



Linking Knowledge Worldwide

Renewed urgency for internationalization in higher education

Curiosity knows no boundaries. The ideal students of today both look and think beyond borders, giving them unlimited versatility in the future global economy. Although this creates opportunities for an open economy and society, it also poses new challenges. Solid, internationally-oriented higher education is a prerequisite in order to tackle these challenges and take advantage of the opportunities.

Higher education in the Netherlands took up this challenge long ago. With support from European programmes, students became more mobile, cooperation emerged in research and education, and international aspects were incorporated into the curriculum. National programmes and initiatives from various institutions further enhanced exchange and collaboration with countries far beyond Europe's borders.

This process has continued over recent years, with higher education in the Netherlands strengthening its international dimension. Exchange programmes have enabled students to broaden their horizons, and higher education has become more oriented towards the influx of international students. The concept of a global labour market gradually emerged, and students were given adequate preparation; education in developing countries benefited from the increase in teaching capacity, and research universities and universities of applied sciences became international institutions.

Still, time passes, and internationalization is no longer what it used to be. It is no longer *just* about broadening perspectives, polishing up study programmes and fostering cross-cultural understanding. Although these aspects are important, and are becoming more so in the age of globalization, we are also witnessing a simultaneous blurring of the boundaries between national economies. A global knowledge economy is emerging – an economy in which knowledge, ideas and creativity are becoming increasingly important and pay little heed to geographical borders.

Within this economy, we see large differences between the composite parts of this new world, such as in demographics – compare the ageing Western world to the young populations in Latin America, Asia and Africa. We see a redistribution of wealth due to increasing prosperity in Asia, as well as globalization of the labour market, particularly for those with higher education degrees. These types of shifts are resulting in a fast-growing international student market.

However, we also see a countermovement. Globalization generates opposition in the form of traditionalism, protectionism and fundamentalism. The Netherlands is no exception, especially following 9/11 and the murder of Dutch film maker Theo van Gogh. Still, understanding and respect can offer some respite – through interaction instead of isolation, cooperation instead of segregation.

This has brought about a new need for internationalization within higher education, in order to meet the demands placed by international economic reality, and to combat opposition. What we need is a cosmopolitan attitude that will prevent society from

turning in upon itself and ensure that we participate fully in the global economy. This cosmopolitan attitude is no luxury, but a necessity for economic success and social harmony – and internationalization in higher education can bring this about.

In the new academic year, the government will present a new internationalization strategy, and European leaders will be meeting in Leuven (Belgium) to discuss the future of European higher education. So this is the perfect time to start exploring new directions.

A new necessity

The quest for talent

“We mustn’t sit and wait, but actively go in search of the people that we need, especially in Asia. We have to recognize talent, generate interest in the Netherlands, and above all not rest until interested people can actually be active in the Netherlands.”

[Dutch Prime Minister Balkenende¹]

Knowledge and talent are the most important resources for the Dutch knowledge economy and, due to increasing demand, they are becoming increasingly scarce. This is nothing new; last century, various groups had already identified the shortage of highly-educated people². Data from as early as the 1990s pointed to shortages in the 21st-century labour market, especially among personnel with a scientific or technical background. These shortages have now become reality, and have resulted in a lack of knowledge workers in both the private and public sectors.

The shortages also hamper the Netherlands’ further development as a centre of knowledge. For example, the presence of well-educated personnel is the most important location factor for direct international R&D investments in the private sector³. The shortage of highly-educated workers may be a reason for private sector businesses not to establish their R&D in the Netherlands but elsewhere, or indeed to remove their R&D operations from the Netherlands – not a pleasant prospect for a country that wishes to promote itself as a knowledge centre.

European executives see the international hunt for talent as the greatest management challenge over the coming years. Predictions indicate that the lack of professionals in science in particular will persist or increase⁴, and not just in the Netherlands, but also in countries such as the United States. The result is worldwide competition for engineers and scientists from China, India, Russia and other emerging countries.

