

Enter Int!

**Internationalization in
higher education**

A Strategic Framework for Nuffic

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1 Introduction

For those who want to see it, it's clear: internationalization in higher education has caught the wind in its sails. It's moving *from the margins to the mainstream*. The Bologna process is a clear indicator. And the growing numbers of international students studying at higher education institutions in the Netherlands is another one. It won't be long before Dutch students can use their student grant to follow a full programme of study in another country. Universities and other higher education institutions are already entering close partnerships with their partners in other countries and sometimes offer joint study programmes. Internationalization was one of the central themes at the opening of the 2005-2006 academic year.

The ambitions of the Dutch government were set out in the internationalization memo of Mark Rutte, State Secretary for Education, Culture and Science. The Minister for Development Cooperation, Agnes van Ardenne, is working to prepare new development cooperation programmes in higher education.

But there are other indicators too. The Dutch Education Council (*Onderwijsraad*) this year published an internationalization agenda for education, in which it was critical of the results of 15 years of internationalization in higher education. The concern was that it has still not become an integral part of our education that we consider 'everyday'. Even higher education managers admit that it is not as automatic as it should be. There seems to be a shared realization that because internationalization has become the norm, there is a need to reshape it. But that is a task that we have not yet finished.

Nuffic is the Netherlands Organization for Internationalization in Higher Education. We are a service provider. Our mission states that '*Nuffic strives to be the intermediary between the education community of the Netherlands and the international community*'. But this only makes sense if, in doing so, we have something of value to offer to institutions, students and government bodies.

The changes and the complexities that occur in internationalization in the higher education sector are reason for us to investigate what the added value of Nuffic might be. To find this out, we have drawn on the knowledge and experience available within Nuffic itself, but we have also held discussions with higher education managers, with government representatives, with our counterparts in other countries, and with other experts in the field. The information thus obtained resulted in this Strategic Framework and the discussion thereof with Nuffic's Board of Trustees. This framework will guide us as we bring about improvements in the performance and positioning of our organization. We hope to talk about these matters in the coming months with the Association of Universities in the Netherlands, the Netherlands Association of Universities of Applied Sciences (*HBO-Raad*), Paepon (Platform for Approved and Recognised Private Educational Institutions in the Netherlands) and FION (an umbrella organization of international education institutes), and with student and government representatives.

At Nuffic, we – together with our partners – will be investigating what changes in facilities, working processes, the organization and our competencies will be needed in order to achieve the ambitions set out in this Strategic Framework.

Sander van den Eijnden, President
Herman Vriesendorp, Vice President

March 2006

2 Internationalization trends in higher education

Globalization is increasing. The response to this development from the education sector is what we call 'internationalization'. Yet that response is not always indicative of a consciously chosen strategy; the response is sometimes an 'unconscious' one. In other words, internationalization in higher education is not just a question of ambition or of more or less consistent choices, it is also something that just happens. Something that we are confronted with. There are a few developments that leap out at us.

1. *The emergence of a global market for knowledge and education is highly visible.*

There is a global demand for higher education among international students (self-financing and otherwise). The supply comes from an ever-growing group of education providers who are operating in their national markets as well as internationally: a great diversity of cross-border supply and demand. This naturally has consequences for the discussion on the role of education: *public good or business service?*

*worldwide demand for
higher education*

The Dutch government's policy is aimed at getting more good students and researchers to come to the Netherlands. Some are high calibre scientists, some are good students whose presence contributes to internationalization in a broader sense, and some are here to meet certain specific shortages. No quantitative objectives have been formulated. But the government has voiced the need to ensure that higher education in the Netherlands is presented with a coherent and recognizable identity in the rest of the world. In this global marketplace, universities and other institutions of higher education need to work together with foreign partners in order to keep their education and research programmes good and competitive, to find good students, teachers and researchers, and more generally to give their programmes an international dimension. There is a need for sound knowledge about 'what is on sale in other countries'. This applies to students too. The internet has given them direct access to a wealth of information and to institutions in other countries, but this itself raises the question of the need for order and validation. The opportunities are legion, but the (financial) margins for error in making choices are usually non-existent.

