mobility window will be given. The chapter will continue with curricular integration and the perceived benefits of mobility windows. Subsequently, international student mobility will be defined followed by an elaboration of its added value. Finally, the term study abroad will be defined and the Erasmus program as a successful facilitator of student mobility will be discussed and reviewed.

Mobility window

Ferencz, Hauschildt & Garam (2013) define a mobility window as “*a period of time reserved for international student mobility that is embedded into the curriculum of a study program*”. (Irina Ferencz, Kristina Hauschildt, Irma Garam, 2013) The definition could be divided into two parts for the purpose of the current study. Firstly, higher education institutions need to reserve a period of time for international student mobility and secondly, this ‘opportunity’ needs to be embedded into the curriculum of the study program. Reserving a period of time for international student mobility could be interpreted as the opportunity for students to spend a period abroad for study-related purposes given by higher education institutions. Ferencz, Hauschildt & Garam (2013) argue that mobility windows go beyond the standard arrangements found in other programs facilitating student mobility, for example, the Erasmus Program. However, similar to the Erasmus program the type of student mobility facilitated through a mobility window is also physical and beyond national borders. (Irina Ferencz, Kristina Hauschildt, Irma Garam, 2013)

According to the vision on the international dimension of Dutch higher education, the most visible way of gaining international experience is through the students’ physical mobility and the ideal way to facilitate this mobility is through a mobility window. According to this vision, the mobility window also benefits the educational institutions, since it gives them the certainty of offering students a high-quality international experience without the risk of delays. In contrast, Jet Bussemaker, Dutch Minister of Education, Culture & Sciences, is aware that it will not always be possible to fit a mobility window in a curriculum and that it does not have an added value for each study program. However, she explains that for the majority of study programs the introduction of a mobility window is a positive step and aims to achieve a situation in which virtually all study programs include a mobility window. Furthermore, Bussemaker claims four important conditions to be fulfilled to strengthen the outbound mobility: integration into the curriculum through a mobility

window; provision of information; financial support and the international classroom. (Ministry of Education, Culture & Sciences)

Emergence of the concept of mobility window

The idea of mobility windows emerged from European discussions based on the hope that windows could help removing barriers to the international mobility of students in higher education and thus help to increase the mobility numbers. These international student mobility barriers, according to the outcomes of the MOWIN project (2012) on mapping mobility windows in European higher education, include the poor accreditations of studies abroad and the extension of the duration of studies because of experience abroad. (Irina Ferencz, Kristina Hauschildt, Irma Garam, 2013)

Rationales for a mobility window

According to a study¹¹ on mobility windows, nine broad rationales have been identified for developing mobility windows. (Irina Ferencz, Kristina Hauschildt, Irma Garam, 2013) These rationales are divided into three categories; *study program and institution, students & the policy discourse and objectives at the institutional, national and/or European level*. The rationales related to the direct benefits for the study program and institution are: developing closer cooperation with partners, developing the quality of the study program, enhancing overall internationalization, international character of subject field and integrated mobility as an essential element of joint programs. The rationales related to the perceived benefits for the students who have studied abroad by means of a mobility window are: better education possibilities for students and enhanced employability of the student. Two other rationales are identified that are directly related to the policy discourse and objectives at the institutional, national and/or European level: implementing institutional/national/European policy and increasing student mobility. (Irina Ferencz, Kristina Hauschildt, Irma Garam, 2013)

Curricular integration

The distinguishing characteristic of a mobility window is its curricular integration. Curricular integration of a so-called mobility window basically means integrating a study abroad period into the curriculum of a study program. Curriculum integration is heterogeneously defined but when applied to studying abroad, it refers to “*a variety of institutional approaches designed to fully integrate study abroad options into the college experience and academic curricula for students in all majors*”. (NAFSA, 2008) According to Ferencz, Hauschildt, & Garam, (2013), when discussing mobility windows the curricular integrations is defined by two criteria. Firstly, the mobility period needs to be part of the home curriculum and study plan and secondly, the home curriculum and study

¹¹ Based on the outcomes of the MOWIN project (2012) on mapping mobility windows in European higher education. (Irina Ferencz, Kristina Hauschildt, Irma Garam, 2013)

plan needs to create transparency about the possibility of recognizing the stay abroad. In its most narrow sense, Brewer & Cunningham explain that study abroad curriculum integration involves making sure that students can receive credit toward their degree programs for courses taken abroad. Knight(1994) describes the curriculum as “*the backbone of the internationalization process*”. (Knight, 1994) Nevertheless, integrating study abroad into the curriculum is not an easy thing and definitely not without its challenges. Changing the curriculum in general is a hard task, but asking faculty to rethink or think differently about the content of courses is often met with significant resistant. The traditional responsibility of faculty is maintaining integrity of the curriculum, but this must be done with endless requests to do things differently. Furthermore, Brewer & Cunningham explain that many faculties assume that connecting their courses to studying abroad would mean teaching about intercultural dynamics, for which they may lack training. (Elizabeth Brewer, Kiran Cunningham, 2009)

Benefits of a mobility window

The benefit for students of such a mobility window, when student mobility is embedded into the curriculum of the study program, is according to the Associations of Higher Education in the Netherlands, that the uncertainty about the recognition of credits will come to an end. Fear for study delay can thus be assuaged. However, such an approach does mean that students can no more opt for any given institution abroad. According to the internationalization vision of VSNU& Vereniging van Hogescholen, the learning mobility of students and staff is very important for the formation of knowledge networks. The added value for higher education institutions is that it helps to strengthen its international competitive position. The important qualitative contribution of a mobility window results in challenging higher education institutions to enhance student mobility. (Vereniging Hogescholen, VSNU, 2014)

International student mobility

International student mobility has become a clear priority of higher education policy in Europe. Similarly to study abroad, the term ‘international student mobility’ is also frequently used, for example, in the context of the internationalization of higher education. Kelo, Teichler & Wächter define international student mobility as “*crossing country borders for the purpose of or in the context of tertiary education*”. This definition is in line with the various efforts in Europe to facilitate and promote mobility. (M. Kelo, U. Teichler, B. Wächter, 2006) According to Colluci, Ferencz, Gaebel, & Waechter, (2014) student mobility is a broad term and could be categorized by purpose, duration, direction, type of activity abroad and the framework in which it takes place. (Colucci, Ferencz, Gaebel, & Wachter, 2014) Mobility during a study program, according to EP-Nuffic, is referred to as credit mobility. The report, mapping mobility(2012) published by EP-Nuffic, states that credit

mobility, particularly outbound credit mobility, is a key indicator of the level of internationalization of a study program. (Richters, E. Roodenburg, S. Kolster, R., 2012) According to Nuffic, a distinction needs to be made between two main types of student mobility. If the student pursues an entire Bachelor's or Master's degree program abroad, this is referred to as diploma mobility. On the other hand, Nuffic states that if the student's stay abroad aims to enhance the study program in the student's own country by means of a work placement or pursuing a study component, this is referred to as credit mobility. It is important to make a distinction between diploma mobility and credit mobility, because the terms are related to different groups of students with different objectives. In this thesis international student mobility will refer to (outbound) credit mobility. (Nuffic, 2015)

Enhancing student mobility

From the European perspective, as it is outlined in the Leuven Communiqué(2009), increasing international student mobility is an important goal because mobility supposedly enhances the quality of education and research, strengthens the overall internationalization in European higher education, enhances students' personal development and employability, fosters the capacity to deal with other cultures and encourages linguistic pluralism. (EHEA, 2009) However, Uwe Brandenburg(2011) questions the importance of enhancing the amount of outgoing students if the students come back given the cultural shock, lack of recognition or non-acquirement of intercultural competences. (Brandenburg, 2011)

Benefits

According to Knight(2012), international student mobility has brought diverse benefits to students, institutions, communities and countries. (Knight, 2012) Ferencz & Wachter(2012) state that student mobility is considered very important for the cultural, personal and professional development of Dutch students. A stay abroad is generally regarded in the Dutch policy documents as an enrichment of the education and a means to acquire international competences. An advantage of promoting this kind of mobility is also that Dutch universities can keep track and thus maintain contact with their students, because in most cases the students return to their home institution after their stay abroad at a partner university. (Ferencz & Wachter, 2012)

Intercultural and international competences

The importance of studying abroad for acquiring international and intercultural competencies is perceived differently by different authors. Several authors have indicated that the educative effects of a stay abroad are much more related to interpersonal developments and to a lesser extent to academic and professional development. (Stronkhorst, 2005; Paunescu, 2008; de Wit, 2011; Tan & Alan, 2001) As reported by Stronkhorts(2005), the greatest value of the experience of studying abroad for students was the element of fun and adventure, followed by personal development. In her

research she discovered that the academic and professional development were significantly less important. (Stronkhorst, 2005)

A concurring statement comes from Paunescu(2008), who concluded that the educational effects of a stay abroad mostly are related to personal, social and cultural development and to a significantly lesser extent to academic and professional development. (Paunescu, 2008)

However, Jon Tan & Christine Alan (2010) emphasize the importance of international experience in the professional development of students. According to Tan&Alan(2010), *“an experience abroad does not only contribute to the development of their foreign language skills, but the ‘culture shock’ also forces participants to look at their experiences and behavior, and their professional development, from different perspectives.”* (Jon Tan, Christine Allan, 2010)

According to de Wit(2011), it should not be assumed that the experience of studying abroad for a student automatically results in acquiring intercultural and international competencies. De Wit (2011) mentions the possibility that a student could completely isolate himself or herself and does not share experiences, resulting in his or her exclusion from the foreign culture. (de Wit, 2011)

On the other hand, Tan& Alan(2010) write that, it allows participants to compare different professional approaches, to become aware of their own professional practice, and to reflect on these critically, when students do step outside their comfort zone and immerse themselves in a completely different, unfamiliar professional context. (Jon Tan, Christine Allan, 2010)

Positive effect on employability

According to Paunescu, the international experience, as well as, the increased autonomy and foreign language skills could have a positive effect on the employability of students. (Paunescu, 2008)

A research among former Erasmus students, showed that the international experience of the students had a positive effect on their job perspectives and career progression in various areas such as chances of getting a first job, responsibilities given, and getting a position and salary appropriate for their educational background. (Kerstin Janson, Harald Schomburg, Ulrich Teichler, 2009) A more recent Erasmus impact study again underlines the *“effects of mobility on the skills and employability of students and the internationalization of higher education institutions”*. (Brandenburg, The Erasmus Impact Study: Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions, 2014)

Orahood, Kruze & Pearson (2004) also concluded, in their study among American employers, that employers value study-related experiences abroad, and believe that these experiences contribute to the development of skills which are highly appreciated. (Tammy Orahood, Larissa Kruze, Denise Easley Pearson, 2004)

Assessment of the results

According to some researchers, the added value in terms of international and intercultural competencies remains limited when students just go abroad without any preparation or supervision. (Kisantas& Meyers,2001; Stronkhorst,2005; Bennet,2010; Deadorff,2009; de Wit,2011) According to these researchers, an international experience without intervention (i.e. preparation and supervision) specifically aimed at intercultural development will achieve only limited effects. The general assumption that an international experience more or less automatically lead to an increase in international competencies does not fully correspond with reality according to Hans de Wit (2011). Additionally, he states that many assumptions regarding the added value of mobility are questionable. (de Wit, 2011)

According to Weber-Bosley(2010), an explicit and intentional intervention into the study-abroad experience of the student is needed. She argues that, “*..the intercultural learning process requires a framework within which students reflect on their experiences, analyze behaviours and values, suggest tentative conclusions or generalizations, and apply such on the next set of experiences.*” (Weber-Bosley, 2010)

Another approach comes from Stronkhorst(2005), where he explains that study programs need to define clearly what the “*what, why and how of various international orientation activities*” are. So basically, he suggests the following questions to be answered: What is the reason for internationalization?; Why is internationalization important?; and, How is it related to a professional profile? (Stronkhorst, 2005)

Study abroad

According to the internationalization policy of the Hague University, study exchange is the most favored instrument to achieve international competencies within faculty and study programs. (THUAS, 2016) International student mobility is closely linked to the term study abroad. Study abroad is a frequently used and well-known term that refers to the period spent across national borders for study purposes. The most commonly used definition for study abroad was given by Peterson, Engle, Kenney, Kreutzer, Nolting, and Ogden, (2007) as, ‘*education abroad that results in progress toward an academic degree at a student’s home institution.*’ (Gemignani, 2009) A correlated definition of study abroad was given by Hoffa (2007), which states that study abroad is “*an academic endeavor undertaken in another country towards the home institution degree*”. (Davina Potts, Aleece Sisson, 2012) Bussemaker states that studying abroad may involve extra costs, which prevents some students from taking this step, however Dutch students who intend to pursue part of their studies abroad can benefit from portable student grants, and the availability of the increasing Erasmus grants. (Ministry of Education, Culture& Sciences)

Erasmus program: facilitating international student mobility

There are several programs facilitating student mobility, however the Erasmus program, a is by far the most successful in Europe. (M. Kelo, U. Teichler, B. Wächter, 2006) Teichler(2009) states that study mobility is viewed as the most visible component of increasing cross-border activities in Europe with the Erasmus program as the largest scheme of temporary mobility. According to Teichler(2009), the Erasmus program was *“a trigger for a qualitative leap of internationalisation strategies and policies since the 1990s: towards cooperation and mobility on equal terms, and towards systematic and strategic internationalisation.”* (Teichler, 2009) De Wit(2002) suggested that the European Union became, among others with the launch of the Erasmus program, the most active political actor in Europe in stimulating student mobility and reinforcing recognition of studies abroad within Europe. (de Wit, 2002) According to Papatsiba(2005), student mobility in Europe has been the subject of unusual political promotion since the 1980s and the launch of the Erasmus program in 1987 is pointing to a significant political interest and activity in this area. (Papatsiba, 2005)

Some authors criticize the evolution of the Erasmus program. (Bracht;Engel;Janson;Over;Schomburg; Teichler;2006, de Wit, 2012;2013) As reported by Bracht, et al.(2006), a study on the professional value of ERASMUS mobility, the Erasmus program will have better chances in the future if it becomes again more ambitious as far as the quality of the experience abroad is concerned. (Bracht, et al., 2006) The report emphasizes that there were good reasons in the past why Erasmus shifted from student mobility closely linked to curriculum development towards an administratively smooth program for large numbers of students. Furthermore the authors argue that the value of the study abroad experience abroad is declining and needs to be strengthened. According to the authors a more targeted timing in the course of study and more targeted curricular thrusts is needed to do this. (Bracht, et al., 2006) Thus, it is time for another major approach of Erasmus student mobility, where more ambitious curricular aims will be intertwined with the financial support for mobile students.

Another approach, confirming the above mentioned statement, comes from Hans de Wit(2012;2013):

“In the early years of the Erasmus program, the enthusiasm of faculty encountering their colleagues, learning about their curricula and teaching methods – was driving the success and the impact of the program. Erasmus has moved away from those inspiring days and has become too much a bureaucratic exercise, in which only numbers count. If the Erasmus program could get back of its focus on curriculum and learning outcomes of the past, not only would it enhance the quality of the experience but it would also increase the interest of the faculty and the students, and as a result probably also the numbers.” (de Wit, 2013) (de Wit, 2012)

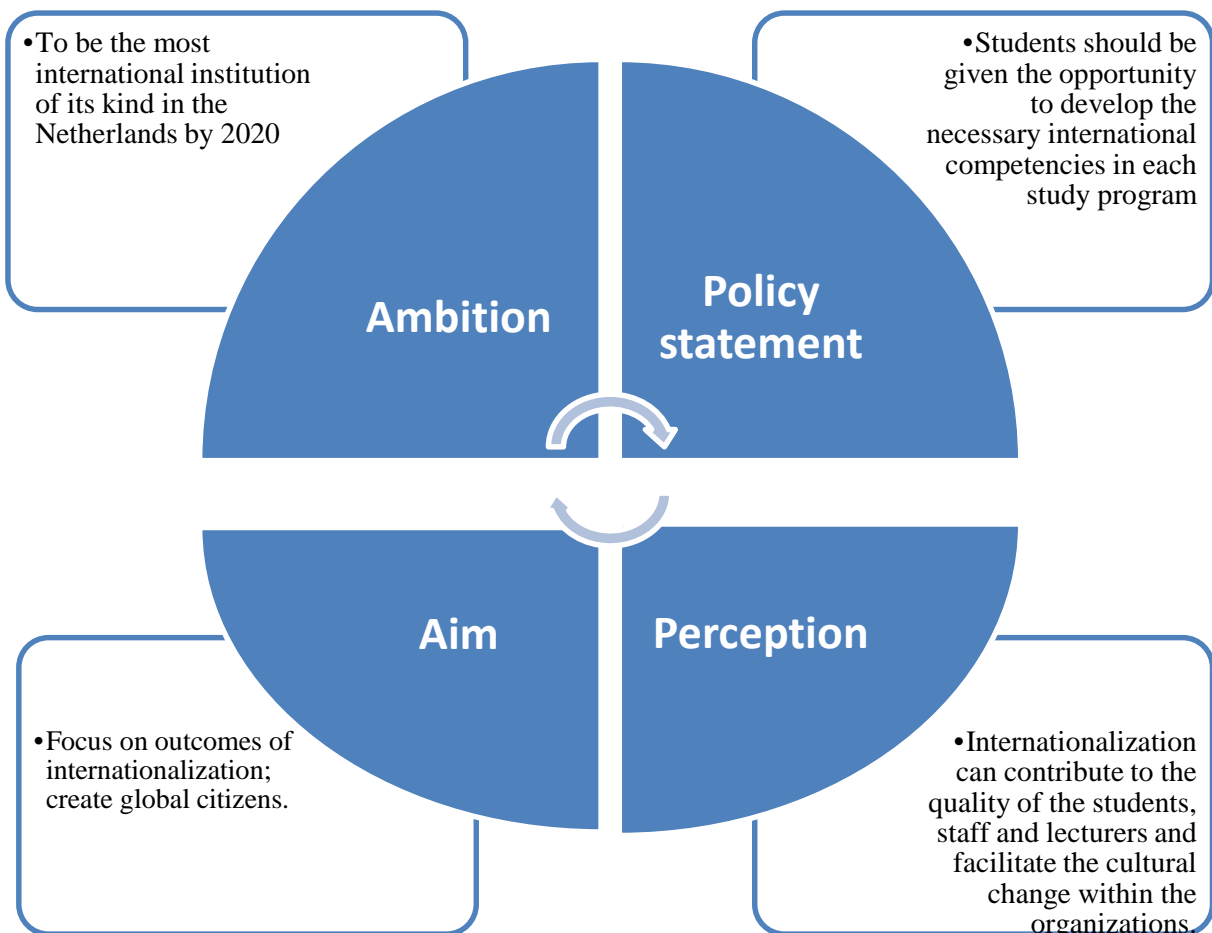
Internationalization Strategy of the Hague University of Applied Sciences

In this chapter the internationalization strategy of the Hague University of Applied Sciences will be elaborated and related to relevant literature. First the vision on internationalization will be explained and supported by a graph including the ambition, policy statements, aim and perception. Then the improvement of quality of education will be discussed and rationales for internationalization will be set out. Furthermore, the Erasmus Policy Statement will be set out and finally an overview of the outgoing student mobility flow will be given.

Internationalization Strategy

The Hague University of Applied Sciences formulated its ambition to be the most international institution of its kind in the Netherlands by 2020. In its development plan, the Hague University of Applied Sciences stipulate that it is the university's vision to, *"train students to be globally-minded professionals with an international and multicultural perspective, who are world-citizens, interested in global issues and able to deal with diversity in a constructive manner. They are to be professionals, who possess the competencies to function well in an international and intercultural environment."* (van den Hoven & Walenkamp, 2015)

Graph I: Internationalization process THUAS



Improvement of the quality of education

The perception of THUAS is that internationalization can contribute to the quality of the students, staff and lecturers and facilitate the cultural change within the organization. Knight & de Wit(1999) wrote, that it can be debated whether internationalization is an end in itself or a means to an end, with the end being the improvement of the quality of education. They state that “*enhancing the international dimension of teaching, research and service there is value added to the quality of higher education systems*”. (Jane Knight, Hans de Wit, 1999) This premise is clearly based on the assumption that internationalization is considered to be central to the mission of the institution. According to THUAS¹² internationalization is the pathway to realize its overall strategic qualitative goals and the quality of the research and education is considered a means to an end. (De Haagse Hogeschool, 2015)

Rationales

Since there are a variety of ways to describe and define internationalization, there are also a number of different rationales and motivations to integrate an international dimension into higher education. Knight & de Wit(1999) discuss four basic categories of rationales: political, economic, academic and social. (Jane Knight, Hans de Wit, 1999) These rationales are correlated to the categories, set out in Table I below, that justify the success of internationalization according to THUAS. The purpose of these using these categories, according to Knight & de Wit(1999), is to illustrate the extent and complexity of factors and need to be taken into account when formulating reasons for internationalizing higher education, “*it is important to repeat that these four groups of rationales are not distinct or exclusive categories. An individual’s, an institution’s, or a country’s rationale for internationalization is a complex and multi-leveled set of reasons which evolve over time and in response to changing needs and trends. Therefore, the purpose of using these categories is to try to illustrate the breadth and complexity of factors which need to be taken into account when one is trying to articulate the most important reasons for internationalizing higher education. The interrelationship and sometimes integration of these four categories is increasing, thereby sometimes blurring the picture and making the need and task of identifying clear rationales ever more important but ever more challenging.*” (Jane Knight, Hans de Wit, 1999)

¹² Described in its Institutional Plan. (De Haagse Hogeschool, 2015)

Table I: Four categories justifying success

Academically	By fostering an international and intercultural dimension to the teaching, research and services THUAS aims to improve its academic standards and quality and therefore student's academic experience.
Socially	As an educational institution THUAS plays a key role in how the local and wider community develops. By giving all who come into contact with THUAS an international playground , THUAS can enhance students understanding of and competence to deal with modern 21st century society that knows no borders.
Economically	The labor market demands workers who have an international mind-set who see neither barriers to the opportunities that they have, nor limitations to the growth they can muster. Internationalization can connect the students and institution to the global marketplace of ideas, discovery and concepts.
Politically	To bridge gaps students need to be aware of how differences emerge and what rules govern the playing field. Internationalization can help THUAS shed light and develop knowledge areas to foster better co-operation.

