

LEADING INTERNATIONALISATION IN HIGHER EDUCATION: PEOPLE AND POLICIES



**Portraits and papers presented to Susana Menéndez
on the occasion of her farewell as a member of the Executive
Board of The Hague University of Applied Sciences**

J. Beelen & J. Walenkamp (Eds.)

THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

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Colophon

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University of Applied Sciences

Design: Jargo Design and Josean de Pie, Unit Marketing & Communications,
The Hague University of Applied Sciences

Interviews: Terri J. Kester and HNTB

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Johanna Westerdijkplein 75
2521 EN The Hague
The Netherlands

ISBN 978-90-73077-95-9

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FOREWORD

Leonard Geluk, Chairman of the Executive Board of The Hague University of Applied Sciences

With this special edition, we honour the 'grande dame' of internationalisation in Dutch higher education, Susana Menéndez. For the past ten years she has been a member of our Executive Board. In this position, she has been the driving force behind our ambition to become the most international university of applied sciences in the Netherlands. She has always highlighted the positive effects of internationalisation in higher education, even when it was not considered 'fashionable' to do so. She emphasises not just the impact on the national and local economy, where policy makers and the media often look for justification, but more than anything on the personal development of our students, the workforce of tomorrow in an ever globalising world. It is because of Susana's continued efforts that The Hague University of Applied Sciences can truly say that it prepares its students for a continually changing knowledge-based society. Susana, thank you, for all that you have achieved at THUAS. You are the embodiment of internationalisation.



LEADERSHIP FOR INTERNATIONALISATION IS ABOUT PEOPLE AND POLICIES

Jos Beelen, Professor of Global Learning, Jacqueline van Marle, Head of International and External Affairs and Jos Walenkamp, Fellow, The Hague University of Applied Sciences

Internationalisation is very much about people. At The Hague University of Applied Sciences (THUAS), we aim to give all our students the skills to study, work, live and engage with others across cultural or geographical borders. But internationalisation is not only a dimension of the future world that our graduates will work and live in.

Internationalisation is also a multi-faceted and dynamic process that takes place within educational institutions. In that process people play the leading role too. In the early days of internationalisation, these were mostly international officers and international relations managers. Now that we try to mainstream internationalisation into our curricula, leaders, lecturers, educational developers and researchers have joined as key stakeholders. Since internationalisation is now extending to more stakeholders in the university, leadership for internationalisation involves attracting, employing and leading a wide range of people that have very different roles in the internationalisation process, but work towards common aims.

At The Hague University of Applied Sciences, Susana Menéndez has managed to not only to bring these people together but also to inspire them and urge them on towards an ambitious common goal: to be the most international university of applied sciences by 2020. THUAS educational vision *Let's Change.You.Us.The.World.* provides the roadmap for achieving that ambition.

This book contains portraits of people shaping internationalisation at THUAS in a variety of roles: studying in THUAS programmes, managing external relations, training lecturers, teaching students, developing collaboration on line, managing extra-curricular activities and researching educational practice. Together, they give an impression how internationalisation is permeating the institution at all levels.

Policies and strategies are a key dimension of leadership in internationalisation. This dimension is represented here by five articles, each exploring different aspects of leadership.

Bert van der Zwaan places the current discussion on internationalisation in the Netherlands in a global perspective. He approaches leadership from the university's role to develop future leaders with an outlook across borders. He then explores some of the benefits of international classrooms and their key role in the development of students.

Nienke Meijer focuses on the societal role of higher professional education: preparing students for a globalised world and stresses the importance of students acquiring TEC-skills (Technology, Entrepreneurship and Creativity). This requires a specific type of leadership and she therefore argues the case for 'servant leadership'.

Hans de Wit discusses how leadership for internationalisation has evolved from fragmented to comprehensive, along with the changing and dynamic nature of internationalisation of higher education itself. He mentions several aspects of leadership, culminating in seven key points that emerge from the current literature and policies.

Robert Coelen explores a range of aspects of university leadership for internationalisation, stressing that internationalisation is not limited to higher education. He then zooms in on a specific aspect of leadership for internationalisation: driving research into our educational practices for internationalisation, in order to increase our insights in international education.

Jos Beelen reviews institutional leadership for internationalisation at home against the backdrop of Dutch national policies. He argues that institutional policies are not enough and that strategies are required, particularly for professional development for internationalisation. Such strategies should connect institutional leaders directly with programmes of study, where lecturers are the key actors in internationalising teaching and learning.



HANNEKE KADIJK

Team leader 'Campus'

Hanneke Kadijk explains how a rowing boat, a summer party, pub quiz nights and a fund-raiser fit into the campus culture

An international campus culture, a broad informal curriculum... THUAS offers its students a lot more than study programmes. Fortunately, the university is well placed to turn these lofty promises into real-life experiences. It has an exceptionally large and diverse student population. Its main building is in the heart of The Hague, opposite one of the main railway stations. Scheveningen, with the liveliest beach culture on the Dutch coast, is just a bike ride away. And a wide range of student associations organise sports, parties and more. These clubs are open to higher education establishments across the region, thus increasing the opportunities to make friends and meet people.

Place to be

Team Campus, which facilitates all extra-curricular activities, is headed by Hanneke Kadijk. The team recently opened its own space, with direct access to the square outside the main building. Students can wander in from the square – to buy a sports pass perhaps, or get information about a concert. Kadijk: "I want the square to become a place to be, rather than to pass through. We work a lot with students and interns, who help with research topics. What we do here must match the needs of the students." As an example of an event requiring some coordination, Kadijk mentions the recent launch in the presence of several local dignitaries of a new rowing boat for Pelargos, The Hague's student rowing club. "The organisation is always taken care of by the students," she explains. "We just offer help and advice. For larger events, like a big summer party, a number of student associations work together. We are here to connect and challenge students, but in the end they are the ones who have to make things happen."

Warm welcome

Together with The City of The Hague and other educational institutions, THUAS has created ACKU, which facilitates cultural events of all kinds. A key moment on the annual calendar is the week-long introductory event in August. Students who already know The Hague show new arrivals around the campus and the city, from clubs to cafés and museums. "It's really important that new students make a good start," says Kadijk. "We organise a warm welcome for them, to make them feel they can make friends in a safe environment."

Fund-raiser

An initiative from an individual student can spark off a successful action. Shortly after Hurricane Irma hit the Dutch Caribbean island of St. Martin in September 2017, a student who came from there walked into the campus office to share his anxiety about his friends and family and to see what could be done. At short notice, a fund-raising game of musical chairs, dubbed Kisses for St. Martin, was organised in the atrium of the main THUAS building. The proceeds were sent to hard-hit schools on the island, to buy new furniture and educational materials.

Even in normal circumstances, international students can get homesick and miss their loved ones. In recognition of this, THUAS staff and students took the initiative for Interaccess, a student association that helps international members get to know the Netherlands, The Hague – and each other. Events organised by Interaccess include pub quiz nights and celebrations for King's Day and St. Patrick's Day.

Real campus

It is Kadijk's ambition to make the space around the THUAS building feel more like a real campus, with more student housing and sports facilities. A space brimming with life created in cooperation with the city of The Hague and other stakeholders, where students can feel at home.



**“ We are here
to connect
and challenge
students, but they
are the ones who
have to make
things happen. ”**

CLAUDIA BULNES

International policy adviser

Along the road towards internationalised curricula Claudia Bulnes and her colleagues offer coaching and courses, guidance and support

"Genius," Thomas Edison famously said, "is 1 percent inspiration and 99 percent perspiration." The same thing can be said about internationalisation in education: it takes a lot of hard work. The THUAS team that has been composed to guide the process includes International Policy Adviser Claudia Bulnes. "I have a split personality," she jokes, "because I also work as a Spanish teacher. But internationalisation has been the thread running through my career from the start."

The person Bulnes works with most closely is Eveke de Louw. The pair are particularly proud of the joint project that earned them a CeQuint quality certificate for the European Studies degree programme. "It shows that our internationalisation efforts are aligned and embedded in many different facets," Bulnes comments. Having received the distinction, the two women were well placed to become involved at institutional level and join the Global Citizenship and Internationalisation Team.

Complex process

The professionalisation and training of all faculty and staff is one of the team's responsibilities. The platform that manages this complex process, Bulnes explains, is the Hague Centre for Teaching and Learning (HCTL). For coaching and courses the platform can draw on a pool of trainers, who double as lecturers. Professor Jos Beelen cooperates with the trainers from the research perspective.

Tailor-made formats

As guidance on the road to creating connected global professionals, THUAS staff are offered no less than 19 different internationalisation courses. "The training courses come in different formats," says Bulnes. "Most often they are tailor-made. We have found that they are most effective if they are taken by a team. This may be a homogeneous group – for example teaching staff – or consist of people with different roles, so that everyone can contribute from their own perspective. We typically start the trajectory with a needs analysis and take it from there."

Momentum

To explain how the process works, Bulnes takes the example of BRV, the Faculty for Public Management, Law and Safety. "We started by delivering our foundation course to a mixed group, drawn from different programmes and disciplines. They chose to take the whole course in one week, spread over five sessions. Eveke and I were

impressed, because they clearly felt the need to internationalise. They really related to the institutional goals and had included them in their strategy. The initial training created the momentum to move on to programme level and include more lecturers. We continue to offer support and further courses – for instance about internationalising learning outcomes – but we keep clear of curriculum development. That remains the responsibility of the programmes themselves.”

Bulnes is full of praise for the way in which the BRV participants are implementing what they learned and for their eagerness to continue their internationalisation training. After the initial course, BRV Faculty Director Lidiine Bremer spoke of new insights, adding that the course made their international ambitions more explicit, comprehensive and tangible. Lecturer Benedikte Engelberts went on record as saying that she felt inspired by the training: “I’ve changed my approach to assembling project groups.”

Infectious enthusiasm

The enthusiasm is infectious: other faculties are also knocking on the door. Contact with the trainers is usually established through the faculty coordinators for internationalisation. Bulnes: “Each programme needs to work out what internationalisation and global citizenship mean in their specific context. One of our training courses is geared to getting answers to such questions. The answers then have to be made concrete and applied to the discipline of the students. Discipline should be the starting point for our graduates to operate appropriately in the global job market.”



“ Each programme needs to work out what internationalisation means in their specific context. ”



THREE REASONS WHY INTERNATIONALISATION COULD FAIL AND ONE WHY IT SHOULD NOT; EDUCATING FUTURE LEADERSHIP

Bert van der Zwaan, Professor of Biogeology and Rector Magnificus emeritus, Utrecht University

Abstract

In the Dutch public debate, internationalisation has shifted from a widely accepted and even desirable trait of the Dutch universities, to a controversial topic. In this contribution I will explore some of the possible reasons behind this change; these include the interest of the nation-state, economic reasons, and also cultural ones. But one reason why internationalisation should not fail, and even is crucial, is because the international classroom is improving the teaching results and learning outcomes, but most of all because international diversity is a powerful tool in the innovation of science and the quality of research.

Introduction

Over the past decade the number of international students in the Netherlands increased significantly: between 2006 and 2018 the percentage increased from 8.2 to 18.0 per cent of the total number of students at Dutch universities (Hoger Onderwijs Persbureau, 2017). Nuffic reported a little earlier that these students contribute about 1.5 billion euros to The Netherlands, because about 25 per cent of the students remain in the Netherlands and contribute actively to the economy. Above all, the same report suggested that due to the increasing proportion of foreign students, the quality of the universities improved since they had a positive impact on the teaching environment (Huberts, 2016; Hoger Onderwijs Persbureau, 2017).

In spite of all these positive features, from a political point of view internationalisation has changed from a trouble-free topic at the beginning of this century to a controversial issue now. Initially, the whole topic was not even on the political agenda. But as soon as numbers of foreign students increased, even to the point that it endangered (through competition for a limited number of places) the entry of Dutch students to bachelor but more so to master programmes, it started to dominate the headlines in the newspapers and even the parliamentary agenda. All of a sudden, the Netherlands was confronted with a dispute on the advantages and disadvantages of internationalisation. The reasons behind this relatively drastic change in views are manifold.

First of all, the number of students at Dutch universities has been steadily increasing over the past twenty years, in spite of the demographic tendency of the aging of the population. This is understandable if one takes into account the increasing participation in Dutch higher education, which is even increasing more strongly than the decrease of the age group of students. The increasing participation, which is visible in the whole of western Europe and also on other continents, is leading to capacity problems in many universities. This is augmented by the number of international students entering the Dutch universities, almost doubling the capacity problem. The first reaction to this is a general feeling that more students means less individual attention per student, a truth which is undeniable. Secondly, where selection is taking place including competition for a limited number of places, also Dutch students need to compete for places that were before more or less guaranteed. In this context it is relevant that the rules within the EU extend the same rights to students from within the EER as to Dutch students.

Cost is a problem immediately connected to the fact that many foreign students in the Netherlands are from EU countries: they pay a similar tuition fee to the Dutch students, forcing the state to supplement an equal sum to sustain their teaching programme as for Dutch students. Although this is all implicit in European law, there is an increasing fraction of people complaining about the fact "that the Dutch state is paying for foreign students' education".

A further problem which complicates the discussion regarding internationalisation is language. While culture in the Netherlands is extremely accommodating to foreign languages, and most Dutch know how to handle in particular English conversations, the switch -over the past decade- from Dutch as first teaching language to English, in particular for master programmes, has become an issue over the past couple of years. The student associations protested loudly, pleading for Dutch in order to prevent additional barriers in the educational system, i.e. mastering a foreign language, and further because they complained that their teachers did not master the language sufficiently to teach as lucidly as in their native language. But behind this is a more tricky issue, namely that the increasing "anglicising" of the Dutch universities also leads to tensions regarding the preservation of Dutch as vital national language.

What proved to be to the final push in the political debate, changing the relatively relaxed atmosphere regarding internationalisation to the vibrant debate of today, has probably been the so-called 'Groningen China plan'. In this case it became evident that Groningen University planned to open a satellite campus in China, and the political alarm around this issue was considerable. This ranged from the question "why?" to the question "who pays for this?" But also matters regarding integrity and "complete" academic freedom in a country where the communist party is increasingly clamping down on free speech, became an issue. This even led to the university stopping its attempts to expand along this route, focusing further on attracting students to Groningen instead of opening up another campus elsewhere.

In combination, in 2017 and the beginning of 2018, all these factors led to rather heated debates in parliament questioning not only the way internationalisation proceeded in the Netherlands, but also addressing the more fundamental issue why international students should be at Dutch universities and at what cost.

Internationalisation in an international context

The international streams of students have increased over the past decades, exploding at the start of the new millennium. More and more students, in particular from Asia, sought education at universities that were thought to be considerably better than their home universities. In particular Australia, the USA, and the UK were considered the ideal countries where the high tuition fees were compensated for by a high quality education in English. Within Europe too, student mobility increased over the years, stimulated by EU-programmes. Overall incentive of the wave of internationalisation is in the first place the wish for high qualifications on the labour market, where English-speaking abilities and a western education provided better opportunities than the home-education. The fringe benefits, of visiting other countries and getting acquainted with other cultures, were a secondary consideration. In many Asian countries, as in Europe, it has been active government policy to stimulate exchange especially given the benefits for the home economy, but also to import foreign knowledge and abilities to support or build a so-called knowledge economy.

