



Link Int!
**Strategic
framework
2010**

nuffic

Netherlands organization
for international cooperation
in higher education

A new need for internationalization

Worldwide demand for knowledge.

Talent and knowledge are the most important resources for the Dutch economy; resources increasingly in demand throughout the world, as a result of which friction can occur. The very rapid economic development of, for example, Southeast Asia and parts of Latin America has revealed a shortage of highly qualified people in those regions. In the Western world, the primary need is for more people trained in the exact sciences. In large parts of Africa and, in spite of the development referred to above, Asia and Latin America, higher education is lagging behind what is required for the development of those regions.

Explosive growth of knowledge production throughout the world.

It is not only demand that is increasing, however. An explosive growth of knowledge production is occurring throughout the world. In addition to contributing to the world economy, the emerging economies have contributed to the worldwide production of knowledge. This is reflected in, for example, the number of highly qualified people, which has increased in a fifty year period from ten million to one hundred million. Moreover, the rise in the number of international students is both a response to increasing demand and a sign of the increasing supply of knowledge and talent.

Given the foregoing dynamics, the relationship between continents is shifting, as a Western world with ageing populations stands in contrast to the predominantly young populations of Asia, Africa and Latin America. Economic relationships are also changing, as it is now conceivable that Asia will finance the United States' growing national debt. New student flows are also being established and no longer proceed invariably from South to North. In addition, the West's predominance with respect to knowledge can no longer be taken for granted.

Knowledge and talent transcend borders.

Knowledge and talent transcend borders. Students, lecturers and researchers look beyond borders and work and live in cross-border environments. For an open economy and society such as our own, this generates both a potential and a need; the potential to seize opportunities and the need to actually do so.

The Dutch higher education community embraced that challenge in good time. Exchange programmes made it possible for students to broaden their horizons, and both research universities and universities of applied sciences adapted themselves to cater for the growing number of international students by, among other things, entering into strategic alliances with foreign institutions and jointly developing programmes. They are the breeding ground of talent and prepare that talent for a future that transcends borders, and are therefore the most important suppliers to the Dutch economy at the present time.

Like other Western countries, however, the Netherlands will have to work hard - perhaps even harder than other countries - to expand its economy and enhance its innovative capacity and the quality of its higher education in this competitive environment. Europe still lags behind the United States as a knowledge region and the Anglo-Saxon world remains dominant in terms of the internationalization of education. Moreover, the Netherlands invests less in knowledge than its neighbours do.

Combining quality is a matter of sheer necessity.

We must invest considerably more in knowledge, innovation and higher education. Furthermore, we must find niches in which we can be internationally competitive and forge connections with the international community to a greater degree than has thus far been the case. Combining quality is a matter of sheer necessity.

In addition, the major challenges of our time are global and require global solutions. Challenges ranging from climate change, energy, security and food to the regulation of financial markets all give rise to questions that can only be properly answered by people engaged in international, cross-border dialogue.

The free flow of knowledge is essential.

Growth and competition must be based on sustainability and must respect the interests of developing countries. From a position of relative advantage, the Netherlands established links with a range of less developed countries. In this context, the free flow of knowledge is essential with respect to closing the development gap. To properly benefit from that flow, however, higher education in those

developing countries must be considerably strengthened. Equal participation in the worldwide knowledge economy ultimately provides the best opportunities. In this sense, capacity building in higher education and international competition proceed hand in hand.

Just as the world is changing, so too are individuals. For today's students, internationalization is no longer a once-in-a-lifetime experience; it is no longer a grand tour undertaken prior to the start of professional life. For today's student, a study programme is a 'brain train'. The Netherlands must therefore ensure that it is an attractive hub in the international brain train network; a place to which 'passengers' with very different backgrounds want to travel, where they meet each other and where diversity leads to innovation. This applies to both the absolute top and to students, lecturers and researchers who are 'only' good. The latter group also require an international dimension that will stimulate them to reach their own respective peaks and introduce them to new perspectives and schools of thought.

We operate on the basis of an independent, expert and service-oriented position.

In short, the Netherlands must be linked to individuals, organizations, institutions, economic systems and government authorities throughout the world. Nuffic wishes to support this drive. Operating on the basis of an independent, expert and service-oriented position, we wish to help in establishing these links. 'Linking Knowledge Worldwide' is our motto. *Link Int!* describes the goals for the coming period.