In its advisory report on “Labour Migration Policy”, the Social and Economic Council of the Netherlands (SER) suggests that valuable labour migration should be expanded⁵. In a globalized world, the Netherlands will benefit from an international exchange of personnel and students that is not hindered by an overly restrictive migration policy. According to the SER, a policy that attracts knowledge workers is needed. In its recent report, the Bakker Commission⁶ calls for additional investments to ensure that the best students study in the Netherlands, as they will then be more likely to stay and work in the Netherlands.

Given this scenario, research universities and universities of applied sciences will function more than ever as generators for talent, making them the most important suppliers of raw material for the Dutch knowledge economy. The demand for talent in

today's knowledge economy can be met in a variety of ways. Where possible, drop-out rates must be kept to a minimum. Participation needs to be increased, in particular by attracting international students, and science and technology must be made more appealing to students. Another solution strategy, however, could be to attract foreign talent and recoup lost Dutch talent.

The Netherlands will need to score highly against the competition in order to ensure the continued development of its knowledge economy. At the same time, it will have to do so in a sustainable manner that also takes the interests of emerging countries into consideration. The "battle for brains" must not result in a bloodbath, but should encourage both sides in the race to the top – both the countries producing and those attracting talented people.

The Netherlands must act responsibly, and be wary of the consequences of a "brain drain", a condition that is particularly detrimental to the least developed countries. In such countries, attracting talent must therefore go hand-in-hand with appropriate supporting policy⁷, e.g. by linking development assistance with knowledge migration, and implementing measures that increase the likelihood of educated people returning in the future. For example, migration programmes could be of a temporary nature. More importantly, these "knowledge migrants" must remain socially and economically bound to their home countries. In the future, creating a "well-connected diaspora" could prove beneficial for both migrants' home countries and their destination countries.

The balance between costs and benefits is less straightforward for emerging and industrialised countries, which (as countries of origin) have more opportunities to benefit from migration movements and to convert brain drain into "brain gain" and "brain circulation". For example, in addition to migrants sending money back to their home countries, the benefits can also be made more sustainable if knowledge workers first gather several years' experience before returning home. That way, they establish professional and economic ties with their home countries, functioning as key figures in global economic and professional networks.

Argonauts and global networks

"I call on Dutch students to find out for themselves what they can learn from China or India - and I don't mean as New Age tourists, but as hard-working and ambitious students. Discover this shrinking world for yourself!"

[Ben Bot, former Dutch Minister of Foreign Affairs⁸]

"It is to be expected that over the next 10 years, more than 120 Asian companies will enter the global Fortune 1000. The Netherlands should make a deliberate effort to become the regional headquarters of these fast-growing companies and their marketing and sales activities. In this scenario, the Netherlands also needs to be an attractive location for global talent."

[Innovation Platform⁹]

Interconnectedness with global economic networks made up of individuals and organizations has become a prerequisite for successful operation in today's world. The Netherlands must be connected in order to take advantage of the opportunities offered by globalization. In Dutch trade relations there is still a strong emphasis on Europe; the country is missing out on the benefits of globalization because it lacks a clear commercial focus on countries with high growth figures such as China¹⁰. For the

Netherlands, globalization is chiefly regionalization in the form of “Europeanization”¹¹, despite the fact that the Netherlands Bureau for Economic Policy Analysis (CPB) predicts a large increase in EU trade with both China and India¹².

It is therefore essential to establish contacts with emerging countries – not only with China and India, but also with Russia, Brazil, South Africa, Malaysia, Indonesia and other rising economies. By laying a foundation for such economic links during their studies, Dutch students can make a significant contribution to this process. Work experience by international knowledge workers and/or international knowledge migrants settling in the Netherlands can also help create a dense web of professional and economic networks that may prove beneficial in the future.

