



# Annual Report **Nuffic 2006**

nuffic

05  
years



Netherlands organization  
for international cooperation  
in higher education

linking  
knowledge  
worldwide

nuffic



Annual Report  
**Nuffic 2006**



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In 2006 a new strategic framework was developed for Nuffic.

In the memorandum *Enter Int!* the following three key objectives were identified:

- better administration of scholarship programmes and cooperation programmes;
- better collection and organisation of and improved access to information about higher education;
- better support to the higher education institutions, both practical and strategic.

## Foreword



To achieve these objectives, plans for a new internal organisation were prepared in 2006 and put into effect on 1 January 2007. The old division into four thematic work areas (human resource and institutional development, international academic relations, marketing, credential evaluation) did not sufficiently match our newly reformulated ambitions. A new structure based on type of work was chosen to replace it. Since 1 January 2007, Nuffic has consisted of four new directorates. A senior management team headed by a Director-General (who is also President of the Executive Board) governs Nuffic. The senior management team also includes the Director of Business Support (who is Vice President of the Executive Board), the Director of Capacity Building and Scholarships, the Director of Communication and the Director of Knowledge & Innovation. With these changes, Nuffic is responding to the demands of an age where internationalisation is affecting the primary process of universities and other higher education institutions.

In the next few years, Nuffic wishes to improve its internal work processes and focus more attention on quality control. In summer 2006, two Nuffic departments were awarded international ISO certification: NFP-NPT and the European Programmes Unit. We are seeking ISO certification of the entire Capacity Building and Scholarships Directorate in 2007. This is the next step on the road that will eventually take Nuffic to full ISO certification. In 2006 we joined the National Benchmark Group (RBB), which compares Nuffic's performance with that of other organisations. The RBB group is an affiliation of a number of executive agencies and public-facing government services. Nuffic is one of five organisations that were benchmarked in 2006. The final report was published in the spring of 2007. 2006 was also the year in which systematic experience was first gained in project-based working across the entire organisation. While not easy, Nuffic will continue on this path, bolstered by the experience we have since gained.

2006 saw the start of the redesign of Nuffic's website. In the future the website will serve more as the central portal for information, products and services than is currently the case. The new site will be operational in the spring of 2007. A Netherlands Education Support Office (Neso) was opened in Vietnam at the end of February to boost communication about Dutch higher education. This location is the fourth Neso, with offices in Beijing, Taipei and Indonesia already operational. Although only officially opened in February 2007, Neso Mexico became operational in 2006. Five more Nesos will be opened by 2009.

The past year has seen discussions, both formal and informal, with the national government, the higher education institutions and students. These discussions often concerned specific themes or programmes and they also provided an opportunity to gauge satisfaction about the services Nuffic provides. There were also regular government consultations with the Minister for Education, Culture and Science, the Minister for Development Cooperation and with the chairs of the Association of Universities in the Netherlands (VSNU), the Netherlands Association of Universities of Professional Education (HBO-raad), the Federation of Institutes of International Education in the Netherlands (FION), the Platform for Officially Recognised Private Educational Institutions in the Netherlands (PAEPON) and the student organisations. On 10 April 2006 Nuffic organised its first annual congress on internationalisation in higher education.

2006 saw a number of market and product surveys, of which developing a brand to promote Dutch higher education and exploring the possibility of establishing a National Alumni Platform are examples. In 2007 these surveys will be converted into concrete proposals for products and services.

Nuffic is in a sound financial position. However, for the first time in years, Nuffic has recorded a financial loss. The relatively small operating deficit of €51,000 (0.3% of turnover) was caused by incidental factors, the most important of which was the reorganisation, that had not been taken into account when the budget was set. Capital and reserves amounted to €10.2 million at the end of 2006 after deduction of the result. Of this amount, €6.8 million is uncommitted and €3.4 is tied up in fixed assets. Although Nuffic owns the building at Kortenaerkade 11 in The Hague, the subsidy conditions of the Ministry of Education, Culture and Science prevent the building from being mortgaged or sold without permission. At the end of 2006, KPMG advised Nuffic to maintain capital and reserves of between €8.2 million and €8.9 million (plus any contingencies). This amount lies between the €10.2 million previously mentioned and €6.8 million.

The accountability method used is the VBTB method (From Policy Budgets to Policy Accountability), which provides insight into objectives, financial and otherwise, and actual achievements. The Ministry for Education, Culture and Science has stipulated this method of accounting and reporting in the subsidy conditions. The VBTB overview is included under 1. Report of Activities.

Nuffic's treasury policy is cautious. Funds administered by Nuffic may not be converted into securities or placed in risk-bearing deposits.

On 11 January 2007, Nuffic celebrated its 55th anniversary with a mini symposium at the Theatre Royal in The Hague and a party at Madurodam. An account of these celebrations will be included in the following annual report. Suffice it to say for now that the highlight was the presentation of a new-style Nuffic.

**Sander van den Eijnden**, Director-General  
The Hague, April 2007

# Introduction by the Board of Trustees



On behalf of the entire Board of Trustees of the Netherlands Organisation for International Cooperation in Higher Education, it is my pleasure to present you with the organisation's 2006 Annual Report.

The role of the Board of Trustees is to advise the Executive Board and to supervise their work and the general running of the organisation in terms of operations, management strategy and policy. The Board of Trustees met five times in 2006. Prior consultation meetings (without the Executive Board) were held before each meeting with the Executive Board. The Board of Trustees and the Executive Board also held a meeting with the Works Council, Nuffic's employee representation body.

The Board of Trustees has set up two committees, the Audit Committee and the Remuneration Committee. The Audit Committee met three times in 2006. The Executive Board and the accountant were present for part of these meetings. In addition to the annual accounts for 2005, the intermediate reports and the 2007 budget, the meetings focused on Nuffic's tax position, personnel abroad, asset formation and management of overseas activities under the Neso programme. The Remuneration Committee serves as the Executive Board members' employer. It appraised the performance of both Executive Board members in 2006. Both committees comprise two members of the Board of Trustees.

There were no changes to the composition of the Board of Trustees in 2006. The chair, Ms Trude Maas-de Brouwer, and Mr Jan Bout were reappointed for four-year terms, starting on 11 July and 19 December respectively.

The Board of Trustees duly notes the energy with which the reorganisation has been prepared and understands that it will create a Nuffic that is better able to achieve its objectives. The Board is pleased to observe that the objectives have been more sharply defined and that the manageability, measured in terms of performance indicators, has increased. With a view to its responsibilities, the Board of Trustees is informed of the developments on a regular basis.

Aside from its statutory tasks – the Board of Trustees adopted the 2005 Annual Report, the 2005 Annual Accounts and the 2007 Budget – the Board also devoted its attention to an important part of its work programme: monitoring the progress of the objectives Nuffic has set itself for the next few years and the reorganisation required to achieve these objectives.

Last autumn, Nuffic's accountants KPMG advised the organisation to maintain a general reserve of €8.2 million. After deducting the loss in 2006 of €59,000, the capital base and the reserves together totalled €10.2 million at 31 December 2006. This uncommitted reserve is €2 million above the level KPMG recommends to cover the organisation's operating risks. The Board of Trustees is satisfied with the 2006 results and wishes to express its thanks to all Nuffic staff who contributed toward the success of the 2006 work programme. The Board of Trustees would also like to express its gratitude to the many organisations with which Nuffic cooperated so successfully in 2006.

On behalf of the Board of Trustees,

**Trude Maas**, Chair

The Hague, April 2007

## The composition of the Board of Trustees is as follows:

**Ms Trude Maas-de Brouwer**

(Chair, member of the Remuneration Committee),  
member of the Dutch Senate,

**Mr Jan Veldhuis**

(Vice Chair),  
former President of the Executive Board of Utrecht University

**Mr Jan Bout**

(member of the Audit Committee),  
Chair of the Board of Directors of Royal Haskoning

**Prof. Rietje van Dam-Mieras**

professor at the Faculty of Natural Sciences of the Netherlands Open University

**Dr Teun Graafland**

(member of the Audit Committee),  
coordinator of the Jet-Net Shell Nederland project

**Mr Hein Knaapen**

(member of the Remuneration Committee),  
Director of Corporate Human Resources at KPN

**Prof. Frans Leijnse**

professor of knowledge circulation at Utrecht University of Applied Sciences,  
member of the Dutch Senate.



# Programme administration on behalf of the Dutch government



Nuffic administers a number of promotion programmes in higher education on behalf of the Dutch government. The programmes concern both institutional cooperation and scholarship awards. The programme donors are the Ministry of Education, Culture and Science and the Ministry of Foreign Affairs.

### Institutional Cooperation

Knowledge and expertise are indispensable tools for building a successful economy and society. The Ministry of Foreign Affairs therefore used funds from the development budget to establish the Netherlands Programme for Institutional Strengthening of Post-secondary Education and Training Capacity (NPT). The NPT is designed to support the development of centres of expertise in developing countries, not only at higher education institutions, but also at other organisations, such as public-sector agencies and government departments. The Netherlands maintains special, development cooperation-based relations with a small number of countries in Africa, Asia and Latin America. The partner countries decide for themselves in which social sectors the assistance is to be concentrated. NPT projects are always right for the sector chosen by the host country.

The NPT has achieved maximum development in the past few years. The number of good proposals was so large that the financial ceiling was reached and the development of new projects had to be put on hold.

At the end of the year under review, help came in the form of additional resources from the Ministry of Foreign Affairs for both 2006 and 2007. The amounts made available were five and ten million euros respectively.

There were 126 NPT projects running at the end of the year under review. Of these 24 were new, while 14 tenders were published. Nuffic received 23 proposals, not all of which came from institutions of higher education. With the NPT programme due to finish at the end of 2007, the programme donor, the Ministry of Foreign Affairs, held an external evaluation, the findings of which are due to be published in 2007. However, at the end of the year under review, it was already clear that the parties involved were generally satisfied with the NPT. Dutch partners did sometimes complain about complicated procedures and a bureaucratic approach that made insufficient use of the possibilities offered by ICT. The people involved in the NPT at Nuffic decided to make the significant improvement of this situation a policy priority for 2006.

In 2006 a workshop was held for the programme participants on the effectiveness of technical assistance. The case was a project in an imaginary country complete with all the problems and obstacles that can be encountered in the South.

Furthermore, the Cross Border Higher Education and Development congress was organised together with the OECD and the World Bank. Papers, conclusions and recommendations resulting from this congress were published on the website.