2. *Europeanization of higher education*

In Europe, we are gradually moving towards a single European higher education area in the context of the Bologna process. Students will increasingly be freer to move around within this single area. Universities and other higher education institutions will increasingly be seeking partnerships with their European counterparts. We will see the emergence of transnational study programmes, consortia and – eventually – institutions. But the road ahead will not be easy. The introduction of the bachelor's-master's system may well introduce uniformity in the primary structure of European higher education, yet it will also mask the enormous diversity that this structure itself spurs on. We will need all sorts of other initiatives to increase clarity: cooperation between quality assurance and accreditation organizations, cooperation in European credential evaluation, Europass, the fledgling development of a typology for institutions, an international qualification framework, a new generation of European mobility and cooperation programmes, and so on and so on. There would appear to be a place for a stronger coordinating and leading role by one of the actors. Even the role and the ambitions of the European Commission require us to determine a position at the national level.

*a single European
Higher Education
Area*

3. Institutional cooperation and international networking

Institutional cooperation and international networks increasingly form the foundation of internationalization in higher education. Self-packaged student and teacher exchange, and incidental agreements between institutions are on the decline. Bilateral cooperative ties are being further bolstered by the joint development of programmes, and, more so than in the past, they constitute part of a network or consortium. There are 'warm' forms of internationalization emerging that concern themselves with learning content, teaching methods and the teaching environment.

At the universities, cooperation in institutional partnerships is being further strengthened by the link between learning and research, which has traditionally been an international one. Both the European authorities and the national Dutch government are factoring this into the design of their internationalization programmes.

3 Forms of internationalization in higher education

Internationalization in higher education is a broad term. This is the nature of internationalization. In recent years, the objectives that we have been striving for through internationalization, and the methods used, have become more and more diverse. This brings about the need for order. What do we mean by internationalization and what is its significance?

1. *international competition for talent and quality*

*international
competition for talent
and quality*

Study programmes, educational institutions, even entire countries and regions aspire to reach the global number one spot in the field of knowledge development. Their task is to attract the best students they can get. These students are increasingly being sought globally, a development that rests on the emergence of a global supply of fee-paying international students. They currently number about two million, but OECD estimates put that figure at more than seven million in just a few years from now. By the same token, those students are looking to get the best higher education that they can. At the same time, universities and other higher education institutions want to give their best students an international and challenging learning environment. The keywords in this approach are top talent, selection and prestige.

2. *Internationalization as a learning aim*

*preparation for a
career in an
international working
and living
environment*

The Dutch Education Council describes the aim of internationalization as: *'developing the knowledge and skills of students, pupils and teachers so that they are prepared for and able to work together and live together with people and organizations from other countries, whether they are situated in the Netherlands or in another country'*. In this approach internationalization in (higher) education is needed to prepare young people for a living and working environment which is increasingly becoming international. Many European mobility programmes were devised with this in mind. Although the quality of education and the suitability of students are a necessary precondition, the accent in this approach is that internationalization should span the breadth and not just the peak. The keywords here are: *mainstreaming*, international competencies, European citizenship.

3. *International regionalization*

*expanding your
market reach*

In the Netherlands, particularly in the areas of the country close to the borders with our neighbours, we are seeing large groups of German and (to a lesser extent) Dutch-speaking Belgian students attending higher education programmes in the Netherlands. The main factor for offering international higher education programmes here is the physical proximity of students and institutions. The influx of students from Germany is these days no longer limited to the border regions. Certain programmes offered in the Netherlands attract students from the whole of Germany and they are willing to consider all study locations in the Netherlands. In this sense, the borders are shifting. The move towards a single European higher education area can also be considered as a form of regionalization. Together, all these things mean that internal borders within Europe are becoming less important for higher education.

4. Professionalization of development cooperation

*professionalization of
development
cooperation*

The fourth form is the professionalization of development cooperation in higher education. This was what led to the establishment of Nuffic 54 years ago. In the first instance, the objective is to strengthen (higher) education capacity in the recipient countries. But this can no longer just be categorized as one-sided aid. We are increasingly seeing the emergence of international networks between higher education institutions from several countries in the North and the South. The significance of partnership alongside aid is increasing.

*various forms,
various types of
support*

There are, of course, other ways of ordering the variety of flavours in which internationalization in higher education comes. What is more important, though, is to identify that there are various sorts of internationalization existing alongside each other. Each has its own shape, objectives, substance and demands. What's also true is that these various forms don't just co-exist, they actually intertwine and overlap. This can sometimes be confusing, a hindrance or even counter-productive, yet it can also lead to useful combinations. The challenge for programmes, institutions and the government is to make consistent, realistic choices within that variety. The challenge for Nuffic, more so than is currently the case, is to work from the realization that there are various forms of internationalization that require various forms of support, that lead to useful combinations.