However, things began to change around the financial crisis starting in 2008. In the first place of course, due to the changed economic and financial climate in many countries. This did not directly affect the student streams, but indirectly this crisis had a huge effect. Basically, one could say that at that time the concept of the global village was revisited in a very confrontational way. While since the fall of the Berlin wall and the dismantling of the Iron Curtain, the world increasingly embraced cross-border traffic and the forging of trade-agreements, the realisation hit home that the huge interconnection of economies posed many threats. The reaction on this became gradually visible over the following years. First of all, the economic crisis had an effect on middle and lower incomes, in particular in industrial and rural areas. There, unemployment and economic decline fostered a climate of protectionism, that gradually grew over the subsequent years to culminate in the protectionist policies of, for instance, USA president Trump. At more or less the same time, the Arab spring led to additional problems to the already stagnating economies, in the form of huge migrant streams.

This affected Europe in particular, although also in Asia and South America migrant streams destabilised politics. The number of international migrants worldwide has continued to grow over the past seventeen years, "reaching 258 million in 2017, up from 248 million in 2015, 220 million in 2010, 191 million in 2005 and 173 million in 2000.

Between 2000 and 2005, the international migrant stock grew by an average of 2 per cent per year. During the period 2005-2010, the annual growth rate accelerated, reaching 2.9 per cent. Since then, however, it has slowed, falling to around 2.4 per cent per year during the period 2010-2015 and to 2.0 per cent per year during the period 2015-2017" (United Nations, 2018). This huge flood of people, in combination with the aftermath of the most serious economic crisis since the 1920s, fueled populist reactions in Europe, Australia and the USA, crying out loudly for closed borders. All this led to sharply increasing barriers, also obstructing student streams, certainly outside of and between the large political blocks. One could say that not only in the Netherlands, but also internationally we are entering a new era in which internationalisation is no longer self-evident, and where the exchange policies will lead to student streams moving more within the large political blocks (North America, EU, Russia, and China) than between them, if at all (see Van der Zwaan, 2017, for further discussion of this so-called post-truth, protectionist society) .

Three reasons why internationalisation could fail

Over the past decades, the political climate has been very much in favour of internationalisation, certainly in an open economy like the Netherlands. Overall, it even became a feature to distinguish a university with, leading to for instance the Times Higher Education (THE) rankings to include internationalisation as a parameter of esteem. Large programmes to stimulate exchange or attract students from other countries came into existence. The European Union and many individual countries made fellowships available to students in order to enable them to follow part of their education at foreign universities. Yet, there are many reasons why internationalisation could be regarded less positively, or even outright negatively, than often portrayed. At least three stand out (in another context already partly discussed by Van der Zwaan, 2017), requiring some closer scrutiny instead of rejecting them immediately out of hand, as has always been done in the past.

1. Universities should focus more on national leadership

Worldwide the mission of a university is centered around excellence in teaching and research. And of course, knowledge is not to be stopped by borders. But certainly, within modern European universities, there is less emphasis on another pivotal, century-old role of the university in national context, i.e. the grooming of the future leadership of the country. For a long period, universities like those of Salamanca, Paris, Berlin and other important cities, harboured the nation's future leadership, which was educated there and made aware of the nation's priorities. Over the years, this part of the university's mission - training the elite - has become less prominent, certainly since the Second World War when the university became a place of mass education.

However, although mass education has been a great good and essential to the modern knowledge - and service- economy, it is a pity that the focus of the university has strayed so far from this leadership mission. It is important to note that global leadership is of course relevant as well, but even that aspect has become secondary at best, even in the traditional bulwarks like the French and UK elite universities. Of course, one could argue that this is only following the general societal trend of globalisation, but still any nation needs a national leadership without becoming too narrowly nationalistic. The latter should be carefully guarded during the admission, where certainly the bachelor phase should be open to as many students with a regional background as possible, in order to ensure sufficient participation in higher education nationwide. This requires at the same time, that leadership skills and citizenship should be brought back on the agenda of Dutch and other European universities.

2. National public funding rightly requests national interest first

The nature of the university is very relevant in any debate on internationalisation.

Private universities are obviously totally free in whatever course they take, and in many countries (notably the USA, Australia and UK) the business model of these universities has become increasingly dependent on attracting foreign students against a very high tuition fee. Their argument is that talent is the deciding factor, and that the best talents should be eligible to a place at the university, the hardest to enter being of course the most highly-ranked ones. However, the underlying factor for allowing foreign students is certainly also the amount of money they bring in, which in the USA and the UK almost pays for the expenditure for education of the total university. In Australia, for instance, many universities are totally relying on Asian students compensating for the cutbacks the Australian government imposed over the past decades.

For publicly funded universities this is completely different. First of all, the old adagium that “who pays decides”, means that governments have a strong say in the matter of accessibility of any publicly funded university. Over the past decades, there has been a policy in many northwestern European countries of low tuition fees and relatively free admission. In this context it is noteworthy that the higher education systems of these countries form a very attractive alternative for many foreign students. They offer excellent education against very low prices, although in many countries the tuition fee for outside-EER students is higher than that for EU-students. However, many populist political parties frame this public expenditure in a completely different way. They state that national funding should be spent on citizens of the country instead of being used as subsidy to inhabitants of other nations. The debate here has been whether or not foreign students contribute positively to the local economy. For instance in the Netherlands, the national planning agency (CPB) has always refused to calculate such benefits, arguing that the moment of materialising is too far behind a reasonable time horizon to calculate them realistically. Recently, however, it has become clear (Huberts, 2016) that there is indeed a positive and even significant effect, particularly if

the students remain in a country as for instance is true for the Netherlands in cities like Amsterdam, Utrecht and Eindhoven, which are hotspots of innovation.

In general, public opinion had been quite lenient in the context of the argument that local money should not be spent on foreign students, certainly in northwestern Europe. But gradually the balance is changing, and the overall political climate, certainly in the Netherlands, is more and more in favor of looking first at the national interests and benefits, and only then at any other aspect of internationalisation.

3. Language barriers

In the initial years of the university, and after that over many hundreds of years, Latin was the *lingua franca*. In spite of universities sprouting up everywhere in Europe during the seventeenth century, and Italian, French, German or Russian being the languages of those days spoken by many millions, the old church roots remained persistent in the choice of Latin as academic language. This changed during and after the Enlightenment: local languages became dominant. Until long after the Second World War German, Spanish or French universities used the national language to teach and publish. But with the increasing forms of international communication and transport, and thus of scientific exchange, English very rapidly became the new scientific language. This choice was and is to a large extent the consequence of the western countries in those days, notably the USA and the UK, being in the lead, given the prominent position of their universities, but even more so given the language demanded by the most reputed journals, which resided predominantly in the USA and UK.

In this sense, English-speaking nations were very much at an advantage at the end of the previous century, because modern internationalisation had as starting point a certain proficiency in English. In many countries where English is not the main language, therefore, there was and is the dilemma of keeping the local language for teaching and for local literature (and thus excluding foreign students until they had learned that language), or to change the language to English, now the mainstream language of the international scientific community. In many larger countries there was no strong incentive and inclination to go the first route, i.e. to change to another language. In for instance Spain, Italy, France and Germany, foreign students could not expect any clemency. For a long time, they needed to learn the local language, and sometimes even now the local language prevails. But in smaller countries, like the Netherlands, already quite early the tendency developed to anglicise teaching programmes and recruit international faculty. This is now taking place in a more or less hesitant way all over the world, in the sense that English programmes are offered by many universities, in many cases alongside programmes in the national language.

However, in the context of the quality of teaching, the ability to express oneself proficiently in a second language, is of crucial importance. In that respect, in the

Netherlands the debate has been heating up considerably, since students are loudly complaining about the anglicising trends because they feel it creates unneeded barriers. Moreover, they complain about the standards of English spoken by the teachers, although overall the Netherlands is a country where most, if not all inhabitants are reasonably proficient in English. The problem is probably larger in countries like Germany, France, Italy and Spain where speaking English is less self-evident. There is, however, a more serious underlying issue at stake here, which has been felt for a long time in traditional nations like Germany, but is now also felt in the Netherlands. That is the value of language to culture, which is threatened by the continuous anglicising of the university. The opposition against the fact that Dutch is losing ground at Dutch universities, is strongly increasing. This could even change into a more aggressive point of view, implying that the dominant use of English is no longer in sync with the changing international position of the English-speaking nations: for very long they have constituted the economic and cultural center of the world, but this center of gravity is rapidly shifting towards Asia where the dominant use of English, and the attached worldview, is more and more considered as cultural arrogance.

Why internationalisation should not fail

In spite of the many reasons why internationalisation could fail, there is one reason why it should not. In the introduction I already mentioned a number of positive elements, but these are not valid or fail to impress in a wider context: for instance, the income to universities provided by students from foreign countries, or the effect on rankings. But the international classroom is a central element inherent to internationalisation, which is overwhelmingly positive and outweighs the negative elements which were mentioned earlier.

Teaching is a complex process. Although many teachers position themselves in a central role, there is a lot of evidence that the composition and size of the classroom are much more important. There are a number of processes which structure the learning process in a fundamental way, and in many of them the diversity of the student population, culturally and intellectually, is playing a role.

In the first place, it can simply be established that in exactly the same curriculum the international class is achieving better learning results than in a homogeneous (national) context. For instance, at Utrecht University the international track of the history curriculum performs considerably above the level of the national track. Apparently, students are more ambitious and more motivated the moment they are operating in an international context. The reason behind this is not necessarily the composition being mixed and international: there is always the chance that only the more talented and more ambitious students are applying for the international track. And of course,

as a consequence, that the national track is left with the less ambitious students. But mixed classes are performing better anyway, certainly given the fact the international students are indeed highly motivated and have proven so, given the fact that they took the trouble to come to another country to be educated.

On average, mixed classes perform not only better, but also differently compared to homogeneous 'national' classes. The students work harder and complain less. That is not only a matter of culture, where foreign students hesitate to complain and where the indigenous students immediately fall in the habit of their country and complain about what they know best: their own culture. But language also plays a role here, since there is evidence that expressing oneself in a different language leads to giving more thought to what is being said, and to being less impulsive. That contributes to a better than average atmosphere in the international classroom.

Peer teaching plays a considerable role in effective teaching processes. That implies that motivated and ambitious students constitute a positive factor in explaining problems to their fellow students, or viewed from another angle, are more eager to understand the problems posed by the course materials. The process of peer teaching is evidently stimulated by talented students and their joint effort will raise the quality of the class substantially. So, the combination of talent and background is an important quality of the international classroom. And of course, a powerful reason to be in favour of such an international classroom is the fact that many of the students themselves will be operating in an international context later, whether they find jobs within or outside of the university. Although globalisation is temporarily not at the forefront of international politics, the world will become more and more connected, and it is likely that an international background will be valued in the future labour markets.

However, the most important reason to be strongly in favour of the international classroom, is the possibility of creating a truly free-thinking environment in which many perspectives are taken into account, including differences in cultural background. This is inherent to bringing together staff and students from many different places, since they all bring different perspectives on sciences and scholarship. At first glance this will be denied certainly in the sciences. There, the idea is that "mathematics is mathematics" wherever you are. This is not true in many senses – even in the sciences there are fundamentally different schools in thinking. But more importantly, traits related to work ethos and ethics, as well as the way one should approach a problem, are very different given the differences in national background.

Katharine Philips (2014) presented a number of reasons why diversity is of vital importance. Among these, she describes the concept of informational diversity. When they meet, people bring different viewpoints, knowledge, and ideas to the table. The greater this informational diversity is, the larger the positive impact on the informational position of the collective and the innovation of ideas. In this context, the power of anticipation is an extremely strong working factor. There is strong evidence that in

homogeneous groups, where all participants are aware of each other's points of view and basically agree among themselves, the quality of the reasoning is less compared to the one in diverse groups in which one anticipates more criticism or opposing ideas. The scrutiny paid to the quality of the argument is much greater in the latter case.

Philips states:

Consider the following scenario: you are writing up a section of a paper for presentation at an upcoming conference. You are anticipating some disagreement and potential difficulty communicating because your collaborator is American and you are Chinese. Because of one social distinction, you may focus on other differences between yourself and that person, such as her or his culture, upbringing and experiences—differences that you would not expect from another Chinese collaborator. How do you prepare for the meeting? In all likelihood, you will work harder on explaining your rationale and anticipating alternatives than you would have otherwise (Philips, 2014).

Diversity is good for the quality and innovation of science!

The international classroom widens thinking and deepens understanding. It provides a way of living and thinking which is truly valuable and contributes to great scholarly systems. However, one should not underestimate the difficulties of the international classroom: the advantages might easily turn into disadvantages. There might be subgroup-forming in the classroom based on nationalities or working ethos. Or subgroups of the very ambitious versus the less ambitious. But most importantly, there is the danger that differences in nationalities are leading to divides which are too deep to straddle by the students themselves. That means that in this context the role of the teacher is key, in structuring the educational process and in having the best out of all students, instead of focusing on only the best.

In a very illustrative paper, Elizabeth Redden (2016) illustrates what went wrong at Green College in Washington, one of the USA colleges strongly dependent on income of tuition fees paid by foreign students, and flooded by applications of foreign students, who consider Green College a good starting point for an American university entry.

At Green College, the increase in number of international student (roughly doubling over the past decade) works disruptively in the sense that faculty members are complaining that leadership is making the wrong decisions. As a response to cutbacks in state funding, the leadership of Green College argues that a steady growth of the international students would repair the gaps in the budget and provide an international classroom all in one move. However, faculty argued that this would be at the cost of the local students. The services rendered to the international student, like help with settling down and finding housing, was perceived by many of the locals as at their expense, instead of regarding this as services rendered to the high fee paying international

students, thus as matters which can be expected and are all in the bargain. This, however, led to a really deep conflict and even a vote of no-confidence from the faculty and board of trustees regarding the leadership.

In a worthwhile comment Liz Reisberg (2016) stated the following, which I quote completely because it seems to capture the essence of internationalisation:

The problems that the college is experiencing are in no way unique to Green River, but a result of naiveté or ignorance of the complexities of diversity. You cannot put people with different experiences, different values, and different backgrounds together and just assume that mutual respect and harmony will result. It might, but it is more likely it won't.

Yes, American students (and students everywhere) will live in a world ever more globalised than in the past. We all need skills to communicate and collaborate across cultures. Having a diverse student body is indeed a good thing, with representation from different regional, ethnic, and racial domestic cultures as well as international diversity. If we have learned anything from the racial tensions evident on so many U.S. campuses today, it is that without a concerted effort to engage different groups, facilitate dialogue and cultivate understanding, differences become a dangerous impediment to the wellbeing of a campus, rather than a blessing.

The experience of Green River College has much to teach to all of us. An influx of international students does not only oblige us to help them adjust to us, but requires a commitment to helping all students, all staff, and all faculty to learn how to respond to (and value) differences. That would surely be a win-win (Reisberg, 2016).

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EVEKE DE LOUW

International policy adviser

Eveke de Louw reflects on the dynamics of the mixed classroom, going beyond myths and making gems shine more

'Internationalisation at home' is a tricky concept. It does not depend on English-language tuition or the presence of international students. "Obviously, those elements make internationalisation both more intensive and more extensive," says Eveke de Louw, International Policy Adviser at THUAS. "But our challenge is to design curricula that don't rely on them. We go beyond those myths. We want to prove that an international education need not be very costly or involve student mobility."

De Louw is very pleased with the mix of students she has taught as European Studies lecturer: "The majority of our degree-seeking students is Dutch, but they are grouped with international exchange and degree-course students from other countries. In terms of content, our modules pay much attention to the international perspective, for instance in management and marketing. The atmosphere in our classrooms encourages students to learn from each other's viewpoints and values, which adds an extra dynamic." A core element of internationalisation at home is its inclusiveness: it focusses on reaching every single student and runs right through the curriculum.