Ad Boeren, a policy officer with Nuffic's Knowledge & Innovation Directorate, also published a small study on higher education and achieving the Millennium Development Goals by 2010.

An important milestone is that project management for institutional cooperation is now ISO certified. This means that quality control and improvement paths have become second nature to all those involved. How the end users of our services judge us is the most important criterion in assessing how well we perform.

## Netherlands Fellowships Programme

The Netherlands Fellowships Programme (NFP) is part of the Dutch development cooperation effort. In the past few years, the award of grants has been increasingly viewed as an instrument for achieving specific development objectives. The policy is sectoral in nature. Together with recipient countries, the Netherlands chooses social sectors for concentrating development efforts. We soon see capacity building at work: the desired development generates demand for training and, often, very specific training. It is generally possible to indicate exactly which staff members at which institutions will require such training. This allows the NFP to professionalise and to equip people whose educational level prevents them from participating fully in the development processes. It goes without saying that in such cases a tailor-made course is often preferred above a standard course. Applications for such courses increased considerably. Even so, there will always be a considerable need for standard training courses that are more general in nature.

The trend already identified in the previous annual report toward multi-year agreements with employers in developing countries continued. The programme administrators underwent a great deal of training in 2006, such as in drawing up training needs assessments and in monitoring and evaluation. The administration of the NFP fellowships was ISO certified in 2006.

The increase in tuition fees charged by institutions – in some cases a doubling – initially squeezed the number of fellowships that could be awarded. The government offered relief by increasing the NFP budget by an extra four million euros. However, 80% of qualifying applications are still rejected due to a lack of funds. In 2006, 1,535 individual fellowships were awarded from a total of 7,550 applications. The additional funds from the government were mostly earmarked for master's programmes and refresher courses.

The administration of the NFP fellowships was  
ISO certified in 2006



## Scientific publications for developing countries

The aim of the Netherlands Periodicals Project (NPP) is to help university libraries and research centres in Africa, Asia and Latin America expand their own collections.

Donated specialist literature comes largely from Dutch libraries.

The material is initially selected according to the demand from the participating recipient institutions as known to Nuffic.

However, it is our opinion that in the digital age the NPP should also do its part to improve access to electronic publications. This is why the NPP is also taking an interest in scientific publications that are freely accessible on the Internet via, for example, Open Access. Furthermore, cooperation with other organisations and libraries is being looked at as a way to increase the number of accessible publications. Finally, we will investigate other programmes that could help libraries in developing countries deal with problems related to ICT and the educational level of library staff.

To investigate the needs and problems of these libraries, in 2007 a stocktake will be conducted among the Southern institutions that currently participate in NPP.



# Internationalization in higher education in the Netherlands

September 2006

## HIGHER EDUCATION

- 14 universities (205,000 students enrolled)
- 54 universities of professional education (357,000 students enrolled)
- total number of students enrolled: 562,000
- 1,150 English-taught programmes: 800 degree programmes, 350 non-degree programmes

## INTERNATIONAL STUDENTS IN THE NETHERLANDS

### **Total number of international students: 48.500**

- 32,500 EU/EEA students (including 7,000 exchange students)
- 16,000 non-EU/EEA students

### **Degree cycle for international students**

#### **at research universities**

- 66% bachelor's cycle
- 33% master's cycle

#### **at universities of professional education**

- 98% bachelor's cycle
- 2% master's cycle

### **Countries of origin**

1. Germany 13,000
2. China 5,000
3. Belgium 2,600
4. Spain 2,100
5. France 1,700

### **Popular fields of study**

1. economics
2. social sciences and law
3. linguistics and the arts
4. healthcare
5. technology

This is a general summary and figures are approximate. For exact data, see the monitor on International Mobility in Education in the Netherlands 2006, which is available from [www.nuffic.nl](http://www.nuffic.nl).

## HSP Talent Programme

The Ministry of Education, Culture and Science decided to merge the existing scholarship programmes for international mobility into the HSP Talent Programme. This includes the Huygens Scholarship Programme, the Talent Programme and the DELTA Programme.

The new programme is intended for both Dutch and foreign students. It also unites the characteristics of the individual programmes.

Student interest in this programme, even without an extensive promotion campaign, was large.

That the international mobility scholarship programmes of the Ministry of Education, Culture and Science are not intended for the majority of students is nothing new. Their purpose is to support ambitious, talented young people abroad. On the other hand, it is in the interest of Dutch higher education to attract young, talented students from other countries. Furthermore, the former DELTA programme also had a marketing objective: institutions could award DELTA grants as part of their campaign to attract talented students from abroad.

In 2006 the existing programmes were continued, while at the same time the new HSP Talent Programme was established. Agreements on the winding-up will be made in 2007.

In 2006, 1,300 applications were made and 222 grants were awarded.

## Cultural agreements

The Netherlands has bilateral cultural agreements with 21 countries concerning the exchange of young talent. Selection is generally a matter for the host country. In 2006, 106 students and young graduates were able to study abroad thanks to these cultural agreements. Foreign candidates wishing to come to the Netherlands under a cultural agreement apply for a grant from the HSP programme.

## Other programmes

In 2006 the Netherlands also placed Macedonian scholarship students under an agreement with the Dutch embassy in Skopje. Nuffic also helped organise scientific visits and arrange candidate placements for the International Atomic Energy Agency (IAEA).

## Dutch students abroad

### Dutch students abroad: 17,500

- 14,500 enrolled within the EU (including 5,000 exchange students)
- 3,000 outside the EU

### Destination countries

1. United Kingdom 3,000
2. Belgium 3,000
3. Germany 2,300
4. Spain 1,900
5. United States 1,700

### Degree cycle of mobile students at research universities

- 85% bachelor's cycle
- 15% master's cycle

### at universities of professional education

- 98% bachelor's cycle
- 2% master's cycle

### Study to work placement ratio

#### Research university students:

- study 70%
- work placement 30%

#### Professional education students:

- study 30%
- work placement 70%

### Popular fields of study

#### within the Erasmus programme

1. social sciences
2. economics
3. language & culture

### Independent of mobility programmes

#### (often for work placements):

1. agriculture
2. engineering (university)
3. healthcare (university)



**Programme  
administration  
on behalf  
of the European  
Union**



Since the 1980s, the European Union has actively promoted the international mobility of students and teachers within the territory of the Union.

The European Union appoints a national agency in each member state that is responsible for running these programmes. Nuffic has been the national agency for a number of European incentive programmes since the 1980s.

### Old and new European programmes

The European programmes were renewed in 2006. The Lifelong Learning programme was initiated as the successor to the Socrates and Leonardo da Vinci programmes, and was officially launched on 1 January 2007. The Ministry of Education, Culture and Science has decided that the Centre for Innovation in Training (CINOP) in the Netherlands, the European Platform for Dutch Education and Nuffic will jointly act as the National Agency for the Lifelong Learning programme. Nuffic is the lead agency. The familiar names of Erasmus and Leonardo also appear in the new programme, although not quite with the same meaning as previously. The Leonardo component focuses on vocational training, Grundtvig on adult education, Comenius on school education and Erasmus on higher education.

The participating institutions of higher education are asked to endorse the Erasmus University Charter: a certificate setting out the fundamental principles that underpin Erasmus mobility. The aim is to create equality and transparency in the mutual recognition of credits and subjects across the entire territory of the EU. This idea is to create a single European education area. New is that there should now be a single point of contact for grant applicants and higher education institutions in all matters relating to study and work placement applications. Nuffic supports this renewal since it benefits the manageability and transparency of the grant awarding process.

While Nuffic made preparations for this new situation, activities related to the outgoing programmes obviously had to be continued as usual. Proof that this objective has been achieved is demonstrated by the fact that the management of the European programmes is now ISO certified.

The aim of the Erasmus Programme is to support the European activities of institutions of higher education. This is achieved by encouraging the mobility of students, teachers and other staff. In 2005-2006, 4,623 grants were awarded to Dutch students. The scholarship students spent a period of their study programme at an institution in another member state. In 2006, Spain again headed the list of the top five destination countries. France was second, the United Kingdom took third place, Sweden fourth and Germany fifth. A total of 668 teachers received funding for an exchange with another institution in Europe.

The Leonardo programme (old style) aims to actively support the renewal of the European vocational education through cross-border cooperation. Nuffic and CINOP share the National Agency, where Nuffic concentrates on work placements for higher education. 2006 saw the signing of eighteen contracts for a work placement project, and 1,578 work-placement

grants were awarded. Furthermore, contracts were concluded with four institutions of higher education concerning cross-border innovation projects in education.

### Tempus

The Tempus Programme aims to contribute to the modernisation of higher education in countries on the EU's periphery, i.e. in Eastern Europe, Central Asia, the Mediterranean countries and the Balkans. Nuffic's role in this programme is limited to providing information and supporting Dutch institutions that want to start a project under Tempus. 2006 saw the end of the third phase of the Tempus programme. With respect to the current programme's successor, which will be called Tempus IV, the stakeholders have been consulted extensively and the expectation is that the new phase will strongly resemble the previous one.

### Erasmus Mundus

Erasmus Mundus encourages European higher education institutions to work together in setting up master's degree programmes. If at least three institutions in three different countries set up a joint degree programme, students from outside the EU will be eligible for an Erasmus Mundus grant. In 2006, 25 Dutch institutions were involved in an Erasmus Mundus consortium. People from these institutions that are directly involved in Erasmus Mundus gathered for the first time at a conference to meet and exchange experiences. The first phase of Erasmus Mundus ends in 2007. The year under review saw preparations for a new programme during which a dialogue with the participating institutions played an important role. It appears that the new phase will not be substantially different from the current situation.

The aim is to create a single European education area

## Madalena Pereira

Madalena Pereira has experienced something that in our time is becoming ever more common. She fell in love with a European from another EU member state and joined him in his home country. For Pereira, that meant moving from Lisbon to The Hague, where she found a job with Nuffic.

Madalena Pereira: “We even thank the EEC – as it was then – for bringing us together. I first met my husband at a European gathering of Catholic secondary schools. He was representing his school and I was representing mine. It was only years later that we began a relationship, but that was how we met. People who need to move and who cross borders fall in love. So a single European market is good for the economy, but it’s good for romance too.”

Following her immigration to the Netherlands, Pereira had to learn Dutch. “I am fascinated by languages, by the fact that languages both touch each other and exclude each other.”