4 Consequences for Nuffic

In its 54-year history, Nuffic has reinvented itself a number of times. Our mission provides us with the freedom to do that. According to our articles of incorporation, our object is *'to promote international cooperation in higher education and research in the broadest sense of the word. The Foundation shall in particular devote attention to the work that benefits developing countries.'* These words give us the freedom to travel in various directions, and that is what we have done.

*from clearinghouse to
full-service provider
and innovator*

Nuffic started life as a sort of 'clearinghouse' for the universities, but in keeping with the *zeitgeist* we grew in the nineteen seventies into an ideologically motivated organization that supported development cooperation. In the nineteen eighties, the focus became more administrative as the big mobility programmes emerged and the government shifted certain tasks to the private sector. In recent years, more attention has also been directed towards developing new products and services for the institutions. Our Netherlands Education Support Offices (NESOs) are a prime example of this. However, this did not detract from the fact that, as far as policy and direction is concerned, Nuffic has increasingly been gravitating towards the government and less towards the institutions.

*repositioning in a
changing society*

Of course, such a skeleton description of our development doesn't do Nuffic any true justice, although traces of the various periods of our history can still be seen in our current incarnation. The message here is that the organization can and must move along with changing circumstances.

The trends described above and the response to them from all parties in the higher education sector provide the context in which Nuffic repositions itself and defines its (new) tasks. What will we continue to do, and what will we not do? What needs do we have to meet? In what form (products and services) will we do that?

We can draw some lessons from the preceding sections.

1. Internationalization is becoming less exclusive

*internationalization is
becoming more
'everyday'*

A range of nuances are possible, but ultimately it's becoming more everyday than it once was. In a number of years, the things that the institutions or government bodies now outsource to a specialized organization like Nuffic will be done in-house or will become redundant. Through new media, students have much easier and more direct access to information about international higher education and to overseas institutions (the opposite is also true). For Nuffic, this means a loss of our existing added value. On the other hand, we are seeing new programmes emerge that are more targeted towards attracting top talent, for example, towards institutional cooperation, or as a shared service for groups of institutions. Yet we can no longer automatically assume that Nuffic will administer those programmes. The fact that we are 'international' is not a convincing argument. Nor is the fact that we have so much experience. Our contract partners and the end users of our services will judge us objectively. And rightly so. We will have to prove ourselves by the quality and performance we provide.

the increasing scale of internationalization creates a need for new products and services

2. Increased scale creates space for new specializations and services

The increasing scale of internationalization creates a need for new products and services. The NESOs are an example of this, as is the helpdesk for mobility obstacles. Concrete issues are now the development of a coherent presentation of Dutch higher education in other countries, the (qualitative) ordering of information about study opportunities abroad for Dutch students and institutions, the development of a methodology to validate the prior learning of non-Dutch nationals, providing support to a network of the former international students of Dutch institutions.

a single European higher education area requires support through expertise and international networks

3. The creation of the single European higher education area will require support and lead to cooperation

The Bologna process will demand (as it already does) a major contribution from institutions and government bodies. This will probably only increase in the coming years. One consequence of Europeanization is that those efforts will no longer be undertaken at only a national level, but in a European partnership. The administrative responsibility for these activities will lie with the government and the sector organizations. But given our expertise and our access to European networks, Nuffic is able to and wishes to support them.

the need for a valid reference framework of information on the development of internationalization: Nuffic's ordered product offering

4. The development towards more strategic internationalization raises new knowledge issues

Institutions (and individual programmes) face the challenge of choosing a strategic position in their internationalization ambitions. What can they achieve, what do they want to achieve, and how are they going to achieve it? Of course, some are already further ahead than others, and the choices they make differ too. In answering strategic questions, many institutions need a valid reference framework of information on the development of internationalization in higher education, on best practices and on benchmarking information. There appears to be a need for a programme or process that enables institutions to learn from each other in this process. Nuffic could gather the available information more systematically and make it available to interested parties.

To do this would require more cooperation with the sector organizations, the knowledge centres and knowledge-intensive organizations, and more contact with the Education Inspectorate and the Dutch Education Council, for example.