Sander van den Eijnden

Director-General

A new strategic framework

Nuffic is the Netherlands organization for international cooperation in higher education.

Nuffic's articles specify the activities we engage in:

Nuffic has kept pace with the times without losing its identity.

- managing programmes on the instructions of the Dutch government, the European Union and third parties;
- providing reliable information about Dutch and foreign higher education;
- strengthening the position and raising the profile of Dutch higher education and scientific research;
- evaluating diplomas and promoting the transparency of education systems;
- combining knowledge and expertise and making knowledge and expertise available;
- performing activities for third parties that are not financed by public funds insofar as such activities are in keeping with the frameworks of government policy.

Since its formation in 1952, Nuffic's duties and mission have remained essentially the same. Almost six decades later, however, the world around us, particularly in the sphere of higher education, is a very different place, and Nuffic has kept pace with the times without losing its identity.

Throughout the years, Nuffic has adapted gradually, step by step and without radical breaks with the past. This strategic framework must be viewed in the same light. It progresses from established practices and existing goals and plans, although not all of those goals and plans will yet have been realized. At the same time, however, it also constitutes an effort to look further. By learning about what others think of us, subjecting our own performance to critical evaluation and clearly identifying the areas in which we offer added value, we wish to determine the direction in which Nuffic should develop.

We listened to the people and organizations around us.

During the preparation of this strategic framework, we listened to the people and organizations around us. We engaged in dialogue with close acquaintances and distant friends. We held individual discussions with parties with whom we are not in contact on a daily basis but by whom we are nevertheless pleased to be inspired.

In addition, we met with representatives of, among others, the Advisory Council for Science and Technology Policy (AWT), the Innovation Platform, the think-tank Knowledgeland (KL), the Social and Economic Council in the Netherlands (SER), the Confederation of Netherlands Industry and Employers (VNO-NCW), the Ministry of Economic Affairs, Cordaid, the Netherlands Development Organization (SNV) and the Netherlands Institute for Social Research (SCP). We also discussed matters with close acquaintances. During two working dinners, we tested ideas and identified needs together with representatives of institutions and government bodies, as well as with experts. In addition, we commissioned TNS NIPO to conduct a customer satisfaction survey among students and institutions in the first half of 2009. The outcomes of that survey were included in the preparation process.

This strategic framework clarifies the direction we wish to take.

Although this strategic framework is not equivalent to a completed operational plan, it does clarify the direction we wish to take. In the coming months, we intend to hold discussions with research universities and universities of applied sciences, as well as with government authorities. A long-term activities plan will then be drawn up in the course of 2010. The present document opens with an

overview of key developments in internationalization and international cooperation in higher education; developments that we consider important for Nuffic and the role that we wish to fulfil. The overview raises a number of questions and dilemmas - issues in relation to which we must choose a position. We subsequently specify the direction Nuffic wishes to take and our goals for the coming years.

The global context

Demand for international higher education has increased ten-fold in the last 50 years.

High demand for education throughout the world

Demand for higher education has increased more than ten-fold in the last 50 years. Whereas there were ten million students in 1960, there were over 100 million in 2009. Projections for 2025 exceed 230 million students, of which more than half will be in Asia. Demand for international higher education increased four-fold in the last 30 years.

Over 3 million students are currently studying abroad and many will complete at least part of their studies in another country.

The quality of higher education and research must be enhanced by attracting international students.

The Netherlands is an important player in this global market. Dutch research is highly regarded internationally and the Netherlands has a dense network of research partners. Each year, the Netherlands attracts approximately 75,000 international students. Some arrive to complete short periods of study while others come to obtain a bachelor's or master's degree. Not only is the number of international students coming to the Netherlands on the rise, the composition of the foreign student group is also becoming increasingly diverse. Large numbers of students are arriving from both neighbouring countries and faraway ones such as China and Indonesia.

The Netherlands is an important player not only in quantitative terms, however. It also aims to attract high-quality students that support a properly functioning international classroom. The arrival of international students and their interaction with Dutch students, lecturers and researchers must enhance the quality of Dutch higher education and research.

New forms of cooperation and exchange

Internationalization occurs in many forms. The physical relocation of students and lecturers remains the most common and tangible one. However, new technologies and developments in economic and legal fields are also making new forms of internationalization possible.

New organizational forms are enriching international higher education.