At Nuffic, Madalena Pereira has held a number of different positions that were all linked to implementing the European promotion programmes. She now manages Erasmus Mundus for the Netherlands. As far as Pereira is concerned, the biggest event of 2006 is the day when representatives of the twenty-five Dutch institutions involved with the programme met each other for the first time. Pereira: “They exchanged experiences and, more importantly, discussed the future, because Erasmus Mundus is approaching the end phase and we need to think about how to take the programme forward.” Pereira is a philosophy graduate and taught that subject at secondary school level in Portugal. With the exception of a couple of isolated experiments, the Netherlands has never wanted to include philosophy in secondary school curricula. Does this have consequences? Pereira: “It’s difficult to give a straight answer to that question. I would say, however, that people in the Netherlands don’t express an opinion readily. People are careful about what they tell others. I don’t know, though, if that’s a direct result of not teaching philosophy at schools here. You have to be very careful, though, when generalising about ‘the Dutch’.”



## Jean Monnet Fellowship Programme

The Jean Monnet Fellowship Programme was commissioned by a joint committee comprising representatives from the EU and the Turkish Ministry of Foreign Affairs. The aim of the programme is to provide grants to young Turkish talent – students, researchers and professionals – to complete a master's programme or take a PhD in the EU. Nuffic places and monitors scholarship students in the Netherlands, Belgium, Denmark and Sweden. Nuffic placed 48 students in the 2005-2006 academic year.

## Other contract partners

### **VSB Fund**

The private VSB Fund provides scholarships for young Dutch graduates to go abroad for a period from three months to two years. Graduates may choose to go to any country in the world, and their study programme need not lead to the award of a title or degree. The assessment committee looks at the quality and originality of the submitted proposals. Motivation and social involvement are important selection criteria. In 2006, the VSB Fund awarded grants to 219 students, of whom 191 actually left for their destination countries in the year under review.

### **Bolashak International Presidential Scholarship Programme**

The Bolashak Programme was set up by the government of Kazakhstan to give young talent the opportunity to study abroad. Students work towards bachelor's degrees, master's degrees or PhDs and their choice of study programme must be in line with government priorities. Graduates are obliged to work for the Kazakh authorities for five years in a designated position.

Also in 2006, Nuffic found suitable places for fourteen Bolashak scholarship students. The contract with Kazakhstan runs indefinitely.

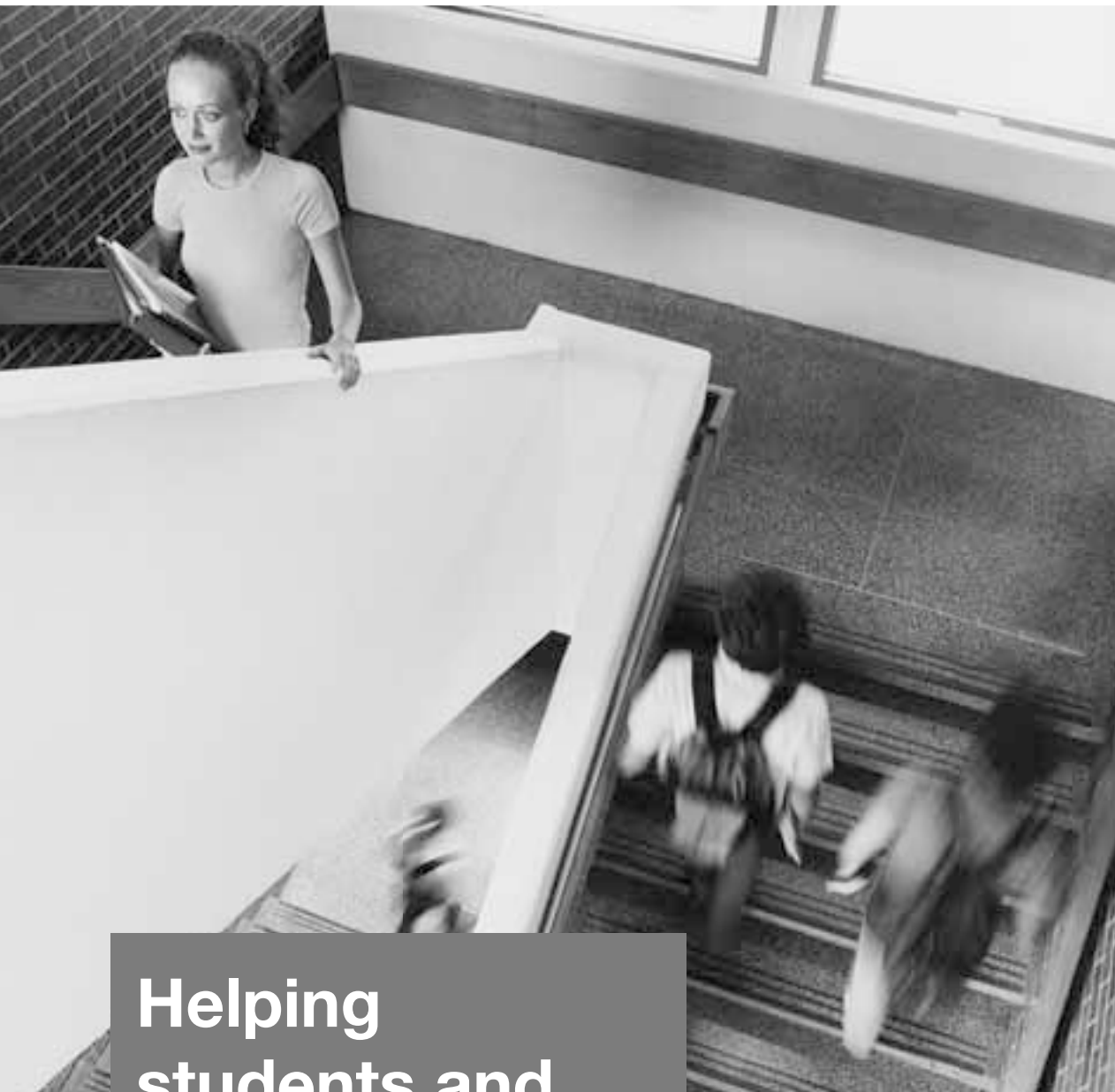
### **Higher Education Commission Pakistan**

The Higher Education Commission of Pakistan has an extensive Overseas Scholarships Scheme that enables large numbers of young Pakistanis to attend universities in other parts of the world. Pakistan has selected the Netherlands as one of the destination countries. The Pakistani students come to the Netherlands mainly for doctoral research. Nuffic assists not only in placing and monitoring but also in assessing the applications. Nuffic's activities in 2006 resulted in the placement or monitoring of 138 Pakistani candidates.

### **The Ford Foundation's International Fellowships Programme**

The Ford Foundation's International Fellowships Programme focuses on exceptionally talented young people from developing countries who exhibit clear leadership abilities. It is the intention that they will use these abilities to promote social justice and economic progress in their own countries. Nuffic's role is to help scholarship students find the right study programme on the European mainland. Working under Nuffic's organisational umbrella, two Granada-based consultants are responsible for placements in Spain and Portugal. In 2006 the contract with Nuffic was renewed and 101 scholarship students were placed.





**Helping  
students and  
teachers find  
their way in  
the world**

The number of Dutch students that go abroad each year to study or take up a work placement hovers around 18,000, according to the 2005 mobility monitor. Conversely, each year 50,000 people come to the Netherlands from other countries. The 2006 mobility monitor was not yet available at the time of writing this annual report, but all indications suggest that the figures for the year under review will not be substantially different. In this regard, the most important event of 2006 was the intention of State Secretary for Higher Education, Bruno Bruins, to introduce student grant portability, which allows students to use their grants to study anywhere in the world.

Currently, Dutch students are only allowed to use their grants and the related loan facilities in the countries surrounding the Netherlands or for very specific courses. There is one restriction on student grant portability: students must follow a study programme that is of equal quality to the equivalent programme in the Netherlands. It is the job of the IB-group, which is tasked with running the Dutch student finance system, to decide on the equality of study programmes. Agreements in principle concerning cooperation were made with Nuffic: Nuffic offers its expertise by preparing lists of study programmes of sufficient quality and in assessing dubitable cases. There are plans to flesh out this cooperation in more detail in 2007.

#### Public information service

The Wilweg campaign ran again in 2006. With this project, Nuffic advises students early on in their study programmes about the opportunities and challenges of studying abroad. And just like in 2005, the campaign had a virtual and physical presence. The virtual leg of the campaign consists of the constantly updated website [www.wilweg.nl](http://www.wilweg.nl). Here students can find plenty of information on the most popular destination countries, and this information is being expanded all the time. The website also has lots of tips on issues such as medical expenses, diploma recognition, insurance policies and homesickness. Students can also find places on the site to exchange experiences. This is important since a customer satisfaction survey revealed that students with international ambitions are strongly influenced by the experiences of their fellow students. The survey also showed that Nuffic and the Wilweg campaign have become well known among students.



Press release:

10 December 2006

## **“Go abroad” internet wizard online**

The “Go Abroad” internet wizard (Naar het buitenland) went online at the end of December 2006. The address is [www.europass.nl/NL/mobiliteitswizard/wizard.asp](http://www.europass.nl/NL/mobiliteitswizard/wizard.asp). The wizard was developed under the responsibility of Nuffic and provides information to people considering going abroad to study, work, do voluntary work or take up a work placement. The ‘Go abroad’ wizard can be found on the Dutch Europass website ([www.europass.nl](http://www.europass.nl)). Europass is an initiative of the European Commission and consists of a set of documents that allows skills and competencies to be recorded in a clear and easy-to-understand way. Europass is based on the standardised CV that can be supplemented with documents about language skills, international work placements and diplomas. Within the Europass project, Nuffic has its own work package, the ‘Go abroad’ wizard. This web tool is useful for finding information about going abroad. For this sub-project, Nuffic worked together with the following Europass consortium partners: Leonardo da Vinci, the IB-group, the Central Office of the National Vocational Education Bodies (COLO), the Netherlands Association of Universities of Professional Education (HBO-raad), the Association of Universities in the Netherlands (VSNU) and the Centre for Work and Income (CWI). This guarantees correct and relevant information for all types of mobility.

For information on studying, doing a work placement or doing voluntary work or paid work abroad:

- Want to do a work placement abroad?
- Want to gain experience or do voluntary work abroad?
- Would you prefer to study abroad?

You will not find any commercial initiatives or intermediaries on this website.