Source: Internationalization policy THUAS (Nooij, 2001)

Erasmus Policy Statement

Internationalization and activities related to internationalization is becoming a compulsory part of all curricula at THUAS. The aim is to improve the quality of education of the students and the quality of education provided by THUAS. According to the Erasmus Policy Statement of THUAS, each faculty has researched the relevant international competencies for their students, in cooperation with relevant stakeholders on the labor market and selected instruments to teach the desired skills. Additionally, each faculty has assessed the current skills and knowledge of the teaching staff and incorporated the needs for improvement into the respective academy internationalization plans. According to the Erasmus Policy Statement, study exchange is the most favored instrument to achieve international competencies within faculty. (THUAS, 2016)

The internationalization strategy of THUAS requires that all students need to be equipped with international competencies, should be introduced to internationalization and prepared for an international future. On the other hand, each faculty and study programs should internationalize their curricula, introduce the concept of global citizenship and enhance internationalization. (van den Hoven & Walenkamp, 2015) According to the Internationalization Policy Project Group, THUAS has made great strides in the process of internationalizing its programs over the last few years, but internationalization has often been haphazard and unfocused. Therefore, the aim of the internationalization policy cycle 2015-2020 is to connect the dots by building and further developing existing mechanisms to broaden their accessibility. (THUAS, 2016)

Table II. Amount of outgoing student mobility THUAS

Year	Amount of outgoing student mobility	Total Student Population	Percentage of the total outgoing student mobility
2011	437	22900	1.91%
2012	463	23400*	1.98%
2013	503	25206*	2%
2014	647	25481	2.54%

Enhancing student mobility

The internationalization policy of the Hague University of Applied Sciences was introduced to all faculty and study programs in 2011. (Nooij, 2001) According to the annual reports¹³ of the Hague University of Applied Sciences, as shown in Table II, the amount of outgoing student mobility, i.e. for study or placement purposes show a slight increase since the internationalization policy has been introduced. However the amount of outgoing students compared to the total population of the Hague University is still too little and could definitely be more.

**The amount of total student population in 2012 stated in the annual report of 2013 is: 23,275 and the amount of total student population in 2013 stated in the annual report of 2014 is: 24,904. Therefore the numbers should rather be seen as indicative.*

¹³ Based on the annual report 2012,2013 & 2014 of the Hague University of Applied Sciences. (THUAS,2012;THUAS,2013;THUAS,2014)

Methodology

Qualitative Approach

Secondary data – desk-research

In order to understand the importance of previous research of many authors, a literature review based on desk-research is necessary.

“The first step in developing a body of knowledge essentially begins with searching previous research to understand how far the people in the field of interest have gone through the issue.” (S. Kumar, P. Phrommathed, 2005, p. 43)

For the desk-research mainly secondary sources are consulted, consisting of books, journals, reports and policy papers.

Primary data collection - interview method

The primary data collection will be qualitative research, using the interview method. This approach will be used in order to answer the last sub-question:

- *What view have different study programs at THUAS regarding a mobility window?*

According to Bryman(2012), qualitative data will allow the researcher to gain access to the perspectives of the people they are studying. (Bryman, 2012, p. 647) Within this research the participants' meaning are the focus of attention, therefore the qualitative research will be in-depth and generate insights. The method will be used is a personal interview with a semi-structured interview technique that will allow the participants to bring up new ideas during the interview.

Semi-structured Interviews

According to Longhurst(2010), *“a semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions. Although the interviewer prepares a list of predetermined questions, semi-structures interviews unfold in a conversational manner offering participant t the chance to explore issues they feel are important.”* (Longhurst, 2010) However, according to Wengraf(2001), within semi-structured interviews *“..you must be bearing in mind your needs to ensure that all your questions are liable to get answered within the fixed time at the level of depth and detail that you need.”* (Wengraf, 2001)

Respondents

Four internationalization officers of the Hague University of Applied Sciences (Mrs. Bulnez-Sanchez - European Studies, Mr. Laas - International Business and Management Studies, Mr. Hoppen - Commerciële Economie and Mrs. Koelewijn - Sociaal Pedagogische Hulpverlening / Social Work, were approached for an interview.

Findings: Interviews

In this chapter the most important findings of the interviews regarding the view of European Studies, International Business and Management Studies, Commerciële Economie and Sociaal Pedagogische Hulpverlening will be set out. In order to have a clear overview of the findings, related answers are discussed thematically. The themes based on the interview results are: internationalization policy of the Hague University of Applied Sciences, mobility window, student mobility, internationalization and introducing a mobility window at the Hague University of Applied Sciences. The detailed transcripts and a summary of the findings of all participants can be found in the appendices.

Internationalization policy of the Hague University of Applied Sciences

The outcomes of the interviews show that all four study programs are influenced by the internationalization strategy of the Hague University of Applied Sciences. However, the extent of the influence is significant for some and less significant for others. The interviewee from SPH, for example, commented that through the internationalization strategy of THUAS it became clear that there was much lacking regarding internationalization within the study program, *“we try to strengthen the internationalization, so that it becomes a bigger and clearer concept and that it will be carried out by everyone.”* (Koelewijn, 2015). On the other hand, according to the interviewee, European Studies’ vision on internationalization is very much in line with the internationalization strategy of THUAS, *“European Studies is a frontrunner on the subject of internationalization and has been a contributor to the internationalization policy of the Hague University of Applied Sciences.”* (Bulnes-Sanchez, 2015)

Mobility Windows

Within all four study programs an integrated mobility window within the curriculum is available. According to the interviews, within European Studies the mobility window is mandatory for the purpose of exchange and applies to all students with a Dutch educational background. According to Mrs. Bulnes-Sanchez, *“the students need to step out of their comfort zones, go elsewhere and be confronted with a different educational system, different people and as a result, learn from that experience.”* (Bulnes-Sanchez, 2015) Similarly, with a small distinction that it applies to all students, within IBMS the mobility window for the purpose of exchange is also mandatory. Mr. Laas remarks that *“if you would have it optional that would mean that in the time when you offer the opportunity for the students to study abroad.. the others stay here and they need to do something.”* (Laas, 2015) According to the Mr. Hoppen, Commerciële Economie has had a mandatory mobility window for the specialization International Marketing. However, this program has been overtaken by the new

internationalization guidelines of the Hague University and the specialization International Marketing is abolished. Mr. Hoppen expresses that, through these changes, perhaps less students will be wanting to do a work placement abroad. (Hoppen, 2015) Within the current curriculum of SPH & CE the status of the mobility window is optional.

As can be seen in Table 1 below, all the mobility windows covered in the study facilitate exchange and work placement. This is a surprising outcome, despite the small size of the sample, that while two study programs require a mandatory exchange, all of the study programs offer the work placements to be done ‘at home’ and not necessarily abroad.

Table 1II. Outcomes concerned the *planning and organization* of the mobility experience facilitated by a mobility window

Study Program	Purpose of international mobility	Duration	Number of Foreign Partners	Status of the Window
European Studies	<ul style="list-style-type: none"> • Exchange • Work placement 	1 semester	108	<ul style="list-style-type: none"> • Mandatory • Optional
IBMS	<ul style="list-style-type: none"> • Exchange • Work placement 	1 semester	90	<ul style="list-style-type: none"> • Mandatory • Optional
SPH	<ul style="list-style-type: none"> • Minor • Work placement 	1 semester	14	<ul style="list-style-type: none"> • Optional
CE	<ul style="list-style-type: none"> • Minor • Work placement 	1 semester	15	<ul style="list-style-type: none"> • Optional

Duration

Important remarks came from European Studies and IBMS regarding the length of the mobility. According to Mrs. Bulnes-Sanchez, study programs need to think how they could capitalize students in a study abroad experience “*sometimes you need the time to be able to capitalize in that experience and sometimes two, three months might not be enough to make use and internalize everything that you are going through.. and it is also true that sometimes you internalize even after you come back.. the longer you are somewhere the more effective the internationalization is going to be..*” (Bulnes-Sanchez, 2015). Additionally, Mr. Laas emphasized that in every experience there is the initial moment of joy followed by the culture shock “*that takes around two or three weeks and if it is more than that.. four or five months is definitely enough.. maybe you can also acquire it in 3 months.. but one semester is definitely enough.. because if you do it too long they are getting used to it.. and the idea is that they come back*”. (Laas, 2015)

Benefits

According to Mrs. Bulnes-Sanchez, for European Studies the mobility window offers a great learning opportunity and without this experience the students would miss out a lot on the development of intercultural competences. According to Mr. Laas, for IBMS the benefit of a mobility window is that it shows clarity towards the student and is easy to plan, both for the student and for the study program.

Obstacles

A clear outcome of the interviews with European Studies and SPH is that an obstacle is that not everyone within the Hague University of Applied Sciences is aware of the importance of internationalization. According to Mrs. Bulnes-Sanchez, for other study programs *“the creation of a mobility window itself can be an obstacle.. there needs to be flexibility.. not just for a semester long but also for short mobility... and sometimes an obstacle is that not everyone realizes yet the need of an internationalized curricula and the role that mobility can play in that.. So there is work to be done there too.. and making people see why they need to do this”*. (Bulnes-Sanchez, 2015) According to Mrs. Koelewijn the perception of lecturers regarding internationalization remains an obstacle within the study program: *“there are colleagues who think that internationalization is actually interesting but do not see the importance for our working field. That is the reason why they question whether they should encourage student mobility. In their opinion it should not be encouraged, in the sense that it has no importance. I think they are less aware of the added value because they assume that the students first need know how the system really works in the Netherlands. Furthermore, they do not see any relevance in developing these competences if the students are not planning to live abroad after their graduation. When you try to explain the importance of cultural awareness they say that the students could also learn to create this awareness in the Netherlands. So basically there are different opinions.”*

Student Mobility

Importance

For each study program the importance of student mobility has a different meaning. An important remark came from Mrs. Bulnes-Sanchez who stated that for European Studies student mobility contributes to the ultimate goals of “Global Citizenship”, as it is below (Graph 1.) conceptualized. She emphasized that, *“mobility can be a key component in a program to advance that development of students.. you don’t have to have mobility you can have other ways as well but the best way I guess is to have a combination of interventions in the curriculum.... so that everything complements each other for the ultimate goal”*. (Bulnes-Sanchez, 2015)

Graph 1I. Conceptual Framework of the importance of student mobility for European Studies



IBMS: *“If we get more students who participate in our minors.. that is okay.. but you cannot have too many because then it sort of deludes the rest of the population.. if you have a minor where 80% of the students are Dutch then the idea of the international classroom disappears”*. (Laas, 2015)

SPH: *“Personally I think it is a pre, when you have had international experience as a Social Worker. Especially because, in this work field it is very important to know yourself. If there is something that you definitely learn from your experience abroad, then this should absolutely be the personal developments of the students. So I think, from a broad perspective, that learning to communicate with other cultures is something that you always need to do as a social worker.”* (Koelewijn, 2015)

CE: *“I have much contact with Dutch companies and assignment providers, they all say that the students with an international experience acquired during that one semester will always have an advantage. So the student basically works on the improvement of her/his employability when he studies abroad. This should be enough prove for the importance of student mobility.”*. (Hoppen, 2015)

Table IV. Outcomes regarding the importance and benefits of student mobility

Study Program	Importance	Benefits	Assessment
European Studies	<i>Contributes to the ultimate goal of global citizenship</i>	Enhancement of intercultural competences	<i>I-Start program</i>
IBMS	<i>It is good when mobility is balanced</i>	Acquiring international, intercultural competences	<i>Own Preflex¹⁴ program</i>
SPH	<i>Has an added value for the field of work</i>	Personal development & development of intercultural competences	<i>Own assessment methods</i>
CE	<i>Has an added value for the field of work</i>	Developing international and intercultural competences	<i>Preflex program</i>

The interviews show that, especially, European Studies emphasized the need to have a program¹⁵ in place to assess the outcomes of student mobility regarding the acquisition of intercultural competences: “*Sometimes the illusion is that you send students on exchange and they come back developed and mature, but you have to do it in a stretched way.. you have to prepare students so it has to be embedded as part of a bigger purpose.. it has to be purposefully done..... If you don’t prepare students, if you don’t monitor them in that development then some research shows that there is no growth during the exchange*”. (Bulnes-Sanchez, 2015)

¹⁴ A training module to prepare students for the purposeful acquisition of international competencies developed by the Research Group International Cooperation at the Hague University of Applied Sciences. (Walenkamp, 2013)

¹⁵ I-Start module for European Studies & Communication & Management students

Internationalization

Supply and demand of the labor market

During the interviews, both CE and SPH, expressed that they are influenced by supply and demand of their field of work. According to Mrs. Koelewijn, the Social Work sector is seeking for graduates who have completed their work placement within the Netherlands, “*If our graduates will apply for a job and they put in their C.V. that they have completed their work placement in Colombia for example, this will not be decisive for the employer. In fact, the employer would question whether the candidate has enough experience and knowledge about the system in the Netherlands. In this sense, I do not think that there is enough awareness for the added value of an international experience from the social work sector. Unless you are applying for a job where many culture meet each other, but regular psychiatry and the mentally handicapped sector are mostly the prevailing sectors where international experience is not valued. Within the Psychiatry for example, they think from a medical model where the disease stays more central rather than the cultural sensitivity. Even though we believe that our graduates need to be cultural sensitive. They tend to choose candidates, who have had a work placement in the Netherlands and know all the ins and outs of the sector rather than candidates who completed their work placement abroad and developed international and intercultural competences. That is a shame.*” (Koelewijn, 2015) On the other hand, Mr. Hoppen states that student mobility is a good thing for Commerciële Economie, “*Especially for the student, there is a huge advantage of, in a broad sense, the develop as a human being. If you have your eyes out for the outside world, especially in the Netherlands, that is the most important. An additional benefit is that you are more employable for companies. You basically work for yourself.*” (Hoppen, 2015)

Internationalizing curriculum

According to Mrs. Bulnes-Sanchez, you have to think of different ways of interpreting student mobility, “*the programs need to look at the needs of the world out there... mobility is one tool.. but the content of the program is essential... Student mobility is not the only thing that could work on his own .. you need a bigger operation.. altogether.. so different pieces of the puzzle making sense together, mobility is a big piece because in a puzzle with different size pieces.. mobility is a big piece but on its own it doesn't make a puzzle*”. (Bulnes-Sanchez, 2015) According to Mr. Hoppen, Commerciële Economie spends also much attention to the internationalization of the curriculum. According to Mr. Hoppen, the study program often chooses consciously to discuss international cases instead of Dutch cases so that the students get a broad view and more attention is drawn to internationalization. Furthermore, the study program offers the international classroom¹⁶ and courses

¹⁶ One semester that is offered in English in the third year of the students curriculum. (Hoppen, 2015)

such as Business Communication and Strategic Management are important pillars. The international classroom is also offered by SPH, however it is a development since two years and therefore still in progress, *“it's not very big .. but what matters is that students can choose .. to follow the same courses as the international students. These courses are the same courses that are given to Dutch students. However, these courses are given in English. So the students have the opportunity to choose to follow two courses in English together with the international students, who come to study for one semester at our program”*. (Koelewijn, 2015)

Awareness

According to the outcomes of the interviews European Studies and SPH find it very important to create awareness for internationalization within the study programs. According to Mrs. Bulnes-Sanchez, sometimes education and educators are standing against the changes brought by internationalization. She states that *“at the end of the day we are preparing student for the world out there, we need to get educators to see why it is necessary and the role that mobility can play on internationalization. Management needs to be ready to invest.. because it does cost time, time is money in education and there is an investment needed in your staff and your program”*. (Bulnes-Sanchez, 2015) Additionally, Mrs. Koelewijn expresses that the awareness for internationalization is very important, however it could be assumed that the majority of the staff within SPH is against internationalization, *“I am doing this for two years now and it has cost me a lot of discussions. However, I do notice that it is slowly changing and maybe there is even a possibility that we are now heading towards the majority that realizes the importance of internationalization. For now, it is still in progress”* (Koelewijn, 2015) On the other hand, according to Mr. Hoppen, there is within Commerciële Economie a consensus that internationalization is a good thing.

Introducing a mobility: the Hague University of Applied Sciences

Finally, the interviewees were asked if they think that integrating a mobility window into the curricula of all study programs at the Hague University of Applied Sciences will enhance student mobility and contribute to the concept of internationalization. According to the outcomes, all four study programs agree that a mobility window would enhance students mobility, however it depends within different situations. Based on the outcomes of the interviews, the following themes have occurred: position of different programs, timing of the mobility window, increasing awareness for internationalization and internationalization@home.

Position of different programs

According to Mrs. Bulnes-Sanchez, *“you have to consider the position of all the different programs and disciplines.. because it might not work for all disciplines to have a mandatory exchange. Obviously you have to think that European Studies has a mandatory one and IBMS as well, but these are programs that are truly international in content as well by nature. There are program that will probably choose to do things differently and you have to leave room for that flexibility and different approaches to internationalizing. One thing that is clear to me.. is that.. mobility itself does not internationalize a program you need the curriculum the first place the mobility complements that internationalization..* (Bulnes-Sanchez, 2015)

Timing of the mobility window

According to Mr. Laas, *“it depends on when you do the mobility window.. if you put it in the second semester, it depends on the schools. German schools for instance, their second semester which they call the summer semester starts in March. So if our semester starts in the first week of February, then there would not be a problem, but for USA and Canadian schools.. they start their second semester in the first week of January. So it means that if you want to do that window you have to make it a window window.. so the students can choose to go anywhere. Otherwise they are only limited, but that can be a choice.. that can be limited to the countries where the window applies”.* (Laas, 2015)

Increasing awareness for internationalization

According to Mrs. Koelewijn, *“it is important that all staff members carry the responsibility for internationalization. This is not the case for us and therefore it would be very hard to realize.. since it just has been two years that we started communicating about internationalization. Unless the Hague University of Applied Sciences states that it should be compulsory for all faculty and study program, then we would have no other choice. Furthermore, this would still be a financial issue for students, how can we force students who do not have the resources? And if I should answer the question why we do not have a mobility window compulsory for all students, that is because the*

Hague University of Applied Sciences has given us room to integrate the concept of internationalization in our own way and still many lecturers are not convinced of the added value for our field of work..” (Koelewijn, 2015)

Internationalization@home

According to Mr. Hoppen, “*we want to be the most international higher education institution in the Netherlands, but there are enough student who do not want that and I do not think that you should force them to study abroad. Thus, these people you need to keep here and internationalize at home.*” (Hoppen, 2015)

Discussion of findings

In this chapter the results of the findings will be interpreted and linked to the literature review. Based on the results presented in the findings, only the most relevant outcomes will be interpreted in this chapter under the headings: internationalization strategy, mobility window, student mobility and internationalization.

Internationalization strategy

According to the internationalization strategy of THUAS, all study programs in each faculty need to: internationalize their curricula, introduce the concept of global citizenship and enhance internationalization. (THUAS, 2016)

Relevant to the internationalization strategy is the centralized/decentralized approach given by Jane Knight (1994). Knight argues that policy and planning can be centralized, while programming and implementation is best decentralized.

“If internationalization activities are too decentralized, they can be marginalized, fragmented, and isolated, so policy, planning and information-sharing are necessary to reinforce and integrate these activities and maximize input. Decentralized implementation involves the largest number of people, and so builds energy, commitment, and creativity at the individual and faculty level.” (Knight, 1994)

Based on the outcomes of the interviews it could be said that, the Hague University of Applied Sciences by decentralizing the programming and implementation forced the individual study programs to rethink their vision on internationalization. According to the interview with SPH, the clear framework for internationalization has made faculties and study programs aware that they miss out much on the topic of internationalization. However, the results show that the policy¹⁷ influence very much depends on the international orientation of the specific study program. In this sense it could be said that within this research European Studies, International Business and Management Studies and Commerciële Economie are more internationally oriented study programs and Sociaal Pedagogische Hulpverlening is a less international oriented study program. Resulting that more international oriented study programs are less influenced and less international oriented study programs are more influenced.

¹⁷ Internationalization policy of the Hague University of Applied Sciences

Mobility windows

Duration

About the duration of the international experience some authors claim that a period of three to four months is too short to make significant progress in competency development. (Brandenburg, 2011; Stronkhorst (2005) Uwe Brandenburg (2011) states that the short-phase mobility and culture shock is an overlooked problem, *“However more mobility comes usually with shorter periods, most students will leave before the adjustment phase¹⁸ actually takes place.”* (Brandenburg, 2011) Based on the outcomes of a study¹⁹ carried out by Stronkhorst (2005), periods of three or four months of study or work abroad are too short to achieve much progress in developing competencies. (Stronkhorst, 2005) However, according to the interview with Mrs. Bulnes-Sanchez, study programs need to be pragmatic because they have a whole curriculum and a set of fix competences that needs to be delivered. In order to meet all the requirements you need to be practical in integrating these things. (Bulnes-Sanchez, 2015) On the other hand, according to Mr. Laas, *“in every experience you go through the initial moment of joy and then the culture shock and that takes around two or three weeks and if it is more than that.. four or five months is definitely enough.. maybe you can also acquire it in 3 months.. but one semester is definitely enough.. because if you do it too long they are getting used to it.. and the idea is that they come back”*. (Laas, 2015)

Student mobility

International and intercultural competences

The internationalization strategy of THUAS requires that all students need to be equipped with international competencies, should be introduced to internationalization and prepared for an international future. (van den Hoven & Walenkamp, 2015) A remarkable outcome of the interviews is that there is a common perceived benefit of student mobility, being the acquisition of international and intercultural competences. However another outcome based on the findings of the interviews is the need to assess these competences through an intervention program.

¹⁸ According to the five stages of culture shock, the Adjustment phase for the students takes place in 6 till 12 months. The duration of most of the mobility programs are 3-6 months and some 12 months. (Brandenburg, 2011)

¹⁹ Study on the Learning Outcomes of International Mobility at Two Dutch Institutions of Higher Education. (Stronkhorst, 2005)

Assessment of outcomes

Deardorff, Pysarchik and Yun (2009) state: “*with globalization driving the demand for global-ready graduates, it becomes crucial for administrators to assess these outcomes of internationalization to determine exactly what our students are learning through these efforts and how effective our programmes are in achieving the stated learning outcomes.*” (Darla Deardorff, Dawn Thorndike Pysarchik, Zee-Sun Yun, 2009) Similarly, Hans de Wit explains that “*since higher education institutions develop internationalization strategies, the assessment and enhancement of these strategies also becomes more important.*” (de Wit, 2002)

According to the Hague University of Applied Sciences²⁰, just sending students abroad is in itself not enough to develop international competencies, just as bringing students of different nationalities together in an international classroom is in itself not enough. That is why the Preflex module to prepare students for the purposeful acquisition of international competencies is initiated. (Walenkamp, 2013) Based on the interviews, all four participating study programs monitor, supervise and evaluate the achievements of their students. However, a remarkable outcome is that European Studies is the only study program with a clear intervention program²¹ in place.