Distance learning programmes mean that physical mobility is no longer always necessary. Nevertheless, just as a mix of online and face-to-face learning yields the best educational results, we must also find appropriate blends for internationalization. To this end, suitable organizational structures and legal frameworks must be established. Double degrees and joint degrees, twinning arrangements, foreign-backed universities and other forms of cross-border cooperation make blended internationalization possible and thereby enrich international higher education. Examples of such cooperative arrangements can already be seen in Dutch institutions, and legislative changes will make the creation of such partnerships easier.

The European higher education and research area

Differences in national regulations and education systems must be made transparent and assistance must be provided in removing obstacles.

Europe occupies its own place in the world. Nuffic is part of the National Agency for Lifelong Learning and participates in a range of European projects and studies. We are also involved in Dutch higher education, which is increasingly becoming a part of the European higher education and research area.

Differences in national regulations and national education systems remain an obstacle with respect to coherence in the European higher education and research area. Students, lecturers and researchers require clarity in this regard. Differences must be made transparent and assistance must be provided in removing obstacles. Greater European harmonization in the accreditation of education and diplomas is still needed. Although major steps have been taken in this direction within the Bologna Process, there is still some way to go.

Developments in Dutch higher education and research

We must provide a favourable climate for global knowledge talent.

The Minister for Education, Culture and Science presented his internationalization agenda in 2008. This agenda, *Het Grenzeloze Goed (the Borderless Good)*, is a further elaboration of the strategic agenda for higher education, *Het Hoogste Goed (The Highest Good)*. The Minister again emphasized the importance of internationalization and international cooperation and outlined the international goals

of Dutch higher education. Dutch students must acquire more international experience in the course of their studies and Dutch education institutions must improve their positions as global players. We must do more to reap the benefits of the worldwide brain circulation and our education and research institutions must provide a favourable climate for global knowledge talent.

The Minister for Development Cooperation is also stimulating further international cooperation in higher education. Budgets for capacity building and scholarships are increasing and, within that context, greater scope is being created for a vocational orientation in addition to an academic one. Moreover, greater attention is being devoted to learning from experiences acquired within the programmes in order to further improve their effectiveness.

The economic crisis that has held the world in its grip since the second half of 2008 is having an important effect on discussions concerning education and research. What

the exact consequence of the crisis will be is as yet unknown. Perhaps the demand for education will increase as a result of graduates postponing their entry into the labour market. Perhaps fewer international students will come to the Netherlands due to a lack of sufficient resources to finance their studies. Furthermore, the full impact of the crisis on higher education in financial terms has yet to unfold. In this regard, the crisis may force cutbacks in the education budget or, conversely, prompt additional investments in knowledge.

In contrast to the uncertainty caused by the economic crisis, greater clarity is emerging in other areas. The legal situation in relation to joint degrees is becoming clear, as is the possibility of flexibly determining the duration of studies of a joint master's degree programme. Furthermore, the provision of education and awarding of degrees abroad is being made possible and the Minister issued an opinion on the distinction between a bachelor's degree and a master's degree, which further embedded the Bologna Process in Dutch higher education. All of these developments can further promote internationalization.

The Dutch student

An internationally oriented working population is necessary to remain attractive to knowledge-intensive companies.

The Netherlands has an open economy and society. The country needs an internationally oriented working population to remain attractive to knowledge-intensive companies. Dutch students must prepare for that open economy and society and must be given the opportunity to do so entirely or partly abroad.

Students and knowledge workers are exhibiting different mobility patterns than was the case in the past. We are familiar with the foreign student who arrives in the Netherlands to study and then returns to his or her home country after graduation. This standard profile is slowly but surely being replaced by that of the student in the brain train who completes part of his or her education in one country, another part in a different country and subsequently works for a number of years in a third country before returning home. In other words, final destinations no longer exist. Studies and careers are becoming sequences of stations and junctions.

Students are critical about the added value of a period of study abroad.

Students can use the international networks they build up during their studies for the benefit of the Dutch economy and society, as well as for the promotion of European and global solidarity. They can establish links in the Netherlands with foreign partners and, when abroad, maintain and intensify relations with the Netherlands.

Today's students handle internationalization differently than those of yesteryear. Precisely because internationalization is increasingly becoming a part of daily life, students are critical about the added value of a period of study abroad. After all, what does such a period add to international experience that can also be acquired in other ways? Students are also choosing differently. They are combining available opportunities rather than selecting only one from the range on offer.