Quality label

In her previous role as internationalisation coordinator of the European Studies programme, De Louw got increasingly involved in the international aspects of THUAS policy and strategy. With her colleague Claudia Bulnes she developed a tool for degree programmes to map the state of their internationalisation. Once it becomes clear what their needs are, the curriculum can be adjusted accordingly. Another joint achievement is the awarding to European Studies of the quality label CeQuint, for successful incorporation in the programme of an international and intercultural dimension.

No right approach

When asked what she sees as the key to achieving the THUAS goal of delivering world citizens in a learning society, De Louw is quick to reply: "Whatever study programme you're following, you must strive to acquire a global mindset, learn to see things from different perspectives. To achieve this, there is no such thing as the right approach. The curriculum should leave enough space to do things in different ways, open the mind and look beyond national borders and personal limitations."

Ripple effect

That many students succeed in doing so, is borne out by the essays written by European Studies graduates, in which they reflect on their years at the university. Here are a few examples of their observations, some of which are quite profound. "In the transformation of my identity," writes one student, "the European Studies programme caused a ripple effect that will hopefully continue and keep inspiring me throughout my life." Another graduate describes the years at THUAS as the most colourful chapter in her life so far. About the enriching influence of classmates, friends and teachers, she says: "I discovered their culture through their words, gestures and lunchboxes."

Cultural awareness

While an internationalised approach obviously comes more easily to European Studies than to other programmes, De Louw stresses that other study programmes also work hard on internationalising their learning outcomes. As an example she mentions *Integrale Veiligheidskunde*, which focusses on safety and security management : "More and more lecturers understand that internationalised curricula are enriching for all stakeholders. There's a lot to learn about your own cultural awareness. My ambition is to design and deliver a fully certified course, for lecturers throughout the university, on internationalisation of the curriculum."

It's a shame, De Louw feels, that the wonderful work done at THUAS, from documentary videos to COIL projects for specific target groups, is not always very visible. "I want to make such gems shine more. You sometimes come upon them by coincidence, but they deserve to be shared and recognised a lot more."



“ The curriculum should leave space to open the mind and look beyond national borders and personal limitations. ”



HIGHER PROFESSIONAL EDUCATION PLAYS A CRUCIAL ROLE IN TRANSFORMATION OF SOCIETY; NEW SKILLS, NEW LEADERSHIP

Nienke Meijer, Chairwoman of the Executive Board, Fontys University of Applied Sciences

Abstract

The face of society is changing rapidly. Not only are we confronted with drastic developments in technology and ICT, we are also witnessing a social transformation from 'quantity' to 'quality'. Or: from figures to values. Key proof of this are perhaps the United Nation's 2015 Sustainable Development Goals (SDGs). This Roadmap towards 2030 was unanimously ratified by 198 member states and will, *if* the goals are achieved, have far-reaching consequences for our global society. And for (higher) education.

Knowledge institutes not only have to respond to these changes but can also drive and manage them. How? By means of TEC-proof education and research (TEC is short for Technology, Entrepreneurship and Creativity). By 'guiding' students with the right knowledge and skills (TEC skills) to the job market and by developing innovative solutions by means of practical research, together with the professional field.

In this way, higher education will fulfil its social task: help students develop their talents and support them in their search for a meaningful place in our - global! - society. This societal task makes quite some demands on leadership in education: not only do we need 'servant leadership' that facilitates ample scope for innovation and lateral thinking. Equally indispensable are a realisation that we are increasingly operating in an international context, and a sensitivity to the global *Grand Challenges*. In short, a view of the world in which the UN's sustainability goals are naturally embedded in internationally oriented curricula; a global society with an eye for a sustainable future, in which educational leadership has a single central objective: to create a learning environment in which every student, using their talent, ambition and passion, can develop to the extent that they can find a meaningful place in society.

I recently attended a gathering where reporter Jeroen Smit talked about his theatre show *Gross National Happiness*. For a number of months, in the autumn of 2017, he and cabaret artist Hans Sibbel - originally an economist - toured the country with an 'alternative lesson in economics', as the makers themselves called it.

I was immediately fascinated when I learned more about the backgrounds and content of this programme. The makers' wonder about our *economised* society, utter concerns about the narrowing of views and our focus on continuous growth, but also challenge the almost unshakeable belief that things can be better and the conviction that there are a lot of good things still in store for us: all this touches closely on my own views of society as a whole and the place of higher education in it.

From figures to values

Smit and Sibbel's programme is, of course, not an isolated event. Our society is going through momentous changes in these first decades of the 21st century. Where, for decades, attention was fairly one-sidedly on economic and financial growth, on prosperity and quantity, we are now seeing a slow but certain shift to a qualitative approach. Especially since the economic crisis and the subsequent chaos in the banking sector, our focus is more and more on well-being, on climate and sustainability, and on the notion of 'social added value'.

All of this naturally has consequences for higher education as well. First of all, we must respond smartly to this transformation, as a changed society simply demands different knowledge and skills. However, knowledge institutions in higher education can also support the transformation and even act as drivers. In other words: we can help shape our society. How? By prioritising quality wherever we can. By not taking growth as the only measure for prosperity and happiness. By not focusing only on 'more', but also on 'better'. In short: by moving away from figures and towards values. I will try to clarify this view in this essay.

Roadmap 2030

As I said, the programme by Jeroen Smit and Hans Sibbel is not an isolated event. More and more scientists, politicians, opinion makers, consultants, administrators, artists, writers, and business executives are embracing the theme of sustainability. Increasingly, we are seeing publications that describe, explain and applaud the transformation - the switch from one-sided attention to 'economic growth' toward a focus on less tangible but certainly equally important themes such as quality, happiness, well-being, connectedness, inclusion and sustainability. Not uncommonly, the authors consider this 'new social view' as inevitable and 'the only way' for our global society to survive.

The basis of the *roadmap* toward 2030 is, on the one hand, the economic crisis that started in 2008. But that financial *meltdown* is a negative reason, while there is also a more positive ground for this changing perspective: the 2015 UN Sustainable Development Goals (SDGs). These are 17 goals that the member states have adopted unanimously and that must be realised by 2030 at the latest. As such, the UN document is, in fact, a roadmap for human civilisation.

The great thing is that the ambitious long-term goals of the UN - the fourth of which is specifically about the importance of inclusive and quality education - are pervaded with the same kind of positive belief and the same focus on quality as the show *Gross National Happiness*.

What is prosperity?

No matter how important, inspiring and broadly supported it is, there is more than the United Nations sustainability agenda. Much more. All around us we are seeing examples of the transition our society is undergoing. In the wake of a European Committee directive from 2014, compelling large companies to also report on non-financial values such as health, environment, social impact and safety, Statistics Netherlands (CBS, an institute that lives on figures and quantitative research) introduced the *Broad Prosperity Monitor* in 2017. This monitor is, in fact, a new gauge for effective government policy (instead of economic growth alone).

Another example concerns the recommendations of the think tank of the "Foundation for innovation in economics education", reviewing Economics as a school subject. The group of scholars, headed by leading economist Lans Bovenberg (Tilburg University), makes a number of recommendations based on the shared conviction that "economics is *not* about money but about relationships". If it were up to Bovenberg c.s., their plea is a first step in realising broad-based, meaningful and manageable economics education.

Head and heart

This list has not ended yet. There are more leading scholars who are critically reviewing Economics education. One of them is André Nijhof, professor at Nyenrode University. Inspired by the Harvard publication *How to fix business schools* (published as early as 2009!), he identified the changes that have become necessary for his own university as a result of the financial crisis. The core of Nijhof's message is: finance and economic and management programmes should pay more attention to "what's going on in society". In his own words, Nijhof *appeals* to the head, heart and hands of modern management programmes; they must train people who can lead in an entrepreneurial way but at the same time take the needs of future generations into account".

Circular economy

And then we have the notion of circular economy that is gaining global popularity. One of the many influential thinkers embracing this body of thought is Oxford researcher Kate Raworth. She introduced the concept of the "Doughnut Economy" last year, which is currently a front-runner on international best-seller lists. Like the real-life one, the economic doughnut consists of two rings. The inner ring is the social minimum - that which everyone needs to lead a decent life. The outer ring is the ecological boundary.

When society falls into the hole of the doughnut, we suffer poverty and deficiencies. When we overshoot the doughnut, there are surpluses but we deplete the world. We should be in the edible part of the doughnut. Unfortunately, in our Western society as well as globally, this is not the case in virtually all areas.

Multinationals

The theories by Raworth, Nijhof and the others are inspiring and innovative. However, it is of particular importance that this mentality seeps through to the business community. After all, reality dictates that no matter how many ambitious plans politicians, policy makers and scientists make, their success hinges largely on participation by the largest companies in the world.

In this context it is great to see that more and more multinationals are aligning their strategic objectives with the United Nations sustainability agenda, while increasingly defining their business results (partly) on the basis of social added value. These are not just the front-runners who, via *integrated reporting*, base their justification in the annual report on six qualitative values, but also the Dutch Sustainable Growth Coalition, a joint venture of the CEOs of Shell, Akzo Nobel, Unilever, KLM, Heineken, Philips, DSM and Friesland Campina. The discussions held in these kinds of bodies - and, for example by global *influencers*, among whom a remarkable number of executives from the business community at the World Economic Forum in Davos - about the climate, sustainability and the long-term view of our society and the liveability of our planet, speak volumes in this respect.

Proactive contribution

This concludes my discussion of broader social developments and brings me to the main question of this essay: How does all this - the transition, the new *roadmap* towards 2030 - affect education in general and higher professional education in particular? A first answer to this question is that I am thoroughly convinced that higher professional education plays a *vital* role in the transition. Universities and universities of applied sciences are not onlookers that merely react to all the changes. We must anticipate these changes, while at the same time driving and supporting the connected societal changes. In other words: knowledge institutes help shape the changing society, economy and labour market.

To illustrate this I would like to return to the UN sustainability goals. The fourth SDG stipulates that we must ensure inclusive and equitable quality education and that we must promote lifelong learning. One of the sub goals includes another interesting ambition: "By 2030, substantially increase the number of youth and adults who have

relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship." Few people will disagree with me when I translate this as "the number of graduates with TEC skills must grow." TEC skills - Technology, Entrepreneurship, Creativity - have been a focus area at Fontys University of Applied Sciences for some time now in everything we pursue, do and offer. In concrete terms, we are talking in particular about education and research.

Inclusive education

What exactly do we mean when we talk about TEC skills and the Fontys focal point of 'TEC for Society'? Why are TEC-proof education and research effective answers to the social changes I have outlined above? But especially: how do we shape the new, changing society in this way? How can we *direct* development towards a sustainable, just, safe and inclusive society? I will answer these three questions below.

First of all, higher education can contribute to an inclusive society. As I wrote in my essay *Van praten naar doen* [From talking to doing] (August 2017), we can help put a stop to the growing social divide. Higher professional education in particular can do that! By offering as many people as possible the opportunity to develop their talent and acquire the necessary new knowledge and skills, we prevent this social divide from developing into an unbridgeable gap in the labour market. A gap with a relatively small group of mostly highly trained employees with the required skills on one side and a large middle group on the other. The latter group is, in that case, certain to fall by the wayside. This is unacceptable, not only from an economic point of view, but *particularly* from a social point of view.

Bridge builders with TEC skills

The second point is that we can contribute to a resilient society. How? By training our students to become resilient, proactive, adaptive citizens. Here, too, TEC skills are relevant. It is especially these new skills that are indispensable in order to be able to play the role described above in the rapidly changing society. TEC-proof graduates have an eye for innovation, *want* to know which role technology can play in solving social issues, dare to experiment and take action and look in creative ways for cooperation with other disciplines. Anyone facing the world in this manner and equipped with this skill set and attitude is not only flexible enough to hold their ground - no, they are capable of "taking on the role of bridge builder, literally as well as metaphorically," as Thom de Graaf, chairman of the Dutch Association of Universities of Applied Sciences (Vereniging Hogescholen), expressed it so aptly in 2016. Moreover, and not unimportantly, this is perfectly in line with the recent SER recommendation

about the circular economy, which states that “schools in senior secondary vocational and higher professional education (...) deliver skilled professionals with a good basic education as well as the skills to adapt flexibly to a changing profession.” The many social labs, professional workplaces or authentic learning environments at Fontys, where education, innovation and professional field literally meet, greatly contribute to this.

Thirdly, it is up to higher professional education to contribute to a vital society. Lifelong learning is inevitable in our knowledge-intensive society. Education and research act as drivers for knowledge circulation. Society, like Fontys, is a learning organisation. A learning network, a continually innovating organism. Anyone who continues to learn, even after graduating at age 21 or 22, can give society a vitality impulse.

Knowledge in education

The contribution of higher education to changes in society (and particularly to realisation of the fourth SDG) is obvious. Another issue is the way in which we interweave knowledge of and about *all* 17 UN goals in the curricula - the learning outcomes - of our study programmes. The great thing about many universities of applied sciences - and this is certainly true for Fontys - is that we do not just train students for a place in the job market, but that we educate teachers Dutch Association of Universities of Applied Sciences, who in turn prepare new generations of children and young people for further education and a meaningful place in society. In short: if higher professional education succeeds in interweaving knowledge of and about the UN sustainability goals in both our “regular” study programmes and our teacher training courses, chances are that those who enter the job market in the next few decades will have internalised these SDGs, simply because they have been dealing with them from their very first year at school.

Research ambitions

This concludes the section on education. In answering the questions, we should not forget about research. For we also respond to and direct changes and contribute to achieving the SDGs through our ambitions in this area, with the practice-oriented research that higher professional education performs for and with the regional professional field. There are good reasons why the Netherlands Organisation for Scientific Research (NWO) has set up a National Science Agenda (NWA) that helps education and research institutes by distinguishing knowledge gaps. The general conclusion from this agenda is that our knowledge institutes can contribute by

generating, through research, knowledge in the following areas: food issues (SDG 2), well-being and health (SDG 3), water (SDG 6), renewable energy and climate change (SDG 7, 12 and 13) and - back to my own discipline - education (SDG 4).

A look at the Fontys practice could clarify the role of research in our social mission. The encompassing focal point TEC for Society covers five research lines at Fontys: health, high-tech systems & materials (HTSM), smart society, learning society, and creative economy. In each of these areas and in our three largest labour market regions - Brainport (Eindhoven), Midpoint (Tilburg) and Greenpoint (Venlo) - we develop, through applied research, new products and services that are useful in solving social issues. Some examples: students of the minor HTSM, additive manufacturing, who design a new ankle prosthesis in 3D, on behalf of a small entrepreneur of modified shoes who does not have the required knowledge and equipment. Or students from the minor Big Data who, based on data from Statistics Netherlands, develop rapid cycle routes (i.e., with as few traffic lights as possible). With the objective of getting more people to cycle. More sustainable and healthy to boot. Finally: students who, together with Sporthogeschool lecturer Mark de Graaf and IDEE Brouwerij, develop a game to encourage movement in children with spastic paralysis. By playing this as a game, the children move around more and have less pain. I could go on and on - the number of examples of research that exemplifies TEC for Society is growing almost daily.

Servant leadership

The proactive response to revolutionary technological and economic developments (the 'transition'), taking on social responsibility (building bridges, preventing divide) and interweaving UN goals in educational curricula and practice-oriented research: all this constitutes a huge challenge for knowledge institutes. What demands does this make of leadership in higher education?