According to Deardorff (2009), “*Integration of such assessment and tools remains a challenge in some contexts when assessment is viewed as an “add-on,” as something that is done only as a pre-post exercise. However, for intercultural competence assessment to be truly effective, such assessment—and thus learner feedback—must be integrated as much as possible throughout the duration of the course or program and ideally even beyond the end of the program. This allows for more guided feedback to be provided to the learner in the continual process of intercultural competence development.*” (Deardorff, 2009, p. 488)

Internationalization

The perception of THUAS, according to its internationalization policy, is that internationalization can contribute to the quality of the students, staff and lecturers and facilitate the cultural change within the organization. The aim is to improve the quality of education of the students and the quality of education provided by THUAS. Additionally, according to the national vision on internationalizing higher education, internationalization is crucial for the acquisition of knowledge, skills and competencies and is extremely valuable in term of contributing to the students personal development and identity. (monitor ICEF, 2014)

²⁰ Based on the research of the Research Group International Cooperation. (Walenkamp, 2013)

²¹ I-start program

Supply and demand of the labor market

According to Hans de Wit (2010), internationalization strategies are shaped at the program level by the different relationship these programs have to the market and society. (de Wit, 2010) The Erasmus Policy Statement of THUAS and the results of the interviews are correlated to the statement of Hans de Wit. According to the Erasmus Policy Statement of THUAS, each faculty has researched the relevant international competencies for their students, in cooperation with relevant stakeholders on the labor market and selected instruments to teach the desired skills. According to the interviews, the conclusion can be drawn that the supply and demand of the specific field of work of the study programs influence their vision on internationalization. The results of the interviews show that Commerciële Economie and Sociaal Pedagogische Hulpverlening are very much influenced by their field of work. According to the outcomes of the interview with CE, the study program values the international and intercultural competences acquired through an international experience, because the demands from their sector. Therefore, Commerciële Economie advocates internationalization and student mobility. The results of the interview with SPH show that the Social Work sector does not require international competent students. Therefore, the study program does not have a particular focus within the curriculum on developing these competences for their students.

Awareness

According to Sugden, Valania & Wilson(2013), *“whatever approach to internationalization is adopted within a given university, the key to achieving objectives successful lies with the academic and support staff throughout the institution. They have the means to ensure that plans are realized and are the crucial contact point with students, who can reap the benefits of the university’s internationalization endeavours.”* (Sugden, Valania, & Wilson, 2013) According to the Erasmus Policy Statement, each faculty has assessed the current skills and knowledge of the teaching staff and incorporated the needs for improvement into the respective academy internationalization plans. (THUAS, 2016) However, based on the interviews not all staff members realize the importance of internationalization. The results show that, within SPH the greater majority of the staff do not see any means in internationalization due to lack of awareness for the concept of internationalization. (Koelewijn, 2015)

Curricular integration

According to the internationalization strategy of the Hague University of Applied Sciences, internationalization and activities related to internationalization is becoming a compulsory part of all curricula at THUAS. This is correlated to the statement of Knight (1994) who described the curriculum as *“the backbone of the internationalization process”*. (Knight, 1994) Based on the outcomes of the interviews it could be said that all four study programs integrated internationalization activities into their curriculum.

Conclusion and recommendations

Conclusion

It should be clear by now that globalization and internationalization as a response to globalization, is changing the world of higher education. The concept of a mobility window, a period of time reserved for international student mobility that is embedded into the curriculum of a study program, gives students the opportunity to expand their international and intercultural orientation by experiencing cross-border education.

The research question was built upon the assumption that a mobility window will encourage student mobility and therefore contribute to the internationalization of the Hague University of Applied Sciences. Based on the outcomes of this research, it could be concluded that the research question cannot be answered properly. Especially, because of the research was limited to four study programs of the Hague University of Applied sciences, the outcomes of the interviews are not representative and cannot be generally applied to all study programs. However the results of this research show that “the extent” of a mobility window encouraging student mobility very much depends on the orientation of each particular study program. Since it is the institutional aim of the Hague University of Applied Sciences to internationalize each faculty and study program, a distinction should be made between internationally oriented study programs and less internationally oriented study program. European Studies and International Business and Management Studies are obviously, given the nature of the programs, internationally orientated. A surprising outcome of this research is that Commerciële Economie belongs to the category of international oriented study programs. As anticipated beforehand, Sociaal Pedagogische Hulpverlening belongs to the category of less international oriented study programs. Bearing this distinction in mind it could be concluded that within internationally oriented study programs mobility windows encourage student mobility to a “great extent” and contributes to the concept of internationalization. On the other hand, within less international oriented study programs, student mobility could be encouraged to a “limited extent” through a mobility window.

According to the Dutch vision on the international dimension, a mobility window is described as the ideal way to enhance international student mobility. However based on the studied literature, mobility windows are often quoted as a solution to overcome mobility obstacles and lack on a more concise definition. Additionally, it could be concluded that a mobility window is not the only way to achieve the above mentioned outcomes²² of student mobility. Nevertheless, based on the literature

²² International and Intercultural Competences

review, it could be concluded that international student mobility has a considerable contribution to the concept of internationalization within higher education institutions. Within the literature review, international student mobility in general is perceived as a core element of the process of growing internationalization, and with that as one of the key elements of the international aspects of higher education. Therefore, it should be obvious that enhancing student mobility is a good starting point for the internationalization process of higher education institutions. However, it is important to mention that international student mobility does not automatically lead to internationalization and should rather be seen as an instrument to promote internationalization. Based on the literature review it could be concluded that student mobility will eventually contribute to the concept of internationalization. However, based on the outcomes of the interviews regarding the contribution of student mobility to the concept of internationalization within the Hague University of Applied Sciences, several remarks has to made first.

The assumption can be made that the concept of internationalization, generally defined as, “*the process of integrating international, intercultural, and global dimensions into the goals, primary functions and delivery of higher education at the institutional and national levels*”, is very much in line with the Hague University’s vision on internationalization. The Hague University of Applied Sciences describes its strategic aim for internationalization to prepare students with the necessary professional, personal and academic competencies to function successfully in the global community dealing with the evolving issues of the 21st century world. The perception of the Hague University of Applied Sciences on internationalization is that it can contribute significantly to the quality of the students, staff and lecturers. Internationalization is also assumed to be a facilitator for cultural change within the organizations of THUAS. Therefore, it is considered to be important that students should be given the opportunity to develop the necessary international competencies in each study program and the aim should be the focus on outcomes of internationalization, thus create global citizens. A lot has been achieved, but much more needs to be done to realize the internationalization within THUAS. According to the internationalization strategy of THUAS, all study programs in each faculty need to internationalize their curricula, introduce the concept of global citizenship and enhance internationalization.

Based on the outcomes of the interviews, internationally oriented studies have always had the basic knowledge of internationalization. However, SPH as a less international oriented study program first need to create more awareness regarding the importance of internationalization of the curriculum in order to be able to contribute to the process of internationalization.

International, intercultural competences and job opportunities

Based on the findings of the studies literature, when discussing mobility windows, the international student mobility is a means to an end, with the end being the acquisition of international and intercultural competences. This conclusion is similar to the conclusion based on the interviews. An important outcome of interviews was the added value of student mobility on acquiring international, intercultural competences and increasing job opportunities. Within less international oriented study programs, such as SPH, the added value of student mobility as part of the internationalization process is still not recognized by all staff members. Based on the outcomes of this research, student mobility producing internationally and interculturally competent “global citizens” has a great value and serves as the ultimate goal for internationally oriented study programs. However, regarding SPH, a less international oriented study program, the ‘social work’ sector does specifically require international and intercultural competent graduates in relation to supply and demand of the labor market. Therefore, most lecturers within SPH do not see an added value to sending their students abroad. However, based on the literature review engaging staff within the internationalization process is assumed to be very important. Especially since they serve as pioneers between the institution and the individual student, among others, within the internationalization process of higher education institutions. For European Studies, IBMS and Commerciële Economie supply and demand of the labor market is also considered to be relevant within the study program. According to the interviews, European Studies graduates need international and intercultural competences for their future employment. Either in case of IBMS, international and intercultural competences increase the job opportunity for IBMS graduates. Possessing international and intercultural competences through an international experience during their study is considered an advantage for Commerciële Economie graduates.

Assessment of outcomes

Another outcome of this research is, as it is emphasized by many authors that study programs wanting to optimize the development of international competencies in study abroad experiences, need to develop a clear preparation and supervision program for their students to support them prior to, during and after their stay abroad. Accordingly, the Hague University of Applied Sciences has initiated the Preflex program based on the research of the Research Group International Cooperation. Based on the outcomes of the interviews, all four study programs provide a supervision program in their own way. Remarkable outcome of this research is that European Studies is the only study program with a clear and structured intervention program, called the I-start module as part of the curriculum. With this intervention program, the intention of European Studies is to ensure the quality of the stay abroad for the students, guaranteeing the international and intercultural competences to be obtained successfully.

“To what extent could a mobility window encourage student mobility and contribute to the concept of internationalization at the Hague University of Applied Sciences?”

Based on the literature review, a mobility window could encourage student mobility for a great extent. Accordingly, increasing student mobility would contribute the internationalization process within a higher education institution. When applied to the Hague University of Applied Sciences, it could be concluded that for internationally oriented study programs, European Studies, International Business and Management Studies and Commerciële Economie, a mobility window enhances student mobility and contributes to the process of internationalization within the Hague University of Applied Sciences. This study was set out to explore if a mobility window could encourage student mobility and contribute to the concept of internationalization at the Hague University of Applied Sciences. However, the results of the interview with Sociaal Pedagogische Hulpverlening has offered an evaluative perspective on an important subject, being the engagement of staff within the internationalization process. Therefore, creating more awareness for the concept of internationalization is considered to be vital in order to be able to promote student mobility properly and contribute to the concept of internationalization within the Hague University of Applied Sciences.

Recommendations

The findings of this research lead to several recommendations. First of all, further research on the perception of lecturers of the Hague University of Applied Science regarding the concept of internationalization should be conducted. It is unclear whether all lecturers support internationalization of higher education. If a situation is achieved where all lecturers are aware about the importance of internationalization, measures to enhance student mobility, such as mobility windows, could be more easily implemented. Faculty members understanding of their role in the process of internationalization is critical if the Hague University of Applied Sciences wants to produce international and intercultural competent students, global citizens.

It would be interesting, from a student's point of view, to research what view students, from different faculty and study programs of the Hague University of Applied Sciences have regarding their experience of studying abroad during their study. One of the findings of this research was that study programs could be categorized into international oriented and less international oriented study programs. The outcomes could provide useful insight and could be very helpful for each study program. Based on the outcomes of the research study programs could formulate a more targeted approach related to the specific needs of their students.

Another recommendation would be to develop central registration system for student mobility within the Hague University of Applied Sciences. This research makes clear that study programs²³ had to develop most of systems themselves. Although there is an international office responsible for collecting data regarding student mobility, still some limitations with regard to the statistics remain. A more structured registration system in place would facilitate further investigation by measuring student mobility for individual faculty and study programs.

²³ Based on the interview with Mrs. Bulnes, European Studies (Bulnes-Sanchez, 2015)

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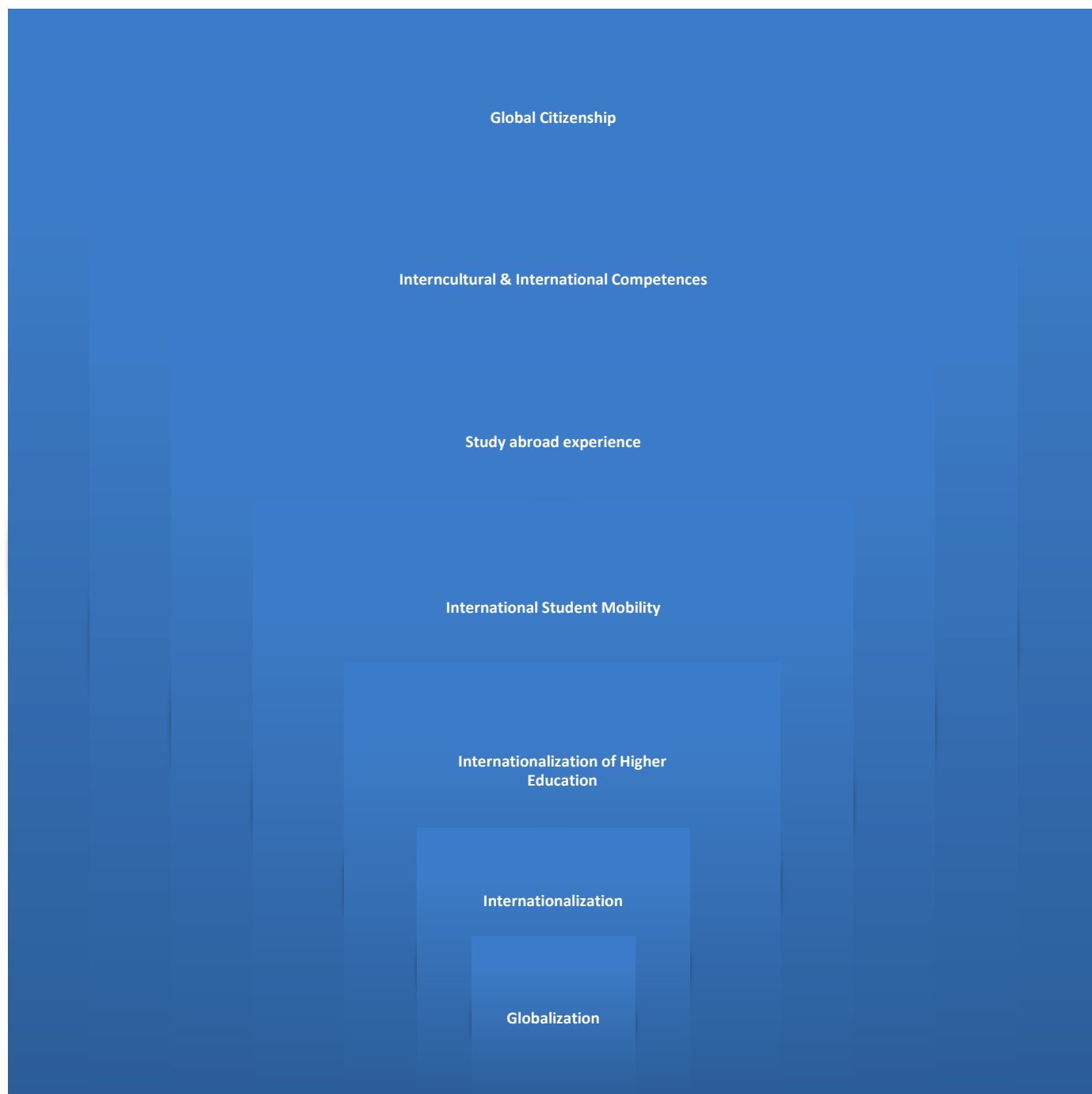
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Annex I: Conceptual Model: Global Citizenship



Appendices

Appendix I: Summary of the transcripts / interview findings

Influence of the THUAS Policy

European Studies:

The internationalization strategy of the Hague University of Applied Sciences is very much in line with European Studies' vision on internationalization. According to Mrs. Bulnes-Sanchez, European Studies is a frontrunner on the subject of internationalization and has contributed to the internationalization policy of the Hague University of Applied Sciences.

SPH:

According to Mrs. Koelewijn, the internationalization strategy of the Hague University of Applied Sciences has a large influence on the program vision on internationalization. Mrs. Koelewijn states that because the Hague University of Applied Sciences has put down a clear framework for internationalization, it has become very clear within SPG that they miss out much in this respect. Mrs. Koelewijn explains that through the internationalization strategy *"we try to strengthen the internationalization, so that it becomes a bigger and clearer concept and that it will be carried out by everyone."* (Koelewijn, 2015) Clearly, the internationalization policy has made SPH more aware. According to Mrs. Koelewijn, the past two years they have started to work on the internationalization. Before the policy was introduced, the majority of the lecturers within the study program did not recognize the need to internationalize the study program. It was assumed that internationalization did not apply to SPH because according to Mrs. Koelewijn, *"it is all about social work and the chance that the students will eventually work in the Netherlands is big, so why would they need to be internationally oriented?"* The impulse to change came along with the introduction of internationalization through the policy of The Hague University of Applied Sciences. Within SPH people were appointed to carry out the responsibility to spread internationalization. According to Mrs. Koelwijn, one of those thing they did during these two years, is that they discussed the importance and relevance of internationalization with colleagues.

CE:

According to Mr. Hoppen, the internationalization strategy of the Hague University of Applied Sciences has much influence on the internationalization vision of Ccommerciële Economie. According to Mr. Hoppen, the study program has also his own internationalization strategy based on the critical review that study programs need to write every five/six years for the accreditation. In their critical review there is also a substantial paragraph written about internationalization.

Furthermore, Mr. Hoppen states that *“for the Hague University of Applied Sciences to be the most international higher education institution in the Netherlands, it is assumed that each study program needs to earmark 30 ECTS within the whole curriculum to be international. This does not necessarily needs to be student mobility, but we are all forced to be more international, however that was not even that hard for us. Imagine study programs such as Pabo, HBO-rechten (law studies) or Physiotherapy, how would they manage to include 30 ECTS English in their curriculum? I think that would be difficult.”* (Hoppen, 2015)

Mobility Window

European Studies:

There is a mobility window integrated in the curriculum of European Studies. The mobility window is available for all students and compulsory for students with a Dutch educational background (i.e. student with a Dutch secondary school diploma). For students who have an international educational background (i.e. non-Dutch secondary school diploma), the mobility window is optional. According to Mrs. Bulnes-Sanchez, the reason why the mobility window is compulsory for some and optional for others, is because European Studies find it important for students without an international background to experience a different educational context abroad. The students need to step out of their comfort zones, go elsewhere and be confronted with a different educational system, different people and as a result, learn from that experience. In this sense it could be assumed that the students with an international background have already experienced a different education context.

IBMS:

According to Mr. Laas there is a mobility window for the exchange and work placement that applies to all IBMS students. The exchange mandatory for all students and the work placement is optional. Mr Laas states that *“if you would have it optional that would mean that in the time when you offer the opportunity for the students to study abroad.. the others stay here and they need to do something. So you need to offer a minor which can be done at your department or another one. If it is at another part of the school, that would be good. So in that sense maybe it is better for the most programs that don’t have one yet.. to choose it in the fall semester.. because I think it is a bit more flexible. If you want to make this into a success they need to offer the opportunity and create the infrastructure. It speaks for itself almost, the mobility window.”* (Laas, 2015)

SPH:

According to Mrs. Koelewijn there are possibilities for students to spent time abroad. However, the term mobility window is not well known and the possibility remains optional for the students.

CE:

According to Mr. Hoppen they have had a mobility window for the specialization International Marketing. However, the structure has been overtaken by the new internationalization guidelines of the Hague University and the specialization International Marketing has been abolished. According to Mr. Hoppen, every CE-student now needs to internationalize, even more than under the old International Marketing structure. From now on, newly enrolled students can only choose between two specialization, Marketing&Sales and Marketing Media and Experience. Student mobility was mandatory for International Marketing in order to receive 30 ECTS, now the students are told to do something international and the student can choose if he/she wants to do something international by going abroad or staying in the Netherlands. The reason why the other two specializations did not automatically take over the curriculum of International Market, according to Mr. Hoppen, is because it is very difficult to organize (i.e. schedules etc.) and the prevailing opinion within the study program is that they students cannot be forced to study abroad for one semester.

*Purpose***European Studies:**

European Studies has a mobility window for exchange and work placement. However there is a difference in the organizational structure between the exchange and work placement. The exchange has to be abroad and the work placement not necessarily. The students decide for themselves whether they would like to do their traineeship in the Netherlands or abroad. However, the students have a limited choice, because the work placement should always be in an international context. According to Mrs. Bulnes-Sanchez, European Studies uses a set of interventions during the study program that may persuade the students to do their work placement abroad.

IBMS:

The purpose of the mobility window within IBMS is a compulsory exchange and an optional work placement abroad. The internship is recommended to be completed abroad but when the student has already been abroad for an exchange, he or she does not have to do the internship abroad. However, according to Mr. Laas the work placement needs to be done at an international company. In the end, half of the students choose to do their internship in the Netherlands at an international company and the other half choose to complete their internship abroad. However, according to Mr. Laas, there is an exception for one group of students (5%) who cannot go abroad due to their family situations or physical handicaps. In this case the exchange is not always compulsory, but they are required to do their internship abroad.

SPH:

Within SPH the possibility is given to students to do a minor and a work placement abroad. According to Mrs. Koelewijn, there is also the possibility for the students to gather data abroad in order to write their final thesis. The possibility of a shift towards a mandatory study abroad is according to Mrs. Koelewijn, “*..a nice idea, but that will never happen within SPH, because first you need to convince the lecturers about the added value*”. (Koelewijn, 2015) The student could spend a period abroad for study purposes, but the study program requires that this needs to be done during the minor possibility within the curriculum or during the work placement. Studying abroad outside these periods, integrated within the curriculum, will cause a study delay and is therefore not encouraged/offered through the study program.

CE:

According to Mr. Hoppen, Commerciële Economie organizes each year an international marketing week where they welcome approximately 60 students from foreign partner universities and send an equal amount of their own students to those partner universities. According to Mr. Hoppen, this does not cover the mobility window requirement but serves as a mobility appetizer for the students. Through this international marketing week the study program stimulates the student’s appetite to eventually study abroad. Mr. Hoppen states, “*approximately eight/nine years ago, we started to introduce specialization within Commerciële Economie. One of those specializations was International Marketing. To students who chose to study International Market we said that they needed to have a true international experience and therefore need to go abroad for one semester. This was a pretty stable mobility window and we experienced that we had more outgoing student compared to the incoming students.*” (Hoppen, 2015) Furthermore, the study program has organized a summer school, which lasted less than 3 months and therefore does not fall under the definition of a mobility window, but can perhaps be called the mobility appetizer like the international marketing week.