5. The shift from education to learning

The diversification of education also manifests itself in the shift from regular education to learning independent of formal learning pathways: informal learning (work experience). This too is an important link with the knowledge economy, where knowledge workers can acquire their knowledge, skills and competencies and have them validated in a variety of ways. This is of course not a specifically cross-border development. In the first place, knowledge workers are internationally mobile and the Netherlands wants to benefit from this by attracting and retaining the knowledge workers that our national and European economies need. In the second place, there is a need for a quality assurance system for non-degree qualifications that can be offered across borders. Nuffic is responding to this by developing Prior Learning Assessment and Recognition (PLAR) systems that can be used for international knowledge workers and by putting quality assurance for non-degree programme on the national policy agenda.

more informal learning to complement formal learning: development of PLAR – Prior Learning Assessment and Recognition

5 Basic principles

Amidst these varying interests, Nuffic has to clearly indicate its chosen position and what people can expect from us. This also applies to the substantive support that Nuffic wishes to give to internationalization, but also to the role and position from which we do it. In the coming years, we wish to do this based on **four substantive basic principles**.

1. Supporting quality

international cooperation and exchange strengthens the quality of higher education: Nuffic indicates the qualitatively most effective form

Nuffic is an advocate of internationalization based on the tenet that international cooperation and exchange strengthen the quality of higher education. A truly international classroom raises the effectiveness of education, from both the perspective of the student and the teacher. Both groups are challenged to look beyond the divide and to place the discussion in a cross-border context. Furthermore, it is the competition for talent that leads to international students being able to add an extra qualitative impulse. International cooperation and partnerships enable institutions to benchmark themselves and their teaching in an international context. Nuffic wants to assist them in charting what forms of internationalization would contribute most to quality. We will not concern ourselves with forms of internationalization that serve purely commercial purposes rather than contribute to the strengthening of the quality of higher education. We will signal any activities that could have a detrimental effect on that quality to our administrative partners.

2. Supporting accessibility

accessibility to education for all: Nuffic is working to achieve this

Education should be universally accessible for everyone based on the principle of equality; discrimination on any grounds is therefore unacceptable. Selection should be based on educationally justifiable quality requirements. Nuffic holds on to these values, even in the light of cooperation relationships with countries and parties that have not yet entirely embraced this principle.

Nuffic will make efforts to promote the accessibility of higher education for students from developing countries. We will do this not just as the administrator of development cooperation programmes, but it is a line we will follow in our other activities too.

3. Supporting diversity

diversity is the keyword: Nuffic's products and services must match this

Diversity is a keyword in the development of education. This is also the context in which Nuffic must clarify its position and must also adapt its products and services to meet the various demands and requirements. This doesn't just demand flexible innovation of products and services, but also the realization that the traditional client base should be regarded and serviced less as a single bloc with uniform demands and needs.

The day-to-day context of higher education is that of growing multiculturalism. Internationalization strengthens this trend and should also be placed in this context. Ultimately, every student, whether national or international, must develop a multicultural mindset that is open to international developments and trends. Nuffic supports internationalization from this perspective too.

4. Higher education as the point of departure

Higher education plays a crucial role in the knowledge economy. In this context, we can build a bridge to business and industry that would stand in the framework of internationalization in the form of competition for the best knowledge workers. Nuffic wants to actively support that development, but its point of departure in doing this would always be through the involvement of higher education institutions and, where appropriate, other knowledge-intensive organizations.

Nuffic's administrative position means we face choices

Besides these substantive basic principles, we also want to set out our administrative position. Nuffic is a foundation and has its own objectives. Nuffic's revenues come largely from the Dutch central government. Nuffic's task is to provide support to students and institutions. We are therefore a somewhat hybrid organization. This means that we need to make choices. We have therefore formulated a **basic principle of governance** for the coming years:

Nuffic will work in the same line as Dutch government policy

offering support at arm's length from the government and making knowledge and expertise available to students and institutions

This naturally applies to the administration of government programmes, but we also want to operate at administrative arm's length from the government when we provide services to students, institutions and others. Contracts and assignments from other parties have no place at Nuffic if they are at odds with Dutch government policy. Nuffic wants to provide support to students, universities and other higher education institutions to help them achieve their international ambitions.

We strive to be a service provider. From there, we work towards constructive cooperation with the sector organizations in a way that fits our role. Nuffic wants to make its knowledge and expertise available to institutions, sector organizations and government bodies. In doing so, we want to stimulate, take initiatives and take part in the public debate on internationalization in higher education.