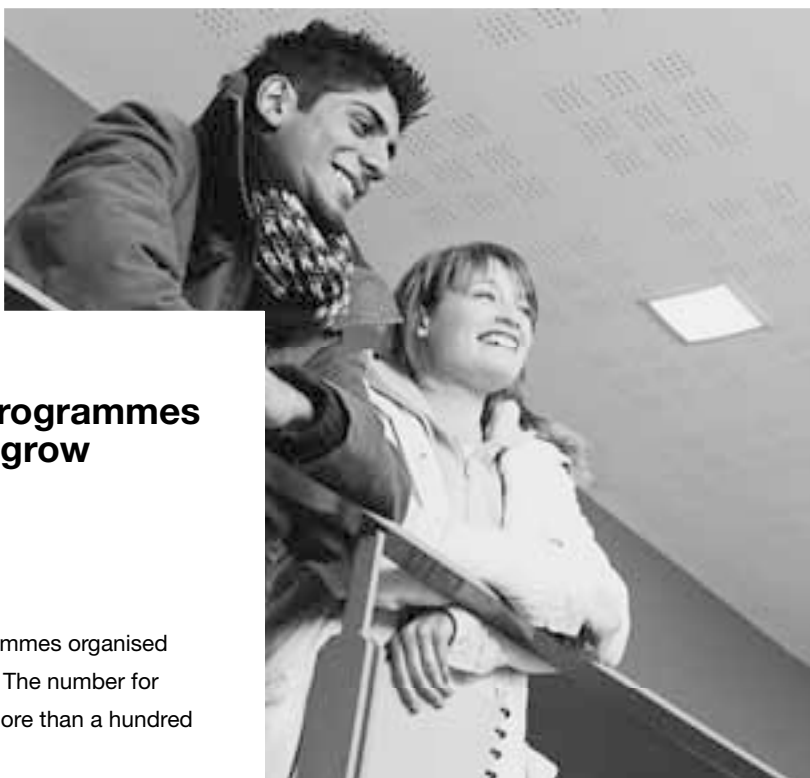


The physical part of the Wilweg campaign is the Guide for Study Programmes and Work Placements Abroad, published annually (in Dutch), and the National Week for Study Programmes and Work Placements Abroad, held in early October. Furthermore, Nuffic makes an appearance at study programme information markets, such as the Education Fair, but also at events such as the Emigration Fair. Despite the growing primacy of electronic information among the younger generations, students still very much value brochures or handy information guides, which legitimises the continued production of printed publications. The National Week for Study Programmes and Work Placements Abroad is implemented in conjunction with interested institutions of higher education that then organise information activities on their own campuses. Compared to 35 institutions in 2005, just 13 institutions participated in 2006. This drop certainly justifies asking whether such a special week is an outdated concept and whether it should be replaced by another form of campaign. We should have definite answers to these questions in the course of 2007.

Run in parallel with the Wilweg activities is the permanent Study In Holland campaign, whose focus is on getting students from other countries to come to the Netherlands. Nuffic maintains the website [www.studyin.nl](http://www.studyin.nl) with an abundance of current information about living and studying in the Netherlands. This site contains information on the entire offering of English-taught higher education programmes available in the Netherlands. In 2006, the number of courses and study programmes offered in English passed the 1,100 mark. They cover the entire spectrum of knowledge and skills and vary from PhD programmes to highly specific and specialised courses of a few weeks. The institutions themselves enter the relevant data in a database which they are responsible for keeping up to date. This system was introduced 2005. A customer satisfaction survey showed that the campaign target group – both students and institutions – were satisfied with the information provided and the site's design. However, they did ask for more specific information on study programmes and the status of Dutch diplomas. People also wanted to know how holders of foreign diplomas were received in the Netherlands. Despite their appreciation for the online information provided, international students also asked for information and background materials on paper.

International students recruited at education fairs in 2006 will form a monitoring panel: their assessment of the quality of the education provided will serve as an important touchstone for policy concerning [www.studyin.nl](http://www.studyin.nl).

Nuffic and the Wilweg campaign have become household names among students



Press release:

## Number of international study programmes in the Netherlands continues to grow

The Hague, 31 August 2006

The number of international English-taught study programmes organised by Dutch higher education institutions continues to rise. The number for the 2007-2008 academic year is 1,168, an increase of more than a hundred compared with the 2006-2007 academic year.

The international course offering encompasses the entire range of arts and sciences. Around 40,000 international students are expected to arrive in the Netherlands next academic year.

This was revealed in new information from the permanent campaign Study in Holland, which the Netherlands Organisation for International Cooperation in Higher Education (Nuffic) runs worldwide on behalf of the Ministry of Education, Culture and Science. All information in the Netherlands about international English-language courses is available on a CD-ROM and on the fully revamped website [www.studyin.nl](http://www.studyin.nl). On the website, students can search the database for a study programme. In addition, there are smaller brochures that give a more general impression of studying in the Netherlands.

To be mentioned in the Study in Holland campaign materials, interested institutions of higher education must endorse the 'Code of Conduct with respect to International Students in Dutch Higher Education', which guarantees standards of educational quality and pastoral care for international students. Only applicants for programmes that endorse the Code of Conduct are eligible for a Dutch student visa.

The Study in Holland campaign is part of the much broader Dutch policy to promote the internationalisation of higher education. In addition to recruiting talented students and teachers from abroad, an important element of this policy is cooperation in teaching and research. The Netherlands needs to do this to maintain its competitive position on the world stage. International isolation of higher education in the Netherlands will stifle the country's ambition to excel as a knowledge economy.



Nuffic's websites also include [www.beursopener.nl](http://www.beursopener.nl), which serves Dutch students, and [www.grantfinder.nl](http://www.grantfinder.nl), which serves prospective international students.

In addition to students, people working in internationalisation and at other intermediary organisations form an important target group for Nuffic. Nuffic shares much of its information with this target group. This information is shared through very specific newsletters, such as Europa Expresse (covering European promotion programmes and published five times a year with a circulation of 1,500) or the NPT Newsletter, which covers institutional cooperation with institutions in developing countries. The focus of the D&C Newsletter, published by the Credential Evaluation department, was on the network of Dutch credential evaluators. Nuffic's e-newsletter contains important information for education marketers. The latter is the only newsletter which Nuffic distributes solely over the Internet. The other newsletters are also available in printed versions.

The days when internationalisation was the domain of a few specialists, often working at the institution's central level, are gone. As internationalisation increasingly becomes part of everyday life at institutions, the specific professional expertise of internationalisation staff is shared with many other employees who are not particularly focused on the world outside the Netherlands. For this reason, Nuffic decided to publish *Transfer*, a specialist journal for internationalisation staff, in controlled circulation starting in the 2007-2008 academic year, and to abandon the current subscription system. Courses and seminars – in particular the Nuffic Annual Congress, the first of which was held in 2006 – are alternative ways to reach this target group. The well-attended Nuffic Annual Congress dealt with the theme "Typologies of internationalisation". The plenary session was followed by workshops whose themes remained close to everyday practical problems.

Also in 2006, journalists contacted Nuffic twice a week on average. While most interest in 2005 had focused on the new system of bachelor's and master's degrees which replaced the old system, in 2006 most journalists wanted to know about the problems surrounding student visas and admission. This was largely due to the huge interest generated by the affair surrounding Ayaan Hirsi Ali and her Dutch citizenship.

There is a Nuffic helpdesk to deal with specific questions. In 2006, the helpdesk answered 7,883 questions from 7,213 people. Thanks to a registration system, the answers to many frequently asked questions can be incorporated into the organisation's standard information. In 2006 work started on implementing an e-mail response system that will be operational in mid-2007.

Work on the complete revamping of the Nuffic websites and databases was ongoing throughout the whole of 2006. This operation will make the sites more transparent and accessible, making it easier for visitors to find the information they need.



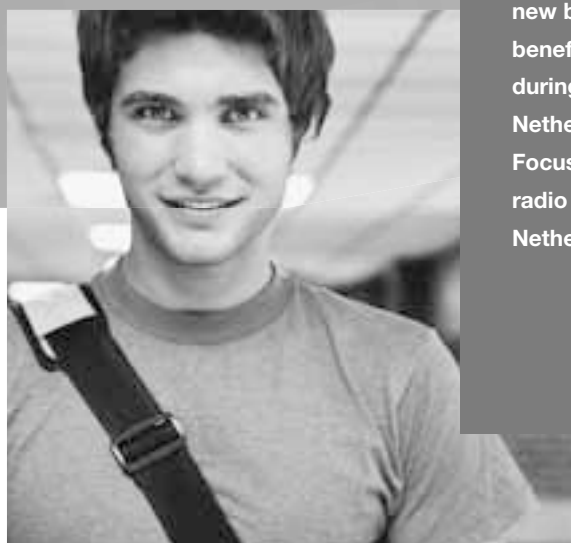
## Focus Year Australia

Focus Year Australia was held in 2006 to reflect the celebrations of four hundred years of friendship between the Netherlands and Australia in 2006. In this context and in close collaboration with the Ministry of Education, Culture and Science and the Ministry of Foreign Affairs, a series of activities was set up with the aim of intensifying cooperation between the two countries in the field of higher education and, in particular, increasing interest among Australian students for the Netherlands. The third partner in this project was the Australian embassy in The Hague. Where possible, tie-ups were sought throughout the year with other events being held as part of the 400th anniversary celebrations.

As part of the Focus Year, the Australian government awarded a number of grants (Endeavour Duyfken Scholarship Programme) to Australian students wishing to study in the Netherlands. A reciprocal gesture was made by Dutch institutions.

Other important events of the Focus Year were the publication of a country report, an opening symposium for the Dutch target group and a meeting of Dutch and Australian alumni. The highlight was a working visit by a large delegation from Australian institutions of higher education to Dutch counterpart institutions, which was made possible by a generous grant from the VOC Commission.

This working visit, which took the visitors to a large number of institutions, was especially productive. Both parties expressed much enthusiasm for intensifying existing working relationships or forging new bonds. The expectations that the Focus Year will result in visible benefits seem justified. This expectation appeared even more justified during the close of the Focus Year when a small delegation from the Netherlands visited Australia, where the universities participating in the Focus Year confirmed their enthusiasm. Interviews held with a number of radio stations allowed the visitors to promote the idea of studying in the Netherlands to a broader audience.



Again in 2006, the rigid and restrictive legislation governing visas and residence permits for non-EU citizens acted as an impediment to internationalisation. Yet 2006 did see an improvement on the previous year. This was mainly due to all parties having learned how to work with the accelerated admissions procedure for students. Consequently, the applications process ran more smoothly than in previous years. The government also clearly stated it understood that the rigid admissions policy should not result in desirable foreigners – with important expertise for the Netherlands – being excluded. In spring 2006, the Ministry of Economic Affairs announced a relaxation of the rules for knowledge workers.