Cooperation, solidarity and assistance are terms that appeal to many students.

Finally, there is the dimension of engagement and inspiration. Although students expressly ask about how internationalization benefits them, they do not by any means always pose this question in economic terms. Cooperation, solidarity and assistance are terms that appeal to many students. There are many young people who are keenly aware that global problems can only be resolved through cooperation and who would like to make personal contributions in that regard.

Differentiation and complexity

In higher professional education, internationalization takes on different forms than in academic education, just as internationalization affects the natural sciences and the arts differently and the process of attracting doctoral candidates differs from the one used to attract undergraduates. It is important to take such differences into account.

In higher professional education, internationalization takes on different forms than in academic education.

The challenge lies in recognizing the distinctive wishes and needs of, for example, universities of applied sciences and research universities. While the internationalization of academic research already has a long history behind it, the internationalization of practically oriented research must follow its own, different course. Research universities are an internationally strong 'brand'. Universities of applied sciences, however, have to profile their own international identities. In doing so, they can build on quality, accessibility, a broad range of professional expertise, links to professional practice and practically oriented research. Nuffic wishes to support this process. In addition, the part played by universities of applied sciences in the cooperation with developing countries is different than that of research universities. In many countries, the absence of a proper link between higher education and the labour market is the central problem. Higher professional education can help in finding solutions to this disjunction.

Doubt and criticism

The benefits of the internationalization of Dutch higher education are not always self-evident. For instance, the criticism concerning the quality of English in higher education or concerns about a lack of interaction between Dutch and international students must be taken seriously. Internationalization will only contribute to the quality of education if it is itself of the highest standard. Requirements must therefore be set with respect to the provision of information, enrolment and student reception, the education programmes and the students themselves. Potentially adverse consequences of internationalization must be mitigated or compensated for.

The debate concerning the effectiveness of development cooperation must be properly conducted.

The debate concerning the effectiveness of development cooperation must be properly conducted and Nuffic has the expertise to make a valuable contribution. The debate should centre on effectiveness and efficiency. Improvements must be sought in the international coordination of cooperative projects, the development of effective cooperative arrangements and increased

harmonization between Dutch knowledge and local needs. The ultimate goal is the full participation of developing countries in the worldwide flows of knowledge.

Nuffic's profile

Quality
Diversity
Transparency
Openness
Accessibility

In a world as outlined above, Nuffic must find a proper balance between stability and dynamism. Quality and diversity constitute the framework within which Nuffic can operate as an intermediary. Improving the quality of Dutch and international higher education and respect for cultural and international diversity are binding commitments, and Nuffic's role within this framework is likewise binding.

Without transparency in the field of global higher education, opportunities for international cooperation and mobility will remain limited. First and foremost, transparency requires information. In addition to information, action is also required. Nuffic fosters openness in the fields of European and global higher education and aims thereby to increase the accessibility of international education. Knowledge must be allowed to flow as freely as possible and students and researchers must be allowed to move as freely as possible.

A complex environment requires complex choices to be made. This certainly applies to Nuffic, in its role of intermediary between government authorities and institutions, and between the Netherlands and other countries. In the drawing up of a strategic framework, we must adopt a position with respect to the dilemmas encountered:

Is there tension between Nuffic's international and national roles? Shouldn't our goal be to internationalize Nuffic itself? Should we start managing scholarships for foreign governments? Should we offer our services and expertise in the evaluation of diplomas to clients in

Our goal is to support Dutch institutions and government authorities in international cooperation.

Nuffic is part of the Dutch higher education establishment. Our goal is to support Dutch education institutions and government authorities in international cooperation. Our services are provided mainly within the Netherlands, even though our mission extends far beyond its borders.

We actively cooperate with foreign partners, institutions and government authorities. However, since we wish to prevent conflicts of interest from arising, we exercise restraint with respect to accepting assignments from foreign organizations and government authorities.

As regards helping to make global higher education accessible, we opt in principle for active involvement with respect to capacity building in developing countries. Effectiveness is the primary consideration in this regard. The starting point is that effective cooperation can only be achieved if it is fully supported by the Dutch universities of applied sciences and research universities.

Dutch higher education is publicly funded, regulated and monitored. In this sense we form part of a continental European educational tradition. Other systems, such as the American one, are based more on a combination of public and private funding, while a worldwide 'market' for paying students has emerged. Although the public nature of our higher education has many benefits, it naturally also entails limitations. Nuffic has deliberately opted to operate within these same boundaries.