International students and other knowledge migrants continue to maintain contact with their home countries, which can mean a competitive edge for the companies that employ them. Economic geographer AnnaLee Saxenian discovered that, at the end of the twentieth century, nearly 30 percent of high-tech companies in Silicon Valley were being run by engineers from China and India, creating more than 70,000 jobs between them. They travelled back and forth between Silicon Valley and their home countries, and pursued economic success by setting up new activities far from established knowledge and technology clusters. In so doing, these “new argonauts” play a pivotal role in the global networks that link innovative, entrepreneurial regions together¹³.

The progressive decomposition of business processes means that, in addition to becoming more important, such links are also becoming more complex. The traditional one-way flows in capital and technology from core to periphery (rich-poor, West-East, North-South) are being replaced by a complex interchange of knowledge, technology and investments between Silicon Valley and the new innovative regions of Hsinchu, Shanghai and Bangalore. The Netherlands can also be part of this process, through new argonauts that settle in places such as the Amsterdam Zuidas business district or Eindhoven’s brainport.

However, student flows no longer run exclusively from North to South, or from East to West either. Although this means competition for higher education in the Netherlands, it also creates opportunities for Dutch students to act as new argonauts, to lay a foundation for future economic and political relations. In this way, they can indeed discover – and help create – this increasingly smaller world for themselves.

Diversity and Innovation

“Diversity and the differences in knowledge, experience, vision and culture that it brings can be troublesome, but it also forms the basis of innovation. Innovation demands a restoration of the Dutch openness, and appreciation and constructive use of diversity, both in this country and abroad. In culture and politics, openness towards and appreciation of differences and the power to bridge the gaps between them can be crucial to innovation. Without diversity, there can be no innovation. The future of innovation is in the hands of those who can cooperate effectively with people who think differently.”

[Bart Nooteboom, Scientific Council for Government Policy (WRR)¹⁴]

The Scientific Council for Government Policy (WRR) recently released a report on Dutch performance in the field of innovation¹⁵. The Council’s conclusion left little room for doubt: “From an overview of Dutch performance in innovation we can conclude that the Netherlands is not doing well in this field.” At the same time, however, the Council

concludes that the traditional Dutch values of tolerance and curiosity, as well as the country's traditional role as a hub for people with knowledge (and a need for knowledge), could lay the foundation for an innovative future.

The WRR strongly emphasizes that innovation and creativity thrive particularly in climates characterized by openness and diversity. Outsiders take unconventional views, because they call into doubt what the in-crowd assumes is true. The economic benefits of diversity in teams have been frequently demonstrated in management literature. Original thinkers are essential for finding new and better solutions. The additional costs associated with diversity constitute an investment that will pay for itself many times over¹⁶.

The economic and other benefits of cultural diversity also manifest themselves at national, regional and city level. The work of Richard Florida¹⁷ shows that diversity is an important factor in the success of economically prosperous and innovative regions such as the San Francisco Bay Area, greater Boston or the area around Austin, Texas. His research indicates that the eleven urban areas with the most diversity can all be found among the top 15 high-technology areas in the United States. Italian economists have shown that cities that are culturally more diverse are also more productive and appealing¹⁸.

In the private sector, awareness is growing that a cosmopolitan attitude is no luxury, but a real economic necessity. Dutch higher education will also profit from cultural diversity: diversity among professors, researchers and teachers, as well as within the student population, will offer new perspectives and approaches and elicit more creativity from lecture theatres and laboratories. Academia and knowledge creation cannot do without a rich variety of perspectives and approaches. We must consciously strive towards a cultural mix if we are to follow the advice of the WRR.

An Open Society

"Mobility teaches us to explore new dimensions, and is therefore an excellent remedy for the blandness caused by a widespread "church-tower" mentality. Mobility and cooperation at European and international level are not only advisable, they are absolutely essential."