In line with André Nijhof's aforementioned call for a new type of manager (to be trained), I wrote an essay in 2016 about a specific form of leadership required in higher education: servant leadership. Now, two years later, I still fully endorse this plea. Why is servant leadership needed? Allow me to explain. First of all, our changing society requires leadership that has an eye for both the needs of the global society and those of current and future students. The educational sector as a whole must serve the main goal: maximum development of our students and expanding the contribution these talents make to that global society.

Room for innovation

All too often, in our contemporary society it is about leadership that centres on control, power and self-interest. I argue in favour of a different form: leadership based on what others need. Managers provide direction, the goal, and then allow teachers and other staff the room to achieve this goal. Room in the sense of freedom, but also in the sense of responsibilities. That room or freedom is, basically, the crux, because our future is determined by the strength of our innovative capacity. The requested and required social, technological and economic innovations require lateral thinking, experimentation and exploration, trial and error.

Let me be clear when I say that I am aware this is not always easy. We want to train critical leaders, but our current educational system is not equipped for that. We also expect that our 'competent rebels' (want to) continue to learn their entire life. The changes in society are occurring at breakneck speed, future scenarios are becoming less and less predictable and - very importantly - our geographical boundaries are being replaced by a complex global society in which everything and everyone is increasingly connected with everything and everyone else. This requires people who are agile and innovative, who have a learning attitude. A continuous learning attitude is, in essence, also a form of servant leadership. Every individual adopts a vulnerable attitude, is open to new developments and willing to step out of their comfort zone.

International context

Therefore, it is also certain that, more than ever before, this 'new leadership' includes a significant international aspect. The world is getting bigger, the economy and society are becoming more global.

This, too, has its effect on higher education - and on leadership within knowledge institutes. This also increases the importance of the theme of "internationalisation", not in the least in our highly international Brainport region.

But what is internationalisation exactly? In higher education, this not only concerns the basics, such as exchange, experience abroad, language policy and intercultural competencies, but perhaps it is much more about a view of the global society. Understanding the impact we all have on realising global goals. In short: about the awareness that implementation of the SDGs and the resultant transition of society are both a necessity and a great opportunity.

New era

In conclusion. In their show, Hans Sibbel and Jeroen Smit contend that “the monster of the economy has an iron grip on us” which must “stop as soon as possible”. I would not go that far. Like Smit and Sibbel, I am convinced that we are on the verge of a new era, both nationally and internationally. It’s about essential themes. The future and the liveability of our planet are under pressure. And the great thing about higher education is that we can contribute to providing the solution. At international level, of course.

Internationalisation is about the view of the world, about the development of students in a global context with sensitivity to the *Grand Challenges* and an understanding of the changing perspective of economic growth and the related impact on society. A view of the world in which SDGs are naturally embedded in internationally oriented curricula. A global society with an eye for a sustainable future, in which educational leadership has a single central objective: to create a learning environment in which every student, using their talent, ambition and passion, can develop to the extent that they can find a meaningful place in society. And thus helps to create a sustainable society.

DEBORAH MEVISSSEN

Director Education, Knowledge & Communications Department

Deborah Mevissen about the China platform;

“Knowledge of China is crucial to the careers of our students”

The Hague University of Applied Sciences has strongly focused on internationalisation as an important element in developing our students. As one of the world economic powers China will have an influence on the career of all our students in the next decennia. To ensure that knowledge of China is brought together in one place and smoothly co-ordinate all the activities within the organisation, a China Platform was created a number of years ago. Deborah Mevissen is positive with the results and praises the efforts of board member Susana Menéndez towards this.

Preparing for diversity

“We believe it is important that students can comfortably hold their own in a globalised world”, explains Deborah. “During their career they will encounter a large variety of people and cultures. THUAS wants to prepare them as well as possible for this. Local and regional developments are also important, but ultimately we want to train all students to become world citizens. Knowledge of China cannot be overlooked from this.”

**“WE WANT TO TRAIN ALL OUR STUDENTS TO
BECOME WORLD CITIZENS. KNOWLEDGE OF
CHINA CANNOT BE OVERLOOKED HERE.”**

New partners

The establishment of the China platform is clearly bearing fruit. “We are now working with a large number of new partner universities and have concluded a strategic partnership with some of them. This means we cooperate with the universities on many levels, a cooperation that goes much further than exchange programmes for students, research, joint programmes.”

BV Nederland (The Netherlands Inc.)

Deborah and Susana Menéndez have travelled twice together to China for work visits – for the benefit of THUAS visiting partner universities. But also for the benefit of 'The Netherlands Inc'. Together with a consortium of Dutch UAS we discussed the setting up of universities of applied sciences in China using the Dutch model, This was another important initiative to strengthen ties with Chinese education. Due in part to the involvement of the many universities of applied sciences this was no simple task but Susana put every effort into taking these important steps. She always keeps the ultimate objective in mind. This is a strength she has that we will miss."

Guizhou

With the partnerships the University not only focuses on the world cities of Beijing and Shanghai. One of its first partnerships was with the university of Guizhou. Not a small town either, but with one big difference compared to 'world cities' in that the residents of provincial towns such as Guizhou do not or can barely speak English. "We used an interpreter for the exploratory discussions. That did not stop us from cooperating though. We offered our students the opportunity to follow six months of Chinese language lessons in Guizhou. It was fantastic to see them come back with all the enthusiastic stories and to see them encourage others to also go there. We won't be shying away from the adventure. I am really proud of all the results we have achieved so far."



“ Susana always keeps the ultimate objective in mind. This is a strength she has that we will miss. ”



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LEADERSHIP CHALLENGES IN HIGHER EDUCATION INTERNATIONALISATION: FROM AD HOC, MARGINAL AND FRAGMENTED TO COMPREHENSIVE REQUIREMENTS

Hans de Wit, Professor and Director, Center for International Higher Education (CIHE), Boston College

Introduction

Internationalisation as a concept and strategic factor is a rather young phenomenon, resulting from the fact that higher education at the system and institutional level needed to react to and act in a more global knowledge society and economy. A gradual move of internationalisation from margin to core has taken place from the 1980s onwards as a consequence of such developments as the increasing importance of research and education for economic development (the knowledge economy and society), the rapidly growing demand for higher education in the world, the end of the Cold War, and regional cooperation in higher education, the later particularly in Europe.

In the 1980s and 1990s, the main focus was on mobility. This came as a result of the unmet demand for higher education, which resulted in a drastic increase in international degree mobility of students, mainly from the developing world to the developed world; the growth of short term credit mobility of students, in particular in Europe as a result of Erasmus; an increase in short term faculty mobility, primarily for research; and a gradual growth in franchise operations, branch campuses and other forms of transnational education.

This focus on what Jane Knight (2012) refers to as 'Internationalisation Abroad', is still prevalent. But by the turn of the century, there also emerged a need for higher education institutions to respond to a compelling call for globally competent citizens and professionals. This imperative requires paying attention to the far larger group of non-mobile students and faculty, and to internationalisation of the curriculum and teaching and learning. As such, the notion of *internationalisation at home* came to the fore.

Over the past decade, the relationship between these two components—internationalisation at home and abroad—and the need to create a more central, integrated and systemic approach to internationalisation, in order to eliminate fragmentation and marginalisation, has spurred an interest in 'Comprehensive Internationalisation' (Hudzik, 2015). In tandem, an updated definition of internationalisation emerged, reflecting these broader understandings of the nature and purpose of internationalisation:

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 et al., 2015).

In other words, internationalisation in higher education has evolved over the past 30 years from a rather ad hoc, marginal and fragmented phenomenon to a more central and comprehensive component of higher education policy—although still more in rhetoric than in concrete action. (De Wit & Rumbley, 2017)

Leadership development demands

This evolution of internationalisation, in terms of both ideas and actions, went hand in hand with a rapid growth in the number of administrators and academics dedicated fulltime or part-time to the elaboration of internationalisation policy and practice, in the central administrations of institutions of higher education and in their departments and faculties, in national and international agencies, in ministries of education, and in an emerging international education industry.

Key illustrations of the profession boom related to internationalisation can be seen in the development of national and regional associations for international education—such as NAFSA: Association for International Educators, the Association for International Education Administrators (AIEA), the European Association for International Education (EAIE), and others; the rapid growth in membership and conference participation of these associations; and the expanding footprints of their conference exhibit halls. This boom was first evident in Europe, North America and Australia, but then evolved to other parts of the world, as internationalisation has increasingly become a global phenomenon (de Wit et al, 2017).

It also has resulted in an increase in numbers and variation in position and responsibilities of leadership positions in internationalisation of higher education, what in the United States of America are called 'Senior International Officers', as well as in the required policy focus by institutional leaders in higher education (rectors/ presidents and vice-rectors/vice-presidents) concerning internationalisation. This is reflected in the number of strategic internationalisation plans of institutions of higher education, as well as in the attention given to internationalisation by national, regional and international associations of universities, such as Association of Universities in the Netherlands (VSNU) and the Netherlands Association of Universities of Applied Sciences (VH), the European Association of Universities (EUA) and the European Association of Institutions in Higher Education (EURASHE) in Europe, and the International Association of Universities (IAU) at the international level.

As internationalisation policies (at national and institutional levels) evolved over the years, and international offices grew in size and complexity, the need for more senior-

level professionals with a broader knowledge of international education became more evident. As Merkx and Nolan observe for the United States:

the process of internationalizing a college or university requires visionary leadership for planning, building consensus, and dealing with management issues the cross disciplinary boundaries. The merging challenges of internationalization have necessitated new senior administrative positions to sustain challenging innovations (Merkx & Nolan, 2015, p. ix).

Already in 1982, the founders of the Association for International Education Administrators (AIEA) broke away from NAFSA: Association of International Educators because they "viewed NAFSA as an organization that focused on the nuts-and-bolts issues facing staffers rather than on the leadership concerns" (Merkx & Nolan, p. 7) of senior international officers (SIO's). Eventually, NAFSA and (later) EAIE in Europe also began to look into professional development for SIO's, in light of the significant demand that emerged to support the needs of a growing SIO population.

As noted by Streitwieser and Ogden (2016, p. 13) in the preface to their book, *International Higher Education's Scholar-Practitioners*: "international higher education is a complex phenomenon that involves many different activities, players, institutions and realities."

What does that mean for the relationship between internationalisation and leadership?

As internationalisation and global engagement become entrenched around the world as mainstream components of quality in higher education, the need to ensure high quality professional preparation of those responsible for the internationalisation agenda in their respective institutions or systems of higher education becomes more widespread and sustained.

Different professional development resources and offerings will meet the needs of different individuals. But, increasingly, graduate level study is emerging as a pathway of significance for those seeking careers in internationalisation as decision-makers at all levels. This is reflected well in the notion of 'intelligent internationalization', as expressed by Rumbley:

'Intelligent internationalization' demands the development of a thoughtful alliance between the research, practitioner, and policy communities. Those participating in the elaboration of internationalization activities and agendas [must] have access to the information, ideas, and professional skill-building opportunities that will enhance their ability to navigate the complex and volatile higher education environment of the next 20 years (Rumbley, 2015, 17).

As internationalisation has moved from the margins of higher education research, policy and practice, it has become clear that the previously disjointed approaches that characterised its earliest years have given way to an understanding that sophisticated synergies are required to realise its full potential. The same is true of the professional development needs of those tasked to advance the cause of internationalisation in order to enhance the quality and relevance of higher education, locally and globally.

Challenges and opportunities

Above, I have addressed the demands for leadership development in internationalisation for higher education (See for more information on professional development de Wit and Rumbley, 2017, on which the previous section builds). But the relationship between higher education leadership and internationalisation is diverse and complex. In this section, I address some of the challenges and opportunities in this relationship.

One has to distinguish between two types of leadership: the more specialist internationalisation leadership role of 'Senior International Officers', and the role of general higher education leaders (rectors/presidents/vice-chancellors, as well as non-specialised vice-presidents/vice-rectors/provosts/deputy vice-chancellors, for whom internationalisation is not the primary focus but who are responsible for and have oversight over the internationalisation policy and strategy of the institution.

I have described the changing role of the first category (De Wit, 2012) for Europe over the past decades. While under the inspiration of increasing internationalisation and Europeanisation, the position of SIO in the late 1990s moved up the ladder towards a position of vice-president/rector for international affairs, in the past decade there has been a trend towards mainstreaming of internationalisation:

With the increased importance of international education, it has also become more mainstreamed. International offices and separate policies for internationalization – islands within institutions – are viewed as ineffective and not in accordance with the central role international education should play in the mission and plans of the institution. As a result, the positions of vice-presidents international are gradually disappearing, as internationalization is seen more as an integrated part of education and research policy of all units instead of as a separate position (De Wit, 2012, p. 119).

This means that much of the policy role with respect to internationalization is shifting towards the category of higher education leaders such as presidents/rectors and vice-presidents/rectors of academic affairs. Less attention is given to the role of this leadership group, although their influence is higher than of the first category, as they

-within their institution and through their associations- influence the higher education agenda and its international dimensions at the national regional and global level. The little information we have on their views on internationalisation comes through the *Global surveys* on internationalisation of the International Association of Universities and through policy papers of national associations as VSNU and VH, and at the European level, EUA and EURASHE.

The following points emerge from these documents concerning their role as leaders in internationalisation of higher education.

1. Increasing importance of internationalisation in the higher education agenda
2. Policy and practice of internationalisation is no longer marginal and *ad hoc* but core to the agenda of higher education leaders
3. Internationalisation has become a broader agenda for all domains of higher education policy: research, teaching and learning, and relation to society
4. Internationalisation no longer is the exclusive domain of the SIOs and their offices, but more and more of heads of other administrative units
5. Internationalisation for leaders has become more than supervision of the SIO and his/her office, and signing of MOUs
6. Budget implications are no longer marginal but substantial in both expenses and income Internationalisation is for leaders a key agenda issue at the sector and system levels, nationally, regionally and globally.

What does that mean? Mestenhauser and Ellingboe (2005, 17) correctly stated that "To accomplish the task of internationalization...requires knowledge about change, for internationalization is about change and the future." This was still true when these authors were quoted by Heyl and Tullbane (2012) and still holds true today, not only for the SIO but also -and even more- for higher education leadership in general.

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SIMONE HACKETT

International COIL coordinator

Simone Hackett answers questions about an online global learning approach that coils itself through the curriculum

Some call it virtual mobility, others globally networked learning or tele-collaboration. At THUAS this educational practice, which comes in many shapes and forms, is defined as COIL (Collaborative Online International Learning). The university sees COIL as an opportunity for internationalisation at home and has pledged to integrate it throughout the institution. In December 2016 the first European COIL conference was held at The Hague University of Applied Sciences.

New dimension

Simone Hackett, who combines her job at the Faculty of Health, Nutrition and Sport with the university-wide coordination of COIL courses, making them fit into the curricula, compiled the programme for the conference. "Essentially, COIL is a teaching and learning approach that helps students develop their intercultural competencies. It gives an international dimension to face-to-face classes." The concept, she explains, was developed by Jon Rubin at the State University of New York, one of THUAS' partner institutions.

The COIL flag flies over a multitude of activities, from making a promotional video to interviewing refugees. The common denominator is that THUAS students collaborate online with their peers in other countries. Hackett: "There are very elaborate projects, where groups of students have weekly Skype sessions for a whole ten-week block, but also single sessions of a couple of hours. My advice is to form groups within a class and have break-off sessions."