At the same time, however, we are explicitly seeking to intensify cooperation with the private sector. Knowledge connects public and private parties, and Dutch companies and knowledge institutions must cooperate in the international competition for knowledge. We must strengthen the niches and clusters in which we can be internationally competitive. Nuffic wishes to play a supporting role in this regard.

Nuffic is a Dutch organization that supports internationalization and international cooperation.

Nuffic is a critical implementing organization and service provider.

Nuffic works for Dutch higher education as a whole, using differentiation as the starting point.

Nuffic is an impartial implementing organization and service provider, mainly with respect to scholarship and capacity-building programmes and the provision of information and promotional activity. Nuffic is not a lobbying organization or a representative of any specific interest. We do, however, wish to be a critical implementing organization and service provider that listens closely to the end users of its services. In addition, we wish to be properly aware of the effectiveness of the programmes that we manage.

We see a role for ourselves with respect to Dutch internationalization and development cooperation policies through the development of knowledge and expertise. We undertake efforts in this regard to support the policies of institutions and government authorities. The knowledge and expertise developed are therefore attuned as much as possible to the needs of Dutch institutions and government authorities.

Nuffic works for all education institutions and all students. Both institutions and student populations are becoming more diverse, however, and a general approach to internationalization no longer does justice to this diversity. The international dimension of universities of applied sciences differs from that of research universities, just as the internationalization of Dutch border regions differs from that of its Randstad conurbation and the internationalization of bachelor-level education imposes different requirements than those that apply to master-level education or doctoral studies. Nuffic will use this differentiation as its starting point.

In certain cases, Nuffic can provide specific services to individual institutions, foreign governments or international organizations. Nuffic provides such services if they are in keeping with its mission and serve to support the internationalization of Dutch higher education in a general sense. The relatively limited scale of Nuffic operations sets limits with respect to what is possible.

Nuffic operates explicitly to serve the Dutch knowledge economy. At the same time, however, it stimulates capacity building in developing countries. Taken together, this could lead to the conclusion that, on the one hand, the brain drain from developing countries is being encouraged while, on the other, efforts are being undertaken to prevent that phenomenon. Nuffic's conclusion, however, is that the solution is rooted in exchange, circulation and the free flow of knowledge.

Nuffic acknowledges the brain drain from and to the Netherlands but is convinced that the solution lies in connecting people, not in prohibition.

We stimulate mobility, and we trust in the self-determinative capacity of individuals to give that mobility concrete form. In attracting talented students and scientists from developing countries, we also aim to ensure that their stay in the Netherlands will benefit their own countries. This does not preclude the possibility for students to work in the Netherlands for a period of time after graduation in order to acquire professional experience. The decision on the part of knowledge workers to remain in the Netherlands for longer periods can also lead to significantly positive contributions to their respective home countries. By strengthening economic and political ties between countries, very fruitful links can be established between the Dutch knowledge sectors and those in developing countries. Nuffic is aware that supporting measures are needed in this regard and is more than willing to exchange constructive ideas on the subject.

The same applies in reverse, for that matter. Like the government, Nuffic wishes to promote outgoing mobility. If knowledge workers make a personal decision to move abroad, it does not mean that they are lost to the Netherlands. Most of them return, while, with respect to others, we must undertake greater efforts to maintain contacts with knowledge workers based in other countries.

Nuffic's goals

Organization

Nuffic has devoted tremendous time and energy in recent years to the professionalization of its own organization. In the coming years, this professionalism must be manifest in Nuffic's entire services package.

- Good governance
 - Nuffic satisfies all good governance and accountability requirements applicable to modern organizations in the public domain.
- Accountability
 - Nuffic will acquire ISO certification in 2010.
- ISO quality certification
 - With respect to its implementing duties, Nuffic will further digitalize its current package of services in the coming years and further improve the process. The emphasis in this regard will be on scholarships and programme management for the Ministry of Education, Culture and Science, the Ministry of Foreign Affairs and the European Commission.
- Customer satisfaction survey
 - Nuffic wishes to be positively evaluated by its customers. We have a general customer satisfaction survey carried out every two years, and aim to retain the good
- Learning capacity
 -

opinion of international students and improve the evaluations given by Dutch students and employees of Dutch higher education institutions.