Nevertheless, members of the Mobility Obstacles Team had their work cut out. The team members provide information on procedural problems. Using e-mail newsletters, courses and seminars, they try to build capacity for proper observance of the prescribed procedures for visas and residence permits. They also maintain contacts with people at the various agencies involved in granting Dutch visas and residence permits. In 2006 1,523 questions were answered, compared with 1,890 questions in 2005.

As part of a consortium with the Association of Universities in the Netherlands (VSNU) and Senter/Novem, Nuffic runs the ERA-MORE project for the Netherlands. The aim of this project is to promote the international mobility of scientific researchers by providing information. International mobility here refers to mobility between the EU member states, but also mobility from third countries to the Union. The project was started in 2004 and is due to run for three years. Consequently, at least some of its benefits should be evident by 2006. ERA-MORE has a website that offers an exceptional amount of practical information about living in the Netherlands – such as insurance policies, housing, children's school and, moreover, provides access to a large number of research job adverts.

On behalf of the Council on International Educational Exchange (CIEE), Nuffic handles work permits applications for Dutch students doing internships in the United States. 214 student interns were assisted in 2006.

The applications process ran more smoothly than in previous years

For nearly two decades, Nuffic has been the Dutch national information centre for the Directive on a General System ('IRAS') as designated by the Ministry of Education, Culture and Science. Each EU Member State has a centre that provides information on the recognition of professional qualifications in the Union as provided for in the EU Directive on a General System (EEC/89/48, Council Directive of 21 December 1988 on a general system for the recognition of higher education diplomas). The IRAS web pages received 80,000 visitors while around 300 questions were answered.

Furthermore, Nuffic is the National Academic Recognition Information Centre (NARIC) of the European Union, again as designated by the Ministry of Education, Culture and Science. Nuffic works closely with the other NARICs that can be found in all EU member states. This network largely corresponds with that of the National Information Centres on academic recognition and mobility (ENIC) of the Council of Europe and Unesco. In 2006, a previously prepared decision by Nuffic and the Flemish NARIC/ENIC was formalised to provide for the automatic mutual recognition of Dutch and Flemish degrees. This decision was made by virtue of the fact that the quality of higher education in the Netherlands and Flanders is on an equal footing, a fact that is also evidenced by the accreditation now being the responsibility of the Dutch-Flemish Accreditation Organisation (NVAO). The decision officially took effect on 1 January 2007.

It is of great importance to the Netherlands and Flanders that these forms of mutual recognition are expanded to the rest of the EU. An important victory was won at the end of 2005 when the NVAO, together with the Norwegian, Swiss, Spanish and Austrian accreditation organisations and the NARICs of the Netherlands, Flanders, Norway and Austria signed the Vienna Sententia. By doing so they created a European Consortium for the Accreditation of Higher Education (ECA), and this had a considerable influence on the activities of the Dutch NARIC/ENIC in 2006. For example, by the end of 2007 all participants should have reached a stage where they recognise each other's accreditations automatically. This requires a considerable exchange of information. Since the signing of the Sententia, it has also become more necessary than ever to invite colleagues from NARIC/ENICs and accreditation bodies of the other ECA members to workshops and meetings. Moreover, work began on the development of an information tool that the ECA participants can use to gain easy access to each other's databases, analyses and decisions. The ultimate goal is to achieve an open European recognition area.

In 2006, Nuffic organised a NARIC conference for employers since they are increasingly having to deal with degrees and diplomas from other European countries.

Participation in the Netherlands-Flanders Information Centre for the Humanities in 2006 also involved keeping a very extensive website up to date.

They created a European Consortium for the Accreditation of Higher Education (ECA)

Ever since the late 1950s, Nuffic has been by far the Netherlands' leading knowledge centre for credential evaluation and educational comparison. And Advice Centres for Education and Vocation play an important role in credential evaluation, with Nuffic serving as a safety net and expertise centre for the more difficult cases. The extranet allowed information provided within the national network of credential evaluators, particularly at institutions of higher education, to be further updated and expanded. Another important tool here is the Handbook of Credential Evaluation in the Netherlands that is also available to users with no access to the extranet. This Handbook was also expanded in the year under review.

At the same time, Nuffic evaluates diplomas and degrees on behalf of institutions of higher education. Eight thousand credential evaluations were issued in 2006. The top five countries for 2006 are: Nigeria, Pakistan, United States, Cameroon and China. Each of these requires special attention simply because there are no established conversion guidelines for diplomas and degrees. And yet the customer is entitled to receive a well-balanced and a meticulously drawn-up recommendation in a reasonably quick turnaround time. The target set for 2006 was to have 70% of applications dealt with within three weeks and 90% dealt with within four weeks. This target was met.

A special event in the year under review was the presentation of the 15,000th credential evaluation under the International Credential Evaluation (IDW) structure. IDW is the Dutch abbreviation for the International Credential Evaluation and is composed of two expertise centres (Nuffic and the Association of National Bodies Responsible for Vocational Training for the Private Sector, COLO) and the Centres for Work and Income (CWIs). The CWIs provide information on obtaining a credential evaluation and they often request credential evaluations from the IDW structure on behalf of the diploma holders. The evaluation itself is drawn up by an expertise centre for credential evaluation. Nuffic and COLO have the approval of the Minister for Education, Culture and Science to perform this task. COLO is the competent body for dealing with foreign diplomas for secondary vocational education and adult education. Nuffic draws up the credential evaluations for general education, preparatory vocational education and foreign higher education. Credential evaluations such as these are especially relevant for those entering the job market or exploring their options. Three thousand of these evaluations were issued in total in 2006.

False documents are regularly being submitted for evaluation and their numbers have been increasing in the past few years. During the year under review, a Nuffic employee underwent specialist training to become a specialist in recognising forgeries. Part of this training involved following courses at the Dutch Police Academy in Zutphen. An important tool is a database that ideally would contain examples of all genuine certificates in the world, as well as information on authenticity features that are not immediately visible to the naked eye. This database is currently being built by the IB-group in consultation with Nuffic.

In November 2006, Nuffic organised a national seminar for higher education that focused on the issue of forgeries. Police forgery specialists were also on hand to share their knowledge with the attendees.

Together with the IB-group, Nuffic maintains the website [www.diplomamills.nl](http://www.diplomamills.nl) with information on non-accredited institutions that issue diplomas and degrees for cash. This website also warns those naive enough to think that purchasing a diploma from such an institution will actually help advance their careers.

One of Nuffic's principle aims is to provide information on the character and background of higher education in the Netherlands, thereby allowing people the world over to make accurate judgements on the quality of Dutch education and the level of the diplomas and degrees. An important target group are of course people involved in credential evaluation and educational comparison in other countries. Consequently, Nuffic actively participates in their networks.

The significance of this work has increased in recent years. Dutch higher education has been marketed so successfully around the world that the number of people pursuing careers in their own countries with Dutch diplomas or degrees is increasing. For them, it is a matter of importance that agencies and other bodies at home are sufficiently informed of the excellent quality of Dutch higher education and of the capacities that can be expected from those holding Dutch degrees or diplomas.

Dutch institutions of higher education can help by producing diploma supplements that are drawn up in English and contain background information on the study programme. Graduates who do not have a diploma supplement can ask Nuffic to produce a diploma description for them. 280 such descriptions were produced in 2006.

Nuffic also gladly shares its expertise in the areas of credential evaluation and educational comparison. 2006 also saw a number of workshops and courses, both in the Netherlands and abroad, held on a variety of themes related to this area, from using the credential evaluation guide and the basic principles of responsible credential evaluation to more specific topics such as the problem of forgery mentioned above.

Credential evaluation and educational comparison have experienced strong growth in recent years due to the rise of "competencies" as measuring tools, which are starting to become important supplements to, if not replacements of, more traditional methods.

Diplomas evaluated on the basis of competencies describe the holder's abilities rather than the holder's knowledge. This requires the development of a new vocabulary as well as the use of different concepts than has hitherto been the case.

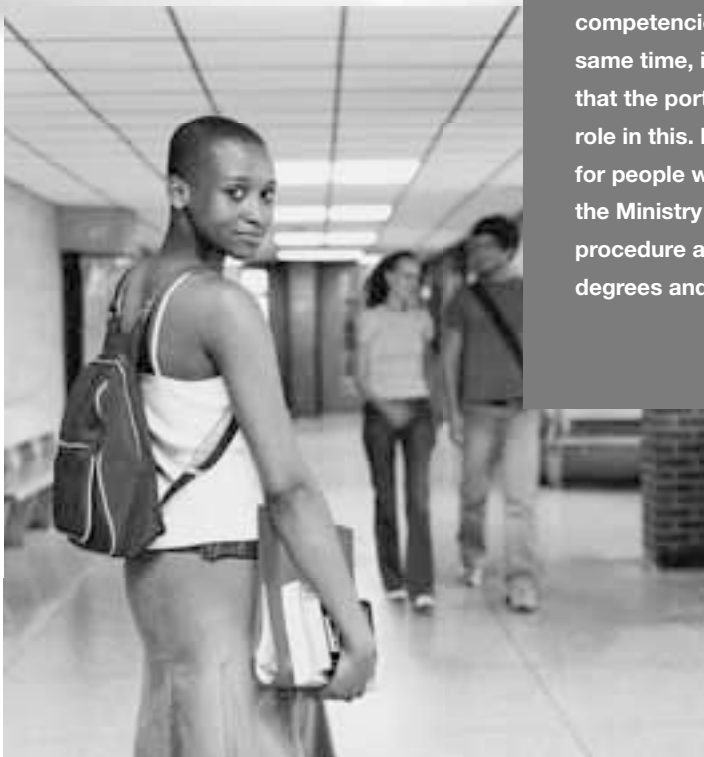
To aid this development, Nuffic, as in the preceding financial year, contributed to the EU's International Action Project for Recognition of Competencies, also known informally as the "Tuning Project". In 2006, the usefulness of this project's results to credential evaluators was tested. While the test results were positive, there were also recommendations for improvement.