[Marc Vervenne, Rector of the Catholic University of Leuven¹⁹]

An open society must have the courage to be vulnerable. Open societies reap the benefits of openness, but are also exposed to opposing forces, which has caused many people to rally around traditional values over the past few years. Globalization has sometimes been viewed as a threat, turning healthy curiosity to fear. It is now clear that, in an open society, nobody need deny their roots. On the contrary – people must be firmly rooted in their own identity in order to be cosmopolitan²⁰.

For centuries, Dutch society has been recognized as open and tolerant. Separatism and isolation are not an option for a country like the Netherlands – we have always been dependent on the flows of people, goods, ideas and capital that cross our borders, and even more so within the current context of globalization and Europeanization. Furthermore, the Netherlands has always been a place where a variety of cultures converge and coexist.

One of the dangers threatening the open society is parochialism, or as our Flemish neighbours call it, a "church-tower" mentality. The Netherlands must open itself up,

particularly in a mental sense. Tomorrow's decision-makers and professionals must be able to broaden their perspectives and adopt a cross-discipline, cross-border and cross-cultural perspective. They will have to sample other cultures and lay the foundations for future contacts, either in other countries or in internationalized Dutch institutions.

Open-mindedness is not only of importance to society – it is also an intrinsic part of academic training. Knowledge is universal, and borders must not obstruct the search for solutions. The Dutch way is not always the best way, and certainly not the only way. But to realize this, one first needs to see that other ways exist.

The Netherlands in Europe, Europe in the world

“No European country is large enough or strong enough to step into the knowledge era by itself. Given the scale of operations of our global competitors, it is not logical or efficient for any individual EU member to go it alone. The challenge is global, the response has to be European. Only if Europe plays as a team will we regain the lead in the world knowledge league.”

[José Manuel Barroso²¹]

Dutch political and economic development can no longer be viewed separately from the European context, a principle that also increasingly applies to higher education. This is due in part to the effects of related policy areas such as increased mobility of services and work, and the demands that this places on the comparability of qualifications and competencies. Another cause is the Europeanization of higher education itself, driven especially by the Bologna process and the Lisbon Strategy.

Over the last ten years, these developments have led to an intensification of the Europeanization process, which had already been set in motion in higher education during the early 1970s. The intensification of this process has resulted in a very dense field of European policy, with scores of governmental organizations and intermediaries, and hundreds of academic associations and networks.

This presents an interesting paradox. On the one hand, Europe is a means to compete and negotiate with other economic entities, which include both existing competitors such as the United States and Japan, and new emerging countries such as China, India and Brazil. Given the size of these countries, it would indeed be foolish to compete with them one-on-one, particularly for smaller countries such as the Netherlands. Competing on a global scale requires cooperation, both in economics and in higher education and research. The Bologna process and the Lisbon Strategy represent plans to achieve this. On the other hand, Europe is an internal market which (by means of a healthy measure of competition) strives for greater efficiency and effectiveness. The Bologna process and the Lisbon Strategy can also be seen as products of this internal competition. The apparent paradox of simultaneous cooperation and competition makes the need for internationalization complex and dynamic.

We encourage Dutch students to spend time abroad, and at the same time we want to convince international students to come and study at Dutch institutions. European mobility must be a natural element of study programmes, and must lie within reach for all young Europeans²². In addition to strengthening the competitive position of the Netherlands within Europe, mobility and interaction also stabilize internal European cooperation, and thereby reinforce the external position of Europe in a global context. Mobility and cooperation thus lay the foundations for individual countries' opportunities

within a European knowledge society, and are at the core of a more competitive and attractive Europe.

Past and present focus

In order to properly meet the challenges for higher education and respond to the renewed urgency of internationalization, higher education in the Netherlands will need to utilize an innovative mix of old and new instruments. Attention will need to be devoted to measures in four main focus areas: improving the quality of education and research; profile and reputation management; flexibility and facilitation; and support and recruitment.