6 Ambitions

The tasks that Nuffic currently undertakes can be described in a variety of ways. We usually do this according to the four traditional thematic divisions: development cooperation, internationalization, credential evaluation, and international marketing & communication. It is quite tempting to do that here too, but that would only serve to obscure the coherence of things (at least in part). Given the foregoing, it is better to set out what Nuffic wants to contribute to the internationalization of higher education.

1. *To administrate international mobility programmes (fairs) and international cooperation programmes for the government.*

We do this for development cooperation and for education. Our ambition is:

*excel in
administrating
programmes for the
government*

- to attain and retain the position of best administrator of these types of programmes;
- to reduce the administrative burden that these programmes place on students and institutions, and to improve their user-friendliness;
- to utilize our sound knowledge of programme administration to advise the government on the issue of what programmes best match the substantive objectives to be achieved.

2. *To gather, order and make available knowledge about higher education in other countries.*

We do this for Dutch students who want to study abroad and for Dutch institutions who want to train international students or cooperate with international partners. This of course also includes information on opportunities for mobility and cooperation, as well as information on the qualification of international employees. Our ambition is:

*improve the way we
gather, order and
make available
knowledge about
higher education in
other countries*

- to improve the coherence of the way we order information;
- to improve the validation of information;
- to improve and centralize the way we make information available electronically.

3. *To gather, order and make available knowledge about Dutch higher education for target groups in other countries.*

International students and institutions should be able to form a good picture of their of their study options in the Netherlands or their partnership opportunities with Dutch institutions. Our ambition is to work together with the government and with higher education institutions:

*improve the way we
gather, order and
make available
knowledge about
Dutch higher
education for target
groups in other
countries*

- to develop and present a consistent and appealing brand for Dutch higher education;
- to provide a coherent and identifiable description of the variety and quality of Dutch higher education;
- to support developments that help assure the quality of the education provided to international students;
- to centralize information delivery and to increase the amount offered electronically.

to take the lead in the development of a single European diploma area and the development of a PLAR toolkit

4. *Encouraging transparency between education systems.*

At the individual level, this refers to credential evaluation (about 10,000 a year); foreign diplomas are described in Dutch terms, and Dutch diplomas are described in terms of another system. We also fulfil the public information role at the national level. In Europe, we work together with our European counterparts towards the development of new methodologies, agreements and conventions. Our ambition is:

- to take the lead in developing a single European diploma area in consultation with the government, the Dutch-Flemish Accreditation Organization (NVAO) and the sector organizations;
- to develop and implement a PLAR toolkit that makes it possible to recognize and validate the formal (diplomas) and informal learning (work experience) of highly skilled foreign national for use by higher education institutions and in the labour market.

5. *Supporting Dutch universities and other higher education institutions with the internationalization of their education.*

The wishes and choices of the individual institutions will be leading. The framework will naturally be comprised of government policy, administrative arrangements and generally accepted quality standards. Alongside the choices of individual institutions, the interests of the higher education sector as a whole are also important. It is sometimes necessary at the system level to act coherently in order to provide a stimulus and support. Our ambition is:

to support Dutch universities and other higher education institutions by providing information and knowledge about the developments in internationalization, by developing a benchmark, and by offering more practical products and services as well as a platform.

- to gather and offer information and knowledge about the development in the internationalization of higher education, and to develop a benchmark that will help institutions determine their position. The media used to convey this information will of course include the website and *Transfer*, but also the Annual Conference on Internationalization in Higher Education (organized for the first time this year), thematic seminars and meetings, publications and training. Following consultations with the stakeholders, the overall offering will be packaged and announced in the form of a Nuffic knowledge agenda.
- to develop more practical products and services that support international cooperation in the Netherlands and abroad. This may include specialized products or services, shared services, or customized solutions for individual institutions. These services will be offered by our overseas offices (specific services) and by the organization in The Hague. This will require close consultation with the institutions and research amongst students and the business sector in order to gauge demand.
- to offer a platform to institutions (in close consultation with the sector organizations) where they can coordinate their activities, especially those that they undertake in other countries. We want to provide substantive support to this platform role by delivering the right information and by setting the right agenda.

7 The agenda for 2006

What is Nuffic going to do in 2006 in order to make the policy framework set out above a reality?