False documents are submitted for evaluation on a regular basis



## Prior learning assessment and recognition

For a number of years now, Nuffic has been actively involved in prior learning assessment and recognition (PLAR). This involves developing portfolios containing verifiable data about the competencies the portfolio holders have developed over the course of their professional lives, i.e. competencies developed outside the realm of formal education. At the same time, internationally accepted standards need to be drawn up so that the portfolios can be evaluated properly. An assessment can play a role in this. In 2006, Nuffic continued an experiment involving portfolios for people with foreign medical training. A covenant was signed with the Ministry of Welfare, Health and Sport that places an assessment procedure at the heart of the recognition of foreign medical diplomas, degrees and professional titles.



Most institutions for higher education actively recruit students abroad. The fact that in 2006 more than 1,100 international courses taught in English were offered and that this number has been growing for a number of years indicate the importance attached to this form of internationalisation. In addition to recruiting students and young researchers, growth areas include consultancy, franchising curricula and drawing up higher study programmes in other countries on demand. Joint study programmes, where students alternately attend Dutch and foreign institutions, also show great promise. These types of partnerships are gaining more and more prominence now that the number of international students is beginning to reach saturation point. The total number in 2006 was 40,000.

These activities are never undertaken for profit. The Dutch higher education system must internationalise if the Netherlands wishes to remain a competitive knowledge economy. Much hard work was done in 2006 to develop an international higher education “brand” for the Netherlands. This branding will result in an image being created of Dutch higher education that emphasises its best and most unique characteristics. The branding project is being carried out in close partnership with a sounding board group in which the Ministry of Education, Culture and Science and the umbrella organisations of higher education are represented.

Furthermore, Dutch higher education needs to profile itself on the international stage by maintaining both a virtual presence on the Internet and a physical presence where people with international educational and research ambitions gather. In practice, these are fairs for education and work placements abroad and other similar gatherings. Moreover, the Netherlands needs actual front offices in the most promising target areas: offices with a staff focused fully on recruitment and establishing contact between Dutch education circles and those in the target areas. These offices are called Netherlands Education Support Offices (Nesos) and their number is set to grow sharply. Nuffic started with Nesos in Jakarta, Beijing and Taipei. An office in Ho Chi Minh City, Vietnam, started operations at the end of 2005 and was officially opened in February 2006. Neso Mexico was operational at the end of 2006. Offices in Sao Paulo, Bangkok, Kuala Lumpur, Moscow and Delhi are in the pipeline and are possible thanks to the financial support of the Ministry of Education, Culture and Science.

All activities are undertaken  
on a not-for-profit basis



## Code of conduct gives foreign students guarantees

2006 saw the adoption of a code of conduct developed by the institutions themselves that guarantees foreign students a decent level of education and good living and social conditions. The government has decided to issue student visas only to students who have enrolled at institutions that endorse the code as a form of consumer protection. On behalf of the Ministry of Education, Culture and Science, Nuffic also maintained a website in 2006 with information and tips for dissatisfied foreign students. The site helps them to file objections and lodge appeals with the relevant bodies. At just a few each day, the number of visitors to the site was lower than in the 2003-2004 academic year.



Press release:

The Hague, 27 February 2006

## **Vietnamese Vice Minister for Education opens Dutch educational office in Ho Chi Minh City**

The Vietnamese Vice Minister for Education, Prof. Nguyen Tan Phat, will open a Netherlands Education Support Office (Neso) in the centre of Ho Chi Minh City on Wednesday 1 March 2006. The opening ceremony will be followed by a seminar about Dutch-Vietnamese cooperation in higher education. Vice Minister Nguyen and Sander van den Eijnden, Director-General of the Dutch Organisation for International Cooperation in Higher Education (Nuffic), will both hold speeches.

Nuffic, working on behalf of the Dutch Ministry of Education, Culture and Science, sets up Netherlands Education Support Offices in countries where significant numbers of students have expressed an interest in higher education in the Netherlands and where opportunities exist for Dutch universities and other higher education institutions in the field of consultancy, study programme franchising and other forms of teaching and research cooperation. To accommodate foreign students, Dutch higher education institutions already offer more than 1,100 courses and study programmes taught in English.

The Netherlands Education Support Offices are already firmly established in Beijing, Taipei and Indonesia. The office in Vietnam is the fourth to be opened. The next two years will see offices opened in Mexico, Russia, Brazil, India, Thailand and Malaysia.

Netherlands Education Support Offices are overseas branches of Nuffic and their main aim is to promote Dutch higher education in the broadest sense. They provide information about study opportunities in the Netherlands and assist institutions of higher education in establishing productive contacts in the Netherlands. In most cases the director is Dutch and the staff is made up of local experts, many of whom have a Dutch educational background.

There are currently approximately 40,000 foreign students following study programmes in the Netherlands, some for short periods, others for longer stays. There are approximately 900 students from Vietnam. Thanks to Vietnam's rapid economic development, a middle class has now emerged that wants to invest in the future of its children. There are major opportunities for Dutch higher education in Vietnam because the two countries have cooperated in the field of education for more than thirty years. Also the Netherlands in general and Dutch exports in particular have traditionally enjoyed a good reputation.

Most Dutch universities and colleges of higher education actively recruit abroad because institutions that isolate themselves at the national level quickly fall behind in terms of teaching and research. Welcoming foreign students and researchers means doors to international teaching and research networks are opened more easily and the level of education and research rises. This is necessary for the international competitiveness of the Dutch knowledge economy.

A preparatory mission to Brazil took place, and its findings justify the opening of a Neso office in Sao Paulo, although the opportunities available are not in the area of student recruitment, but rather in the delivery of other higher education products and services. Both missions to the Russian Federation, however, showed that the planned Neso in Moscow must not neglect to recruit students. Furthermore, at the initiative of the Dutch embassy in Seoul, a feasibility study was carried out with regard to a more active marketing strategy in South Korea.

Nesos are embedded in Nuffic's global marketing strategy. They all have separate websites that provide general information on Dutch higher education, such as the information that can be found on [www.studyin.nl](http://www.studyin.nl), but in a way is relevant to the country in question. Brochures, flyers and CD-ROMS supplement this web of information. The Nuffic and Neso websites allow visitors to click through to the websites of the institutions themselves.

This can be compared to the joint presence of Dutch institutions for higher education at educational fairs abroad. If there is sufficient interest, Nuffic, which has its own booth, organises a joint presentation in a Holland pavilion. This allows the institutions to boost each other's impact while they are still able to profile themselves individually.

Together with sister organisations the British Council, EduFrance and the German Academic Exchange Service (DAAD), Nuffic coordinates a European marketing strategy for higher education. This is done where a joint European presentation would be beneficial to Europe in competing with, in particular, the United States and Australia. Notably, China is also starting to profile itself as an international recruiter of students.

Following a successful experiment in 2005, European Higher Education Fairs (EHEFs) were held in Bangkok and New Delhi with affiliated Asian Link conferences to bring together university administrators from Europe and Asia. Another five EHEFs will be organised in the next few years. The fairs are commissioned by the European Union.

Setting up an alumni policy was the focus of much attention in 2006. It is in the national interest that the institutions for higher education remain in contact with their graduates. Many institutions of higher education already have their own alumni networks, which tend to be organised along disciplinary lines. Furthermore, there are national alumni associations that unite people with a Dutch degree or diploma living in a specific country. These organisations often play a very real role in providing information on educational possibilities in the Netherlands. Members also sometimes act as informal ambassadors of the Netherlands and Dutch products and services. There are a number of roles that could be strengthened. Alumni associations and their websites could, for example, perform an excellent liaison function with Dutch trade and industry. Think for example of job sites. There is a lot to be said for Dutch companies being able to seek Dutch-educated personnel in other countries.



## “Mexico offers great opportunities for Dutch higher education”

Maureen van der Meché is the pioneering first Director of Nuffic's Netherlands Education Support Office in Mexico City, which has been operational since autumn 2006. What is her background? Maureen: “I studied applied didactics at the University of Twente. I also did the NIMA marketing study programmes A and B and I was studying to become a Spanish translator until I was appointed Director of Neso Mexico. I have always had an affinity with Latin America. I did my final project in Bolivia at the Mayor de San Simon University in Cochabamba. That university had already worked for a considerable time with the ITC, the International Institute for Geo-Information Science and Earth Observation in Enschede, and I did research into the quality of the international cooperation.

It's the South American continent and the mentality of the people that appeal to me in particular.”

Nevertheless, Maureen accepted a position in the Netherlands after graduating. Her first position was at the Organisation for Training in the Transport and Logistics Sector. In 2003 she went to Nuffic to lead a pilot project whose aim was the certification of non-degree study programmes. In 2006 she was appointed Director of Neso Mexico. It turned out to be quite an adventure. When Van der Meché arrived in Mexico, her first serious problem was finding a location for the new office. “I decided to break all ties with the original landlord. We moved to a much better office owned by another real estate agent. In the first months I had to see to all kinds of practical stuff: buy the right office furniture, organise the layout of our offices, order a renovation and supervise the work, which turned out to be really necessary. I had to take out all the right insurance policies. I had to choose a server.

At the same time – and that was most promising – the Mexicans were able to find our office. We immediately got asked by La Salle University to give presentations. And students starting knocking on our door from the outset. We immediately started networking with the Ministry of Education and important organisations like CONACyT and ANUES. They are the Consejo Nacional de Ciencias y Tecnología





and the Asociación Nacional de Universidades y Escuelas Superiores. You could compare them with the Netherlands Organisation for Scientific Research and the Association of Universities in the Netherlands. And of course we established good contacts with the Dutch embassy in Mexico. For example, with the help of the embassy we organised a lunch for key figures in higher education to introduce ourselves and get acquainted. It was a very successful event.

Mexico offers Dutch higher education great opportunities. For starters, the country has a very ambitious and also a very young population. Many students here are very achievement driven. And those that go abroad to study tend to be very ambitious. Obviously, students are more oriented toward the United States, but you can now notice an increased interest in Europe. Mexico has much to offer.

There are, however, large differences between the various institutes. The level of knowledge of the English language also tends to vary widely. There are many institutions with a low level; but on the other hand, there are institutions like the technical university of Monterey that require students to spend some time abroad. The level of tuition fees can also vary widely: studying at the best private universities will easily cost you four to five thousand dollars a quarter. Those able to afford that can also afford to study abroad, which is good for the competitive position of the Netherlands.

Nesos are embedded in Nuffic's global marketing strategy

# Business Support



2006 was a crucial year for Nuffic. The organisation said farewell to its familiar structure to undergo a complete reorganisation. A theme-based structure – development cooperation, credential evaluation and certification, etc. – was replaced by a structure based on type of work. At the same time, Nuffic's standards of quality had to be maintained throughout. Both objectives were achieved.