Quality of education and research

The aim of higher education should be to create a broad basis that leaves lots of room for talent. High quality will ensure a sustainable competitive edge. In order to retain our appeal to top-level international talent (whether they be students, teachers or academics), we must be able to provide quality. Dutch research universities have demonstrated that they are indeed among the best in the world, and the Netherlands generally scores well in rankings based on publications and citations.

Such ranking systems are not usable for other institutions, such as universities of applied sciences or specialist institutes. These will need to compare themselves with their counterparts in other countries in order to demonstrate that they belong to the best of their class in the world, or analyse how they can achieve this status as quickly as possible. There is not enough of this type of international orientation in Dutch institutions, particularly at universities of applied sciences²³.

Internationalization is necessary in order to reach the top. A strong international emphasis in education and research, a diverse student/teacher population and a ramified network of international contacts have become quality requirements in their own right. Offering real quality to students will mean prompting them to look beyond national borders and measure themselves against their international peers. This does not mean that higher education must only concentrate on the best – students closer to the average also benefit from an international mindset. It encourages them to strive for their personal best, and introduces them to new perspectives and ways of thinking.

However, quality-improvement instruments are only present in small measure in internationalization policy, and mainly depend on an institution's own specific policy, as well as national higher education policy. And although Dutch higher education is generally of good quality, there is room for improvement. This room must of course be both available *and* utilized.

Critics of the Dutch education system mainly focus on the view that there is no room for exceptional talent, that the system only caters for the middle bracket. Although this makes average students smarter, it also makes smart students more average²⁴. We therefore need to specialize in quality while maintaining a solid base. For a long time, concentration of quality was regarded as very un-Dutch, but it is now gradually becoming accepted in the Dutch system. Students in honours programmes, research master's and university colleges are being asked to show what they are worth. These opportunities need to be expanded and made as accessible as possible to both Dutch and international students.

Improving the quality of education and research is primarily a task for the government and the institutions themselves. The government must provide opportunities for excellence to thrive whilst also maintaining accessibility, and institutions need to make responsible use of these opportunities. While internationalization will benefit from higher quality, it can also make its own contribution to improvements in quality.

Profile and reputation management

The Netherlands is characterized by good-quality higher education and high-level research. However, the OECD has found that Dutch institutions are modest when it comes to promoting themselves. The universities' good reputation in research is not the result of marketing, but is due entirely to outstanding performance²⁵. Despite this fact, the Netherlands is not well-known as a country of higher education, and its quality is underestimated by Dutch students²⁶.

This needs to change. Profile and reputation management are new to most higher education institutions. But due to tougher competition, the influence of international rankings and the widening of the playing field, branding, promotion and marketing have become part of the strategic policy of many institutions.

Dutch universities score highly in academic research, and provide high-quality education. The Netherlands has over 1375 English-taught study programmes, making it the largest provider in Europe of English-taught higher education programmes outside Great Britain. This is something that the world needs to know, so we should tell them! Modesty may be a national virtue, but it is not an international one.

Marketing must not only occur at the level of the educational institution, but also at the level of Dutch higher education at large, and efforts in this area should supplement those of the institutions themselves. These efforts have already begun. One example is the national "Study in Holland" campaign and the accompanying logo, intended to present the Netherlands as a port of call for new argonauts. Higher education in general will benefit from the Netherlands' improved reputation as a country of study and knowledge. Alumni management activities that are already in motion must also be continued, including initiatives at both national and institutional level.

If you offer good quality, there is nothing wrong with saying so. Reputation management must focus on the long term and on a sustainable competitive edge. A good reputation is earned through the provision, clear demonstration and promotion of quality. This is not about prettying-up reality, but rather about emphasizing strengths, and making quality clear and transparent.

Higher education in the Netherlands can also be presented as a brand. The same strategy applies here, i.e. emphasising the available quality, and making it clear and transparent. The appeal of the Dutch labour market and the dynamic Dutch economy and society also need to be stressed. Campaigns of this nature that are already running must be continued and supported locally by Netherlands Education Support Offices (NESOs).