No strict rules

At the time of the interview, Hackett has coordinated 19 COIL courses. When she receives a request for a new project from a partner university, she finds an appropriate match at THUAS, and vice versa. She is working on research to give the COIL practice a firm academic basis, because right now it spirals in different directions – which fits with the image evoked by the word coil. For the time being, best practices provide sufficient guidance. "There are no strict rules, but COIL seems to work best when the initial sessions take place in the classroom during working hours," she says. "Once lecturers have found the right international partner, both sides have to ensure that their expectations and ideas are aligned – otherwise the work may founder halfway through. The assignments on both sides should be equivalent in terms of credits earned."

Fun dimension

The objective that all students should leave THUAS as global citizens means that international standards are applied to Dutch-language programmes as well. COIL plays an important part in what is known as internationalisation at home. Hackett: "For the Dutch-taught students, it adds a fun dimension to the programme. It gives them some international experience and helps them build confidence to work in English. It's our aspiration to offer inclusive international education to all our programmes. Currently, five out of the six faculties already have some experience in using COIL. "There's a demand for training within THUAS. From next year, we are offering our lecturers an in-house COIL training."

Raising awareness

The 2016 conference, which attracted 200 participants, has been instrumental in raising awareness of the opportunities COIL offers, thus driving the concept into the classroom. It has also increased the number of foreign partners interested in working with THUAS. Linking education professionals with comparable interests and giving them the tools needed to create meaningful COIL projects – which they may refer to by another name – is turning students all over the world into global citizens.



“ It’s our aspiration to be inclusive – we bring COIL to all our programmes. ”

MARINA LABRAÑA

Coordinator Brazil Platform

She proudly talks about the different projects within the Brazil platform. “We work together with universities as well as associated organisations in Brazil to set up projects within the relevant themes of The Hague University of Applied Sciences. These projects are more than an exchange programme for students. The aim is to achieve a far-reaching integration in both training and research”, Marina explains. “We have invested a lot over the past few years, to ensure the growth of in-depth projects between THUAS and our Brazilian partners”.

First double degree Master

THUAS is working closely with the UFMG, short for ‘Universidade Federal de Minas Gerais’. For example, they are developing a master in global governance for professionals. This will become the first double degree programme on master level at THUAS; graduates will receive a double degree, a master of science (MSc) and international law (LLM). Marina: “We have combined our strengths: a well-developed practice-oriented education with THUAS and the prestige’s international law programme at UFMG.”

“WE ARE AIMING FOR FAR-REACHING INTEGRATION BOTH IN TRAINING AND IN RESEARCH”

Corporate governance

Another interesting development is the strategic partnership agreement with the governmental organization ENAP, an organization which is responsible for professionalisation within the government. The projects set up within the agreement range from access to their database for research purposes to lecturers travelling to ENAP to give courses on corporate governance course. “This is a perfect example of the value of such an agreement, they have top notch lecturers at their disposal, and at the same time it provides interesting cases for our bachelor education, e.g. cases on Petrobras, the Central Bank of Brazil.”

Challenge of ideas

Together with the private university SENAI, THUAS works in the field of Process & Food Technology. "We both offer this programme, and have now aligned the curricula and created the 'Challenge of ideas': students from Brazil and THUAS work together on a case in the food sector. Within a week's time they should come up with the best possible solution and compete for the best results via video connections in combined groups."

With thanks to ...

The creation of all these beautiful initiatives is largely due to the good work of our board member Susana Menéndez, Labraña emphasises at the end of the interview. "Susana has meant a lot for the Brazil platform. She laid the first contacts with UFMG and ENAP, collaborations that have resulted in sustainable partnerships."



“Susana has done a great deal for the Brazil platform.”

AREND DE KLOET

Professor of Rehabilitation, The Hague University of Applied Sciences

In the field of care and rehabilitation THUAS has also established a good cooperation with a Brazilian partner: a collaboration with the innovative rehabilitation network SARAH. Lector Rehabilitation Arend de Kloet explains.

The SARAH network in Brazil consists of nine rehabilitation centres. "The organization is immense, fifty times as big as Sophia Rehabilitation in The Hague", De Kloet says, who is also allied to the Sophia in alongside his lectureship at the university. In May 2016, The Hague, Sophia and SARAH entered into a partnership, the start of a promising collaboration.

The cooperation consists of a variety of activities: every year a group of students from THUAS travel to Brazil for an internship; we have several working visits at THUAS and SARAH alike; the parties collaborate in research on strokes; teachers and doctors share knowledge and experiences about different care methods; in short, there is a lot going on. De Kloet: "THUAS will ensure that students, teachers and partners develop into world citizens. This partnership agreement makes an excellent contribution to achieve that. "

The Netherlands can learn from the Brazilian care approach in many ways, De Kloet thinks. For example, in Brazil there is a lot of room for patient consultation and consultation for informal caregivers. And thanks to life-course counselling, the patient can visit the doctor during each new phase of life to be examined for possible problems that he or she may encounter. In addition, the Brazilians work with advanced movement labs to for example analyse walking problems. "It is great to get feedback from students at SARAH, they really experience the way rehabilitation is offered there."





THE ROLE OF UNIVERSITY LEADERSHIP IN INTERNATIONALISATION

**Robert Coelen, Professor of Internationalisation of Higher Education,
NHL-Stenden University of Applied Sciences**

The role of leadership in internationalisation is almost as old as universities themselves. Leadership, in this contribution, encompasses both the internal as well as the external leadership. The latter usually is governance by the state, either directly or at arm's length. An early example of government leadership was manifested in the *Authentica habita* or *Privilegium Scholasticum*. This was a document written in about 1155 by the Emperor Frederick I Barbarossa in which he promised foreign scholars and students at the University of Bologna several rights and protections, including the freedom of movement and travel. It came about after a meeting with the scholars in which they asked him to prohibit the exercise of the right of reprisal by local city authorities against foreign scholars (seizure of a person or property to satisfy debts incurred by their fellow countrymen) and to grant them the freedom of movement "so that all men minded to study be free to come and go and dwell in security" (*ut nemo studium exercere volentes impediatur stantes nec euntes nec redeuntes*). Frederick, in his wisdom, saw the value of scientific inquiry for society and seized the moment to ensure that those who were in pursuit of knowledge far away from home were able to do so in full protection. Interestingly, this intervention arose from a dialogue between academics and students on the one hand, and the emperor himself on the other hand. A rather direct intervention from government to scholars. This 'constitution' was marked as one of the great moments in medieval learning (Powicke, 1949).

Almost a millennium later, the lessons of Bologna have not been learned or are ignored in many countries. Organisations such as the Global Coalition to Protect Education from Attack, The Institute for International Education's Scholar Rescue Fund, and the Scholars at Risk Network, and other like-minded organisations have been created to protect academics at risk. Travelling across borders to some countries may still constitute a significant risk. The story of Dr. Ahmadreza Djalali, a peaceful scholar, who has been sentenced to death in Iran, is a chilling reminder of the potential tension between those in power and scholars. He now languishes in Evin Prison with deteriorating health. This is however not an isolated instance. Prof. Henri Barkey has been accused by the Turkish authorities of being involved in a recent failed coup attempt. He will not even board a plane that flies over his native country for fear of arrest. Dr. Haleh Esfandiari was arrested in Tehran in 2008 and imprisoned in solitary confinement in Evin Prison for 105 days.

More often attacks on scholars and students are contained within one nation and are part of internal struggles. The report *Education under attack 2014* (Richmond et al., 2014) lists many countries where higher education has come under attack by local forces resulting in assassination, killing or injury of students and academics, arbitrary arrest, and other atrocities. Paramilitary groups and guerrillas in Colombia threatened students, staff, and university leaders. The FARC was reported to have sent messages to six university leaders, saying they had become targets. More recently, Ricardo Rotoras, the President of the University of Science and Technology of the Southern Philippines, was assassinated near his home, the motive still uncertain.

National leadership in some countries, especially those ruled by autocrats or in sham-democracies, fears academia. These are extreme levels of control and potential exertion of influence. There would be little university leadership would be able to do against such actions, as it is outside their sphere of influence. Indeed, they could become themselves targets of attack. One of the post-coup actions of the Turkish government, for example, was to suspend some 1,500 university deans and dismiss four university presidents. It has been argued that true democracies need (university) education and dictatorships rely on a narrow base with strong incentives for participants (Glaeser et al., 2007). A change of government in Egypt earlier this century, caused all university leaders to be dismissed. Their dismissal was called for by students and faculty groups. Presumably, the presidents formed part of the narrow base of participants in the rule of Hosni Mubarak.

In democracies, university leaders often group together to point out potential injustices or problems to the government of the day. This does lie within their sphere of influence, particularly as a joint force. In September 2017, university leaders in the USA reacted to the President's intention to end the Deferred Action for Childhood Arrivals programme. The President has been vacillating on the issue ever since. More recently, university leaders in Europe came together to discuss the contributions universities could make to tackling the current challenges facing Europe, including social inequality, migration, demographic change, political conflicts, and increasing populism. The impact of their deliberations and any subsequent concerted actions, if any, is not yet known.

Leadership at the institutional level, is however also under scrutiny, if not attack, in many democracies. This include aspects such as tuition fees, student satisfaction, and internationalisation. Recent developments such as Brexit, the election of Donald Trump as president of the USA, an upsurge of nationalistic anti-immigrant sentiment in European countries, have all combined to make the internationalisation of education a threatened activity according to some (Altbach & De Wit, 2018), although ameliorated somewhat later (De Wit, 2018) and refuted by others (Knight, 2018; Usher, 2018; Mohamedbhai, 2018).

Despite the arguments of some of the proponents of a continued bright future for internationalisation, the political reality in the Netherlands is that recent Ministers of Education, Culture, and Science have faced some stiff questioning in parliament about

the way internationalisation of higher education is developing. More specifically, the questions were about the extent to which education should be delivered in English, whether foreign students were taking places of their Dutch counterparts, whether the Netherlands actively promoted brain-drain of developing countries, and about the conditions of expansion of transnational delivery of Dutch higher education programmes. This is an area where university leadership has opportunities to influence further courses of action.

What role is there for university leadership in support of internationalisation?

The Associations of Universities in the Netherlands (VSNU) and the Association of Universities of Applied Sciences (Vereniging Hogescholen), published a joint vision on internationalisation in 2014. In this document, the joint leadership promulgated the development of the International Classroom (in English), indicated that the development of more English language taught courses was of benefit to Dutch students, and increased collaboration with foreign partners for research and student mobility, amongst other initiatives. Four years later, the use of English in higher education was questioned and portrayed as a means to recruit international students for financial gain by some leaders in higher education. Whilst the joint vision was possibly not as strong as it could have been, it did lead the way towards extending internationalisation in higher education.

Indeed, in 2016 the Education Council of the Netherlands advised the Dutch government to initiate internationalisation of education in pre-tertiary education with ambition (Onderwijsraad, 2016). The effect of this, if it were implemented, would be that universities in years to come would be able to extend the development of its students. Instead of repairing the lack of intercultural competence and international awareness of university entrants, they would be able to assist students in learning to take advantage of available diversities (and not just racial, cultural, and ethnic!) for the benefit of their workplace or living. The link between economic performance of companies and their embrace of diversity has already been shown (Hunt et al., 2018).

All of this fervour for internationalisation of education is presently predicated on a thin base of empirical evidence. The publication record for internationalisation of education among peer-reviewed journals does not even constitute 0.3% of all such papers in education. Indeed, the number of papers is less than that about on-line education (Coelen, 2017), something that did not exist before 1990. Like on-line education, the interest in internationalisation, as evidenced by the annual ratio of peer-reviewed publications of these specialised fields (over the last 25 years), has been higher than education, and higher education in general, but more is needed. The relative lack therefore, of solid and substantial evidence of the impact of internationalisation

interventions on individuals, institutions, regions, and nations, requires urgent additional action. The pressures of public accountability will continue to rise and higher education needs answers.

Leadership for research on internationalisation

It follows that university leadership, as far as they not already have done so, need to support research into the effects of internationalisation activities that are carried out by their own institutions. Within their own institutions their sphere of influence is maximal. By supporting this they may build an arsenal of arguments as to what benefits accrue to individual, institutions, region, and nations that are participants in such activities. The excitement around internationalisation of education, often carried out as international student mobility, has undeniably been influenced by its reported life changing nature. Part of the criticism of this mode of internationalisation however, has been the relative small proportion of internationally mobile students. Most tertiary students are not internationally mobile. Therefore, if research is able to demonstrate how these life changing effects come about and what specific aspects of an individual's life have changed, we may possibly develop our curricula at home in such a way as to bring about the same changes and/or discover that international mobility is the most optimal way to achieve these effects. Either way, armed with more in-depth knowledge, the choices that are made for further developing internationalisation can then be based on empirical evidence.

Implicit in the request to support research into internationalisation is that university leaders also continue their support for internationalisation of education per se. That is, we must continue these activities and we must continue to develop internationalisation at home in such a way that evidence, as it comes to hand, will further direct and support the same. Evidence-based alteration of education is urgently needed to graduate young persons that can face and overcome the challenges we have left them. Clearly, our education was insufficient to prevent these global challenges from arising. Maybe the thoughts of Frederick I Barbarossa should have been heeded better.

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JOS BEELEN

Professor of global learning

Jos Beelen talks about the i-word, the role of the midwife and the need to reinvent the wheel

Phase out the i-word. That's what Jos Beelen would like to do. It's not that he doesn't like internationalisation. On the contrary: he has devoted much of his academic career to it. What he means is that he hopes the i-word will become redundant, because the practice will be entirely integrated into teaching and learning: "Currently, people have different ideas about what internationalisation means. The word often blocks the discussion. What matters is that we talk about what we want to achieve: for example that our graduates have mastered critical thinking on international cases."

Imagine...

At THUAS, Beelen heads the research group on Global Learning, whose stated goal is to help lecturers imagine internationalisation for their own context. A quote from Napoleon, featured on Beelen's THUAS web page, illustrates the value he places on this: "The imagination rules the world". In other ways, too, world leaders and philosophers are mentioned in his work. He takes his cue from Socrates when he likens his role vis-à-vis lecturers to that of a midwife: "The baby – in this case the knowledge – is already there. By asking questions we make our lecturers aware of how much they already know. They are the specialists in their own discipline. In many cases, it's a process of empowerment."

Missing link

In September 2017, the Centre of Expertise for Global Learning, which combines the research resources of a number of Dutch universities of applied sciences, hosted a conference entitled The Missing Link: developing the skills of lecturers. Beelen: "It's a misconception to think that all students spend time studying abroad. Only a minority do. Our internationalisation policy takes in all our students, including those who stay at home. We don't need our own lecturers for students who are abroad, but for all the others they have to be involved. The conference focussed on ways to provide lecturers with the necessary skills. They should assume ownership within their curriculum."

Beelen realizes much work is yet to be done. Some lecturers feel they are being left out, while others resist change. "We have to keep reinventing the wheel, have the discussion again and again."

"In doing so, we combine the roles of researcher and facilitator – we call this action research. We do not start by asking how we can internationalise, but why. It's a tool, not a goal in itself. I think we've been successful in moving beyond the question of 'how'. The answer to 'why' is that in this way we create better professionals, better world citizens."

Deep thinking

Beelen is aware of the importance of employability, particularly at a university of applied sciences, but insists that the guidelines are not laid down by the employer. Nor, in this case, by the Executive Board. "We are trying to achieve change from the bottom up. That's not easy. You have to do some very deep thinking. But I am optimistic, because I see we are making progress. More and more people understand what it's all about."