*Duration/Length/Timing***European Studies:**

The mobility window within European Studies is a semester long and 30 ECTS is the standard amount of credits for a semester in Europe. The reason why European Studies offers a semester abroad for its students, is because 20 years ago when the exchange started to make a part of the study program as an integrated part, there were different rationales. According to Mrs. Bulnes-Sanchez, as a study program “*you have to think of how can students capitalize in such an experience and make the most of such an experience abroad. Sometimes you need the time to be able to capitalize in that experience and sometimes two, three months might not be enough to make use and internalize everything that you are going through.. and it is also true that sometimes you internalize even after*

you come back.. the longer you are somewhere the more effective the internationalization is going to be.." (Bulnes-Sanchez, 2015) However, Mrs. Bulnes-Sanchez explains that you need to be pragmatic as a study program, because there is a whole curriculum that needs to be delivered and a set of fix competences. In order to meet all the requirements you need to be practical in integrating these things. For European Studies it was the shift towards a major minor system within the University that helped the study program to integrate the exchange/ student mobility as a minor within the curriculum.

IBMS:

The mobility window within IBMS is one semester, equal to 30 ECTS in total. According to Mr. Laas, a semester is enough for the students to acquire the intercultural competences. Mr. Laas states that *"in every experience you go through the initial moment of joy and then the culture shock and that takes around two or three weeks and if it is more than that.. four or five months is definitely enough.. maybe you can also acquire it in 3 months.. but one semester is definitely enough.. because if you do it too long they are getting used to it.. and the idea is that they come back"*. (Laas, 2015) According to Mr. Laas the great majority of the students (90%) take part in exchange during the spring semester and the remaining students take part in an exchange during the fall semester.

SPH:

Within SPH the possibility for students to do their minor abroad limited to a semester. According to Mrs. Koelewijn, *"the students attend courses which they would do the same when they would stay in the Netherlands and therefore earn 30 ECTS for that semester abroad"*. (Koelewijn, 2015) The work placements are differently organized. Within the curriculum of SPH, students need to complete an internship of 10 months. For students who want to do their internship abroad, this means that they need to complete the first five months at a company in the Netherlands. The remaining five months can be completed at a company abroad. The reason why student still need to complete the first five months of their internship in the Netherlands, depends on their field of work, according to Mrs. Koelewijn. On the other hand, the students who want to gather data for their final project are given the possibility to this in their final year. However, an alternative assignment needs to be done in order to overcome a delay. Furthermore, the students do not receive separate credits for their stay abroad because students are just spending one term of their final year to gather the data and it is all part of their final project, according to Mrs. Koelewijn.

CE:

Within the specialization International Marketing, students could go on exchange for one semester and earn 30 ECTS or write their final project at an internship company abroad for 30 ECTS. Since there is no International Marketing specialization anymore, students need to earn internationally earmarked credit, however Mr. Hoppen is not sure what that will mean for student mobility. Mr. Hoppen assumes that pretty much students want to go on exchange, something that Commerciële Economie already does for 30 years. However, Mr. Hoppen remarks, *"I am afraid, but we shall see*

how it will work, that maybe less student will be wanting to do a work placement abroad. But I am not sure, we will see how that will work out.” (Hoppen, 2015)

Information Provision

European Studies:

The students know beforehand that they are signing up for an international career, study and future. According to Mrs. Bulnes-Sanchez, for European Studies it is important to prepare the students for their international career. This is done by offering program mobility, international work placement and trying to organize informal curriculum activities (i.e. the co-curriculum) to bring students in contact with other cultures. As part of this preparation, as it is often called, internationalization@home contributes to building the development of intercultural competences and preparing them for their future careers.

SPH:

Within SPH the students who want to do their work placement abroad, can get information at the placement office. There is also a portal where all the information is available for the students. For the minor abroad the students can get information from particular coordinators about the study abroad. Mrs. Koelewijn states *“we have meeting every year, with approximately 100 students who are attending. During these meeting we invite students who already had a work placement experience abroad to tell their experiences”*. (Koelewijn, 2015) According to Mrs. Koelewijn, these information sessions stimulate the students’ decision to go abroad.

CE:

According to Mr. Hoppen, Commerciële Economie organizes each year information sessions about the opportunities to study abroad, as well the international marketing week. In the second year the students have information sessions primarily about the exchange possibilities. Mr. Hoppen explains that students, for example, say that they want to go to Valencia but do not know how that will turn out. Accordingly, the study program offers the students the possibility to go to Valencia during the international marketing week as an orientation. The international marketing week is integrated as part of the curriculum which the student can use to orientate. Furthermore, the study program organizes meetings with students who just have had an international experience to share these with the students who express that they are willing to go abroad. Thus, Commerciële Economie really stimulates its students to acquire international experience.

Internationalization@home

SPH:

As part of the internationalization process, SPH offers its students to participate in an international classroom. According to Mrs. Koelewijn, it started two years ago and is still in development. Mrs. Koelewijn states, *“it's not very big .. but what matters is that students can choose .. to follow the same courses as the international students. These courses are the same courses that are given to Dutch students. However, these courses are given in English. So the students have the opportunity to choose to follow two courses in English together with the international students, who come to study for one semester at our program”*. (Koelewijn, 2015) The international classroom optional and is part of the major of the students in their second year.

CE:

According to Mr. Hoppen, the study program is working on internationalization within the curriculum. Through the international classroom, which is one semester that is offered in English in the third year of the students curriculum. According to Mr. Hoppen, Business Communication is an important pillar. Another course that is offered in the final year is Strategic Management.

Benefits

European Studies:

According to Mrs. Bulnes-Sanchez, the mobility window offers a great learning opportunity and without this experience the students would miss out a lot with regard to the development of intercultural competences.

IBMS:

According to Mr. Laas, the benefit of a mobility window is that it shows clarity towards the student and is easy to plan, both for the student and for the study program.

Foreign Partners

European Studies:

Since the exchange is compulsory for the greater majority of European Studies students, there are extensive contacts with foreign partners. Currently, the study program works together with 108 partners, but the number can change. For example, when during the evaluation it turns out that a partner does not suit the requirements, the partnership will be terminated. The process of establishing a partnership is very long, because several things need to be checked beforehand, such as the compatibility, accreditation credentials and other things. There are different criteria, for example, the language of instruction of the country. The students need to be able to study in that language. Other criteria that needs to be taken into account are the specialization of the students and their focus area. According to Mrs. Bulnes-Sanchez, European Studies reached the number that was needed. However there is still a grow in partners and this results in more choice. Mrs. Bulnes-Sanchez

emphasizes that ideally there should be a balance of outgoing and incoming students for each partner, but it does not always work like that.

IBMS:

The IBMS program currently counts 90 foreign partners. According to Mr. Laas, there are a couple of shared partners with European Studies and Information Technology. Mr. Laas states that there are multiple ways to find partners, both within the program and the communication and management team. The amount of foreign partners is currently satisfying, according to Mr. Laas. However, the great increase in foreign partners already happened in the past five/six years, the possibility that the amount could extend further remains. According to Mr. Laas, most partner universities have an offering and some have much more compared to others. Accordingly, the exchange commission, which is a sub-commission of the exam board of IBMS, needs to approve the learning agreement of the students in order to prevent an overlap of courses at the home and host institution.

SPH:

According to Mrs. Koelewijn, SPH has number of partner with whom an Erasmus agreement is set up. The study program has partners universities in Aruba, Belgium, Denmark, Finland, Spain and Germany, where the student can do their minor. There is also a project in Uganda, where students can do their work placement or lecturers can go on exchange. According to Mrs. Koelewijn, *“For the work placement, the study program has a cooperation with India and fixed placements in Peru. Two students are going to South-Africa and Australia, so we have places all around the world.”* The way SPH manages and facilitates the contracts with foreign partners is either through the student’s own initiative or through networking. According to Mrs. Koelewijn, it is important to mention the reason to start a partnership in Aruba, Curaçao and Bonaire. *“We know that Aruba, Curaçao and Bonaire, more sound like, sun see and fun, but what the student like the most is that they speak and understand Dutch. The actual reason why we started to cooperate was because we have a lot student who come from the Antilles and actually want to go back when they graduate. In this sense, it is important for those students to have the opportunity to do their work placement there.”* (Koelewijn, 2015) On the other hand, she states *“for us, the specialization they use in Aruba Curacao and Bonaire is something we do not have in the Netherlands. We can learn a lot from their specialization. Because they have an island culture they do not have clinical admissions and therefore need to do everything ambulant. This is something that the Netherlands is slowly working towards, something we do not know, but we could learn through these partnerships.”* (Koelewijn, 2015)

CE:

According to Mr. Hoppen, the study program has a network of a couple universities within Europe. The amount of the foreign partner is approximately 15, with countries and regions such as Belgium, France, United Kingdom, Spain, Finland, Denmark, Scotland, Germany and Austria. More recently, Commerciële Economie has started to cooperate with a partner in Korea. According to Mr. Hoppen, the number of foreign partners is satisfying.

Cooperation within THUAS

European Studies:

European Studies cooperates with the central level regarding the acquisition of foreign partners. According to Mrs. Bulnes-Sanchez, there is a platform where all faculty come together to share experiences. However, she underlines, *“sometimes this is a slow process because you are dealing with many different programs and sometimes there is no window for mobility as such and sometimes it is something that students do extra. So there are different approaches to it and you have to find some common grant to be able to work together and create something”*. According to Mrs. Bulnes-Sanchez, there is a central internationalization unit that tries to manage and facilitate the contracts with foreign partners, but it remains the individual study program’s decision whether a partnership is suitable and worth pursuing.

SPH:

According to Mrs. Koelewijn, SPH has contact with internationalization officers within the Hague University of Applied Sciences. However, she remarks that the work field of SPH does not match the contact of other study programs and therefore are not useful. Mrs. Koelewijn states *“I think it would be very smart to start cooperating with other faculty and study programs and I have noticed that this is lacking within the University”*. (Koelewijn, 2015) Furthermore, according to Mrs. Koelewijn, the cooperation with Uganda has been established through the Hague University of Applied Sciences, which laid down the importance of students and staff mobility.

Student Mobility

Importance

European Studies

According to Mrs. Bulnes-Sanchez, student mobility contributes to the ultimate goals of “Global Citizenship”. She states, that global citizenship could be interpreted as interculturally competent graduates, a preferable term that is generally used within European Studies. According to Mrs. Bulnes-Sanchez, *“mobility can be a key component in a program to advance that development of students.. you don’t have to have mobility you can have other ways as well but the best way I guess is to have a combination of interventions in the curriculum.... so that everything complements each other for the ultimate goal”*.

IBMS:

According to Mr. Laas, student mobility within IBMS is important but if that is also the case for the rest of the school, he doubts. Mr. Laas explains that, *“if we get more students who participate in our minors.. that is okay.. but you cannot have too many because then it sort of dilutes the rest of the population.. if you have a minor where 80% of the students are Dutch then the idea of the international classroom disappears”*. (Laas, 2015)

SPH:

According to Mrs. Koelewijn, student mobility is important. The study program should offer the possibility when the students are willing to go abroad, *“personally I think it is a pre, when you have had international experience as a social worker. Especially because, in this work field it is very important to know yourself. If there is something that you definitely learn from your experience abroad, then this should absolutely be the personal developments of the students. So I think, from a broad perspective, that learning to communicate with other cultures is something that you always need to do as a social worker. So, in that sense, I would almost say that everyone needs to do it, but that is of course not possible. In my opinion an international experience is absolutely a tremendous asset to our profession when students have this experience.”* (Koelewijn, 2015)

CE:

According to Mr. Hoppen, the importance of student mobility is strongly related to the supply and demand of the labor market. He states *“I have much contact with Dutch companies and assignment providers, they all say that the students with an international experience acquired during that one semester will always have an advantage. So the student basically works on the improvement of her/his employability when he studies abroad. This should be enough prove for the importance of student mobility.”* (Hoppen, 2015)

*Benefits***European Studies:**

The benefits of student mobility for the students is the enhancement of intercultural competences, as being a key in the puzzle according to Mrs. Bulnes-Sanchez. Within European Studies, intercultural competence continuum is often used to explain that the development starts from day one till the last day of the study program. According to Mrs. Bulnes-Sanchez, student mobility is a part of it but not the only way develops these competences. Mrs. Bulnes-Sanchez remarks that the competences actually continue life long and state that *“it is a development that just never ends, but that is just the beauty of it.. what we can do here is plant the right seeds for students who will be able to take that with them and further develop as well in the future”*. (Bulnes-Sanchez, 2015)

IBMS:

According to Mr. Laas, the benefit of student mobility is that the students can acquire international, intercultural competences. According to Mr. Laas *“it is one of the key values.. they also need to write a report based on their study abroad experiences.. where they justify their international competences..”* (Laas, 2015)

SPH:

According to Mrs. Koelewijn the benefit of student mobility within SPH is the personal development of the students and the development of intercultural competences.

CE:

According to Mr. Hoppen, the study program train its students for marketing and recruitments and selection functions. At those companies there is an unanimous assumption, according to Mr. Hoppen, that if a student has been abroad he/she has obtained more than just international experiences. According to Mr. Hoppen “ *it shows that the student is a striver and no mother’s boy. He shows that he can survive in difficult circumstances and that he is able to work with other cultures and societies.*” Bearing these benefits in mind, Commerciële Economie certainly advocates internationalization and student mobility.

*Assessment of outcomes / Intervention programs***European Studies:**

As explained before, one of the important benefits of student mobility is that students can acquire intercultural competences. However, Mrs. Bulnes-Sanchez remarks, “*Sometimes.. the illusion is that you send students on exchange and they come back developed and mature, but you have to do it in a stretched way.. you have to prepare students. So it has to be embedded as part of a bigger purpose.. it has to be purposefully done*”. This is the reason why European Studies assumes that there needs to be a program in place to assess the outcomes of student mobility regarding the acquisition of intercultural competences. According to Mrs. Bulnes-Sanchez, it has progressively been shown in the world of internationalization and research, that specific intervention regarding student mobility is more effective. According to Mrs. Bulnes-Sanchez, there is a research group at the Hague University of Applied Sciences, called the Lectorate for International Cooperation, where Jos Walenkamp(Lector) initiated the research and the pilot intervention program, called Preflex. European Studies adopted the program and adapted it for their own study program, researching the needs for European Studies and its students, and turned it into the I-start program. According to Mrs. Bulnes-Sanchez, “*If you don’t prepare students, if you don’t monitor them in that development then some research shows that there is no growth during the exchange*”. (Bulnes-Sanchez, 2015)

IBMS:

According to Mr. Laas, IBMS has its own Preflex program. Within the curriculum the study program organizes modules for its students in their second and third year to create awareness about the subject of intercultural competences. There is also an evaluation of the study abroad experience afterwards.

SPH:

According to Mrs. Koelewijn, SPH is supervising and monitoring its students during their stay abroad. Mrs. Koelewijn explains that *“during their internship abroad we often cooperate with our contact so the students will receive supervision from there. The students have also supervisor in the Netherlands who will guide them during their stay.”* (Koelewijn, 2015) According to Mrs. Koelewijn, the students who go abroad, follow a different track than those who stay in the Netherlands. The students who go abroad, have to write assignments and upon their return they have to recount their experiences. According to Mrs. Koelewijn, students who go abroad are required to do much more than students who stay in the Netherlands, in order to monitor the outcomes.

CE:

According to Mr. Hoppen, Commerciële Economie worked with the Preflex program in order to prepare the students for their stay abroad and make the students more aware. However, the Preflex was only part of the International Marketing specialization. Furthermore, Mr. Hoppen criticizes the assumption of Hans de Wit that international and intercultural competences are not guaranteed through a stay abroad when there is the possibility that the student isolates him or herself from the outside world. According to Mr. Hoppen you could throw someone at the deep end and this will also result in a learning process.

*Obstacles***European Studies:**

For European Studies there are no obstacles for student mobility. However, according Mrs. Bulnes-Sanchez, for other study programs *“the creation of a mobility window itself can be an obstacle.. there needs to be flexibility.. not just for a semester long but also for short mobility... and sometimes an obstacle is that not everyone realizes yet the need of an internationalized curricula and the role that mobility can play in that.. So there is work to be done there too.. and making people see.. Why do need to do this?”*. (Bulnes-Sanchez, 2015)

IBMS:

According to Mr. Laas, the students experience financial obstacles during their mobility, because it is mandatory and the students have no other choice. Mr. Laas explains that students need to make sure that they can pay their housing. An obstacle could be, according to Mr. Laas, that the students who have an apartment in the Netherlands, need to find a way to pay their rent. Mr. Laas prefers to call these obstacles challenges and are, according to him, part of the competences that you can learn or acquire. Challenges for the study program regarding student mobility is, according to Mr. Laas, that the study program needs to do the placement and nominate all the students. This is, according to Mr. Laas, where a proper quality partners base becomes much more important.

SPH:

According to Mrs. Koelewijn, students often state that a stay abroad come with a financial burden, which could be seen as obstacle to student mobility. Another obstacle, according to Mrs. Koelewijn, could be the family's influence on the student's decision to go abroad. For the study program the perception of the majority of the lecturers within SPH is also an obstacle. Mrs. Koelewijn states, *"There are colleagues who think that internationalization is actually interesting but do not see the importance for our working field. That is the reason why they question whether they should encourage student mobility. In their opinion it should not be encouraged, in the sense that it has no importance. I think they are less aware of the added value because they assume that the students first need know how the system really works in the Netherlands. Furthermore, they do not see any relevance in developing these competences if the students are not planning to live abroad after their graduation. When you try to explain the importance of cultural awareness they say that the students could also learn to create this awareness in the Netherlands. So basically there are different opinions."* (Koelewijn, 2015)

CE:

According to Mr. Hoppen, most of the student who have had a study abroad experience are very positive and excited. However according to Mr. Hoppen, most of their students come from a village nearby the Hague and stay till their 25th birthday at home, which thus does not create much awareness about the outside world and thus internationalization.

Internationalization*Supply/Demand Labor Market***European Studies:**

According to Mrs. Bulnes-Sanchez, the programs need to look at the needs of the world out there. She underlines that, *"mobility is one tool.. but the content of the program is essential... Student mobility is not the only thing that could work on his own .. you need a bigger operation.. altogether.. so different pieces of the puzzle making sense together, mobility is a big piece because in a puzzle with different size pieces.. mobility is a big piece, but on its own it doesn't make a puzzle"*. (Bulnes-Sanchez, 2015)

SPH:

According to Mrs. Koelewijn, especially because of the crisis in the ‘social work’ sector it is very hard to find a suitable job. Furthermore, Mrs. Koelewijn explains that “*If our graduates will apply for a job and they put in their C.V. that they have completed their work placement in Colombia for example, this will not be decisive for the employer. In fact, the employer would question whether the candidate has enough experience and knowledge about the system in the Netherlands. In this sense, I do not think that there is enough awareness for the added value of an international experience from the social work sector. Unless you are applying for a job where many culture meet each other, but regular psychiatry and the mentally handicapped sector are mostly the prevailing sectors where international experience is not valued. Within the psychiatry for example, they think from a medical model where the disease stays more central rather than the cultural sensitivity. Even though we believe that our graduates need to be cultural sensitive. They tend to choose candidates who have had a work placement in the Netherlands and know all the ins and outs of the sector rather than candidates who completed their work placement abroad and developed international and intercultural competences. That is a shame.*” (Koelewijn, 2015)

CE:

According to Mr. Hoppen student mobility is a good thing. He states, “*Especially for the student, there is a huge advantage of, in a broad sense, the development as a human being. If you have your eyes out for the outside world, especially in the Netherlands, that is the most important. An additional benefit is that you are more employable for companies. You basically work for yourself.*” (Hoppen, 2015)

*Internationalizing curriculum***European Studies:**

According to Mrs. Bulnes-Sanchez, you have to think of different ways of interpreting student mobility because a mobility window is a sad definition. Virtual mobility for example, according to Mrs. Bulnes-Sanchez, is opening a lot of doors for students who do not have a means to be physically mobile.

CE:

According to Mr. Hoppen, Commerciele Economie spends also much attention to the internationalization of the curriculum. According to Mr. Hoppen, the study program often chooses consciously to discuss international cases instead of Dutch cases so that the students get a broad view and more attention is drawn to internationalization.

*Curricular Integration***European Studies:**

According to Mrs. Bulnes-Sanchez it always comes down to curricular integration rather than offering extra-curricular activity. She states that different interventions are needed and the goal is the content of the program which is essential. According to Mrs. Bulnes-Sanchez, you have to look at *“What is international about my discipline? What is international about accountancy? What is international about nursing? What are my students going to need when they graduate in terms of intercultural and international competences?”* (Bulnes-Sanchez, 2015)

*Awareness***European Studies:**

According to Mrs. Bulnes-Sanchez, sometimes education and educators oppose the changes brought by internationalization. She states that *“at the end of the day we are preparing student for the world out there, we need to get educators to see why it is necessary and the role that mobility can play on internationalization. Management needs to be ready to invest.. because it does cost time, time is money in education and there is an investment needed in your staff and your program”*. (Bulnes-Sanchez, 2015)

SPH:

According to Mrs. Koelewijn the awareness for internationalization is very important and the assumption could be made that the majority of the staff within SPH is anti-internationalization. She states *“I am doing this for two years now and it has cost me a lot of discussions. However, I do notice that it is slowly changing and maybe there is even a possibility that we are now heading towards the majority that realizes the importance of internationalization. For now, it is still in progress”*. (Koelewijn, 2015) Furthermore, Mrs. Koelwijn explains the reason why many lecturers do not realize the importance. She states that there are many lecturers who came, many years ago, from the social work sector and probably have a different view of the field, which has changed in the meantime. She remarks *“Indeed in those times there was no multi-culturalism”*. (Koelewijn, 2015)

CE:

According to Mr. Hoppen, there is a consensus within the study program that internationalization is a good thing. The possible reason for that is, according to Mr. Hoppen, that the study program is already engaged with the concept of internationalization for 15 years.

Do you think that integrating a mobility window into the curricula of all study programs at the Hague University will enhance student mobility?