National and institutional promotional activities complement each other. Institutions can benefit from collective activities organized by Nuffic, but these must not stand in the way of the institutions' own further individual promotion. Collective action can also assist the gathering of information, enabling institutions to pursue an evidence-based policy in both internationalization and recruitment.

Flexible and transparent

In recent decades, higher education in Europe has become more accessible and easier to negotiate. For example, a new “intellectual unit of currency” has been introduced at European level in the form of ECTS; the European Court of Justice has issued various judgments that foster the mobility of students, teachers and knowledge professionals within Europe; it has become easier in many countries for students to work both during and after their studies; for Dutch students it is possible to continue receiving student grants and loans abroad, and new Dutch migration policy will create more opportunities for knowledge workers to come and work in the Netherlands. Differences within Europe have largely been removed, thereby increasing transparency.

However, there is always room for improvement. There are still many obstacles to be overcome by students and institutions in their internationalization efforts. Legal obstacles blocking extended collaboration in the form of joint or double degrees still remain. But legal obstacles are not the only barriers that exist, and institutions must systematically and periodically run checks to see what barriers they themselves create. For example: are teaching staff equipped (and if necessary, trained) to supervise students from other parts of the world? Is enough attention devoted to supporting individual students? Are all staff sufficiently competent in foreign languages?

Whenever obstacles are removed, this must also be made visible, such as through further institutionalization of the ECTS system, continued collaboration in the field of quality, accreditation and recognition in cooperation with ENIC/NARIC partners, and the further standardization of information on European higher education (e.g. via EUROSTAT and Qrossroads).

Differences will continue to exist, as they should, but they will need to be defined and presented in a transparent manner. The further development of a European classification system for higher education institutions²⁷ therefore needs to be encouraged. Improving the transparency of the European higher education market will also clarify the position of higher education in the Netherlands. If it achieves high scores and this can be communicated effectively, such transparency will doubtlessly benefit not only Dutch higher education, but the Netherlands as a whole.

Legislation is a task of the government, and measures aimed at more flexible legislation (especially in education, financing for education and research, immigration procedures and the labour market) will therefore need to be taken by the relevant government departments.

Flexibility in cooperation and mobility can be improved by eliminating differences or (if removal is not possible/advisable) by making them visible. To achieve this, government authorities, institutions and professional organizations need to make a concerted European effort. This requires expertise in the field of recognition and credential evaluation.

Support and recruitment

Financial support is crucial in order to maintain both the accessibility of Dutch higher education for students of modest means and the accessibility of foreign exchanges for less financially able Dutch students. The government has played an important role in this respect over the years, and must continue to do so in the immediate future. However, the renewed urgency also demands additional arrangements, partly because of the limitations on Dutch public funds that can be spent on international students.

This fact requires a fresh look at the budget, as allowing less financially able students to develop themselves and participate internationally has always been in the joint interest of the public and private sectors. The support scheme needs to include more diversity. Companies can also contribute and in fact already do, be it on a small scale.

The Innovation Platform has called for the creation of a public-private partnership in order to allow 1000 additional international PhD students to come to the Netherlands. This is an excellent idea, and its implementation could be supported by introducing and binding talented students to the Netherlands during an earlier stage of their studies. However, they will need to be financially able enough to do so.

It is therefore advisable to develop a social loan scheme in which companies offer loans with favourable terms supported by the government, while institutions guarantee the quality of the candidates. Such a scheme would really contribute to a healthy balance between the public and private sectors.

Other forms of finance also deserve support. In addition to the government, some companies also offer scholarships to talented students. It is worth considering the option of providing tax benefits for companies offering such scholarships, which would also make the business climate in the Netherlands more attractive. Local government may also have an interest (and may therefore invest) in attracting international talent within the framework of their regional development strategy.

Scholarships and/or loans are of great importance in order to maintain the accessibility of higher education. After all, access to international higher education must be based on intellectual ability, not on financial means. If only those students are considered who are financially able, we will miss out on an important pool of talent.