#### Business support and the stakeholders

Maintaining a decent level of service means keeping in close contact with the stakeholders in and around the organisation. Because only then can a correct image be formed of the impression the organisation makes and how its service is actually valued. To this end, the Executive Board of Nuffic held discussions in 2005 with administrators from higher education, government representatives, counterpart organisations in other countries, and a large number of experts. These discussions led to a strategic framework that was also approved by the Board of Trustees. Subsequently, there was an intense exchange of ideas about this strategic character between representatives of students and the government, and representatives of the umbrella organisations of higher education, the Association of Universities in the Netherlands (VSNU), the Netherlands Association of Universities of Professional Education (HBO-raad), the Platform for Officially Recognised Private Educational Institutions in the Netherlands (Paepon) and the Federation of Institutes for International Education in the Netherlands (FION).

This strategic framework serves as a guide to how Nuffic should operate on all levels. In the case of many activities, such as courses, training programmes, presentations and events, Nuffic surveys the target group to assess satisfaction with the relevant service. The answers are an important resource for quality maintenance. Satisfaction among Nuffic stakeholders will be surveyed in 2007 and the results of the survey published.

## Governance

Nuffic assesses the transparency and integrity of its operations according to the guidelines and practices of the governance sector code for higher professional education. This annual report looks at how this works in practice.

## ■ Accountability to the Board of Trustees

This annual report will not cover Nuffic's risk policy or the quality assurance system in place. Both of these subjects were included in the 2007 budget and will be reported on in the 2007 annual report.

## ■ Reorganisation of Nuffic

Throughout 2006, preparations were made for a major reorganisation which took effect on 1 January 2007. The aim of this reorganisation was to make Nuffic more customer friendly, more transparent and more in tune with the demands of the twenty-first century.

For many years Nuffic had been organised by work theme. Until the end of the year under review, the organisation had four departments: Human Resource & Institutional Development, International Academic Relations, Credential Evaluation and Certification and International Marketing and Communication. This structure made sense as long as the Dutch higher education institutions had placed their own international academic relations programmes in the hands of specialists operating in the same themed work areas. International academic relations at institutional level has since become so integrated that there is no longer any need for such specialist positions. Ever more functions at institutions now have an international aspect, and this has reduced the importance of the areas of expertise maintained by Nuffic. This is why Nuffic decided to abandon the old familiar structure and move toward an organisation based on work type. The new Nuffic now has four directorates: Communication, Capacity Building & Scholarships, Knowledge & Innovation and Business Support. This new structure allows optimal use of the knowledge, expertise and experience available at Nuffic. The new organisational structure has brought together the various types of expertise available at Nuffic, a development that stimulates synergy. In the old situation, expertise was often spread across the entire organisation in small isolated pockets.

The reorganisation was exactly that, and was not a downsizing exercise. Most employees retained their original jobs. One of the aims of the new organisational structure is to prevent silo formation. The new situation will see many more working relationships that cross over into the different directorates.

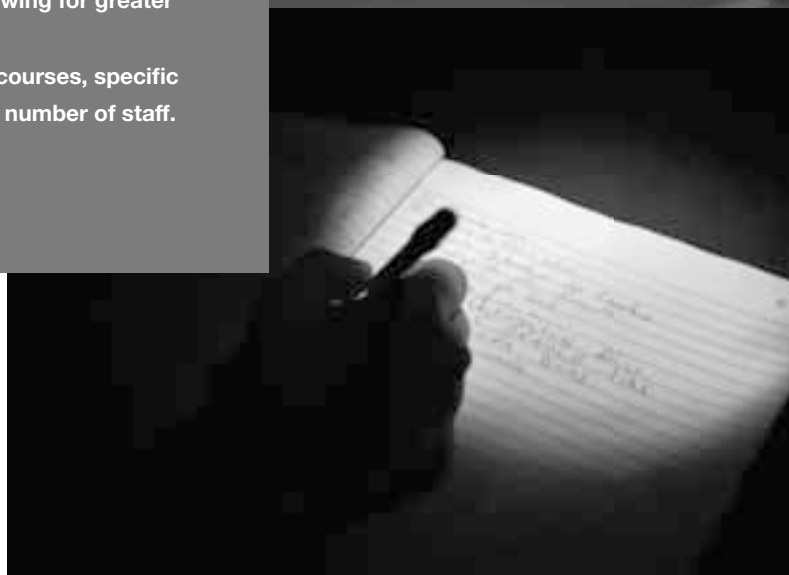
Nuffic's reorganisation took effect  
on 1 January 2007



## Training

The training budget for 2006 – more than 2% of personnel costs – was fully utilised. The money was largely used for training in the competency management system that was introduced in March 2006. Competencies are now important criteria for selecting and assessing personnel. In the autumn of the year under review, an interactive software package was introduced that performs competency scans in a simple manner. The package is a useful tool for both management and staff to conduct job performance interviews. These interviews are held using a form that is standard across the entire Nuffic organisation, allowing for greater uniformity of reporting.

In addition to the competency management training courses, specific specialist study programmes are being followed by a number of staff.



## Absenteeism

Compared to 2005, absenteeism dropped further to 3.2%. Absenteeism is now half of the 2003 level. This is partly due to the departure from the organisation in 2006 of several employees who were on long-term sick leave. Yet this decrease can only be explained by the fact that the organisation does not abandon sick colleagues. Instead it remains in contact with them and works with them from an early stage of their illness toward their eventual return to work.

## National Benchmark Group (RBB)

Nuffic joined the National Benchmark Group on 1 January 2006. Consequently, Nuffic's operations were audited by a team of external experts in the autumn. The audit was based on the Institute of Netherlands Quality (INK) management model. The report of the audit will be ready in the spring of 2007 and placed on the website.

# Nuffic's people: figures

At the end 2006, Nuffic's head office in The Hague had 184 employees. At 112, women were by far the majority. There were 72 men. 96 members of staff worked part time, including just 17 men. Seventeen colleagues left the organisation during the year under review. Fourteen people were hired. Nuffic also hired 33 people through staffing agencies over the course of 2006 to guarantee an adequate level of service during extra busy periods or when the organisation is short staffed, such as when employees take maternity leave.

Nuffic has had its own collective labour agreement for some time now. Agreements were reached with the labour organisations in October 2007 to follow the collective labour agreements of the Dutch universities. The exact details of how this would be accomplished had not yet been agreed by the end of the year under review.

An average of 27 employees worked at the Nesos during 2006. They were hired under local contracts in accordance with local terms and conditions. The directors, however, are employed under Dutch contracts in accordance with terms and conditions applicable in the Netherlands.



## Nuffic directorates as of 1 January 2007



### Accounting Policies

#### General

Nuffic is a foundation established under Dutch law. Its full legal name is Stichting Nuffic, Nederlandse Organisatie voor Internationale Samenwerking in het Hoger Onderwijs en Onderzoek. Its registered office is at Kortenaerkade 11, 2518 AX The Hague, the Netherlands and it is registered with the Chamber of Commerce in The Hague under number 41150085.

Around 80% of Nuffic's income is provided by the Ministry of Education, Culture and Science and the Ministry of Foreign Affairs.

The division of duties, responsibilities and authorities between the two ministries and Nuffic in relation to the grant-in-aid is set out in an administration agreement for the period 1 July 2005-2007. New agreements are made on an annual basis.

The grant-in-aid is provided by the Dutch government under the subvention conditions agreed in 2005 (BVH/BHO-2005/196731 M, 22 December 2005). The usual provisions in a cycle of annual subsidy have been included in these conditions.

Targeted funding may be provided subject to specific conditions, and is often reported on and accounted for separately.

Unless explicitly stated otherwise, assets and liabilities have been stated at their nominal value.

#### Changes in accounting and reporting practices

The 2005 annual report made a distinction between short-term and long-term commitments in programme administration. In the 2006 annual report, future programme commitments are once again included on the balance sheet rather than under 'off-balance sheet assets and liabilities'. This has been done because programme income and expenditure has been recognised in the financial statements, and this method of presentation therefore improves the insight afforded to programme donors.

Because of this change in reporting practice, the figures shown for 2005 have been adjusted accordingly to enable comparison. The change has no impact on the nature or the size of the financial result.

### **Changes in accounting and reporting practices**

The 2005 annual report made a distinction between short-term and long-term commitments in programme administration. In the 2006 annual report, future programme commitments are once again included on the balance sheet rather than under 'off-balance sheet assets and liabilities'. This has been done because programme income and expenditure has been recognised in the financial statements, and this method of presentation therefore improves the insight afforded to programme donors.

Because of this change in reporting practice, the figures shown for 2005 have been adjusted accordingly to enable comparison. The change has no impact on the nature or the size of the financial result.

### **Fixed assets**

Fixed assets are evaluated on the basis of the historical cost price, after deduction of write-down. Write-downs are calculated in accordance with the linear method based on the expected economic lifespan. The depreciation periods applied are in line with those generally accepted for the relevant asset type.

Useful economic life by asset type:

Computer equipment and software	3 years
Other equipment	5 years
Furniture and fittings	10 years
Building systems	15 years
Building	40 years

### **Commitments**

Programme commitments presented on the balance sheet are the total of short-term commitments on the balance-sheet date.

The long-term programme commitments are presented in the section on "Off-balance sheet commitments and assets". The commitments presented on the assets side of the balance sheet are receivables from the donor organisations. The commitments on the liabilities side of the balance sheet are the payments due to the institutions for programme administration.

### **Provision for severance payments**

The provision for severance payments covers costs arising from the termination of employment contracts. The size of the provision is based on the maximum possible commitment arising from terminated contracts on the balance sheet date.

### **Surplus/(deficit)**

Income and expenditure are recognised in the year to which they pertain.

Programmes for which Nuffic incurs no financial risk are not presented on the statement of income and expenditure. These programmes do not have any impact on the financial results. Programmes for which Nuffic incurs no financial risk are now only presented on the balance sheet. This includes programmes which Nuffic administers on behalf of the Minister, for example, or where Nuffic only acts as a clearinghouse, and is not therefore exposed to financial risk in relation to the spending of the funds provided. For programmes which expose Nuffic to risk, amounts have been recognised in the financial statements where payment of sums payable under the programme contracts with the various donors has already taken place. Amounts received from the programme donors have been recognised as income. Amounts paid to institutions and award recipients have been recognised as expenditure. Income and expenditure are identical because Nuffic is contractually obliged to record income from donors on the asset side at the time payments are made to award recipients.