European Studies:

Yes.. logically yes.. and I think that you have to consider the position of all the different programs and disciplines.. because it might not work for all disciplines to have a mandatory exchange. Obviously you have to think that European Studies has a mandatory one and IBMS as well, but these are programs that are truly international in content as well by nature. There are program that will probably choose to do things differently and you have to leave room for that flexibility and different approaches to internationalizing. One thing that is clear to me.. is that.. mobility itself does not internationalize a program you need the curriculum the first place the mobility complements that internationalization.. (Bulnes-Sanchez, 2015)

IBMS:

That's a decision on top-level, I don't see what is against it, so why not? However it depends on when you do the mobility window.. if you put it in the second semester, it depends on the schools. German schools for instance, their second semester which they call the summer semester starts in March. So if our semester starts in the first week of February, then there would not be a problem, but for USA and Canadian schools.. on that side.. they start their second semester in the first week of January. So it means that if you want to do that window you have to make it a window window.. so the students can choose to go anywhere. Otherwise they are only limited, but that can be a choice.. that can be limited to the countries where the window applies... You could also.. if you do it in the fall semester.. because most schools start in the first week of September some start the last week of August on that side of the ocean.. the German schools start in the October break.. if you start there.. that means that the students need to study through February/ begin of March.. so you can do that.. it is fine.. but you need to take into consideration that the students will come back later.. so maybe you need to do it a year.. but it needs to be flexible.. so maybe the fall semester is better after all but you need to take into consideration that students can come back later.. Probably after spring break.. so they will miss the first two weeks.. (Laas, 2015)

SPH:

“I am definitely pro.. I think the students should absolutely have the opportunity.. they should have flexibility within the study program to be able to do so .. Within SPH we have, for example, two courses in the final year .. but there are some students who express that they want to graduate abroad .. The approach of SPH is very positive and the program emphasizes the importance of it. Accordingly it will be ensured that our students can do that without having a study delay .. So I am definitely in for this. However it is important that all staff members carry the responsibility for internationalization. This is not the case for us and therefore it would be very hard to realize since it is just two years that we started communicating about internationalization. Unless the Hague University of Applied Sciences states that it should be compulsory for all faculty and study program, then we would have no other choice. Furthermore, this would still be a financial issue for students, how can we force students who do not have the resources? And if I should answer the question why we do not have a mobility window compulsory for all students, that is because the Hague University of Applied Sciences has given us room to integrate the concept of internationalization in our own way and still many lecturers are not convinced of the added value for our field of work..” (Koelewijn, 2015)

CE:

“I think so, but on more time.. we want to be the most international higher education institution in the Netherlands, but there are enough student who do not want that and I do not think that you should force them to study abroad. Thus, these people you need to keep here and internationalize at home.”

Appendix II: Transcript Mrs. Bulnes-Sanchez, European Studies

To what extent does the internationalization strategy of the Hague University influence your programs' view/strategy on internationalization?

I wouldn't say influence as much as it complements.. the strategy that the Hague University has now on internationalization is very much in line with the vision of internationalization of European Studies.. Ummm.. It is also true that European Studies also contributed to building that policy.. we had a member of staff very actively working on the policy with a group of people .. so if you see the policy you do see a little bit the principles that European Studies base as internationalization..

Already has?

Yes, European Studies is a little bit of a front runner in Internationalization in the Hague University.. the Hague University has a very good policy now but for a long time it was trying to work out what the best way was for internationalization.. Where as.. and beside European Studies was already moving forward for a long time.. so there was like a parallel kind of trajectory for both..

Is that, because.. Usually it is discussed that the institution formulates a strategy and then it depends on the programs whether they are formulating their own internationalization strategy or just follow the universities' strategy.

For us it is like it complements each other.. we also have our own internationalization strategy at European Studies but it is not like going against what the Hague Universities' ambition are..

How important would you consider student mobility within the Hague University and European Studies?

*Student mobility contributes a lot to the ultimate goal. And when I say ultimate goal it is “**Global citizenship**” which is the same as saying interculturally competent graduates.. and intercultural competence is the term that we prefer at European Studies another prefer to talk about global citizenship but it all refers to the same ultimate goal.. ummm.. so mobility can be a key component in a program to advance that development of students.. you don't have to have mobility you can have other ways as well but the best way I guess is ummm.. to have a combination of interventions we call them.. in the curriculum, mobility, organizationally etcetera In the didactics, so that everything comprehends each other for the ultimate goal. So mobility can be key because.. uhh.. it can be highlighting the program when advancing students' competences.*

So do you assume that when a student is mobile he acquires intercultural competences?

Yes, I am not just assuming that but there is a lot of research that proves it.. We have also done some internal research.. We have colleague of ours (Mrs. Scheltinga) who has recently completed a research on intervention specific case of European Studies but there is research worldwide..

However it is been criticized by some authors that intercultural competences are not automatically acquired..?

No, you have to do it consciously.. you have to have a program in place.. Sometimes.. the illusion is that you send students on exchange and they come back developed, mature you know.. but you have to do it in a stretched way.. you have to prepare students so it has to be embedded as part of a bigger purpose.. it has to be purposefully done..

To enhance the quality?

Yes exactly. If you don't prepare students if you don't monitor them in that development then some research shows that there is no growth during the exchange.. you know if.. if there is nothing else then sending them on exchange.. So you do need to do something else about it.

What was the main reason to research and eventually add the intervention program in European Studies?

Well, I think from the very beginning exchange has been a compulsory part of the program for most students (but we will come back later to this question) uhmm.. but you know if you have an exchange program you have to do it like I said.. it has to be meaningful.. you have to do it purposefully.. not just sending students on exchange.. and progressively in the world of internationalization and research about that has shown that you need those interventions on those programs.. so at a certain point we thought .. okay you know you also need to have that in place.. although for us the exchange has not only.. been just.. okay we send student on exchange and that's it.. because the program is also international.. so in a way you are also preparing students like that in the program itself.. but it is.. you know.., research shows that specific intervention regarding exchange is more effective.

When did European Studies realize that, indeed students do not acquire those competences automatically?

Well it has been a process, it was not like there was a moment we said yes that we need to do this.. sometimes you need to combine it with having the recourses to implement something.. so that's how we worked a little bit.. and it is not like as is said that we never had anything in place.. because the program itself is international so students are developing that awareness already for the need.. but the intervention itself.. you know,, is rather new like you say.. and it was a progressive realization it was not like a moment enlightenment that we said okay this is it... but we needed to have it confirmed.. have something good in place.. There is a research group here at the Hague University.. Lectorate for International Cooperation.. and Jos Walenkamp is the Lector on that and he was the one who initiated at the University and the research and the pilot and it was then called Preflex.. and then we adopted that.. and turned it into.. you know.. adjusted it into our complex for European Studies.. What the needs were for our program and our students and turned it into what is now I-start.

How do we evaluate the whole process? Was there a lack of quality before considering to put I-start into place?

No, it was not that there was a lack but sometimes it is about enhancing.. you keep learning.. you keep improving.. there is more and more research all the time.. so you have to be able to utilize it.. and also select what applies to your program.. what is useful and how is it useful.. sometimes it takes a long time but you do keep trying to enhance and work on what is best for the students in the end.. it is a continuing process..

Is there a mobility window integrated in the curriculum of European Studies and for whom does I apply?

Well there is.. uhhm.. there is a mobility window over a whole semester.. for European Studies students.. for all students.. it is open for all students of European Studies and it is compulsory for some.. and optional for others.. it is compulsory for student who have a Dutch educational background.. so students who come to us with a Dutch secondary school diploma.. and it is optional for the ones who have an international secondary education diploma..

Why is there a difference?

The difference.. we consider it is important for student to have or have had an international experience in a different educational context.. so in a way you can say that the students who come with an international diploma have already had that context.. and you know.. they are experiencing.. I see it as an extended exchange here.. because they are here for 3 or 4 years and that is an international experience as such for them and the students with a Dutch educational background sometimes they have and sometimes they have not but as a rule.. you know.. the normal trajectory they have not had that international educational experience.. and we consider it is important.. step out of your comfort zone.. go elsewhere.. be confronted with a different system.. different people.. and learn from that experience.. and that is why we make the difference..

Why mandatory and not optional for students with a Dutch educational background?

Because we think it is very beneficial for students to go through that experience.. it is a great learning opportunity.. and we think that if you don't have that experience you would miss out a lot on the development of intercultural competences..

May I assume that European Studies has a specific focus on the development of intercultural competences.. and that it is therefore mandatory for students who are willing to study European Studies?

Yes and they know that beforehand.. and.. uhh.. students know beforehand that they are signing up for an international career, study, future. Etc.. so we need to prepare the students for that career as well.. so we do that by many different thing.. by program mobility, an international work placement.. trying to organize informal curriculum activities the co-curriculum we call it .. to bring students in contact with other cultures.. so there is many different things in place..

Such as internationalization@home?

Exactly.. and.. uhh.. so it all contributes to building that development for students and preparing them for their future careers..

What could you say about the length of the mobility window within European Studies?

It is a semester long, 30 credits is the standard amount of credits for a semester in Europe.. and that's what a mobility window.. let us say.. covers for us..

The mobility window requires at least 3 months where students acquire at least 15 ECTS, the ERASMUS program has the same requirement, why does European Studies require a semester (30ECTS) and do you consider it is enough?

The reason why we chose a semester.. well the thing is it is already like.. probably more than 20 years ago that the exchange makes part of the program.. I mean.. I said window for mobility.. as an integrated part .. so.. the reasons why it has been sort of shifted with the different rationales but minimum of 15 ECTS.. that was not something that was considered at that time.. you have to think of how can students capitalize in such an experience.. and make the most of such an experience abroad.. and sometimes.. you need the time.. to be able to capitalize in that experience and sometimes.. you know.. 2/3 months might not be enough.. you know.. to make use and internalize everything that you are going through.. and it is also true that sometimes you internalize even after you come back.. you know.. the longer you are somewhere the more effective the internationalization is going to be.. If you said why not longer.. you have to be also pragmatic.. you have a whole curriculum to deliver and a set of fix competences.. so you have to meet many different requirements.. so you have to be very practical in the way you integrate things.. but.. uh.. 30 ECTS.. was possible.. and.. uh.. at a certain point the University.. well.. the whole educational system moved towards a major minor system.. it was some time ago.. but it was not always the case.. and we were very lucky in the fact that we could actually integrate that system and take minors as the exchange/ the mobility..

To what extent is the program a choice or limited?

You know like with the minor system the students have a free choice but they don't.. we already pre-select a list of minor we approve and which ones not.. so with the exchange it is a little bit similar.. you go to a University and you follow a program that you cannot follow in your Major here.. but that it complementary.. and that's.. you know.. And then like the minors can widen or deepen your profile as European Studies student.. so that aspect remains there.. what is not a choice is going on exchange.. indeed.. for the student for whom it is compulsory..

Is there an evaluation program available at European Studies to assess the outcomes of student mobility?

Well.. There is different outcomes where you can talk about.. well one outcome is: do students come back with their credits.. not always.. but.. there are different factors that play a role in that.. the

same as that not all students get their points on time with their courses here.. uhhh.. and the outcomes of the development of intercultural competences.. is a whole different aspect but it is also important.. and that is what we are assessing now, what we are trying to research now.. what is the impact.. and there is a whole assessment plan for that.. so.. we are not that far with that yet but it is enough planning to consider it..

How do want to realize that?

Well.. we have to research.. there are different assessment tools.. they are not all suitable for our context and some tools.. they are called direct and indirect methods of assessment.. so we have to look for a multi-method approach.. and not ought for one way.. so there are methods that are more quantitative.. and measures things as development.. on the basis of survey that students do self-assessment and then gives you scores for different areas of development.. there is also reflective essays that students can write and so on.. that is what I-start is also in place.. you know.. that can play a role in the assessment too. So there are still things in progress and we need to find the right combination and the right method of assessment.. that is something that all Universities are struggling with actually.. How do we assess this? What is the right way?

I have noticed that there I not really a structured registration system within the Universities is that true?

Well. It is funny that you say that.. You know.. University structures that is what we have noticed.. well.. we have had to develop most systems ourselves.. as a program European Studies.. because the University was not as far yet.. and we needed the structures in place.. you know.. the application processes and grant processes.. some things have been moved centrally as the University has developed itself.. but some things stayed with us.. you know.. we have a whole system for ranking students.. criteria.. placement.. selection.. as European Studies program separately,, we needed that so we developed that slowly ourselves...

Could it be an initiative to cooperate with the University?

Yes.. we cooperate with the central level as well and there is platform that where all faculties come together as well to share experiences.. so there is a lot in place in that direction.. luckily.. Sometimes this is a slow process.. because you are dealing with many different programs and sometimes.. what you say.. there is no window for mobility as such.. and sometimes it is something that students do extra.. So there are different approaches to it.., you have to find some common grant to be able to work together and create something..

Is there a general framework within the University?

That is not there yet.. but the Hague University is at the moment going through restructuring all the administration procedure structures offices and hopefully there will be also some movement towards that..

What is the purpose of the mobility window within the program? Mobility for study purposes; or

There is a mobility window for the exchange.. that is what we tend to think of immediately but there is also a mobility window for a work placement.. and that mobility is different and organized differently as well.. and it is mobility but it is not necessarily mobility abroad.. that is a choice for students.. let's say that it is not as highly prescribed as the study mobility that we do for the exchange program.. uhhh it is a choice but it is always in an international context.. so.. there are also guidelines for that.. and students do need to leave and do a traineeship..

Does European Studies promote trigger its students to do their work placements abroad?

Yes.. it is very much the student choice but.. we hope by all the interventions we may do during the program is that students are indeed triggered to make that choice.. and we do observe that many student especially after one long experience abroad.. they already waken their appetite for this.. and it is a good system that works.. I mean.. you have also many international student doing the program here.. for them.. an internship here in Holland is very foreign context for them ..working.. so you can consider that... the definition is a bit of gray area.. but students definitely develop that interest.. and we are very happy to see that..

What is the number of foreign partners of European Studies?

We have an extensive dashboard with partners that we need.. if you think that exchange is compulsory for the greater majority of our student population.. at the moment.. last counted last week for something else.. 108 partners .. European Studies only.. Some of these partners are partners of other programs of the Hague University as well.. and some are only European Studies.. but we work with 108 you can say.. And if you look at the Hague University.. that is broader.. uhhh.. and it is 108 at the moment but it can change.. because we can stop a partnership because in the evaluation we see that it is not suitable.. or we can gain anew partner as well.. you know.. it is a long process before you can enter a partnership.. because you need to check each other's compatibility.. accreditation credentials and a lot of these things.. so it is a long process but.. we know.. we still grow in partners.. slower than before.. because we reached the number we actually need.. but sometimes it is nice to have more choice for the programs..

Was there a target set for the foreign partners?

Not necessarily.. that is always been different because also the number of students of European Studies has been growing over the years.. so you have been needing more partners.. but you always need enough to place all of your student according to.. because there are different criteria.. you have to take into account the language of instruction of the country.. and that it is a language that students are able to study in.. you need to take into account the specialization of the students and the focus/subject area.. you need a certain degree of choice. You cannot just say I am going to send 200 students and I have 200 places.. because .. you know.. sometimes.. the combination of the language and specialization doesn't match the numbers.. so you need more choice..

What do you aim to offer your students, 1 partner per 1 student?

No, we work with contract with universities.. and ideally you should probably balance of outgoing in incoming students for each partners.. but it doesn't always work like that.. but it is what we strive for.. uhmm.. but over a period of years.. it varies.. I mean there are contracts with partner institutions where we say we can exchange two students each way.. there is some where we say we can exchange four students.. we look at the demand and what we need.. you know.. in terms of the country itself, language, program, specialization and sometimes we adjust the numbers of those agreements as well.. if we see.. okay you know.. we have acquired more partnerships in one area.. and that means that we need less in that country or that specialization.. we look at the contract and say let's adjust that and propose a reduction or maybe an increase in numbers..

Is there a guideline when approaching potential partners?

Yes.. we check the program individually for each partner.. what is the program that they offer that our student can follow in a different semester.. do they enough choice and is it compatible with what we expect our students to be able to do in the exchange..

How do you Assess the criteria?

The content of the courses.. that is what we look at.. and the number of credits available as well and the language of instruction..

Is this particularly formulated by European Studies?

Yes, and obviously each partner institution will look at our program and analyze it their own different way to see if we are a suitable partner for them.. because it works both ways as well..

Is there a department within the University who is responsible for recruiting and promoting student mobility, like C&M (Communication and Marketing)?

Communication & Marketing are only speaker in recruitment of full-time students and not exchange students.. but there is a unit internationalization centrally.. it is not part of C&M.. it is a different department.. at the moment with the reorganization things might have changed.. but the current situation is that there is a unit internationalization.. and Lieke Steiger tries to manage to contracts and also facilitate the partnerships as well.. but in the end it is up to the program to decide whether a partnership is suitable and worth pursuing or not.. but she is the facilitator in that..

Do you think that integrating a mobility window into the curricula of all study programs at the Hague University will encourage outgoing student mobility? (why?)

Yes.. logically yes.. and I think that you have to consider the position of all the different programs and disciplines.. because it might not work for all disciplines to have a mandatory exchange.. I mean.. obviously you have to think European Studies has a mandatory one and IBMS as well.. but these are programs that are truly international in content as well.. you know.. obviously by nature.. but there are program that will probably choose to do things differently.. and you have to leave room for that flexibility and different approaches to internationalizing.. but you know.. one thing that is

clear to me.. is that.. mobility itself does not internationalize a program you need the curriculum the first place the mobility complements that internationalization..

What do you mean by integrating it in the curriculum?

Integrating it in the bigger curriculum.. so you have to have different interventions.. you have the content of the program is essential.. that is the goal.. so you have to look at what is international about my discipline? What is international about accountancy? what is international about nursing? What are my students going to need when they graduate in terms of intercultural and international competences..

A lot has been said about the labor market wanting more intercultural and international competent graduates, do you agree on that?

Exactly.. so the programs need to look at the needs of the world out there.. and mobility is one tool.. but the content of the program is essential.. Student mobility is not the only thing that could work on his own .. you need a bigger operation.. altogether.. so different pieces of the puzzle making sense together.. mobility is a big piece.. because.. you could imagine a puzzle with different size pieces.. mobility is a big piece but on its own it doesn't make a puzzle.. You have to also think of different ways of interpreting mobility we are using a definition of a mobility window which is a said definition.. but this virtual mobility is opening up a lot of door for students who don't have a means to be physically mobile.. and there are different platforms researching projects on that.. and a lot of it are short mobility programs.. you know.. as one or two week projects.. and you know all of that can play a role..

International student mobility has a very broad content..

Yes, but it always comes down to integrating it in your program and not having as an extracurricular thing.. Our approach is not as much quantitative as qualitative you know. What is it that it does in the student development? That is what we need to consider.. not just sending students for the sake of it.. that makes no sense it needs to be intentional..

Why is it, that European Studies has the highest student mobility numbers within the Hague University?

Yes but that is also because we have it compulsory as part of the program..

What are the benefits of student mobility for European Studies?

The enhancement of intercultural competences.. being a key piece in that puzzle.

We talk about intercultural competence continuum.. it is a continuum in the sense that it starts from day one till the last day and mobility is a part of it.. so it is not the only thing.. and.. uh.. when I say continuum from day one until the end of the program.. that is not strictly speaking true because it actually continuous life long.. it is a development.. that just never ends.. but that is just the beauty of it.. what we can do here is plant the right seeds for students who will be able to take that with them and further develop as well in the future..

What are obstacles to student mobility?

For European Studies not.. but there are in other program.. you know.. The creation of a mobility window itself can be an obstacle.. there needs to be flexibility.. not just for a semester long but also for short mobility etc. and sometimes an obstacle is that not everyone realizes yet the need of an internationalized curricula and the role that mobility can play in that.. So there is work to be done there too.. and making people see.. the why? Why do need to do this.. Sometimes education and educators are a little bit of redacting to change and that happens slower.. at the end of the day we are preparing student for the world out there.. we need to get educators to see the why.. it is necessary and the role that mobility can play on internationalization.. Management needs to be ready to invest.. because it does cost time .. time is money in education and there is an investment needed in your staff and your program..

Does the study program finance the integration process?

Students finance their own study but the whole structure is part of the budget of the program.. obviously programs have a budget given by the university and they need to distribute that budget.. but it is up to the management of each program to decide how much goes into mobility, internationalization, the structures and so on..

Appendix III: Transcript Mr. Laas, International Business and Management Studies

How important would you consider student mobility within the Hague University and IBMS?

Within IBMS it is important but for the rest of the school.. if we get more students who participate in our minors.. that is okay.. but you cannot have too many because then it sort of deludes the rest of the population.. if you have a minor where 80% of the students are Dutch then the idea of the international classroom, as you defined that it needs to have at least 35% of foreign students, disappears.. so within limits I would say..

What would be the added value of student mobility for IBMS students? If you consider that the students can acquire international/intercultural competences abroad, is that important for the study program?

Yes of course.. it is one of the key values.. they also need to write a report based on their study abroad experiences.. where they justify their international competences..

Are you aware of the Preflex?

Yes but they don't do the preflex..

Why not?

Basically because we have our own preflex like.. modules in year 2/3 and afterwards there is also an evaluation.. we could do that also.. but we decided not to.. because we already do something like that.. so to avoid duplication you can say..

Is there a mobility window integrated in the curriculum of the IBMS program? (for whom?)

There is a mobility window for all IBMS students.. and it is mandatory for all students..

What is the purpose of the mobility window within the program?

Exchange is compulsory/mandatory.. the other one.. Internship.. is recommended but if you have been abroad on exchange you need to do your internship with an international company but not necessarily abroad.. so I think about 50% of the student do it abroad.. and the other part does not.. they do it with an international company.. there is all kinds of criteria to decide whether the company is international..

However for the exchange even though it is mandatory there is one group of students.. because there are some student for instance that need to take of their family or have other physical handicaps that prevents them from going abroad.. then they can ask for an exemption of the abroad requirement.. but with the counselor.. and then the exam commission can grant that (maybe 5% or something).. But the requirement is that they do their internship abroad..

Is the content of the exchange already prescribed(decided) for the students?

It is a minor.. most partner schools.. they have an offering.. and some have much more to offer than others.. the students choose.. but we.. and by we I mean the exchange commission (which is some sort of a sub- commission of the exam board).. needs to approve their learning agreement.. because

the student cannot have overlap.. for example if choose international marketing and you had it already here then it will not be allowed...

What is the length of the mobility window?

Exchange is one semester equal to 30 ECTS in total and for the internship I suppose it should be 30 ECTS.. because it is one semester..

Is there an opportunity to do/write their final dissertation abroad?