Combining perspectives

The network THUAS can draw on, both nationally and internationally, is impressive. In the Netherlands THUAS is part of the Centre of Expertise for Global Learning, and Beelen also carries out joint research with colleagues in the UK, Australia and Germany. "Comparing your work with that of others provides insight into your own practise. Combining local and global perspectives is an important part of global citizenship."

"While there is internationalisation at other universities, both in the Netherlands and abroad, it's often found only in isolated pockets. The expertise we have built up sets us apart. The strong drive towards internationalisation across the institution is one reason why I enjoy being at THUAS. I think we're well on the way to our goal of being the most internationalised University of Applied Sciences in the Netherlands."



“ The strong drive towards internationalisation across the institution is one reason why I enjoy being at THUAS. ”

PAUL NIXON

Coordinator Europe Platform

Building a progressive European collaborative platform – Paul Nixon enthusiastically explains the benefits it brings with it

The Hague University of Applied Sciences has reinforced its collaboration with universities in England, Finland, Italy, Spain and the Czech Republic. Individual agreements with these institutions have been reinforced by a strategic partnership. A university in Germany may well soon be added, too. "It makes our collaboration much simpler," explains Paul Nixon. As coordinator, he wants to facilitate international opportunities for students, lecturers, researchers and support staff as much as possible. This partnership helps with that. "It's very quick to arrange for students to study at one of the affiliated educational institutions now. The underlying agreements are already in place."

Not too cumbersome

There are existing networks that The Hague University of Applied Sciences could have joined, but they weren't chosen on purpose. "We didn't want to be part of anything too cumbersome. One major advantage of our network is that we can get good initiatives off the ground very quickly thanks to our smaller scale. This takes much longer if you have large syndicates with more than thirty members."

Up to the faculties now

Now that a good network has been put in place, it's up to the faculties to take full advantage of it. Paul is following this up in his role as coordinator. "Some faculties have started making use of the international possibilities straight away, while others need a longer run-up." The aim of the international programme isn't just to prepare students for today's globalised world, but also to help learn from different teaching methods, share knowledge between researchers and exchange management experiences. It also means you don't necessarily need to travel to gain international experience. "The majority of students don't get to visit our partners at present and we want them to have an experience of internationalisation at home. It's a two-way street. Partners come to The Hague to share their knowledge with us, too."

From curriculum to cyber security

A couple of very promising initiatives are already under way – good precedents that will undoubtedly spark lots of enthusiasm in expectant faculties. The day after the interview, for example, Paul is travelling to the University of Derby in England. "We're looking at possibilities for a deeper student exchange programme with this partner, and want to collaborate on curriculum development and research." The European platform

also offers numerous possibilities for lecturers and researchers. Cyber security, for instance, is the first area of research that the partners will collaborate on, looking at the best way to protect information systems against hackers and criminals. This is an important topic that is very much in the global interest.

Involve everyone

Paul talks enthusiastically about the current projects, but is also looking forward. "We want to expand the collaboration further in the future, and reach more people with our initiatives. We're aiming to embed internationalisation throughout the entire university; it's not just for the academics. We want to involve everyone." It's a road similar to one that THUAS has gone down before. Some programmes exist already for support staff; a delegation recently travelled to Finland to learn about the administration and management approach over there, for example, which is just one of the many useful experiences that deserves following up.

"It was the idea of our board member Susana Menéndez to have strategic partners and she was very supporting in finding and approving them," Paul says in conclusion.

The platform members:

- Madrid University Francisco de Vitoria, Spain
- Masaryk University, Czech Republic
- Tampere University of Applied Sciences, Finland
- The Hague University of Applied Sciences, Netherlands
- University of Cagliari, Italy
- University of Derby, UK

**“ The smaller
scale of our
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WATERING A HUNDRED FLOWERS; INSTITUTIONAL LEADERSHIP FOR INTERNATIONALISATION AT HOME

Jos Beelen, Professor of Global Learning, The Hague University of Applied Sciences

Abstract

This contribution explores the under researched topic of institutional leadership for internationalisation at home. It critically discusses how European and Dutch educational policies may impact institutional leadership. The policies of the Dutch Ministry of Education as well as those of the university associations consider internationalisation at home more as an alternative to mobility than as an integrated dimension throughout curricula.

It is argued that, in the Dutch context, the national platforms of programmes of study are more relevant players than the Ministry or the university associations, since internationalisation at home is discipline specific and should therefore be embedded in individual programmes of study.

National policies therefore offer little support to institutional leaders. Within universities, international officers continue to be major enablers for internationalisation at home.

Effective institutional leadership for internationalisation at home requires strategies that connect leadership directly with programmes as well as strategies for professional development of lecturers. The case of The Hague University of Applied Sciences (THUAS) shows that, through the strong leadership of Susana Menéndez, meaningful development of internationalisation at home in programmes of study is making substantial progress.

Internationalisation at home

Since the middle of the 1990s, universities have been trying to implement forms of internationalisation that reach beyond the 'mobile minority'. In Europe, we usually call this *internationalisation at home*, a term that was coined in Malmö (Sweden) in 2001. Internationalisation at home has been redefined by Elspeth Jones and myself (Beelen and Jones, 2015, p. 76) as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments", stressing its purposefulness (learning outcomes and assessment) and inclusive character (for all students).

Internationalisation at home quickly gained popularity in the Nordic countries, the Netherlands and Flanders. It may be argued that, among the early adapters, the Netherlands are most committed to internationalisation at home. One indicator for this is the strong participation of Dutch international officers in the training courses on internationalisation at home that the European Association for International Education has been offering since 2006 (Beelen, 2017a, pp. 122-124).

European countries with bigger languages have developed fewer initiatives for internationalisation at home, but this is currently changing in Germany (see Casper-Hehne & Reiffenrath, 2017; German Rectors' Conference, 2017; Beelen, 2017d) as well as in Austria, with both university associations and individual universities actively engaging with the concept.

Internationalisation at home has also spread outside Europe. Symbiosis University in Pune (India) devoted a national conference to it in April 2018. Related concepts under different names, foremost among them 'internationalisation of the curriculum', have developed across the globe, particularly in Australia (see Beelen & Jones, 2015; Leask 2015).

Some argue that the importance of internationalisation at home will increase even further due to factors that limit mobility of students, such as global political instability, environmental issues and provision of high quality higher education in Asian countries. It does indeed look like internationalisation at home is here to stay. Heavy investments in credit mobility of students over an extended period of time have resulted in 22% of Dutch students going abroad for 15 credits or more (Statistics Netherlands, 2018), with only a limited view of the effects on the learning of these students.

Issues in implementing internationalisation at home

On the basis of outcomes of action research with lecturers at universities of applied sciences in the Netherlands (see Beelen, 2017a), Belgium and Norway, I have identified four related key issues that block the implementation of internationalisation at home (Beelen, 2017e).

The first is the proliferation of misconceptions, terminological 'fog' and different understandings of internationalisation at home. These manifest themselves frequently, such as in the 4th *Global Survey* of the International Association of Universities (Egron-Polak & Hudson, 2014) in which institutional leaders are the main respondents. Because of terminological confusion, it is difficult to form an impression of the attitudes of institutional leaders with regard to internationalisation at home.

Misconceptions and terminological confusion figure abundantly in the current

debate on English medium education in the Netherlands, in which teaching in English or recruiting international students is often considered the equivalent of internationalisation.

The second major issue is the lack of institutional strategies for the implementation of internationalisation at home. While 76% of Dutch higher education institutions include internationalisation at home in their policies (Van Gaalen et al., 2014a, p. 7), many lack strategies to back up these policies and also have difficulty monitoring activities (Van Gaalen & Gielesen (2016, p. 154).

The lack of strategies is felt particularly in the field of professional development of lecturers to internationalise their teaching. While university leadership across the world considers lack of skills of academics is the second biggest obstacle in internationalisation of higher education (Egron-Polak & Hudson, 2014, p. 69) few universities have addressed this crucial issue in a coherent way.

The third issue, closely connected to the second, above, is the lack of skills of lecturers. This has been noted in the Dutch context several years ago (see Van Gaalen et al., 2014a, p. 30) in relation to the Basic Teaching Qualification, which is compulsory for all lecturers in universities of applied sciences. It currently does not include internationalisation as an integrated dimension of education, which is a missed opportunity. Although the issue has been clear for a number of years, only few Dutch higher education institutions have undertaken action to remedy this. In the current Dutch debate, the competences of lecturers for internationalisation are still mostly narrowed down to English language proficiency. This takes the attention away from the required *educational* skills for the international classroom. It also reinforces the misconception that internationalisation is less relevant for programmes delivered in Dutch.

The fourth issue is the lack of connection between stakeholders in the process of implementation of internationalisation at home. Educational developers have often not been included in the debate on internationalisation and may operate in isolation from the international office. This is partly because internationalisation and education are still perceived as separate entities. In reality, educational developers are key stakeholders since they have the expertise to facilitate lecturers in designing internationalised education, articulate learning outcomes and align these with assessment. Connecting stakeholders for internationalisation at home is therefore a leadership and management issue. The way leaders and managers address this issue depends to a large extent on how they conceptualise internationalisation at home, which brings us back to the first issue above and shows how closely interlocked these four issues are. It also drives home the need for leadership programmes for internationalisation at home.

Internationalisation at home in European and national educational policies

The importance of internationalisation at home has been recognised by the European Commission, the governments of some member states as well as by associations of universities, who have all included internationalisation at home, in one form or another, in their policies. When assessing the European and national policy contexts for institutional leadership for internationalisation at home, there is another relevant national factor.

These are the Dutch national platforms of programmes of study at universities of applied sciences and as such constitute potentially relevant stakeholders in internationalisation at home for institutional leaders to engage with.

A key question is to which extent external policies offer guidance to institutional leaders at Dutch universities of applied sciences for the implementation of internationalisation at home.

European Union policies

Five years ago, the European Union for the first time included internationalisation at home in its educational policies. *European higher education in the world* explicitly linked internationalisation at home with digital learning and stated that that higher education policies must:

increasingly focus on the integration of a global dimension in the design and content of all curricula and teaching/learning processes (sometimes called **"internationalisation at home"**), to ensure that the large majority of learners, the 80-90% who are not internationally mobile for either degree or credit mobility, are nonetheless able to acquire the international skills required in a globalised world (European Commission, 2013, p. 6, bold text and inverted commas as in original).

During action research (Beelen, 2017a) it appeared that lecturers and managers are rarely familiar with the content of European policies, they are aware that such policies exist along with strategies, such as the Erasmus+ programme and funding opportunities for projects. European policies can therefore be considered an enabler for internationalisation of curricula.

Policies for internationalisation at home of the Dutch Ministry of Education

The Ministry has been developing policies for internationalisation since the early 1990s. When it included internationalisation at home in these policies (Ministerie van Onderwijs, Cultuur en Wetenschap, 2014), it envisioned that internationalisation at home would be achieved by positioning subject content in an international context and by home students' participation in international classrooms as an alternative option

for non-mobile students. The Ministry claimed that these practices would reach all students. Students would acquire international and intercultural competences through lecturers skilled in teaching and proficient in foreign languages.

In the Ministry's view, lecturers are expected to obtain the required skills through the Basic Teaching Qualification Programme, mobility, and training for the international classroom. The professional development of lecturers should be achieved by the associations of universities of applied sciences and of research universities. Finally, the Ministry announced research on international classrooms in other countries, in addition to four studies that it had already commissioned on internationalisation at home (among which Van Gaalen et al., 2014a, 2014b).

In its policies for internationalisation at home, the Ministry adopted an ambivalent stance. On the one hand, it has commissioned studies on internationalisation at home. On the other, it has narrowly interpreted the outcomes of these studies, focusing almost exclusively on international classrooms for non-mobile students. In this respect, it followed the joint vision of the associations of universities (see below). The Ministry confirmed its policy in a progress letter to parliament two years later (Ministerie van Onderwijs, Cultuur en Wetenschap, 2016).

The Ministry's policies elicited a critical reaction from the Education Council of the Netherlands, an independent body that advises the Dutch government and parliament. It called the Ministry's vision "narrow, hardly innovative, operational", claiming that it predominantly concentrated on "classical" aspects of internationalisation. It recommended that internationalisation at home and online collaborations receive more attention (Onderwijsraad, 2015).

The Ministry has announced new policies for internationalisation by the summer of 2018. These are expected to again incorporate the vision of the Dutch university associations (see below), but also address the ongoing political and societal discussion in the Netherlands on the cost and benefits of internationalisation, particularly the hotly debated issue of offering education in English (see the contribution by Bert van der Zwaan in this volume).

Policies of university associations in the Netherlands

In May 2018, the Netherlands Association of Universities of Applied Sciences and the Association of [research] Universities in the Netherlands published their joint vision on internationalisation (Vereniging Hogescholen & Vereniging van Samenwerkende Nederlandse Universiteiten, 2018). This builds on a previous version (Vereniging Hogescholen & Vereniging van Samenwerkende Nederlandse Universiteiten, 2014) but more than before attempts to justify internationalisation and stress its benefits.

Like in 2014, internationalisation at home is included in the vision but is presented as an alternative to mobility for students that do not have the opportunity or inclination to go abroad. Since we know that this concerns 78% of Dutch students, the vision

curiously presents practice for the great majority of students as an alternative to practice for a mobile minority of 22%.

Another remarkable aspect is the suggestion that international classrooms would be needed to make Dutch students meet students with other cultures (p. 11). In reality, the diversity of the student population, particularly in major cities like The Hague, assures that students will meet cultural others in any classroom. In fact, it may be argued that most regular classroom at THUAS are culturally and socially more diverse than international classrooms.

The vision discusses professional development mostly in relation to international classrooms. The extensive programme of professional development at THUAS is included as an example of good practice but the document fails to capture the key issue of providing this professional development within the context of programmes of study rather than offering it at institutional level.

While internationalisation as a driver for the quality of education is mentioned a number of times, the document does not elaborate on how this process would work or what strategies would be required to make education benefit from internationalisation.

Finally, the vision fails to capitalise on one of the strengths of Dutch universities of applied sciences, one which sets them apart from similar institutions in Europe and beyond. This is the research into the practice of international education as it is now taking place in at least four research groups across the Netherlands. Elsewhere in this volume, Robert Coelen elaborates on this.

Internationalisation at home in the national platforms of study programmes

In the particular context of Dutch universities of applied sciences, programmes collaborate in national platforms and develop a joint competence profile under the supervision of the Association of Universities of Applied Sciences. Programme managers use these profiles as a guidance for accreditation.

In practice, these national profiles constitute an obstacle for individual programmes to discover their identity, for example in relation to the local and regional labour market. While the context in which programmes operate may differ significantly across the country, the programmes are largely identical. In this sense, the accreditation frameworks have a homogenising or isomorphic effect since all programmes try to achieve the same profile.

In my study on the internationalisation of learning outcomes (Beelen, 2017a), I found that programme managers believed that the national profile also provides direction for internationalisation. They consider compliance with the profile equal to achieving the required degree of internationalisation.

However, particularly for programmes delivered in Dutch, the international and intercultural dimensions of the national profile are weakly articulated and not clearly visible. This prevents programmes from developing their own approach to internationalising their curricula.

Programmes first externalise their own standards before adopting them again, treating them as external standards that they have to comply with. In my study on internationalising learning outcomes, I have termed this *collaborative isomorphism* (Beelen, 2017a, p. 198),

In itself, this phenomenon could have positive implications, in the sense that a joint standard creates clarity. But it could also create a safe haven or a sense of “safety in numbers”, thus discouraging programmes from developing ambitions for their internationalisation and contextualising this to their particular situation.

