

ANNUAL REPORT 2004



ANNUAL REPORT 2004

NUFFIC



ANNUAL REPORT 2004

CONTENTS

	PRINCE BERNHARD AND NUFFIC	5
	REPORT BY THE BOARD OF TRUSTEES	7
	REPORT BY THE BOARD	9
1	OPERATIONAL REVIEW	15
1.1	International academic relations	16
1.2	Human resource & institutional development	27
1.3	International recognition & certification	38
1.4	International marketing of higher education	43
1.5	Communication	46
1.6	Organization	51
2	FINANCIAL STATEMENTS	53
2.1	Balance sheet	54
2.2	Statement of income and expenditure	55
2.3	Cash flow statement 2004	56
2.4	Accounting policies	57
2.5	Notes to the balance sheet	58
2.6	Notes to the statement of income and expenditure	64
3	OTHER INFORMATION	67
4	ANNEXES	69
4.1	Programme expenditure	70
4.2	Commitments and advance payments for programme operations	71
4.3	Commitments for programme operations by year	72
4.4	Breakdown of income and expenditure by product	74
4.5	Breakdown of income by source and destination for programme administration	75
4.6	Breakdown of income by source and destination for general operations	76
4.7	Breakdown of programme administration, secretariats and grants	77
4.8	Annual staff numbers (FTE)	78
4.9	Abbreviations	79

PRINCE BERNHARD AND NUFFIC

Prince Bernhard not only had a long life, it was also a very full one. His duties and his personal commitment led him to become actively involved in many organizations, sometimes for many years, but often for only a short period. In his life story, such an involvement warrants little more than a footnote, but for the organization in question Prince Bernhard's role will always remain important. Nuffic is one such organization. The Prince was its first official Chairman. He was persuaded to take up the position by Jan Donner, Chairman of the Board of Trustees of the Vrije Universiteit Amsterdam and a prominent antirevolutionary, who was a member of the provisional board of the newly established Nuffic. And it might also be no coincidence that Ms M.A. Tellegen, Director of the Office of HM the Queen, was also a member of that provisional board.

And so it came that, on 7 March 1952, the Nuffic Board held its first real meeting at Soestdijk Palace. The Prince chaired the Board for about two years, resigning from the post only once the continuity of Nuffic as the Netherlands Organization for International Cooperation in Higher Education was assured.

Prince Bernhard remained honorary chairman of Nuffic for many decades, until his death. Several years ago, the Board received a letter from his secretary asking them not to invite him to any more major meetings and events, because of his age and failing health. The Prince was probably thinking of the major exhibition on International Education – held in Parliament's Ridderzaal in 1977 – which he opened as honorary chairman of Nuffic. But he never spoke of resigning his honorary chairmanship.

The royal family in fact played a key role in ensuring the continuity and viability of the organization. Queen Juliana put Noordeinde Palace – empty since her mother Queen Wilhelmina had moved to Het Loo Palace – at the disposal of Nuffic and the Institute of Social Studies. Both organizations were housed there until late 1977. Nuffic currently occupies a historic building – the former head offices of PTT Telecom – directly opposite the Royal Mews.

Our building – located at Kortenaerkade 11 – also played a special role in the life of Prince Bernhard. Before the Second World War – in the PTT years – it housed a small radio studio used for government communications. It was from this studio that Queen Wilhelmina announced the forthcoming marriage of Prince Bernhard and Princess Juliana. The young couple also addressed the nation on that occasion, the first time that the royal family had used radio to communicate with the people.

The studio was dismantled many years ago – long before the building was restored for Nuffic, and we are not sure where exactly it was located. This is a great shame, as it means we have lost a fascinating and very special piece of technological archaeology. A footnote in the full, long and rich life of the Prince, but a vital chapter in the history of Nuffic. And so it is with deep gratitude that Nuffic remembers Prince Bernhard.

REPORT BY THE BOARD OF TRUSTEES

On behalf of the Board of Trustees of the Netherlands Organization for International Cooperation in Higher Education – Nuffic – it gives me great pleasure to present the 2004 Annual Report.