- Nuffic is a learning organization. Our employees are our paramount success factors. We will therefore strengthen our organization's learning capacity and work towards a culture that is conducive to new ideas and innovation.

Cooperation and interaction

Nuffic will further attune its products and services to the wishes and needs of its most important stakeholders, namely higher education institutions. In doing so, we will take both the diversity of those institutions *and* the diversity of groups within them into account.

- Needs identification broker
 - In the coming period, Nuffic will improve its identification of needs within Dutch institutions. In this regard, we expressly recognize the different wishes and needs in higher professional education and academic education respectively. We will also seek cooperation with umbrella organizations.
- Emerging economies
 - With respect to higher professional education, Nuffic will in future act more as a broker than it does at the present time and will seek a more active role in identifying potential cooperation partners, starting in Nuffic Neso countries.
- Capacity building
 - The proper support of Dutch research universities and universities of applied sciences in countries in which Nuffic Nesos are based remains a top priority. There are tremendous opportunities in these emerging economies. Cooperation and competition with universities in these countries is necessary to remain a full participant at the world's peak of knowledge.
 - We also expressly seek cooperation with Dutch universities of applied sciences and research universities with respect to capacity building in higher education. Although the needs of Southern partners constitute the principal guide, the efforts and commitments of Dutch institutions are indispensable.

Since internationalization has become mainstream, Nuffic must appeal to more groups. We generally have good contacts with the international offices of the institutions and good relations with their governors. We are less successful, however, in reaching a number of other target groups. In particular, lecturers and researchers who are directly involved in the internationalization of education and research have indicated that they are unaware of or dissatisfied with Nuffic's services.

- Lecturers and researchers**
- Nuffic will also reach lecturers and researchers who are directly involved in the internationalization of education and research. In 2010, we will identify the channels or new media most suitable for this purpose.
 - New target groups also require new products and services. In the coming period, Nuffic will develop more products and services that support the internationalization of education and research for these groups.

Nuffic actively seeks cooperation with other supporting organizations. This cooperation can be rooted in the complementarity of the organizations, helping the partners involved to augment each other. Alternatively, cooperation can take place with similar organizations in relation to content.

- Complementary organizations**
- Nuffic will intensify content-related cooperation with complementary organizations, including the Immigration and Naturalization Service (IND), studychoice.nl, SURF and DUO.
- Similar organizations abroad**
- Nuffic will strengthen content-related cooperation with similar organizations in the Netherlands. Together with the European Platform, we will in the coming period closely investigate the way in which such cooperation can be shaped.
- Similar organizations in the Netherlands**
- Nuffic will also strengthen content-related cooperation with similar organizations abroad. We will explore ways in which joint action in Europe can strengthen Nuffic's activities. We will also look at ways in which we can operate more efficiently through cooperation with sister organizations and how duties can be better coordinated.

Interaction and expertise

Nuffic's expertise can be divided into procedural knowledge and practical information on the one hand and policy-supporting and analytical knowledge on the other. The sharing of knowledge is an extremely important part of Nuffic's services package. Although the quality of Nuffic's expertise is valued, it could be far better disseminated.

- Nuffic will improve its support of institutions and students with respect to their internationalization activities and will attune its provision of information and information channels to those activities.
- Nuffic will make better use of its website as an instrument to provide general information. To this end, we will investigate the changes that must be made to our current website in 2010.

Through the performance of our implementing duties and those pertaining to the provision of information, we have built up considerable experience with respect to the internationalization of Dutch higher education and international developments in higher education and development cooperation. We wish to further expand our knowledge of these areas, make it more accessible and further harmonize it with the needs of Dutch higher education.

Knowledge agenda

Information that is relevant to policy

Combination and analysis of knowledge

- In consultation with clients and stakeholders, Nuffic will draw up a knowledge agenda in 2010 that will specify the areas in which we wish to develop more expertise.
- Nuffic will in future further attune its services to the need of institutions and government authorities for information that is relevant to policy.
- Nuffic will generate more knowledge about the effectiveness of the programmes it implements. This aspect mainly concerns the effectiveness of capacity building in higher education and the effects of internationalization and international exchange. We will carefully coordinate this activity with our clients.
- Nuffic will in future improve the bundling and analysis of its knowledge about higher education and research abroad, make this information and the analyses based on it more transparent through its website, and provide such information and analyses to Dutch institutions in a more coherent way.



Colophon

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