## Balance Sheet

x €1,000	2006	2005*
<b>ASSETS</b>		
<b>1. FIXED ASSETS</b>		
1.1 Premises, fixtures and fittings	3,463	3,658
1.2 Furniture and equipment	443	451
	<u>3,906</u>	<u>4,109</u>
<b>2. PROGRAMME OPERATIONS</b>		
2.1 Claims against funding partners	131,858	127,826
2.2 Advances paid to institutions	119,801	98,254
	<u>251,659</u>	<u>226,080</u>
<b>3. LIQUID ASSETS</b>		
3.1 Receivables	1,110	1,297
3.2 Programme administration	391	556
3.3 Prepayments and accrued income	575	252
3.4 Liquid assets	22,729	18,976
	<u>24,805</u>	<u>21,081</u>
<b>TOTAL</b>	<b>280,370</b>	<b>251,270</b>
<b>LIABILITIES</b>		
<b>4. CAPITAL AND RESERVES</b>		
	10,238	10,289
<b>5. PROVISIONS</b>		
5.1 Major repairs to premises	574	545
5.2 Severance payments	625	403
	<u>1,199</u>	<u>948</u>
<b>6. PROGRAMME OPERATIONS</b>		
6.1 Advance payments to be made to institutions	131,858	127,826
6.2 Advance payments received from funding partners	119,801	98,254
	<u>251,659</u>	<u>226,080</u>
<b>7. SHORT-TERM LIABILITIES</b>		
7.1 Payables	814	982
7.2 Programme administration	13,136	10,278
7.3 Staff leave and ZNU <sup>2</sup> entitlement	1,038	1,052
7.4 Accruals and deferred income	1,996	1,341
7.5 Wage tax	290	300
	<u>17,274</u>	<u>13,953</u>
<b>TOTAL</b>	<b>280,370</b>	<b>251,270</b>

<sup>2</sup> ZNU = medical expenses scheme for universities in the Netherlands

\* Figures for programme administration have been reclassified for comparison purposes



# Statement of income and expenditure

x €1,000

	Actual 2006	Budgeted 2006	Actual 2005
<b>1. NUFFIC PROGRAMME ADMINISTRATION</b>			
Ministry of Education, Culture & Science	3,573	5,333	2,744
Ministry of Foreign Affairs	4,615	4,500	9,777
European Union	10,638	6,000	177
Other income	1,353	1,400	1,074
<b>TOTAL INCOME</b>	<b>20,179</b>	<b>17,233</b>	<b>13,772</b>
International academic relations	15,564	12,733	3,014
Human resource & institutional development	390	0	6,972
International marketing and communication	4,225	4,500	3,786
<b>TOTAL EXPENDITURE</b>	<b>20,179</b>	<b>17,233</b>	<b>13,772</b>
<b>Surplus/(deficit) from programme administration</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2. NUFFIC ORGANISATION</b>			
Grant-in-aid from Ministry of ECS	6,958	6,840	6,840
Other income from Ministry of ECS	3,559	3,448	2,400
Ministry of Foreign Affairs	3,822	4,023	4,426
European Union	534	460	524
Other donors	2,207	2,133	2,789
<b>TOTAL INCOME</b>	<b>17,080</b>	<b>16,904</b>	<b>16,979</b>
Staffing	10,164	10,235	10,094
Agency staff and loan personnel	762	530	570
Accommodation	871	915	793
Office and equipment	1,039	1,152	1,145
Publications and documentation	821	784	637
Travel and conferences	1,700	1,547	1,914
Outsourced work	1,971	1,976	1,961
Grants	304	380	306
Objectives	0	-215	0
<b>TOTAL EXPENDITURE</b>	<b>17,632</b>	<b>17,304</b>	<b>17,420</b>
Operating surplus/(deficit)	-552	-400	-441
Interest	501	400	443
Non-operating revenue/(expenditure)	-	-	-
<b>Surplus/(deficit)</b>	<b>-51</b>	<b>0</b>	<b>2</b>



## Cash Flow Summary

x €1,000

	Programme funds	Operations	Balance
<b>SURPLUS FOR 2006</b>	0	-51	-51
<b>ADJUSTMENTS</b>			
Depreciation of tangible fixed assets		389	389
Change in provision for major repairs		29	29
Change in provision for severance payments		222	222
		<hr/>	<hr/>
		640	640
<b>CHANGES IN OPERATING CAPITAL</b>			
<b>ASSETS</b>			
Change in receivables	2	185	187
Change in programme administration	165		165
Change in prepayments and accrued income		-323	-323
<b>LIABILITIES</b>			
Change in payables	-155	-13	-168
Change in programme administration	2,858		2,858
Change in accruals and deferred income	0	631	631
	<hr/>	<hr/>	<hr/>
	2,870	480	3,350
<b>Cash flow from operating activities</b>	<b>2,870</b>	<b>1,069</b>	<b>3,939</b>
Investments in tangible fixed assets		-186	-186
<b>Cash flow from investment activities</b>		<b>-186</b>	<b>-186</b>
<b>Change in cash in 2006</b>	<b>2,870</b>	<b>883</b>	<b>3,753</b>
Cash balance at 01.01.06	7,187	11,789	18,976
Cash balance at 31.12.06	6,674	16,055	22,729
<b>Change in cash in 2006</b>	<b>-513</b>	<b>4,266</b>	<b>3,753</b>



## Capital and Reserves

Changes in capital and reserves are shown in the table below

x €1,000	General reserve	Total operating surplus in financial year	Totaal
Balance at 1 January 2005	10,230	57	10,287
Appropriation of the operating surplus 2004	57	-57	-
Surplus 2005	-	2	2
Balance at 1 January 2006	10,287	2	10,289
Appropriation of the operating surplus 2005	2	-2	-
Surplus 2006	-	-51	-51
Balance at 31 December 2005	10,287	-51	10,238

### *General reserve*

The general reserve comprises uncommitted capital. In accordance with the subsidy conditions of the Ministry of Education, Culture and Science, real estate holdings may not be mortgaged or sold without permission. €3,463,000 of the capital reserve is invested in fixed assets. The discretionary general reserve is €6,775,000.

### *Appropriation of the operating surplus*

The Board of Trustees has approved the subtraction of the loss from the general reserves.



## Executive Board and Board of Trustees Staffing Costs

### Executive Board:

#### Director-General

Salary (fixed) € 119,104

Salary (variable) € 0

Duration of contract of employment Indefinite

Pension agreements In accordance with Nuffic's  
collective employment agreement  
(ABP pension fund)

#### Deputy Director-General

Salary (fixed) € 99,098

Salary (variable) € 0

Duration of contract of employment Indefinite

Pension agreements In accordance with Nuffic's  
collective employment agreement  
(ABP pension fund)

#### Board of Trustees

President Remuneration € 4,165

Other members Remuneration € 2,500 x 6 members= € 15,000

## Abbreviations used

ACA	Academic Cooperation Association
BuZa	Ministry of Foreign Affairs
CIEE	Council for International Educational Exchange
CINOP	Centre for Innovation and Training
COLO	Association of National Bodies Responsible for Vocational Training for the Private Sector
CV	Cultural Agreements
CWI	Centre for Work and Income
DAAD	German Academic Exchange Service
D&C	Credential Evaluation and Certification
DELTA	Dutch Education: Learning at Top Level Abroad
ECA	European Consortium for Accreditation
EHEF	European Higher Education Fair
ENIC	European National Information Centre on academic recognition and mobility
ERA-MORE	European Research Area – Mobility of Researchers
EU	European Union
Europass	EU initiative for determining skills and competencies
EVC	Non-formally acquired competencies
FION	The Federation for International Education in the Netherlands (FION)
Ford IFP	Ford Foundation International Fellowships Programme
HBO-raad	Netherlands Association of Universities of Professional Education
HSP	Huygens Scholarship Programme
HUYGENS	High-level University Year to Gain Excellence in the Netherlands
IAEA	International Atomic Energy Agency
IB-groep	Informatie Beheer Groep
IDW	International Credential Evaluation
IRAS	Centre for information regarding the EU's directive for a general system for the recognition of professional qualifications
ISO	International Organisation for Standardisation
Leonardo	Action programme for the implementation of a European Community vocational training policy
NARIC	NARIC National Academic Recognition Information Centre
Neso	Netherlands Education Support Office
NFP	Netherlands Fellowships Programme
NPP	Netherlands Periodicals Project
NPT	Netherlands programme for institutional strengthening of post secondary education and training capacity
NVAO	Netherlands-Flemish Accreditation Organisation
OCW	Ministry of Education, Culture and Science
OECD	Organisation for Economic Cooperation and Development
Paepo	Platform for Officially Recognised Private Educational Institutions in the Netherlands
RBB	National Benchmark Group
Tempus	Trans European Cooperation Scheme in Higher Education
Unesco	United Nations Educational, Scientific and Cultural Organisation
VSB fund	Grant fund of the (national) VSB fund
VSNU	Association of Universities in the Netherlands



■ NPT countries\*

■ Netherlands Education Support Office (NESO)

■ Head Office

\* Netherlands Programme for Institutional Strengthening of Post-secondary Education and Training Capacity

Ghana  
B



BEIJING

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ETHIOPIA

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MOZAMBIQUE

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INDONESIA

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Nuffic is the Netherlands Organization for International Cooperation in Higher Education. Our motto is Linking Knowledge Worldwide. And everything we've done since our foundation in 1952 has been driven by this mission. Whichever way you look at it, Linking Knowledge Worldwide means bringing people together, because it's knowledge that makes us unique as people. Linking knowledge means linking people. What we love about knowledge is that you can't give it away. You can only share it with others. This sharing often leads to the creation of new knowledge. And so we add to the wealth of knowledge on our planet by communicating with each other and by forming networks to share it in. Nuffic is a proud exponent of Linking Knowledge Worldwide.

Nuffic works in line with Dutch government policy to serve students and higher education institutions in three key areas:

#### Capacity Building & Scholarships

Administering international mobility programmes (scholarships) and institutional cooperation programmes.

#### Communication

Providing information about higher education systems in the Netherlands and in other countries; providing credential evaluation services; providing information in the Netherlands about studying abroad, and in other countries about studying in Holland; promoting Dutch higher education in other countries; encouraging international mobility.

#### Knowledge & Innovation

Conducting studies into international cooperation in higher education; providing information to expert groups and consultation forums; transferring our knowledge of international cooperation in higher education through courses and seminars.

Netherlands organization  
for international cooperation  
in higher education