Given the social and economic interests involved in the internationalization of higher education, various parties must contribute to broadening the financial opportunities. This requires a joint effort from students, institutions, government and the private sector, and could take the form of an increase in the number of public-private scholarships, a coordinated scholarship system or a social loan scheme.

New necessities, new directions

No resource is more important to the knowledge economy than talent. Talent, however, is a rare commodity, and international competition is growing fast. Higher education in the Netherlands can stay a step ahead by striving to be the best in international education and research, by promoting Dutch higher education effectively, through greater flexibility and transparency, and through creative recruiting in partnership with

the government and the business community. Both international and Dutch students stand to gain from this approach, as it enables them to receive both top-quality education at their own university and simultaneously make use of the university's international network.

Higher education and science must continue to put their full support into internationalization. The mobility of students, teachers and researchers worldwide will continue to grow, and the process of economic, political and cultural globalization looks set to persist in the years to come. The Netherlands cannot afford to isolate itself, nor can higher education and science. After all, being open to other cultures, customs, styles, methods, perspectives and approaches is inherent to science itself and is part of any student's academic training.

Such openness also requires a tolerance-based mindset – a new type of cosmopolitanism that is not a matter of choice, but a harsh necessity. This attitude must not be limited to the intellectual/cultural upper crust, but needs to reach a broad group. Only then will the Netherlands become an attractive location for top international talent, and be able to offer its "own" students education that will allow them to hold their own with the best.

This will be the goal of Nuffic in the crucial 2008-2009 academic year – the year in which the Minister of Education, Culture and Science will present the internationalization strategy, and Leuven will become the centre of discussion regarding the future of higher education in Europe.

Footnotes

¹ Prime Minister Balkenende at the presentation of 'The Lisbon scorecard VIII' at the Centre for European Reform. 27 May 2008.

² For example, see Social and Economic Council (1999), Advisory Report on Higher Education and Research Plan 2000 [*Advies Hoger Onderwijs en Onderzoek Plan 2000*]. Advisory Report 99/04 & L. Borghans, J. Delmee, P. Marey and J.D. Vlasblom (1998) Foresight Study on the Labour Market and Education Until 2007 [*Toekomstverkenning arbeidsmarkt en scholing tot 2007*]. The Hague: Ministry of Social Affairs and Employment (SZW)/Research Centre for Education and the Labour Market (ROA).

³ H. Erken, M. Kleijn and F. Lantzendörffer (2004), Direct foreign investments in Research & Development: A study on the movement of foreign R&D investments and the underlying location factors [*Buitenlandse directe investeringen in Research & Development. Een onderzoek naar de beweging van buitenlandse R&D investeringen en de achterliggende locatiefactoren*]. The Hague: Ministry of Economic Affairs/SenterNovem.

⁴ Innovation Platform (2008) The Netherlands in the World: Strengthening competitive power for the future of the Netherlands [*Nederland in de Wereld. Versterken van de concurrentiekracht voor de toekomst van Nederland*].

⁵ Social and Economic Council (2007), Advisory Report on Labour Migration Policy [*Advies Arbeidsmigratiebeleid*]. Advisory report 2007/02.

⁶ Commission on Labour Participation. Towards a future that works [*Naar een toekomst die werkt*]. June 2008.

⁷ Devesh Kapur and John McHale (2005), The Global Migration of Talent: What Does it Mean for Developing Countries? CGD Letter of October 2005 (Washington, DC: Center for Global Development).

⁸ Former Minister of Foreign Affairs Ben Bot. Speech given at "China Day" in The Hague. 12 April 2006.

⁹ Innovation Platform (2008), The Netherlands in the World: Strengthening competitive power for the future of the Netherlands.

¹⁰ European Central Bank Occasional Paper 2006. Quoted by the Social and Economic Council (2008), Advice on Sustainable Globalization: A World To Win [*Advies Duurzame Globalisering: een wereld te winnen*].