No they don't do their thesis abroad.. Although they could but nobody really asked for it.. we need to oversee it because the thesis is part of the major and study abroad is part of the minor..

What is the number of foreign partners of IBMS?

90 or some..

Do you make use of other study programs' international partners?

We have a couple of shared ones.. some of 20 I think.. we share with European Studies .. with Information Technology and those are the biggest I think..

How do you find your partners?

Yeah.. there are multiple ways.. both within the program and communication and management team.. right now we have okay number of partners.. maybe we extent.. we make it bigger.. I think we need maybe a couple more but the base the partner base is there.. some will come some will go.. but the big increase has happened in the past 5/6 years..

What are the benefits of the mobility window for IBMS? Does it facilitate outgoing student mobility?

It is clear when it fits in the.. it is clarity towards the student and also easier to plan it.. both for the student and for the program itself.. and also.. we offer it.. the students go out.. the big majority like 90% in the spring semester.. but some can if they have delays or something.. they can do it in fall.. the other programs in the faculty do the other way around.. but the incoming students I think it is 60% in the fall and 40% in the spring.. so the group is a little bit smaller.. yeah and windows.. we work in a semester system so it is easy to plan..

Do you think one semester is enough to acquire competences?

Yeah.. every experience you go through the initial moment of joy and then the culture shock and that takes around 2/3 weeks and if it is more than that.. so 4/5 months is definitely enough.. maybe you can also acquire it in 3 months.. but one semester is definitely enough.. because if you do it too long they are getting used to it.. and the idea is that they come back..

What are the obstacles that IBMS students experience?

Financial.. because it is mandatory they have no other choice.. You need to pay your housing.. the obstacle is that if you have an apartment here that you have to somehow make sure a substitute or you can go back.. let's call it a challenge not an obstacle.. that is one of the competences that you can concur or you can reach..

What are the challenges for the study program?

We need to of course place.. and nominate all the students.. so you need a big enough.. trustworthy .. proper quality partner base.. that is the challenge to keep there the good life going... and once the students are there we need to support them.. but to make sure that not strange things happen.. but they are students so they can do anything, but no we have of course guidelines we install them so that they know they are the ambassadors of our program and school and that they respect where they are.. so that is our main worry.. but overall like 95 out of 100 students.. there is a smooth experience.. the other you need to pay a bit more attention to..

What is the experience regarding the administration of the credits with foreign partners? Do you encounter problems?

Yes of course.. it differs per school and per university mostly.. if its ECTS it is easier of course because is one on one.. you can validate it much easier.. if they use another credit system it takes more time for proper conversion.. some schools react immediately others it takes a delay maybe there is a change of person in the office that takes care of things in the other school.. all kinds of things can happen but there are a couple of schools who are notorious for being late but there are several ways for dealing with it.. either mailing them or personal contact helps often.. personal relation.. if you know somebody it is always better.. and we have a special person who takes care of these kinds of things.. and of course we have to do it ourselves also which is not always flawless..

Do you think that ECTS has made it easier to recognize the students competences acquired during the study?

Yes that is why it is there.. and also.. you need to trust your partners.. they are all accredited by at least a countries Ministry or accrediting body.. other organizations,,

Do you think that integrating a mobility window into the curricula of all study programs at the Hague University will encourage outgoing student mobility? (why?)

Uhh.. yeah.. it is an easy one but only if depends when you do the mobility window.. if you put it in the second semester.. it depends on the schools German schools for instance their second semester which they call the summer semester starts in March.. so if our semester starts in the first week of February.. then there would not be a problem.. but for USA and Canadian schools.. on that side.. they start their second semester in the first week of January.. so it means that if you want to do that window you have to make it a window window.. so the students can choose to go anywhere.. Otherwise they are only limited but that can be a choice.. that can be limited to the countries where the window applies..

You could also.. if you do it in the fall semester.. because most schools start in the first week of September some start the last week of August on that side of the ocean.. the German schools start in the October break.. if you start there.. that means that the students need to study through February/ begin of March.. so you can do that.. it is fine.. but you need to take into consideration that the students will come back later.. so maybe you need to do it a year.. but it needs to be flexible.. so

maybe the fall semester is better after all but you need to take into consideration that students can come back later.. Probably after spring break.. so they will miss the first two weeks..

Do you think a mobility window should be seen as an important tool to success?

Yes.. because if you don't have that.. it's almost self-evident. it speaks for itself.. if you don't have something like that it frustrates you make it almost impossible.. so it is basically almost a condition. For our program it is mandatory but if you would have it optional that would mean that in the time when you offer the opportunity for the students to go out.. the others stay here and they need to do something.. so then you need to offer a minor which can be done at your department or another one.. if it is at another part of the school that would be good.. so in that sense maybe it is better for the most programs that don't have one yet.. to choose it in the fall semester.. because I think it is a bit more flexible..

Should the Hague University of Applied Sciences do that?

Yes I think they should.. in general but if you want to make this into a success they need to offer the opportunity and create the infrastructure so to speak.. it speaks for itself almost.. the mobility window..

Do you think it should be mandatory?

Uhhh.. yeah.. that's a decision on top-level.. I don't see what is against it.. so why not?

Appendix IV: Transcript Mrs. Koelewijn, Sociaal Pedagogische Hulpverlening

To what extent does the internationalization strategy of the Hague University influence your programs' view/strategy on internationalization?

Best wel veel.. tenminste.. ja veel... doordat de Haagse Hogeschool dat kader zo duidelijk heeft neergezet.. is het binnen onze opleiding wel heel duidelijk naar voren gekomen dat wij daar een heel stuk in missen.. en dat wij proberen.. ja eigenlijk dat te versterken.. dat het groter wordt en duidelijker wordt en door iedereen gedragen gaat worden..

Is er dus meer bewustwording gekomen door de internationaliseringsstrategie van de HHS?

Inderdaad .. in de afgelopen 2 jaar zeker.. daarvoor was het er wel.. maar men had zoiets van het is voor onze opleiding helemaal niet van toepassing.. het zijn allemaal hulpverleners.. en het is toch allemaal hier in Nederland en waarom zouden wij internationaal georiënteerd zijn..

Waardoor is dat veranderd?

Impuls vanuit de HHS..plus.. ik denk dat het management team (of de directie eigenlijk) toen heeft besloten van het moet gewoon punt.. dus het is eigenlijk ook een soort kader geworden van dat moet gewoon.. dus er zijn mensen aangesteld, intern ik onder andere en nog een collega van mij, om zich daarmee bezig te gaan houden en daar zijn wij de laatste twee jaar mee bezig.. en wij zijn heel erg bezig geweest om A: in gesprek te raken met collega's daarover.. van nou.. internationalisering is wel degelijk voor ons van toepassing.. Ik ben dan ook vooral bezig geweest met de praktische uitvoering stages/ afstuderen dat soort zaken in het buitenland..

Hoe belangrijk acht u studentenmobiliteit voor SPH studenten?

Ik vind het wel belangrijk.. ik vind het vooral belangrijk als studenten het heel graag willen denk ik dat wij daarvoor moeten zorgen dat het ook kan.. dat vind ik heel erg belangrijk.. ik vind het absoluut een pre als je als SPH'er internationale ervaring hebt opgedaan sowieso omdat je in dit vak hulpverlening jezelf heel goed moet kennen.. als er iets is wat je goed leert door in het buitenland iets te gaan doen.. is jezelf ontwikkeling eigenlijk daarin.. dus ik denk dat het juist in een brede blik.. vooral leren omgaan met andere culturen iets wat je continue in de hulpverlening moet kunnen.. dus ik zou bijna zeggen iedereen moet het gaan doen.. maar dat is natuurlijk bijna niet mogelijk.. maar ik vind het absoluut een enorme aanwinst voor onze vak zeg maar als studenten met zo een ervaring zitten...

Is er ook een bepaalde verwachting vanuit de sector/ arbeidsmarkt voor SPH'ers?

Dat is altijd zo leuk.. je merkt wel dat als een student afstudeert bij ons en die gaat solliciteren.. nou sowieso is er crisis in de zorg.. dus dat is al moeilijk.. en op het moment dat zij dan met een cv komen waarin staat ik heb bijvoorbeeld stage gelopen in Colombia..ik noem maar wat.. dan is het niet zo dat die stageplek denk oh dat is een pre.. dan is het meer zo dat ze denken oh naja zal wel.. maar heeft hij wel ervaring met onze doelgroep ofzo.. dus ik denk er nog geen bewustwording is vanuit het werkveld.. tenzij je gaat solliciteren op een baan waarin heel veel culturen bij elkaar komen en

waarin daar in iets moet komen.. maar de reguliere, psychiatrie.. verstandelijk gehandicapten sector.. uh.. dat soort sectoren.. die toch wel een beetje de overhand hebben.. die hebben niet zoiets van oh wij willen heel graag studenten die juist een internationale ervaring hebben.. Wat je ziet bijvoorbeeld in psychiatrie is.. zij denken vanuit het medisch model.. het gaat om de ziekte.. die denkt niet.. die loopt eigenlijk vind ik nog achter.. met het gevoel van .. wie zit er voor mij? Wat voor socialisatie heeft die persoon? Uit welke cultuur komt hij? Nee.. die kijken medisch.. die heeft een ziekte dus die moeten wij genezen/behandelen.. zij zijn nog niet zo cultuurgevoelig.. terwijl wij vinden dat onze professionals dat wel moeten zijn.. Ergens zijn zij bang dat studenten die dan in het buitenland hebben gezeten met stage.. ja nu weet jij niet hoe de wetten in Nederland zijn.. zij hebben dan liever een student die daar stage heeft gelopen bij hun zelf.. dat zij weten.. dat is oke.. die heeft alles geleerd wat willen dat hij leert dus daar zitten we safe mee.. dus dat is lastig.. dus zij hebben liever dat de studenten alle ins en outs weten van die organisatie in plaats van die interculturele of internationale competenties.. Als er iets is wat wij in onze vak zijn.. zijn wijzelf ook wel.. het heeft met onze persoonlijkheid ook te maken he.. want wij zijn onze middel.. alleen het werkveld merk je dat zij niet allemaal zo iets hebben van.. oh top die studenten helemaal naar het buitenland zijn geweest en zijn afgestudeerd.. en internationale ervaring hebben die willen we juist.. dat zeggen ze niet.. dat is jammer..

Dus er is nog geen vraag vanuit de sector maar er is wel een bewustwording vanuit de opleiding om zulke studenten op te leiden?

Juist ja..

Wordt er een mobiliteitsvenster aangeboden bij SPH?

Bij ons kan je sowieso deelnemen aan een international classroom.. dat is een blok lang in blok 1 bij ons.. en het is nog maar sinds 2 jaar.. het is nog niet heel groot.. maar waar het om gaat is dat studenten zelf kunnen kiezen.. om dezelfde vakken te vakken.. alleen van onze eigen opleiding.. 2 vakken daarvan zijn in samenspraak met internationale studenten die bij ons komen studeren een semester lang.. die zijn dan in het Engels.. het zijn dezelfde vakken die andere studenten ook krijgen maar die krijgen het dan in het Nederlands.. dus dan heb je eigenlijk 1 of 2 vakken in het Engels samen met internationale studenten.. en dan loop je geen vertraging op.. want het zijn dezelfde vakken die andere studenten ook krijgen maar dan in het Nederlands..

Welke richtlijnen hanteert SPH voor de international classroom?

Ja in principe is het major onderwijs.. het zijn gewone vakken.. het is het tweede jaar.. dus alle studenten krijgen dezelfde vakken.. alleen er is een groep tweedejaars die ervoor kiest om twee onderdelen Engels talig te doen.. met Engels talig literatuur..

Is dat optioneel voor studenten?

Ja dat mogen zij zelf kiezen.. vrijwillig..

Hoezo wordt het tweede jaar aangeboden?

Eerste jaar lopen de studenten stage.. derde jaar lopen zij stage.. 4^{de} jaar staat in het teken van afstuderen en minoren dus het er is het meeste ruimte in het tweede jaar..

Hoe groot is de instroom van internationale studenten?

Weinig.. ik denk dat het er 5 zijn.. die bij ons dan een semester komen.. en dan lopen zij 1 blok met dat international classroom.. dan hebben zij 2 vakken bij SPH.. 2 vakken bij MWD.. 2 vakken bij CMV.. allemaal Engelstalig.. en dan 2^{de} blok doen zij vaak de minor Human Rights of Kunst in de Samenleving.. zodat zij een heel semester Engelstalig kunnen meelopen met onze faculteit.. zeg maar.. daarom is het ontstaan.. maar de criteria van minimaal 35% internationale studenten redden wij never nooit niet.. Het adelt nog maar sinds 2 jaar dus het is nog heel pril.. dus we hopen dat we nu meer gaan krijgen eigenlijk..

Door wie worden de Engelstalige minoren gegeven?

Het zijn onze docenten gewoon.. toevallig zijn dat docenten die ofwel.. zelf in het buitenland ook ooit les hebben gegeven.. of daar gewoond hebben..

Hoe zijn de stages geregeld?

Stages hebben wij ook.. studenten moeten in het derde jaar bij ons stage lopen.. 10 maanden stage.. studenten die in Nederland stage lopen moeten 10 maanden bij 1 plek stagelopen en als je in het buitenland stage wilt lopen.. dan moet je 5 maanden hier stage lopen en de tweede helft / 5 maanden mogen zij naar het buitenland..

Waarom moeten de studenten verplicht in Nederland stage hebben gelopen?

Ja omdat het werkveld er toch naar vraagt.. zodat ze daarmee toch een stukje ervaring met het Nederlands systeem hebben.. Dat is dan stage.. en dan kunnen studenten ook nog in plaatst van hun minoren hier.. de minoren in het buitenland volgen.. dit in het vierde jaar.. en het kan ook zijn dat studenten willen afstuderen in het buitenland.. in het vierdejaar.. dat kan ook.. het is wel iets ingewikkelder geworden opeens bij ons omdat wij in blok 3.. 2 vakken erbij hebben gekregen.. maar de opleiding heeft wel gezegd alle studenten die willen afstuderen in het buitenland.. daar doen wij dan een vervangende opdracht vanuit het buitenland dus dat is geen probleem..

Hoelang is het afstuderen in het buitenland?

Ja dat is meestal na blok 2.. dat is meestal blok 3 dat zij naar het buitenland gaan en alle data gaan verzamelen.. en dan komen zij in blok 4 weer terug..

Dat is dus 1 blok in het buitenland.. wordt dat afzonderlijk ook gewaardeerd met ECTS?

Nee.. het is gewoon hun afstuderen.. het gewoon echt eigen keus ik wil mijn bachelor proof daar doen.. dat geldt wel voor als zij onderwijs in het buitenland volgen maar als je natuurlijk een afstudeeronderwerp doet dat is eigenlijk het laatste wat je doet voor je opleiding dan heb je geen lessen meer..

In de vorm van een afstudeerstage van minimaal 3 maanden wellicht?

Ja dat kan.. maar vaak hebben ze alles al doorlopen..

Hoelang is de minor voor het buitenland in het vierde jaar?

Ja dat is eigenlijk een semester.. en omdat zij gewoon onderwijs volgen zoals zij dat hier eigenlijk ook zou doen wordt dat wel met ECTS gewaardeerd.. een semester wordt dan als 30 ECTS gezien..

Hoeveel buitenlandse partners heeft de opleiding en hoe worden deze verworven?

Wij hebben een aantal samenwerkingspartners waar wij ook een Erasmus overeenkomst mee hebben dat is in Gent, Denemarken, Finland, Spanje en in Duitsland.. Daar hebben we Erasmusovereenkomsten mee.. dat onze studenten over en weer kunnen studeren.. We hebben net een overeenkomst gezet met een hogeschool in Aruba.. en er is een samenwerking met Uganda.. maar dat is niet met een hogeschool of universiteit.. maar dat is daar met een project.. die hebben eigenlijk een soort van geadverteerd.. daar gaan studenten afstuderen.. er is docentenuitwisseling.. studenten kunnen er ook stage gaan lopen..

Hoe wordt dat project gewaardeerd in duur en ECTS binnen SPH?

Studenten kunnen ofwel die stage lopen van 5 maanden.. zoals deze ook hier gewaardeerd zou worden.. en afstuderen zou dan weer onder het afstudeerproject vallen..

Verder nog samenwerkingen met partners?

In India hebben wij ook een samenwerking.. en dan hebben we ook wel vaste stageplaatsen bijvoorbeeld in Peru.. uhh.. binnenkort gaan er 2 naar Zuid-Afrika.. en Australië.. dus we hebben wel wat plekken overal.. en hoe komen wij eraan? Ofwel doordat studenten zelf/ individueel plekken hebben gevonden waardoor wij contacten zijn gaan leggen.. ofwel bewust.. de afgelopen jaar zijn er 5 docenten naar Aruba, Curaçao en Bonaire gegaan om ook echt die samenwerking daar op te gaan zetten... ofwel.. via via netwerken.. via de directeur binnen. Via een docent binnen.. bijvoorbeeld Uganda is ontstaan doordat de HHS heeft gezegd we willen niet alleen dat studenten meer internationaal georiënteerd raken maar ook docenten.. dus toen zijn wij met een organisatie in zee gegaan die uitwisselingsprogramma's voor docenten doet.. zo kwamen wij bij Uganda terecht.. nou uiteindelijk is dat verder uitgebreid..

Wordt er ook gebruik gemaakt van buitenlandse partners van andere opleidingen binnen HHS?

Dat hebben we wel.. we hebben wel met de meeste mensen van internationalisering binnen de HHS contact.. maar wat wij merken is dat wij zo een specifiek beroepsterrein hebben van hulpverlening.. dat de contacten die soms bij een andere hogeschool liggen.. of bij een ander faculteit liggen.. soms niet bruikbaar is voor ons omdat wij toch in de hulpverlening sector zitten.. nu moet ik wel zeggen.. contacten hogescholen.. ik denk dat dat wel heel slim als we dat in samenwerking doen met andere.. en ik merk dat dat nog heel erg versnipperd is binnen de HHS..

Aruba Bonaire Curaçao klinkt als een ultieme vakantie voor de student..?

Dat zou je denken.. dat klopt.. de grap is dat onze hulpverlening de specialiteit die zij in Aruba Curaçao en Bonaire hebben is iets wat wij in Nederland wat van kunnen leren.. omdat ze dus juist een eilanden cultuur zijn en geen klinische opnames hebben.. moeten zij alles ambulant doen.. en als er iets is waar wij nu naartoe gaan in de zorg is naar een ambulant mantelzorgland.. iets wat wij totaal niet kennen.. maar wat daar heel erg gespecialiseerd is..

Is deze uitwisseling voornamelijk voor docenten of ook voor studenten..?

Nee studenten ook.. en voor de professie ook.. maar ook voor de docenten.. absoluut..

Is het in dit geval juist niet belangrijk om de studenten goed te begeleiden en te monitoren?

Dat doen wij ook.. ja wat wij altijd doen is...als zij stagejaar gaan lopen dan is het zelfs zo dat wij samenwerking hebben dat zij ook zelfs supervisie vanuit daar krijgen.. en wij hebben dan ook contacten met de hogeschool daar.. dus.. dat is een soort driehoeksverhouding.. de hogeschool in Aruba.. de student zelf en de Haagse Hogeschool.. dus dan hou je sowieso die contacten helemaal.. en als ze daar minoren gaan volgen doen ze dat op daar op die hogeschool.. de internationale stage coördinatoren zijn de mensen die A; het coördineren.. dan heb je supervisor hier in Nederland die ze begeleiden ook vanaf afstand.. en dan als ze terug komen.. ze moeten ook een heel traject doorlopen.. ze moeten verslagen schrijven.. ze krijgen opdrachten als ze in het buitenland zitten.. ze moeten als ze terugkomen presenteren wat ze daar allemaal hebben geleerd.. dus.. sterker nog.. er wordt meer van de studenten verwacht die naar het buitenland gaan dan de studenten die hier blijven.. en daar zijn wij wel soms over in discussie.. je kan je soms afvragen.. ze gaan al heel veel doen daar.. en dan verwacht je ook eens dat ze extra eigenlijk extra dingen zitten te doen.. dat is om hun te monitoren en ook inderdaad om dat plezier vakantie te voorkomen.. ik bedoel ze mogen wel wat vakantie houden.. maar het gaat natuurlijk om wat zij daar gaan doen.. en om de ervaring die ze daar opdoen neer te kunnen zetten op hun maar ook bij onszelf.. van ja.. wat leren wij ervan? Wat leert de student ervan? En wat neem je daar nou van mee? En wij weten dat Aruba Curaçao Bonaire.. dat klinkt heel leuk.. zon zee fun.. wat de studenten er soms prettig aan vinden is dat er Nederlands wordt gesproken en verstaan.. maar de vraag is vooral ontstaan.. wij hebben heel veel Antilliaanse studenten bij ons.. die komen bij ons 4 jaar lang studeren .. maar die willen na die 4 jaar terug naar hun eiland.. dus voor hun is de vraag heel erg.. wij willen heel graag terug.. stage lopen in mijn eigen eiland.. omdat daar het werkveld zegt.. ja het is prachtig dat jij in Nederland hebt gestudeerd dat is heel top maar kom maar ervaring opdoen bij ons.. omdat zij ook daadwerkelijk anders werken.. dus heel studenten bij ons die uit die eilanden komen willen heel graag in het 3^{de} jaar terug stage lopen in hun eigen eiland.. en daar zit dus die vraag ook.. het zijn niet alleen de Nederlandse studenten die daar naartoe willen maar vooral ook de Antilliaanse studenten die terug willen om daar stage en onderzoek te doen..

Wat is de status van de mobiliteitsvenster bij SPH?

Optioneel, als ze dat willen dan kunnen ze dat doen.. maar dan wordt er wel vanuit de opleiding gezegd.. oké.. als je dan wilt studeren in het buitenland dan moet dat tijdens het minor tijd want dan is dat prima.. dan doe je je minor in het buitenland.. of je doet het in je stagetijd.. maar stel dat het student zou zeggen ik zit in het tweede jaar en ik wil in blok 3 als ik gewoon vakken hier heb.. in het buitenland studeren.. ja dan zal de opleiding hoogstwaarschijnlijk zeggen nou ik weet niet hoe je dat wilt gaan doen want dan ga je vertraging oplopen..

Wil de opleiding een mobiliteitsvenster introduceren?