Before we achieve the ambitions that we have set for Nuffic for the coming years, there is a lot of work to do. Nuffic has to look towards the changing demand in the field and find methods to respond to those changes. The key priorities that we will be working on in 2006 are:

1. *Improving our internal working processes*

*improving internal
working processes*

Nuffic's internal *Innovation & Improvement Agenda* was the first step towards this. We are working hard to professionalize our organization, to introduce more clarity, to eradicate ambiguity, to bring uniformity to the financial role, to simplify working processes through electronic innovation, to develop a more coherent human resource management policy, so that our competencies are a better match for the needs in the field. One important objective is to strengthen the trust that staff have in the desired changes. This is not so interesting for the world outside Nuffic, but if we haven't got things working well at home, we won't be in a position to add value for our stakeholders.

2. *Ordering and offering information electronically*

*improving electronic
communication*

The internet clearly has an important role to play in our communications and services to students and institutions. Nuffic is not a front-runner in its use of internet technology. This means that we will have to invest heavily in improving our electronic communications, and more products and services need to be made available through the website. Concrete objectives in 2006:

- a. improving the website and our other electronic information resources (specialized sites). A ground-up renewal should be complete by the end of 2006. This is about more than just a technological improvement. The ordering and validation of the information offered electronically require particular attention;
- b. our electronic information and communication should become part of an electronic front office (helpdesk) that guarantees an efficient match between the demand for and our supply of information. This will not only allow us to respond as effectively as possible to the existing demand, but it will also enable us to identify latent issues and themes.

*as a knowledge broker,
we should move the
emphasis towards
ordering, making
available and
validating
information*

This fits in well with our objective to operate as a *knowledge broker*. Less emphasis on the gathering of information and more on the ordering, making available and – where appropriate – validating the information.

3. *Improving programme administration and customer satisfaction*

*improving
programme
administration and
customer satisfaction
through simplification
and electronic
innovation*

Programme administration and in particular the working processes that involve the institutions need to be simplified as far as possible through electronic innovation. What's also needed is the introduction of systematic quality assessments, benchmarking and the systematic measuring and improving of customer satisfaction. On 1 January 2006, we joined the National Benchmark Group (*Rijksbrede Benchmark Groep* or RBB) for executive agencies, and we will be subjecting the administration of our mobility programmes to ISO certification later in the year. Customer satisfaction will also be studied more systematically.

The administration of the new HSP programme, the new European mobility programmes, and the assessment of our future bid for the new development cooperation programmes will form the main focus of this development.

4. Demand-driven innovation of our products and services

creating space in our organization for demand-driven innovation of our products and services

Students, institutions and sometimes business and industry need new forms of support. A current example is the establishment and extension of a network of Netherlands Education Support Offices (NESOs). There is a lot of interest in them, and they represent a considerable challenge for Nuffic in the years ahead. The key priority in the NESO programme is the establishment of institution-specific services. There are other examples too. For instance, we will be consulting the institutions in order to bring digital technology and differentiation to the process of credential evaluation. This will enrich our credential evaluation product on the one hand with more generic information about education systems, and on the other hand will shift the focus to the skills of the diploma holder. This is about organizing Nuffic's work in such a way that we can manage demand-driven innovation. To do this, we will therefore have to create space within the organization, better manage our contacts with our contract partners and end users (our 'antenna function') and find working methods that match the innovation.

5. Strengthening cooperation with the sector organizations

strengthening cooperation with the sector organizations

Nuffic was originally a creation of the universities and was for a long time a higher education organization. This is no longer the case. In many respects, we have become an organization that operates at arm's length from the government. Our relationship with the higher education sector organizations has suffered as a result. We have drifted too far away from the Association of Universities in the Netherlands (VSNU) and the Netherlands Association of Universities of Applied Sciences (HBO Raad). This is not good and it's unnecessary. It's not good because our very right to exist is derived from the support we provide to institutions and students, and from the intermediary role we have between government and the institutions. We need to recognize that Nuffic and the sector organizations have separate roles and they need the space to fulfil those roles well. In the coming year, we will investigate how we can intensify our cooperation with both sector organizations. The first discussion item, after this Strategic Framework itself, could be how we can shape our cooperation in such a way that our stakeholders can keep sight of and keep a firm grip on the tasks that Nuffic carries out. A planning and accountability cycle for Nuffic in which the institutions (through their representative bodies) have a permanent and recognizable position.

6. Developing the organization

developing the organization from the need for new forms of support and knowledge demands

In the foregoing, we have described how internationalization is becoming more normal, but also more complex. The contexts are changing. There is a need for new forms of support and there are new knowledge demands. To achieve the ambitions we have set out in this Strategic Framework, we will also need to look at the way Nuffic is organized. This too is a high priority in 2006.