¹¹ Statistics Netherlands (2008), Internationalization Monitor [*Internationaliseringsmonitor*] 2008.

¹² Statistics Netherlands (2007), India and the Dutch Economy. The Hague: Netherlands Bureau for Economic Policy Analysis (CPB); CPB (2007), The Chinese economy, seen from Japan and the Netherlands. The Hague: CPB.

¹³ AnnaLee Saxenian (2006), The New Argonauts: Regional Advantage in a Global Economy. Cambridge: Harvard University Press.

¹⁴ Prof. Bart Nooteboom during the presentation of the Scientific Council for Government Policy (WRR) report "Innovation Renewed, Fourfold Opening" [*Innovatie Vernieuwd, Opening in Viervoud*]. 28 May 2008.

¹⁵ Scientific Council for Government Policy (WRR) (2008), Innovation Renewed, Fourfold Opening [*Innovatie Vernieuwd, Opening in Viervoud*]. Amsterdam: Amsterdam University Press.

¹⁶ See also: G. Ottaviano, D. Pinelli, and C. J. Maignan (2003), Economic Growth, Innovation, Cultural Diversity: What are we all Talking About? A Critical Survey of the State-of-the-art. FEEM Working Paper No. 12.2003. [<http://ssrn.com/abstract=389042>].

¹⁷ See also: R. Florida (2000), The Rise of the Creative Class. New York: Basic Books. And: R. Florida (2005), The Flight of the Creative Class: The New Global Competition for Talent. New York: Harper Collins.

¹⁸ G. Ottaviano & G. Peri (2006), The economic value of cultural diversity: evidence from US cities. *Journal of Economic Geography*, 6(1): 9-44.

¹⁹ Prof. Marc Vervenne, Rector of Leuven Catholic University: Saying and Being; How the University can make a difference in a flat world [*Zeggen en zijn; Hoe de universiteit een verschil kan maken in een vlakke wereld*]. Speech at the opening of the academic year. 25 September 2006.

²⁰ According to Jordi Pujol (President of the *Generalitat de Catalunya* from 1980 to 2003).

²¹ José Manuel Durão Barroso, President of the European Commission: Helping Europe to lead the knowledge revolution. Speech at the Opening of the Netherlands House for Education and Research (NETHER) in Brussels, 21 February 2007.

²² Making learning mobility an opportunity for all. Report of the High Level Expert Forum on Mobility; July 2008.

²³ Stated in the OECD review of Dutch higher education: "the growing significance of global competition for knowledge intensive personnel is not grasped, and opportunities to develop Dutch institutions into more internationally relevant institutions (especially in the HBO sector) are missed" (p. 59).

²⁴ See: Bert Minne, Marieke Rensman, Björn Vroomen and Dinand Webbink (2007), Excellence for productivity? The Hague: CPB.

²⁵ The OECD says the following in this regard: "The global standing of Dutch universities is not a product of marketing. The institutions are modest in promoting themselves internationally as institutions, although some individual academic units and research groups are effective. Rather this global standing has been earned solely by substantial achievements. Dutch research quality is often outstanding and in reputation Dutch universities are only short of the peak of universities worldwide in the USA and UK. Here the longstanding Dutch commitment to excellence in research and scholarship has paid global dividends. Further, Bologna compliance is ahead of most of Europe, as are English language skills. All of these factors create strategic advantages on the global scale" (p.60).

²⁶ In a recent survey among Dutch students studying abroad, almost 60% indicated the higher standard of higher education as their reason for going abroad. However, only 20% experienced it as such. See: NEWS study 2008: Dutch students abroad. Background, motivation and plans for the future [*De Nederlandse student in het buitenland. Achtergrond, motivatie, toekomstplannen*].

²⁷ This process is currently in motion as part of the CEIHE project (Classifying European Institutions for Higher Education), currently in stage two (see <http://www.utwente.nl/cheps/research/projects/ceihe/>).