The low ambition level with regard to internationalisation that speaks from these national profiles acts as a justification for individual programmes to hold back on developing internationalisation. However, this does not did usually have repercussions for their accreditation. This brings to mind Power’s (1997, p. xvii) well-known statement that auditable outcome-based performance measurement systems exist more for comfort and reassurance than for critique.

The concept of isomorphism was developed by DiMaggio and Powell (1983). They distinguished between mimetic isomorphism, which involves copying or imitating practices from organisations that are considered a leading example, and normative isomorphism, which involves organisations adopting other institutions’ norms and values into their own institutional environment.

Braxton and Bray (2012) applied the concept of isomorphism to teaching-oriented universities and colleges and found both mimetic and normative isomorphism. Normative isomorphism can occur through hiring of staff (both administrative and academic) of other teaching-oriented universities and through participation in various associations of teaching-oriented universities.

In the Netherlands, normative isomorphism occurs when staff members with a PhD are recruited by universities of applied sciences to meet requirements for (additional) international accreditation. The national platforms and profiles led to normative isomorphism in the sense that the programmes conformed to a national profile and did not individually profile themselves. Generally, however, the type of normative isomorphism in Dutch universities of applied sciences does not involve the direct adoption of the values of leading institutions.

Collaborative isomorphism differs from regular normative isomorphism, where truly external norms or standards are adopted. Moreover, the isomorphic tendencies occurred in a situation in which programmes strongly believed in the value of applied sciences -based education. The programmes were not seeking to adopt features of research universities.

Since the literature on isomorphism was generated in contexts that differ considerably from those in which Dutch universities of applied sciences operate, the process of externalisation and internalisation has not been described in the literature.

By comparison: Swedish and German national policies for internationalisation at home

Sweden has published an Inquiry as the basis for a new policy for internationalisation (Swedish Government Inquiries, 2018). Since the term 'internationalisation at home' originated in Sweden, and both the Netherlands and Sweden are 'early adaptors' of internationalisation at home, it is relevant to explore that policy for its approach to internationalisation at home, and compare it to the Dutch.

The Swedish Inquiry adopts the definition by Beelen and Jones (2015) and aims to explore "how more students can gain an international perspective in their education through better internationalisation at home and through more students and faculty studying or working abroad". The internationalisation of learning objectives is mentioned. However, internationalisation at home is referred to at the national and institutional levels but not at the level of individual programmes, where these learning objectives would be formulated and assessed.

Virtual mobility and the use of digital technologies are presented as alternatives for physical mobility (p. 18), rather than as integral dimension of an internationalised curriculum.

Pedagogical support is only connected to digital technology and virtual mobility (p. 19). When disciplinary knowledge and knowledge of educational theory and methods are mentioned as relevant for teachers, it is suggested that mobility is the way to achieve these (p. 20-21).

The Swedish Inquiry is not articulate about internationalisation at home, while still quoting its definition, considers internationalisation an institutional issue rather than one at programme level, and perceives it more an alternative for mobility than an integrated dimension throughout the curriculum. In this respect, the Dutch and Swedish perceptions show key similarities.

A variety of a national policy for internationalisation at home is provided by Germany, which was not an early adaptor of internationalisation at home, but has recently started engaging actively with internationalisation at home, with technical universities at the forefront (see Casper-Hehne & Reiffenrath, 2017). The German Rectors' Conference published guidelines for the internationalisation of curricula (German Rectors' Conference, 2017). This goes well beyond the attention that the Dutch universities associations have given to internationalisation at home.

Situation in the low countries

In the Netherlands, three actors operate at national level when it comes to policies for internationalisation at home: The Ministry, the associations of universities and the national platforms of study programmes.

The Ministry's policies can be critiqued for considering internationalisation at home mostly an alternative for study abroad but the question is to what extent this is entirely justified as the Ministry took its cue from the university associations' joint vision on

internationalisation in 2014. Therefore, some of the issues with the ministerial policies seem to have been caused by universities themselves, that may not have a clear understanding of the concept of internationalisation at home.

Even if the Ministry's policy would demonstrate a full understanding of internationalisation at home, it may be argued that no ministerial policy will achieve internationalisation in individual programmes of study. The Ministry's policy assigned the task of ensuring that lecturers are capable for their tasks in internationalisation to the university associations, who so far have not undertaken steps to address this.

I argue here that the Ministry's policies are less relevant for the implementation of internationalisation at home than the policies by the associations of universities, which are in turn less relevant than the policies for internationalisation at home of the national platforms. Only the latter offer the possibility to elaborate discipline-based practices that result in internationalised curricula for individual programmes of study. So far, the international and intercultural dimensions of many of the national profiles remain implicit.

At the time of writing this contribution, the Ministry is finalising its new policies for internationalisation. Universities and associations of universities have been consulted during the writing process. Comparing the 2014 and 2018 versions of the joint vision of the university associations, little progress seems to have been made with regard to internationalisation for all students and the key role of lecturers. Internationalisation is still conceptualised as practices for a minority, such as international student recruitment, mobility and teaching in international classrooms. In a way, it is interesting that many consider countries as the Netherlands and Sweden to be quite advanced in their thinking about internationalisation, but that in reality, there is considerable room for improvement at the systems level.

As far as European and national policies stand, they offer little guidance to institutional leaders for the implementation of internationalisation at home. This lack of focus in the Dutch Ministry's policies for internationalisation at home can partly be attributed to Dutch university associations and universities themselves. Key among these is the professional development of lecturers for internationalisation which has not been addressed by the university associations beyond the Basic Teaching Qualification, which however is lacking in preparation for international and intercultural dimensions. Structured training for the international classroom has also not been developed or piloted by the associations. Institutional leaders therefore stand alone in shaping internationalisation in their institutions.

New demands on institutional leadership

On the whole, university leaders, have seen the benefits of internationalisation at home and included the concept in institutional policies for internationalisation. However, backing these policies up with strategies is less obvious. In the Dutch context, Van Gaalen and Gielesen (2016, p. 154) noted a lack of strategies to follow up on these

university policies. They conclude that this lack of strategies constitutes an obstacle to the implementation of internationalisation at home in programmes of study but that, at the same time, a lack of strategies does not stop programmes to develop -bottom up- activities for internationalisation at home. At central level, universities are not always aware of these activities and therefore do not monitor them.

This is caused by the nature of internationalisation at home itself, which may be considered an exceptional phenomenon in international education. Because internationalisation at home can only be implemented in the context of the discipline and of individual programmes, it may well thrive without institutional policies or strategies. However, without guidance or support, it is not assured that efforts to internationalise move beyond input oriented activities that reach all students and are assessed. Therefore, when 64% of European universities report that they have activities for internationalisation at home (see Sursock, 2015, p. 32, fig. 5) it is by no means clear what their nature is.

The continued relevance of international officers

Now that internationalisation is increasingly mainstreamed, stakeholders and leadership for internationalisation are shifting as well. Academics are becoming more prominent as the internationalisation of teaching and learning is increasingly becoming a key focus.

While teaching and learning are not the responsibility of international offices, the absence of institutional strategies causes international officers to step into this void. This is particularly the case in continental Europe where international offices traditionally have a wide range of responsibilities, ranging from mobility to internationalisation policies.

In my study on the internationalisation of learning outcomes for the home curriculum (Beelen, 2017a), I found that international officers are important enablers for internationalisation at home because they understand the concept, have resources and feel a responsibility for its implementation. Even if international officers do not feel this responsibility, others in the university may still perceive that they should.

At the same time, the efforts of international officers are not always effective since they may not be systemic and do not tap into curriculum development processes. In a blog for the EAIE (Beelen, 2017b), I therefore argue that the role of international officers for internationalisation at home should become one of connecting stakeholders. Another key role is that of linking and benchmarking internationalisation at home with partner universities within their network.

Towards effective institutional leadership for internationalisation at home

Internationalisation at home represents a challenge to institutional leaders. Whereas many aspects of internationalisation, particularly mobility, can be stimulated or achieved largely through top down strategies, internationalisation at home cannot. In order to be successful, internationalisation at home needs to be 'invented' or imagined within individual programmes. Successful institutional strategies should therefore be aimed at stimulating bottom up approaches.

A relatively straightforward measure for institutional leadership to reach programmes is to provide institutional grants programmes that want to internationalise their curriculum. This proved effective at HAN University of Applied Sciences, where the Executive Board offered limited project funding for a small team of lecturers. This funding included a facilitator who would work with the team. Many programmes reacted and submitted an application (see Beelen, 2013). Although not all these applications were successful, they had the effect that programmes were made aware of the necessity to internationalise their teaching and learning developed some concrete plans for this. In this way, nearly half the programmes at HAN University of Applied Sciences were reached over a period of two years.

A success factor in this approach was that institutional measures reached programmes directly and that it was clear that institutional leadership attached importance to internationalisation of curricula in all programmes. Another success factor were the meetings of teams that were involved. Lecturers found it stimulating to hear from other teams, even though teams operated in very different disciplines and at different speeds in the process of internationalising teaching and learning. That the Executive Board actively participated in these meetings added to their success.

Another way in which institutional leadership could stress the importance of bottom up implementation of internationalisation at home is to institute awards for lecturers who have contributed to practices for internationalisation of learning for all students.

Addressing misconceptions around internationalisation at home is a relevant aspect of institutional strategies. Focusing on outcomes rather than on input and on the entire curriculum rather than on electives will require constant attention. Not only institutional leaders have a role to play in this, but leaders and managers at the level of faculties, departments and programmes need to have the same understanding. A leadership programme for internationalisation could be an effective measure.

In order to support internationalisation of the home curriculum in individual programmes, a key strategy for institutional leaders is the provision of professional development options for lecturers. These should go beyond foreign language proficiency training. Another key aspect is that such training is offered within the context of individual programmes. Rather than sending individual lecturers to a central training which tends to attract only the 'champions'

Another key aspect of institutional leadership for is the integration of internationalisation at home with (other) systemic curriculum development processes. This means that curriculum developers and educational specialists should develop the expertise to assist lecturers in integrating international and intercultural dimensions. The backbone for this would be the internationalisation of learning outcomes and their assessment. Measures to strengthen expertise in both education and internationalisation within the curriculum committees is another aspect of this.

Institutional leadership should also focus on connecting both internal and external stakeholders and. Internally these would mainly be specialists in education and internationalisation. External stakeholders would be parties that can inform programmes about graduate employability, such as employers and alumni.

In the Dutch context, institutional leadership should focus both on the policies of university platforms but maybe more on finding ways to influence the national platforms for programmes of study.

The case of The Hague University of Applied Sciences (THUAS)

This section discusses institutional leadership for internationalisation at home at THUAS and explores its effects on the implementation process.

The policy drive for internationalisation at THUAS is quite strong, culminating in the ambition to be the most international university of applied sciences by 2020. Key performance indicators have been developed, both for an international and for the most international university of applied sciences.

THUAS has operationalised its ambitions through three connected compasses: global citizenship, internationalisation and networking. An educational vision and framework (The Hague University of Applied Sciences, 2017) connects these themes.

Programmes of study can make use of a *pop up clinic* for the educational vision. This consists of a small team of specialists in internationalisation, global citizenship and education pitching their tents within a department. On the basis of document analysis and interviews they advise the management of the department on steps to take in the implementation of internationalisation. In particular, the team advises on professional development for the department's teaching and supporting staff.

THUAS has developed a number of strategies to implement its policies for internationalisation.

The institution has built expertise on internationalisation of the curriculum, and on the basis of this, developed an extensive offer of professional development through The Hague Centre for Teaching and Learning (HCTL). This offer has been developed on the basis of research informed insights into professional development. These insights are flowing into the organisation from THUAS's capacity for research on inclusive education, world citizenship and global learning.

The institutional offer of professional development includes training both for lecturers and supporting staff. Training for lecturers is available in a tailor-made form and delivered within departments and programmes. Key among the offer of training is that on the internationalisation of learning outcomes. Another is a training for teaching in international classrooms. The internationalisation of the Basic Teaching Qualification (BDB) is well underway.

However, THUAS faces challenges in the implementation of the internationalisation of all its programmes. A number of these have emerged from an exploratory study on the internationalisation of learning outcomes at THUAS (Beelen, 2017c).

A crucial issue is ensuring that the available options for professional development are being used to their full potential. Faculties (as organisational units) do not have much to add to institutional policies and strategies. They are dealing with quite different programmes, with different approaches to internationalisation and have a key role to play when it comes to ensuring that the available resources for professional development are being used within their programmes.

The steps that THUAS has taken have been made possible by strong institutional leadership for internationalisation. This institutional drive has resulted not only in articulate policies for internationalisation but also in strategies. Key among these are strategies for backing these up with professional development of lecturers.

Another aspect of this leadership has been attracting, appointing, stimulating and connecting people that are committed to furthering internationalisation at home.

The leadership of Susana Menéndez has made a difference to internationalisation at THUAS. What sets THUAS apart are not so much its ambitious policies but mostly its strategies for implementing these policies. Key among these are the strategies for professional development of the key actors in internationalisation of teaching and learning in all programmes: the lecturers. The dynamics of internationalisation at THUAS have shifted towards giving space to bottom up implementation in individual programmes. Watering a hundred flowers is therefore a relevant strategy that Susana's successor at THUAS and institutional leaders at other universities should pursue.

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JACQUELINE VAN MARLE

Head of International and External Affairs

According to Jacqueline van Marle, THUAS is on the way to becoming a university living and breathing internationalisation

As a onetime expat in the Netherlands, Jacqueline van Marle feels a personal connection with the student population at THUAS. "I take pride in seeing students who have grown and broadened their perspectives of the world, and their experience, in a very real sense. It gives me a lot of energy personally. My wish is for our students to get the same opportunities I have enjoyed myself."

The THUAS student body, Van Marle explains, consists of 40 percent local students with a bicultural upbringing, 40 percent Dutch students and 20 percent international students. "We are therefore well placed to use internationalisation as a way of ensuring and improving the quality of all our education, for all our students. Internationalisation is not just about having international students or studying abroad. The comprehensive nature of the education we offer means that students follow an international curriculum that enables them to function worldwide. But even if they spend their entire career working locally – perhaps as a nurse at Bronovo Hospital or a teacher in Schilderswijk – they need the knowledge, skills and attitudes needed to thrive in a world characterised by global mobility and social, cultural, economic, political and environmental interconnectivity."

Roadmap to internationalisation

In 2014, Van Marle led the internationalisation policy group that developed THUAS "Global Citizens in a Learning Society. Internationalisation at THUAS 2015-2020."

"Students are at the heart of THUAS internationalisation efforts and its ultimate beneficiaries," says Van Marle. Her colleagues on the project and she believed that a comprehensive approach to internationalisation would significantly contribute to the quality of its students, staff and lecturers. It could also be a catalyst for cultural change within THUAS.

The project group developed the THUAS Internationalisation Compass, which identifies the 10 critical elements for true internationalisation as developed by the UK scholar Elspeth Jones. Used on a variety of organisational levels: university-wide, faculty-wide, programme-wide and even in individual courses or modules THUAS Internationalisation Compass is a framework for implementing and assessing its internationalisation efforts.