Ja ik zou meteen zeggen.. ja natuurlijk.. maar ik weet niet of iedereen zo denkt.. mijn collega's.. ja dat is het lastigste.. net zoals het werkveld.. zo zijn er ook collega's die vinden dat internationalisering op zich best wel interessant is maar die vragen zich echt af voor ons vak wat daar nou belangrijk aan is.. en waarom wij dat zou moeten stimuleren.. zij vinden dat je het juist niet zou moeten stimuleren.. dus dat is een andere visie.. of naja.. niet zou moeten stimuleren niet zo zeer maar ze hebben zo iets van het is niet belangrijk.. die zien het belang er veel minder van in.. omdat ze zoiets hebben van.. ga nou maar eerst ervoor zorgen dat je hier in Nederland het systeem heel goed kent.. weet hoe en wat.. als je toch niet van plan bent om in het buitenland te gaan wonen later.. waarom zou je dan die competenties moeten hebben.. nou als je dan de discussie aangaat over bijvoorbeeld cultureel gevoeligheid of noem maar wat.. dan zeggen ze,, ja maar dat leer je ook hier.. door hier stage te lopen... dus de meningen zijn gewoon verdeeld.. Net zoals de docenten uitwisseling naar Uganda.. dat is heel grappig.. dan mogen docenten van de hele faculteit zich voor opgeven.. nou ten eerste zou ik denken.. dat loopt storm.. maar dat is dus niet zo.. er gaan er altijd maar een stuk of 4/5 per jaar dan 2 weken naartoe.. nou we hebben denk ik totaal 300 collega's ofzo.. dat die 4/5 die zich opgeven die worden soms ook wel eens gevraagd.. en het zijn eigenlijk alleen maar mensen die heel erg internationaal georiënteerd zijn en heel erg van reizen houden.. dus de mensen die je daar graag heen zou willen sturen om die internationale competenties misschien juist eens te gaan ontwikkel/ervaren.. die willen niet.. dus het is een beetje dubbel..

Hoe wordt het vanuit de opleiding gestimuleerd?

Ja het wordt natuurlijk wel neergezet en het wordt bekostigd.. en het wordt gepromoot.. naja.. allemaal.. alleen de enige mensen die er dan op reageren zijn de mensen waarvan je denkt dat zijn nou precies die mensen die die ervaring al hebben..

Mag ik aannemen dat de meerderheid binnen SPG anti-internationalisering is?

Ja dat mag je wel zeggen ja! Ik ben er u 2 jaar mee bezig.. en het heeft mij veel discussie gekost.. ik merk dat er nu langzamerhand een kant erin gaat komen dus misschien dat we nu richting de meerderheid gaan.. die wel zegt.. ja het is belangrijk.. daar moeten wij eens wat mee gaan doen.. maar het gaat stroef..

Vindt u dat bewustwording een belangrijke rol speelt?

Ja.. waar het ook mee te maken is.. denk ik.. er zitten veel docenten bij ons die al jaren uit het werkveld zijn.. en misschien ook wel een heel ander beeld van het werkveld hebben dan de mensen die de veranderingen hebben meegemaakt.. dat zijn dus docenten die dus nog heel erg denken vanuit de oude kader.. het oude systeem.. ja en toen was inderdaad.. multi-culturaliteit was er nog niet zo.. en het systeem was er wel maar anders.. Dus je ziet ook de docenten die wel naar zo een project in Uganda willen gaan.. die zitten ook de studenten te informeren.. te enthousiasmeren.. ga ga ga als je kan! Maar dat zijn er niet onwijs veel..

Zou het een mogelijkheid zijn om het (gedeeltelijk) verplicht te stellen?

Ja het zou mooi zijn.. maar ik denk dat dat nooit gaat gebeuren bij ons.. omdat.. ja.. je moet eerst die docenten zien mee te krijgen.. die zijn niet allemaal om..

Heeft het met de docenten te maken?

In principe als jij als team besluit dat willen wij doen.. tuurlijk zou het management team het moeten besluiten..

Maar ook als het gaat om de studenten te verplichten?

Ja.. maar als docenten dat een idioot idee vinden.. dan gaat dat niet zomaar veranderen..

Hebben docenten ook inspraak op besluiten die worden genomen vanuit de opleiding?

Stel de Haagse Hogeschool zou zeggen het is verplicht voor alle studenten.. ja dan moet je.. maar nu zegt de Haagse Hogeschool.. nou we hebben een kader.. dus.. stimuleer het.. en dus heeft de faculteit zijn eigen ruimte om te zeggen.. oke hoe gaan we dit stimuleren.. nou dan zullen er docenten zijn die zeggen.. hup massaal allemaal naar het buitenland.. maar dat is een klein groepje.. de rest die zegt.. ja we vertellen toch wel eens wat over hoe ze het doen in Spanje..dat is toch voldoende? Dus die discussies heb je met elkaar.. dus zolang die docenten dat niet willen.. dan kan je met een klein groepje hoog en laag gaan springen maar dat krijg je dan nooit er doorheen.. dus waar je heel erg je energie in stopt nu.. is zorgen dat die docenten meegaan en denken.. jaa het misschien toch wel belangrijk.. maar dat is misschien een proces van zolang..

Moeten alle docenten stemmen als de programma coördinatoren het besluit nemen?

Nee niet allemaal.. maar als de meerderheid tegen is.. nee dat zou niet handig zijn.. want het moet wel gedragen worden door docenten.. stel je voor dat mijn teamleider zegt oke dit gaan wij besluiten alle studenten moeten minimaal 1blok naar het buitenland.. en 80% van de docenten zeggen.. dat is gewoon een belachelijk idee.. die docenten zijn diegenen die het verkondigen en communiceren naar de studenten.. dan krijg je een heel gek iets.. En weetje wat het is.. volgens mij moet het zo zien. mijn managementteam kan zoiets wel besluiten.. maar de baas van mijn managementteam.. dus uiteindelijk de Haagse Hogeschool die zegt.. wij vinden internationalisering belangrijk.. maar het is aan jullie hoe jullie het invullen.. zoals zij dat zeggen kan mijn managementteam niet iets gaan verplichten.. pas als de Haagse Hogeschool echt gaat zeggen.. dit moet.. ja dan wordt het een ander verhaal.. als er natuurlijk jarenlang nooit over internationalisering is gesproken en pas sinds 2 jaar

het woord gezegd wordt in de gangen .. ja dat duurt even.. maar het komt wel.. Als je als hogeschool zegt dit willen wij doe maar wat jij ermee wil doen.. dan duurt het langer.. of je zegt dit is het en jij doet het en dan gaat het veel sneller.. ik zou graag aan het bestuur willen hoe zij het willen bereiken door te zeggen.. doe het maar hoe je het zelf wilt. Dus de vraag .. waarom wordt het niet verplicht.. ja omdat wij die ruimte hebben.. en omdat niet iedereen overtuigd is van het feit of het goed is voor onze studenten/beroep.. Ook zit ik mij te bedenken.. stel dat je het zou verplichten.. hoe wil je dat de studenten het gaan betalen? Want stel dat je de studenten verplicht dan zou je sommige studenten ook moeten verplichten om te lenen en dat.. ik weet niet of dat wenselijk is..

Hoe is de informatievoorziening geregeld voor de studenten?

Ja voor stage is dat gewoon bij het stage bureau en dan de stage coördinatoren.. daar kunnen ze alle informatie over stage lopen in het buitenland halen.. uh.. dan hebben we ook een portal.. waar alles op staat.. voor studeren in het buitenland hebben we per opleiding mensen die daar over gaan.. dus daar kunnen ze informatie halen..

Vindt u de informatievoorzieningen voldoende?

Wij hebben bijeenkomsten elke jaar.. zitten dan 100 studenten.. dan vertellen studenten die hebben stage gelopen of gestudeerd in het buitenland hun ervaringen en dan hebben ze ook een kostenplaatje.. en het gewoon veel geld.. dat is vaak al de eerste drempel en dan is het heel duidelijk dat ze de Erasmusbeurs kunnen aanvragen en zelfs veel meer kunnen aanvragen.. maar als ouders nee zeggen en ze hebben gewoon geen geld dan houdt het ook op.. ik denk dat de financiële situatie thuis.. of ouders het wel willen dat je het doet.. dat dat er wel mee te maken heeft.. We krijgen dus voorlichtingen over stage lopen.. in het tweede jaar.. en dan krijgen ze ook te horen dat ze kunnen stage lopen in het buitenland.. vanuit daar gaan studenten denken.. ik vond het wel interessant om meer te weten over stage lopen in het buitenland en die gaan zich dan aanmelden voor dat traject in het buitenland..

Do you think that integrating a mobility window into the curricula of all study programs at the Hague University will encourage outgoing student mobility? (why?)

Ik ben er hartstikke voor.. ik vind dat de studenten die mogelijk absoluut moeten hebben.. die flexibiliteit binnen de opleiding moeten hebben om dat te kunnen doen.. dus wij hebben nu bijvoorbeeld.. 2 vakken in het laatste jaar.. maar er zijn studenten die willen afstuderen in het buitenland.. maar gelukkig zegt mijn opleiding.. dat vinden wij belangrijk.. dus wij gaan ervoor zorgen dat de studenten dat kunnen gaan doen zonder vertraging op te lopen.. ja daar ben ik alleen maar voor...

Appendix V: Transcript Mr. Hoppen, Commerciële Economie

To what extent does the internationalization strategy of the Hague University influence your programs' view/strategy on internationalization?

Heeft invloed en ik kan je ook vertellen waarom.. uhm.. wij zijn , vind ik, al behoorlijk lang met internationalisering bezig en dan heb ik het over een jaar of 15 zeker.. en dat begint en dat gaat niet vallen onder jouw definitie van student mobility maar wat wij met onze tweedejaarsstudenten doen.. wij zitten in een netwerk van een aantal hogescholen en universiteiten in Europa.. en dat is een hogeschool in België, twee trouwens, eentje in Vlaanderen en eentje in Wallonië, het zijn er inmiddels twee in Frankrijk.. 1 in Engeland.. Engelse partners vinden is lastig.. het zijn er twee zo een beetje in Spanje.. het is er een in Finland.. 1 in Denemarken.. we zijn bezig met Schotland een beetje.. 1 in Duitsland en 1 in Oostenrijk.. ik denk dat ik redelijk volledig ben zo.. en wat wij sowieso met onze tweedejaarsstudenten doen, welke niet onder jouw mobility window valt, is.. wij organiseren allemaal een international marketing week.. wij ontvangen dus een stuk of 60 studenten van al die hogescholen en wij sturen studenten ook weg.. ongeveer evenveel.. ik ga bijna elk jaar naar 1 van die partners toe.. in het voorjaar meestal.. om met een clubje van 5 of 6 studenten daar naar die international marketing week te gaan en dat valt niet onder jouw student mobility maar we merken wel dat dat studenten interesseert.. dat ze in de stand zet om te denken.. hey dit is gaaf, dit is leuk.. ik wil naar het buitenland.. oké... dus we zijn al langer bezig met student mobility.. sterker nog .. wij zijn alweer een jaar of 8/9 geleden .. zijn wij begonnen met het invoeren van varianten.. en 1 van de varianten is international marketing en ongeveer een kwart van de studenten doet international marketing.. en tegen de IM studenten zeiden wij.. als jij IM doet.. moet jij ook een true international experience hebben dus alle IM studenten die moeten (moesten) een half jaar naar het buitenland.. en dat is wel een stevige mobility window.. en dat betekent dat zij of op exchange gaan in het derde jaar dus een vol semester.. 30 ECTS doen op een van die partners die ik net noemde.. en wij ontvangen ook wat studenten terug.. alleen wat jij net schetste over die cijfers van net herken ik niet.. want wij sturen eigenlijk wat meer mensen weg dan dat we ontvangen.. maar dat zorg ook weer voor onvrede bij partners.. want die zeggen.. hallo he wij zitten alsmaar jullie studenten opleiden en jullie doen er maar weinig van ons.. he.. het zou nog beter zijn als het echt in evenwicht zou zijn.. he.. als wij evenveel studenten wegsturen als dat wij ontvangen..

Wat zijn de afspraken met de partners wat betreft de studentenuitwisseling? European Studies als voorbeeld, stuurt net zoveel weg als dat zij ontvangen.. hoe is dat bij Commercieel Economie IM?

Ja.. naja.. zo is het de bedoeling ook dat gaan wij dan ook proberen.. maar soms.. is het wel eens zo dat het net niet lukt of dat wij studenten hebben die wil perse niet.. dus de praktijk wijst toch vaak uit dat wij net wat meer mensen wegsturen dan ontvangen.. Je zou het kunnen navragen bij mijn collega Pieter de Vos.. die doet de exchange.. die weet de exacte cijfers. Dus of de studenten gaan

dan een half jaar naar het buitenland in exchange of ze gaan een stage doen in het buitenland dat is een afstudeer stage.. ze gaan naar een bedrijf toe en ze gaan daar meewerken en een scriptie schrijven een onderzoek doen.. en hebben wij veel studenten die dat hebben gedaan...

Wordt de afstudeerstage ook met 30 ECTS gewaardeerd?

Ja gewoon 30 ECTS.. dus dat valt ook gewoon onder een.. zou ik noemen een .. valse mobility window..

We zien niet heel veel maar toch ook toch altijd wel studenten die niet IM doen die toch wel.. (gaat om een stuk of 2/3 per jaar) die dan toch wel naar het buitenland willen voor stage.. nou dat moedigen wij aan.. dat willen wij.. dus op die manier zijn wij al een tijd met internationalisering bezig en ook binnen het curriculum hoor.. ook wel nadenken dat er.. uh.. we hebben bijvoorbeeld.. om die mobility op gang te krijgen.. het derde jaar een semester in het Engels.. anders begrijpen de studenten uit het buitenland het niet.. uhm.. business communication is een belangrijk pijler.. we hebben in het vierde jaar een hele strategische marketing module die in het Engels is.. dus buiten directe student mobility hebben wij ook in het curriculum even aandacht voor internationalisering..

Is het internationaliseren van het curriculum vooral met het oog op inkomende internationale studenten?

Nee ook voor onze studenten. we kiezen vaak heel bewust voor internationale cases in plaats van Nederlandse.. zodat onze studenten een bredere blik krijgen en ook naja je meer aandacht vestigt op internationalisering.. Nu is dit ingehaald want met de nieuwe richtlijnen van de Haagse Hogeschool is het zo dat voor elke studenten moeten er 30 ECTS uit de major of de minor maakt niet uit.. moeten als internationaal. Voor de Haagse hogeschool om de meest internationale hogeschool van Nederland te worden zijn.. dat elke opleiding 30 ECTS in het hele curriculum oormerkt als internationaal.. en dat hoeft niet perse student mobility te zijn.. dus wij zijn allemaal genoodzaakt om het nog internationaler te maken.. en dat was voor ons nog niet eens zo moeilijk.. maar stel dat je nou bij de Pabo zit of dat je een opleiding HBO rechten hebt.. of een opleiding fysiotherapie.. he.. hoe ga je zorgen dat je daar 30 studiepunten Engels in je curriculum stopt.. he.. dat is lastig denk ik..

Studentmobilititeit is natuurlijk een middel voor internationalisering maar internationalization@home is zeker ook een belangrijk onderwerp..

Ja maar dan lijkt mij 30 studiepunten te veel voor een half jaar..

Is there a mobility window integrated in the curriculum of your program?

Ja voor International Marketing.. maar wij zijn dus ingehaald door de hogeschool... met de nieuwe richtlijnen van 30ECTS.. betekent.. wij hebben de IM variant afgeschaft.. maar dat betekent dus dat iedereen IM doet.. er moet zoveel internationaal.. dus iedereen doet automatisch heel veel internationalisering en de twee andere varianten.. de sales variant en weer een creatievere variant de communicatie variant.. die moeten dus ook heel veel meer aan internationale dingen doen.. en eigenlijk nog meer dan die IM variant wat de studenten eerst deden.. dus nu moeten alle studenten

voor 30 ECTS.. zoals jij net als zei.. internationaal geoormerkte credits halen.. en wat dat betekent voor de student mobility weet ik niet zeker.. ik denk dat er vrij veel studenten wel gewoon op exchange willen dus wat wij 30 jaar doen.. want dat valt ook onder mobility window.. en ik vrees.. maar we gaan zien hoe dat gaat uitpakken.. ik vrees dat er misschien iets minder studenten zullen willen gaan kiezen voor een stage in het buitenland.. maar dat weet ik niet zeker.. dat gaan we zien hoe dat uitpakt..

Is dit het eerste jaar dat deze richtlijn van de HHS wordt toegepast op Commercieel Economie?

Ja vanaf ongeveer nu.. en wat wij onze studenten.. die geen officiële IM variant meer kiezen die zitten nu in het derde jaar.. dus over twee jaar is dat helemaal uitgegroeid..

Dus er is een oude programma en een nieuwe programma?

Het verschil is niet zo heel groot.. alleen in het oude programma zeiden wij tegen IM studenten.. je moet een half jaar naar het buitenland.. en dat kunnen wij niet verplichten enige wat wij nu kunnen zeggen is.. jij moet voor 30 punten internationale ECTS hebben.. en dan kan de student kijken.. wil ik dat in het buitenland doen of in Nederland?

Waarom is vanuit de opleiding ervoor gekozen om het niet meer verplicht te stellen?

Omdat wij besloten hebben.. nou net wat ik zei.. omdat het hele curriculum al zo internationaal was.. dat iedereen een internationaal curriculum deed met die 30 studiepunten.. en dat die varianten organisatorisch lastig zijn.. bepaalde roosters etc.. een heel gedoe.. en wij vinden niet dat wij iedereen kunnen verplichten om een half jaar naar het buitenland te gaan.. Het variant IM bestaat dadelijk niet meer.. over twee jaar hebben wij nog maar twee varianten.. maar allebei de varianten daar moet voor 30 ECTS aan internationale elementen in zitten.. dus zijn die allebei al heel erg internationaal.. dus heeft het geen zin meer om nog een aparte internationale variant in het leven te roepen.. wat goed gegaan is.. dus de varianten die blijven zijn Marketing & Sales .. en .. Market Media & Experience (MS en MME) en die moeten allebei al zoveel internationaal gaan doen dat het geen zin meer om een officiële variant in het leven te roepen.. maar dat betekent dus wel dat wij niet meer heel hard kunnen verplichten en studenten zeggen.. jij moet naar het buitenland omdat zij daaromheen ook veel meer internationale dingen doen.. maar daar gaan we ze wel toe verleiden.. het blijft er gewoon in.. we willen dat studenten gaan.. alleen we kunnen het niet meer verplicht stellen..

How important would you consider student mobility within the Hague University and your program?

Ik heb veel contact met Nederlandse bedrijven en opdrachtgevers.. en die zeggen allemaal als wij een student krijgen en die kan laten zien ik heb een half jaar in het buitenland gezeten.. die heeft altijd een streepje voor.. dus in principe werkt de student aan de verbetering van zijn eigen employability.. als hij in het buitenland geweest is.. en dat is bewijs genoeg.. De kant waar wij studenten voor opleiden.. dat zijn marketing functies maar ook werving en selectie enz.. bij zulk soort bedrijven.. die zeggen allemaal vrijwel unaniem.. als een student kan laten zien dat hij in het

buitenland geweest is dan laat hij meer zien dan dat hij in het buitenland geweest is.. want hij laat zien dat hij een doorzetter is.. dat hij geen moeders kindje is.. dat hij zich kan redden in lastige omstandigheden.. dat hij bereid is om zich aan te passen aan andere culturen en omstandigheden.. en dan kunnen we met enig nadenken nog 6 dingen noemen dus het pleit heel erg voor studenten.. dus wij zijn in ieder geval ook een warm pleitbezorger van internationalisering en student mobility.. wij willen graag dat onze studenten naar het buitenland gaan..

Hoe is de informatievoorziening voor studenten?

Er zijn elk jaar voorlichtingen.. zowel voor de internationale marketing week wat klein is maar studenten interesseert om naar het buitenland te gaan.. en er zijn al vroeg in het tweede jaar voorlichtingen voor zowel de internationale marketing week maar eerst al over exchange.. dus een half jaar studeren.. wat studenten ook doen is dat ze zeggen nou ik zou wel naar Valencia willen maar ik wil weten hoe het daar zit.. dus ik ga met mijn international marketing week naar Valencia en ik ga kijken hoe het mij daar bevalt.. en dat ze besluiten dat bevalt mij goed ik wil graag naar Valencia.. dus dan wordt het een soort oriëntatie of bevestiging zoeken voor een exchange dan een half jaar later ongeveer.. want exchange is in het eerste en tweede blok dus het eerste semester..

Is dat een week dat wordt vrijgesteld voor de student om de internationale oriëntatie op te doen?

Precies.. het zit in het curriculum.. niet iedereen gaat meer.. vroeger was het verplicht voor alle IM studenten nu moeten we kijken hoe het gaat.. maar het wordt wel aangeboden.. ze kunnen gaan.. we organiseren en in dat netwerk organiseren wij allemaal dus zo een week.. dus wij sturen de studenten naar België Frankrijk.. al die partners.. en wij ontvangen studenten van al die partners.. een stuk of 60.. die slapen in een jeugdherberg hier.. er zit hier een jeugdherberg vlakbij.. twee straten verder..

Organiseert de opleiding de accommodatie?

Ja en we doen een casus met Heineken.. we gaan naar Amsterdam natuurlijk.. de international tinner zit erin.. de studenten moeten een presentatie geven over hun eigen land en hun eigen universiteit in dat geval.. het is hartstikke leuk en ook om als docent mee te gaan.. ik vind het leuk om het met studenten te doen maar het is voor mij ook interessant om te kijken wat je nog meer met een partner kan doen.. of wij via het netwerk van de partner wij onze studenten daar stage zouden kunnen laten doen bijvoorbeeld..

Hoeveel partners zijn er in totaal in uw netwerk?

15 zo ongeveer.. Finland, Oostenrijk, Denemarken, Engeland, 2 Frankrijk, 2 België, 1 Duitsland, 2 Spanje.. dan zijn het er 11 nu ongeveer.. Wij hebben ook een partner in Korea sinds kort.. en we hebben ook een Summer school gehad maar dat is korter dan 3 maanden dus valt niet onder een window.. maar is wel internationalisering..

Hebben jullie voldoende partners in het buitenland voor de exchange gezien het aantal studenten?