UNESCO connection

THUAS is one of only five Dutch applied science universities to boast the qualification of UNESCO-affiliated school. To be accepted by UNESCO, the emphasis on THUAS' WIN principles (world citizenship, internationalisation and networking) has been an key factor. Important objectives of UNESCO schools are international cohesion, tolerance and solidarity. Global citizenship reflects an awareness and appreciation of diverse people, cultures and environments throughout the world and the ability to manage this interconnectedness harmoniously and productively. In cooperation with UNESCO in the Netherlands and Flanders, THUAS is developing a World Citizenship course, training lecturers on how to incorporate world citizenship in the curriculum and the university participates in events like the UN International Day of Peace. Van Marle is understandably proud of the UNESCO connection. "It's another way of incorporating internationalisation in the classroom. Our faculty and staff are learning to make it seep into the curricula in order to achieve international learning outcomes. Ultimately, we are empowering our students to change their world."

Beyond the classroom

While being positive about the current state of play, Van Marle concedes that there's a long way to go yet: "I'd say that we are at least a quarter of the way along the road towards internationalisation. We have are now focused on several aspects of the compass – curriculum development, training and sharing best practices across all the faculties. Internationalisation should become a given, something this university lives and breathes. All students must be enabled to develop international competencies and build international experience, both inside and outside the classroom. It will prepare them for participation in the global current and future labour market – and in society in general."



“ Ultimately, we
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A WIN-WIN SCHOLARSHIP

The World Citizen Talent Scholarship is a winning proposition. For THUAS, it attracts intelligent, motivated international students. For the students, it represents knowledge and experience that will benefit them for the rest of their lives.

Why do you think you are a citizen of the world? A balanced, well thought out answer to this question, submitted in the form of an essay, has won scores of students from all over the globe access to a THUAS study programme. Initiated in 2013 by Executive Board member Susana Menéndez, the competition awards World Citizen Talent Scholarships (WCTS) to the authors of the best essays. Their success underscores the university's commitment to ongoing internationalization.

We have selected a few examples of essays that have been awarded scholarships.



GUILHERME HENRIQUE VIEIRA ROCHA

Brazil, student European Studies, recipient of the 2015-2016 World Citizen Talent Scholarship

A life free from injustice

My identity is multifaceted and formed by many different things; my nationality, my race, my religion and my sexuality – to name but a few. But I have always considered myself above all else as being a citizen of the world. I truly believe that the most important way in which to live a rich and fulfilling life, as well as aiding others to achieve the same, is to understand oneself as being part of a dynamic and multidimensional global community.

My country, Brazil, is seen by many across the world as being one of the most vibrant and unique places on earth. It boasts outstanding and diverse natural beauty, pulsating and energetic sprawling cities, and a varied depth of cultural and historic roots among its gigantic population. From the outside, Brazil is famed for its hot climate, stunning beaches, and for its love of football.

However, upon closer inspection, deep cracks permeate through this paradise façade, like the fissures on an aged painting. My country has everything needed to be one of the most liberal, just and successful nations on earth, but that potential is marred by endemic corruption, poverty and discrimination which, like a disease, run deep through the veins of our society. Dishonesty and greed are pervasive within our politics; our rainforest is pilfered and destroyed at an increasingly alarming rate each year; and the gap between rich and poor remains a vast chasm of injustice and inequality. But that is not to say that Brazil is a doomed nation; our character is strong, our potential is great, and more and more each year people are awakening to the need for change, not just by papering over the cracks, but by painting a new picture – one of fairness, justice and freedom for all.

Brazil has the 5th largest population in the world, and it can be hard to develop a sense of self and understand the unique role that one must play in life as an individual in a population of over 200 million people. As a child, I found solace in literature, art and music, and those hobbies became obsessions – an unrelenting desire to know and comprehend the complex history of the world around me. I became infatuated with language and the way in which words can be manipulated and sculpted to attempt to describe and convey the most intricate features of human emotion and experience. Mostly through reading, I learned English. I devoured books on European history – far off and grand tales of kings and queens, and empires that stretched to every corner of the globe.

Living in the UK was my greatest, and most fulfilling, challenge to date, and experiencing a new place and a new culture so far from home helped me both develop as an individual, and better understand my own culture. I strongly believe that travel and learning foreign languages allow one in the most profound sense to hold up a mirror to oneself and one's own cultural background – we understand our own lives and experiences best when we seek to understand those of others. The course was invaluable in that it helped me further develop my English skills, in an environment in which I was able to meet others from all over the world, and in that I was able to live in a new place, completely alien to me, that challenged me each day. I feel that only when life challenges us, when we are surrounded by things that are alien to us – that is when we are truly alive.

Next step

Upon returning to Brazil from the UK I felt newly energised, and the desire to travel further and conquer even more languages grew in me like a flame, fueling my aspiration to learn more, to encounter different cultures and to experience more of the world. After researching countless countries and universities, I felt immediately struck by a longing to study in The Netherlands at The Hague University. What attracted me most about The Netherlands was the countless affirmations by people who live there and who have visited there regarding its beauty as a country and its high quality of life – the fact that The Netherlands is frequently named in United Nation Reports on Global Happiness as one of the happiest nations on earth cannot be a coincidence.

I am convinced that the most profound way to learn in an academic context is by being surrounded by people with a multitude of views and experiences. Education should be about learning to challenge your surroundings with a critical eye. All too often in modern society it's about absorbing and regurgitating facts and figures. I want my educational experience to revolve around constantly challenging my own views and experiences, based on those of others; of other students from different backgrounds and of tutors and lecturers with different perspectives and academic experiences. I feel there is no greater opportunity for me to have this experience than with The Hague University. The next step on my path is learning from, and contributing to, the 'multicultural beehive' that this institution has to offer. I feel that I have so much to contribute towards the rich tapestry of ideas and experiences, and more importantly so much to learn from such a well renowned and diverse environment.

Ambition

One of the most compelling and important things I have learnt in my life so far is simple, but powerful: people are fundamentally the same wherever you go in the world. We may be informed by different unique cultures and histories, but the struggles people face day-to-day and the things that make us feel alive as human beings are all the same – mostly, the only barrier to the sharing of our experiences is language. This is one of the reasons why it is my ambition to learn as many languages as I can and experience as many societies as I can. It is my desire to continue to learn about myself and my own culture through others.

After studying, I plan to have a long and fruitful career in international business or politics – and one day return, stronger and more enlightened by new ideas, to Brazil, where I will play a part in the inevitable change sweeping across the nation. I believe my character is entrenched in the specific geographical and cultural roots of Brazil and my past, and my future is rooted in further developing and understanding my position within global society – working towards playing a role in establishing a world in which there is true and profound freedom for all to live a life free from injustice and poverty.

**“PEOPLE ARE
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THE WORLD.”**



JANET FERREK

Zimbabwe, student International and European Law, recipient of the 2016-2017 World Citizen Talent Scholarship

Culture has played a role in moulding me

I am a product of my cultural upbringing; bad or good, it has made me into the woman I am today. It has contributed immensely to shaping my personality, has influenced the way I interact with other people, my behaviour, my language, how I deal with problems, my political and religious point of view. Infused with rich traditional and European values, culture has played its role in moulding me.

Zimbabwe derives its name from the historical stone structure called Great Zimbabwe 'house of stone'. Colonised in the 19th century, European penetration in the country began with missionaries armed with the Bible in front and an army behind. The blacks were subjected to beating, land grabbing, unfair taxes, women rape cases and pride destruction. Zimbabwe gained independence on the 18th of April 1980 after a long painful armed struggle. As a black girl growing up during an era when power was being transferred from the minority 'white settlers' to the 'black majority' was an epic time. I had a sense of pride in the achievements attained by the war. Walking down roads that were once forbidden for the blacks was a walk of pride; I stood up tall and unafraid. I walked with pride and so did my parents, who were part and parcel of the war and its achievement of freedom. I had utter respect for our war heroes for it is because of them that I was free.

My religious upbringing is a typical example of the fusion of traditional and European values. I grew up in a family that believed in ancestral spirits as being the supernatural protectors and advisory. The spirit of a dead person would communicate through a chosen person, who they would possess and use as a mouthpiece to relay their message to the family. On the other side, my family and I would go to church every Sunday and I was baptised in the Anglican Church. It was very confusing as to who had the greater power. One side, you see and hear your late relative speaking through a chosen vessel about issues that were happening and predictions that would come to pass. Then the other side of religion, you pray to God whom you do not see nor hear and everything is based on faith. As a child I struggled to understand both sides of my religion. How does a dead person speak from the grave? How do you hear God speak? Does God speak? Despite their differences, the traditional and European religious values had some things in common, i.e. each taught children to respect, honour and celebrate the spiritual world.

My role as a woman in the house was to cook, clean and wash clothes. Whereas my brothers had more important roles. I yearned to be out with my brothers working on the tractor, in the field or even milking the cows. That to me seemed like an important job, my father always seemed proud of their work. At home we spoke in 'Shona' and that is our native language. Education was encouraged, however for a girl Advanced level certificate was considered too high and attaining such would make me rowdy, clever and uncontrollable. It was believed that if a girl child furthered their education, they would be a nuisance once married. So when it came to paying for my university fees, my father did not have enough money so he opted to send my brothers to school instead of me.

In our home, my father had the final say. No matter how cruel or unreasonable his commands would be, they were to be adhered to. This hurt me so much. I felt discriminated because of my gender; I yearned for my father to trust in my ability, opposed to judging me by my sex. They expected me to get married and 'Lobola' (bride price) to be paid to my father as a form of appreciation for raising me. To me this process felt more like commoditising the woman, as the man will own her soon after the payment.

Zimbabwe's economy was an agriculture-based economy and this meant that our country would export most of our produce and got its name 'bread basket of Africa'. My childhood revolved around agricultural activities and working in the field, as my father allocated each a piece of land to work on. Depending on your work ethics, if your portion of land produced good crops, you would have a good pay day. I was responsible as to what crop (i.e. maize, butternut or beans) to plant during the different seasons. It taught me responsibility at a young age. Due to drought and the land reform programme (the transfer of land from the whites to the black indigenous Zimbabweans), our agricultural sector declined. Growing up in this environment meant that when the harvest was good and if I was not lazy, me and my family's life was good.

Due to my cultural background I believe I can have a positive impact on the community at The Hague, as my culture has made me into the woman I am today, strong, resolute, uncompromising and a goal getter. As a girl child, growing up in a community that was male gender based, I have broken most social norms (i.e. furthering my education). With my upbringing I am bringing diversity. Diversity in a college is very important as it brings cultural awareness and helps everyone to be okay with different perspectives.

I have a desire to have a positive impact to everyone I come into contact with, and would love to create a social group which meets once a month and discuss various social, economic and political issues in our home countries and finding solutions. The group can serve as a support group for emotional and psychological help. We can organise a trip to visit a different country every year so as to get better insight of different cultures. As a group we can also raise money through sponsored walks and run or a bake sale and all cash raised can benefit a disadvantaged girl child attend University. This is important to

me as I know very well the struggles I have gone through to attend university. I stand tall and proud as my cultural background has played its role into moulding me to being a better person who can be a positive role model to anyone I come into contact with or the community at large.

**“ I WOULD LOVE
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LINH DINH

Vietnam, student International Communication Management, recipient of the 2017-2018 World Citizen Talent Scholarship

Five nationalities and one heart

"Start where you are. Use what you have. Do what you can."

On one beautiful day Arthur Ashe, who was the American World No.1 tennis player, said these inspiring words out. It may sound a little corny that the words of a man living in a middle of 20th century could have a big influence on the girl who was born several years after his death but it's the truth. His words have motivated me to do a lot of crazy things and today they are making me believe that I can attain the World Citizen Talent Scholarship.

So let's start with where I am. I'm a 19-years-old Vietnamese girl who has been living 7 years far away from her parents in Russia. When I was 12 years old my parents asked me whether I wanted to study abroad. I was very naive then, everything that I was thinking about at this moment was the beautiful school and classes with modern equipments, a charming European educational environment etc, and I said: 'Yes, I want!'. I didn't know that this answer would change my life in the way I would have never imagined. The first time in Russia was terrible: I was almost isolated from my class because I couldn't speak Russian, I often cried at night, feeling alone and powerless. At some points I did think about giving up and coming back home to my parents but whenever this thought crossed my mind, I reminded myself about why I started everything and after that I was likely to be energized to continue my journey.

By and by I was able to improve my Russian language by reading Russian children books, watching local TV shows and talking to my classmates, becoming more open to them. I changed the way I used to perceive a new world, the way that kept me from adapting to new circumstances, and it resulted in good grades at school and new friendships, the multinational friendships. 'Changing yourself to be compatible with the world' is my first valuable lesson that will help me to overcome a cultural shock in case I move to other countries.

Seven years living and studying in Russia has given me a lot of experience related with communicating with people from various parts of the world. When I attended high school in Saint Petersburg six years ago, I was in a friendly company consisting of five girls with different nationalities: Russian, Uzbek, Vietnamese, Greek and Georgian-Russian. We could not understand everything we tried to say each other, but it did not seem to be a big problem which could hinder our friendship. We saw in each other a nice friend, not

'another foreigner', who we could trust and rely on whenever we were in need. '5 girls, 5 nationalities, 5 different characters and 1 heart'- that is how I recall my beautiful friendship which is able to break any language and cultural barriers.

However, maintaining such relationships was not easy as I believed it to be. Being sensitive to your friends' feelings is an important factor, especially when they are from other culture. I still remember how stupid I was when I offended my Uzbekistan friend. I laughed at her long, out of fashion dress that she was wearing during the 'Last bell' ceremony at school. She looked even sillier in this dress while standing along with other students who were wearing colorful, western-style costumes. I didn't intend to insult her, I was not aware that my friend, according to her country's tradition, must not wear such clothes that show too much her skin. My thoughtless words did hurt her. Although she forgave me afterward, I still felt guilty and embarrassed about my behavior. After this occasion I drew a valuable lesson for myself. Despite the fact that people become more open to foreign cultures and they don't seem to be susceptible in case they are accidentally insulted, we should pay more attention to certain aspects of them in order to understand them better and avoid making such unacceptable mistakes as I did make.

The time living in Russia has given me a closer insight into multinational environment. It also helps me to figure out what the citizens of the world look like indeed. If I were me of 7 years ago, I would say that a World citizen must be a person who drank Vienna coffee and ate Belgian waffle in Amsterdam café in the morning, had a Chinese lunch at 1 PM before getting on the plane to fly to Canada in the evening. But for now my perception of a World citizen has been changed. In my perspective, it's not a person who day after day flies from a country to others, it's a person who may reside in 1 country but he or she perceives his or her life as a part of the international society. He (she) is not afraid of new changes and does not hesitate to adapt to the circumstance, where he (she) should properly interact with people from different world regions, making them feel like they are welcome here. It's my belief and life guidance which I am following and I will do in my entire life.

As a World Citizen Talent Scholarship's candidate I'm confident about my potential to be one of the most prospective 'global citizens' who could contribute to our society, in particular to a multinational and multicultural beehive that is The Hague University of Applied Science. I will be a friendly, funny, hard-working bee that is always ready to help her colleagues, sharing experience and support whenever they are in need. I would never mind spending hours to pick up some foreign words so I would be able to tell my friends 'Hello, you're so adorable', in their native languages. They can rely on me because I would never refuse taking on responsibility for my group's works and I would do my best to perform any tasks.

The purpose of this essay is not only to apply for WCTS. While writing it down I have a chance to look back over my life and evaluate my self-development. Then I realize that each problem has a distinct lesson attached to it, and thanks to these lessons I've gained much priceless experience preparing me for the new journeys. My nearest journey is going to start at The Hague University and WCTS would help me in my road to attain my goals.

**“CHANGING YOURSELF
TO BE COMPATIBLE
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