Ja eigenlijk wel.. ik denk dat wij continue per jaar.. tussen de 20 en de 25 studenten hebben die een half jaar in het buitenland studeert.. en dan hebben wij ook een stuk of 20 / 25 voor stage.. dus dan zitten wij op een mobility van ongeveer 50 studenten per jaar..

In verhouding tot European Studies zijn dat best kleine aantallen?

Wij hebben heel veel studenten die uit het Westland komen.. om het maar zo te zeggen.. en die tot hun 25^{ste} thuis blijven wonen.. iedereen die European Studies doet die heeft het blik al naar buiten.. en lang niet iedereen die hier komt heeft datzelfde..

Worden de studenten al tijdens de open dagen geïnformeerd over de buitenland mogelijkheden?

Ik denk het wel maar ik het weet niet zeker.. ik doe het niet zelf.. maar ik neem aan van wel..

Wat zijn de voordelen van een mobiliteitsvenster voor de studenten volgens u?

Het is heel goed dat is 1.. maar voor de student.. het voordeel.. sterker nog.. ik denk dat je je breder en beter ontwikkelt.. als mens.. als je de blik naar buiten hebt.. zeker in Nederland.. dat is het belangrijkste.. en het bijkomend voordeel is dat je dan beter inzetbaar bent bij bedrijven.. dus ik zou het ook in die volgorde willen zetten eigenlijk.. je werkt vooral aan jezelf..

Hans de Wit zegt dat het verkrijgen van deze competenties niet automatisch gaat. Mits er een interventie plaats vindt..

Heb jij toevallig met Hans Walenkamp gesproken? Het Preflex programma ken je.. daar doen wij ook dingen mee.. het Preflex.. de studenten voorbereiden op een periode in het buitenland en ze bewust maken voor bepaalde dingen..

Hoe is het Preflex programma georganiseerd binnen de opleiding?

Het is wel alleen nu nog voor de IM studenten waarvan we zeggen je moet naar het buitenland.. is er een programma.. hoe het er precies uit ziet weet ik niet ik heb hier ergens wat PowerPoints die daarover gaan.. maar die gaan over interculturele competenties.. voordat ze naar het buitenland gaan..

Moeten zij ook opdrachten voeren in het buitenland?

Nee ik denk het niet op dit moment.. ik denk het niet eigenlijk.. dus daar is vast nog wat te verbeteren.. Er gebeurt heel wat.. wij hebben twee collega's.. Pieter de Vos en Sushi Mangat.. die houden zich daarmee bezig.. een ook met het implementeren van onderdelen van Preflex en Global en Intercultural Competences in het eerste jaar.. maar daar weet ik niet de details van.. ik weet dat er wat gebeurt.. Ik weet trouwens niet of ik het met Hanse de Wit eens ben hoor.. je zou iemand die ook in het diepe gegooid wordt.. daar leer je zo ontzettend veel van..

Waar houdt u zich mee bezig in de opleiding?

Ik hou mij overal een beetje mee bezig.. maar ik ga eigenlijk vooral over de internationale stages.. maar ik draag internationalisering in zijn geheel een warm hart toe..

Hoe denken de docenten van Commerciële Economie over het concept van internationalisering?

Oh.. dat er echt consensus is dat het goed is.. ik ken geen collega die roept waarom is het nodig.. volgens mij wordt het breed gedragen dat het nuttig is..

De bewustwording is er dus al?

Zoals ik al zei.. we zijn er al 15 jaar mee bezig.. volgens mij is dat geen enkel probleem bij ons..

Verplichten van mobiliteit.. dat betekent dat de studenten geen ander keus hebben,, maar als het optioneel is dan bestaat de mogelijkheid nog steeds voor studenten..

Tuurlijk en wat wij ook wel vaak doen is dat de studenten die in het buitenland zijn geweest terugkomen.. die gaan wij in verband brengen met de tweedejaars die volgend jaar moeten.. dus we proberen het wel degelijk te stimuleren..

Wat zijn belemmeringen voor studenten om naar het buitenland te gaan volgens u?

De meeste studenten zijn eigenlijk positief en de meeste studenten komen eigenlijk laaiend enthousiast terug.. dat sowieso.. en daar gaat het natuurlijk toch om.. Wij zeggen tegen studenten.. dat zeiden wij eigenlijk tegen onze IM studenten.. je moet vanaf nu gaan sparen om straks.. over 2 of 3 jaar.. een aantal maanden naar het buitenland te kunnen..

Hoe zijn de stages bij CE, staat daar meestal een vergoeding tegenover of juist niet?

Nou.. ze lopen bij een bedrijf stage.. en wij zien.. dat in het buitenland.. veel minder en lagere stagevergoedingen zijn dan in Nederland.. Het is heel vaak.. in Azië ofzo.. dat je helemaal niks krijgt..

Do you think that integrating a mobility window into the curricula of all study programs at the Hague University will encourage outgoing student mobility? (why?)

Ik denk het wel.. maar nogmaals.. ik zie.. we willen weliswaar het meest internationale hogeschool van Nederland worden.. maar er zijn ook studenten die daar niet op zitten te wachten.. en die moet je ook niet verplicht naar het buitenland sturen.. moet je ook niet willen.. dus die mensen moet je gewoon thuis.. hier op school bewust maken van de grote buitenwereld..

Een reden voor het reorganiseren van het curriculum was het beleid van de Haagse Hogeschool maar is er ook invloed van nationaal beleid op internationalisering binnen de opleiding?

Ik geloof niet dat nationaal beleid een rol speelt..

Is er een internationaliseringsstrategie aanwezig voor de opleiding?

Er staat in onze laatste kritische reflectie.. ja opleidingen worden elk 5/6 jaar geaccrediteerd.. ik zou eigenlijk zeggen ja.. wij moeten kritische reflectie schrijven.. ga maar vertellen hoe je doet.. en er staat ook wel een flinke paragraaf in over internationalisering.. dus ik denk dat ik moet beantwoorden dat er wel internationaliseringsbeleid is.. officieel ook wel.. en het komt dan neer op wat ik je ongeveer verteld heb..

Appendix VI: THUAS Compass: Critical elements of internationalization**Globally Competent Graduate****1. Rationale and policy or strategy for internationalization**

- An effective and comprehensive policy strategy for internationalization linked to the university's vision and values is clearly communicated
- Is understood by academics and support staff at all levels across the institution as well as academic committee, the Governing Body and external stakeholders

2. Governance, leadership and management

- Importance and relevance of internationalization is recognized by the Supervisory and Executive Board and all management, and demonstrated as such across the institution
- Explicit in all key university policies and strategies, incorporated into planning processes, aligned and delivered through normal line management routes
- Key areas to include are positioning and profiling, learning and teaching, research strategies, human resources policy, assessment, subsidies (local, national and international) and facilities

3. Internationalization of the formal curriculum for all students

- University-wide strategy is translated to internationalized curricula and learning outcomes across the institution – global perspectives and intercultural communication
- Content, pedagogy, assessment processes and graduate outcomes
- Varied international mobility opportunities support the internationalized curriculum e.g. academic study abroad, work placement, group study tours, international volunteering and service learning, demonstrably linked to desired internationalized learning outcomes and curricula
- Intercultural learning opportunities in multicultural classrooms, within the local community and during internships in multicultural workplaces
- Build international reputation in the field of applied research

4. International Campus culture and informal curriculum for all students

- An international and multicultural campus culture is evident, well established within the international region of The Hague, including student union clubs, societies and informal gatherings
- Forms the basis of the informal curriculum for all students
- International aspects of university life are celebrated regularly through events, displays and activities which support internationalization at home
- Students are trained to make full use of the international campus culture to deepen their intercultural competencies

5. Student diversity

- Vibrant diverse international and multicultural student community as active participants in (off) campus life
- Students valued for the way in which they enrich the classroom and campus culture

6. Guidance and support for student outside the classroom

- Effective systems and services provide support to support internationalization, including language and intercultural competence development
- Promoting and encouraging internationalization for all students
- Language, cross cultural capability, academic support, relevant advisory and counseling services

7. Staff development, recognition and reward

- Wide ranging staff development and recruiting program to support internationalization, including language and intercultural competence development
- Identification of need along with recognition and reward for engaging in any aspect of the international dimension of university life offered systematically through performance review of appraisal

8. Meaningful, broad and deep international partnerships

- well-maintained and fully utilized (inter)national network of partnerships with universities (applied and research), alumni, industry, research institutes, (local) government, non-governmental organizations and public service organizations
- be the leading university in Triple helix (partnership of universities, industry and government), both in practice and in research, to create innovation and build global citizenship

9. Resources follow strategy

- Resource allocation and the engagement of management to ensure that the commitment to integrated internationalization can be delivered
- Travel and human resources policies support international activities, education and research
- Dedicate support to build and maintain combined partnerships (triple helix)
- Consistent internal and external communication of positioning and strategy

10. Monitoring, reflection, evaluation and review

- Body or individual with overarching responsibility for internationalization incorporated within management structures
- Report regularly on progress
- Benchmarking of performance
- Continuous enhancement of internationalization activities and strategy through feedback, reflection and evaluation processes
- Revisions to policy and practice

Appendix VII: Mobility for Better Learning Mobility strategy 2020 for the European Higher Education Area (EHEA)

I. Mobility aims and targets

Promoting high quality mobility of students, early stage researchers, teachers and other staff in higher education has been a central objective of the Bologna Process from the very beginning. High quality mobility pursues educational goals such as enhancing the competences, knowledge and skills of those involved. It contributes to expanding and improving academic collaboration and dissemination of innovations and knowledge within the EHEA, further internationalizing higher education systems and institutions and improving them through comparison with one another, promoting the employability and personal development of the mobile people and strengthening the cultural identity of Europe. Mobility is essential to ensure high quality higher education and it is also an important pillar for exchange and collaboration with other parts of the world. In the Leuven/Louvain-la-Neuve Communiqué, we have formulated a mobility target that in 2020, at least 20% of those graduating in the EHEA should have had a study or training period abroad. Further to our declarations and communiqués hitherto and building up on our mobility target for 2020, we want to undertake the following measures which shall be implemented at institutional, national or European level:

II. Measures for the implementation of the mobility aims and targets

1. We agree that all member countries develop and implement their own internationalization and mobility strategies or policies with concrete aims and measurable mobility targets.

They will include mobility aims for exchanges with partners inside and outside the EHEA, concrete measures for the expansion of mobility and the removal of obstacles to mobility, building on the action taken in this field in accordance with the London Communiqué. Measures will be defined with regard to improving the recognition of studies and training periods spent abroad, foreign language proficiency of mobile students and staff as well as regarding financial support. The strategies of the EHEA countries should include measurable and realistic mobility targets, improved monitoring tools and strategies for information and promotion of mobility opportunities.

2. We reaffirm and elaborate our mobility target formulated at Leuven/Louvain-la-Neuve and lay down additional targets.

1. We define our mobility target from the Leuven/Louvain-la-Neuve communiqué more precisely as follows:

(a) We measure physical mobility in all three cycles of the Bologna Process.

(b) We include in our mobility target the periods spent abroad corresponding to at least 15 ECTS credit points or three months within any of the three cycles (credit mobility) as well as stays in which a degree is obtained abroad (degree mobility).

2. In Leuven/Louvain-La-Neuve we decided to include only outward mobility in our mobility target. In addition to our quantitative target for the outward mobility of graduates in the EHEA, we now also want to draw attention to mobility into the EHEA such as the number of students enrolled in the EHEA who have obtained their prior qualification outside the EHEA as one possible indicator of its international attractiveness. We invite the European Commission (in particular Eurostat with the collaboration of the European Statistical System and its partners in international organisations) to collect corresponding data so that we can assess the progress in achieving the target for outward mobility and establish a reliable data basis regarding inward mobility with the possible aim of defining a target in 2015.

3. Therefore, in support of the specified indicators, we invite the European Commission(Eurostat) to develop and provide data:

- (a) On degree and credit mobility to and from countries outside the EHEA.
- (b) On the various mobility types (degree and credit mobility), in addition also short-term mobility corresponding to less than 15 ECTS credit points or three months. In addition and where applicable, EHEA countries in co-operation with the European Commission and Eurostudent to develop and provide data:
- (c) On mobility of early stage researchers, teachers, and staff in higher education.
- (d) On the social dimension of mobility.

3. We strive for open higher education systems and better balanced mobility in the EHEA.

Our demand for more balanced mobility is directed particularly at degree mobility since it can have a sustained effect on the host and home countries, can facilitate capacity building and cooperation and may lead to brain gain on the one side and to brain drain on the other. Efforts made by governments as well as higher education institutions confronted with high levels of incoming degree and credit mobility deserve our acknowledgement and attention in order to strengthen the EHEA.

Joint study programmes, multilateral summer schools and regional forms of higher education collaboration are promising instruments to support a better balance in mobility flows. The return of graduates to their home countries can be supported through the creation of attractive working conditions and specific incentive systems (e.g. return grants). In order to be able to better evaluate the development of degree mobility in the EHEA and react in good time to possible negative consequences for certain countries and regions, we intend in future to analyse the mobility flows

systematically and regularly. If the findings show greater imbalances over longer periods of time, the governments concerned should jointly investigate the causes, consider carefully the advantages and disadvantages of the specific imbalance and seek solutions if deemed necessary. Dealing with the matter multilaterally might also be considered.

4. We encourage the member countries to strive for more and better balanced mobility of the EHEA with countries outside the EHEA.

In each of our countries, we commit to intensifying structural collaboration with developing and emerging countries and using appropriate measures to motivate more Europeans, in particular, to study, teach and research in these countries. At the same time, in order to become more attractive for students, early stage researchers, teachers and other staff from non-EHEA countries, we call on the EHEA countries to develop new study programs and better promote programs and other incentives for mobility periods in the EHEA.

5. We shall take measures to dismantle existing obstacles to mobility.

While increasing the motivation of students, early stage researchers, teachers and other staff to be mobile is of paramount importance for the success of any mobility measures, there is still a series of obstacles on different levels which impact on the substantial expansion of mobility inside and outside the EHEA. In order to reduce them, we intend to take the following measures:

- (1) As far as possible, to expand mobility funding and to enable a wide-reaching portability of grants, loans and scholarships provided by our countries as well as to further improve the exchange of information regarding the portability of national grants and loans across the EHEA to reach the mobility targets agreed upon in the EHEA.
- (2) To work with higher education institutions to increase the quality and relevance of mobility periods, ensuring that they contribute to high academic standards, to the employability as well as the linguistic and intercultural competence of graduates and to the excellence of academic staff.
- (3) We request that the European Union secures adequate mobility funding with appropriate funding through its education programs. We acknowledge mobility funding by national, regional and private sources and commit to furthering co-funding.¹
- (4) We will ensure that the principles of the Lisbon Recognition Convention are taken up in national legislation and that recognition of qualifications or credits obtained elsewhere is guided by an open minded and positive approach.
- (5) We will identify in our countries problems, e.g. in relation to issuing visas, residence and work permits in the higher education field, and we will take measures accordingly to make mobility easier. The work of the European Commission to monitor progress in removing the obstacles on the framework conditions for learning mobility can serve as a model.

(6) We welcome the work of the European Commission as well as of national supplementary pension providers on further promoting ideas and concepts to overcome the mobility obstacles linked to the national supplementary pension systems as far as the mobility of staff in higher education is concerned.

(7) We will give extra attention and opportunities to under-represented groups to be mobile and recognize the importance of adequate student support services to this end.

(8) As a prerequisite for mobility and internationalization, we support the teaching of foreign languages at all levels, starting from primary education. We also strongly support the improvement of the language capabilities of teachers.

6. We will use quality assurance and transparency tools for promoting high quality mobility inside and outside the EHEA.

Without prejudice to the budget. Transparency of structures and instruments and mutual trust in the higher education systems of all the EHEA countries are at the core of the EHEA and a necessary prerequisite for mobility. We further encourage the application of the qualifications framework for the

EHEA, of the ECTS and of the Diploma Supplement and intend to strengthen the European Quality Assurance Register (EQAR) by using the register better as a reference instrument especially by deploying the quality assurance agencies listed in it consistently in the respective member countries. Furthermore, in accrediting or recognizing study programs we must pay even greater attention to ensuring that the professional perspectives opened up by a study program are clearly set out. We aim to facilitate the alignment of EU legislation on professional qualifications with the EHEA (e.g. reference to learning outcomes, promoting even greater comparability in the use of ECTS as the basis for such recognition). We request the Bologna Follow-Up Group (BFUG) to engage in a dialogue with the European Commission and the national authorities responsible for professional qualifications in order to establish effective cooperation to this end. In addition, we ask the BFUG to explore the feasibility of entrusting agencies registered in the EQAR with the assessment of the conformity of regulated qualifications. We also seek dialogue with other parts of the world and suggest more intensive collaboration in the field of quality assurance with regions outside Europe. We call on the networks active in this field to investigate the possibility of establishing greater transparency and better reciprocal understanding of already existing quality assurance procedures with countries or regions outside Europe. Worldwide collaboration in quality assurance can also be intensified by more quality assurance agencies from outside Europe being included in the EQAR on the basis of the European Standards and Guidelines for Quality Assurance (ESG).

7. In the spirit of enhancing mobility, we advocate that countries pass on the flexibilities of the Bologna framework to the higher education institutions and restrict the state regulation of study courses to a minimum

We want to leave our higher education institutions the greatest possible room for manoeuvre within the framework which we have created with the EHEA so that they can intensify their cooperation and set up joint programs more easily. National rules should not be a barrier for individual mobility and university cooperation. Therefore we will avoid rigid regulations and allow more flexibility. We will support the joint efforts of competent authorities and quality assurance agencies to create external quality assurance processes that minimize the bureaucratic burden on joint programs. Single accreditation procedures that substitute the different national accreditation procedures should fit the different national purposes of all partners.

8. We want to increase mobility through improved information about study programs.

Within our respective national systems, we undertake to shorten response times for international applications, to set up or improve a national website providing information about the study programs of its higher education institutions as well as the existing professional student support structures, and link it to a common website that is attractive and highly visible for students. Furthermore, we mandate the BFUG to conduct a needs analysis amongst students and higher education institutions, to take stock of and to map existing admission systems, to collect examples of good practice and to explore:

- the potential of using common standards for the description of study programs,
- ways to facilitate access to relevant information while avoiding additional burden on institutions, making best use of information already available,
- how universities involved in organising ERASMUS Mundus Masters classes or their successors could cooperate in setting up a joint internet-based admission system,
- ways to assist interested member countries in developing their national internet based admission systems by benchmarking good practices and the possibility of regional cooperation as a means to developing common or compatible internet based admission systems,
- the possibility of enhancing cooperation in verifying the documentation of foreign qualifications in order to support institutions during the admission process.

9. We will improve the communication of the individual, institutional and social benefits of periods spent abroad.

The communication should target parents, career advisors and students. In order to systematically record the private and social returns of learning mobility, also with regard to the employability of higher education graduates, we suggest regular accompanying research and particularly the preparation of graduate surveys.

10. We call on higher education institutions

- to adopt and implement their own strategy for their internationalisation and for the promotion of mobility in accordance with their respective profile involving the stakeholders (in particular students, early stage researchers, teachers and other staff in higher education);
- to pay attention to the mobility and international competence of their staff, in particular to give fair and formal recognition for competences gained abroad, to offer attractive incentives for their greater participation in internationalization and mobility measures as well as to ensure good working conditions for mobile staff;
- to create mobility-friendly structures and framework conditions for mobility abroad;
- to develop other possibilities for mobility such as virtual mobility and enable non-mobile students to have an "international experience at home";

In order to give us an overview regarding the implementation of our mobility strategy and the measures it contains, we request the BFUG to report on progress at the next ministerial conference in 2015.

We will look at the impact of national higher education policies on learning mobility and on the balance of mobility flows. As a basis for this, the member countries will, in their national reports for the next ministerial conference, provide information about the development and implementation of the national strategies and the progress towards achieving their mobility targets and on the removal of obstacles to mobility. Reports and further efforts will be made to improve the availability of internationally comparable data on the issue in order to promote policy learning.

Appendix VIII: Table V. Overview of Achievements THUAS

Achievements	Results
Every faculty established an internationalization policy	Many study programs started the process of internationalizing curricula
Increasing the number of international exchange partners	Increasing amount of exchange students at THUAS (over 10% compared to 2013)
2014-2015: 173 Erasmus scholarship applications	Increasing amount of students applying for Erasmus scholarship (over 40% compared to 2013/2014)
2014: relative increase of 8% in the number of international entrants compared to the number of Dutch entrants	Total population of THUAS having a foreign nationality is close to 12% - representing more than 145 nationalities in total.
Increased international English bachelor assortment from 7 to 9 programs	The addition of Industrial Design Engineering (IDE) and International Financial Management & Control (IFMC).
THUAS' European Studies bachelors program achieved its first NVAO accreditation	This is a special recognition for internationalization.
Establishment of the World Citizenship Talent Scholarship (WCTS) Program	Awarding of more than 100 scholarships in two years to talented students from non-EER countries
Successful pilot of The Hague Summer School in 2013	The first truly interdisciplinary THUAS-wide program set up with 10 lecturers and 4 faculties participating, and involving City of The Hague.
Initiated the Brazil and China Platforms; and laid the groundwork for the planned European Platform	A partner engagement framework was developed and has resulted in THUAS entering into a strategic partnership with both a Brazilian and Chinese HEI. This strategic partnership aims to promote the exchange of students and teachers and together to create and exchange knowledge.
Fall 2013 and spring 2014: 75 Brazilian young professionals through an MBA Course at THUAS	This has opened up other opportunities already for similar programs in Sao Paulo. In addition, Brazilian students participate at the undergraduate education from BRANTEC and <i>Science without Borders</i> .

Appendix IX: Table VI. Prospects for 2020 of The Hague University of Applied Sciences

What needs to be done by 2020?	What does it concretely mean?
<p>Assessment of Internationalization outcomes for:</p> <ul style="list-style-type: none"> - University - Faculty and Service Department Strategy Plans 	<ul style="list-style-type: none"> • All new students need to be educated to become global world citizens • Graduates in 2020 should acknowledge and see the personal effects of comprehensive internationalization
<p>Concrete recognition of comprehensive internationalization</p>	<ul style="list-style-type: none"> • All international bachelor and master programs possess NVAO international certification • All THUAS bachelor and master programs actively readying for next accreditation to obtain NVAO international certification or equivalent

Source: *THUAS policy paper: Global Citizens in a Learning Society: Internationalisation at THUAS 2015-2020*