The role of the Board of Trustees is to supervise the work of the Nuffic Board and the overall functioning of the organization in terms of administration, management strategy and policy.

The Board of Trustees and the Nuffic Board held four joint meetings in 2004 and decided that the trustees should meet once a year without the Nuffic Board. The first such meeting was held in December 2004. The Board of Trustees and the Nuffic Board also held one meeting with the organization's Works Council.

Mr Wim Deetman stepped down as Chair of the Board of Trustees in 2004, after eleven years. The Nuffic Board and Board of Trustees said farewell to him on 31 August. During his years of service to the Nuffic, Mr Deetman made a significant contribution to Nuffic's development. It was he who secured the independence of Nuffic in 2001 through the introduction of a two-seat executive management board supervised by a Board of Trustees. Mr Frits Hermans and Mr Ron Bormans also left the Board of Trustees, on 11 May and 1 January 2005 respectively.

The new Chair, Mrs Trude Maas-de Brouwer, was appointed internally. She had been a member of the Board of Trustees since 2002. Three new members joined the Board of Trustees in 2004: Dr Teun Graafland, Jet-Net Shell Nederland project coordinator, Mr Hein Knaapen, HR Director of Unilever Nederland and Director of Unilever Bestfoods, and Mr Jan Veldhuis, former president Utrecht University.

Professor Frans Leijnse was appointed a member of the Board of Trustees on 1 January 2005. Professor Leijnse is the former chairman of the Netherlands Association of Universities of Professional Education and a member of the Senate, the Upper House of the Dutch Parliament. The other members of the Board of Trustees are: Mr Jan Bout, chairman of the Board of Directors of Royal Haskoning, and Dr Diana Wolff-Albers, former deputy Director-General of Science Policy at the Ministry of Education, Culture and Science.

2004 also brought changes to the two-member Nuffic Board. The President, Pieter van Dijk, announced that he would be leaving Nuffic at the end of the year after almost 14 years. Pieter van Dijk's career at Nuffic came to a close on the last working day of 2004. He left behind an organization that has truly earned its right to exist. Its work for government departments and other client organizations formed the foundation of its quantitative growth, and the demands of those clients and other stakeholders contributed to the qualitative improvements that Nuffic has undergone in recent years. The Board of Trustees would like to express its gratitude for his 14 years of service to Nuffic. At the end of August it was announced that Sander van den Eijnden would be his successor. Mr Van den Eijnden took up his new position with great vigour and enthusiasm on 1 January 2005. The Board of Trustees would like to take this opportunity to thank Mr Van Dijk for all that he has done for Nuffic, and for international cooperation in higher education.

The Board of Trustees spent a great deal of time on the appointment of the new President of the Nuffic Board in 2004.

Besides performing their statutory duties – adopting the 2003 Annual Report and financial statement, as well as the 2005 budget – the Board of Trustees also devoted a great deal of time to an important aspect of their work programme: monitoring the progress of the organization's strategic medium-term policy in each of Nuffic's four areas of operations (International academic relations, Human resource & institutional development, International recognition & certification and International marketing of higher education). Regular presentations by department directors during Board of Trustee meetings helped the trustees monitor progress.

The trustees discussed an initial draft of the Nuffic charter, which will incorporate the Nuffic code of conduct. Subjects such as professional ethics and the position of the Nuffic Board vis-à-vis stakeholders were also discussed. The Board of Trustees is expected to adopt the final version of the charter in spring 2005.

In March 2004, KPMG Assurance advised Nuffic to maintain a balance of €7.5 million in uncommitted capital. After the surplus of €57,000 for 2004 had been added, on 31 December 2004 Nuffic's capital and reserves totalled €10.3 million. €6.3 million of this was uncommitted, €1.2 million below the level advised by KPMG to cover operational risks.

To involve the Board of Trustees more in the financial management of the organization, the trustees set up an Audit Committee. It also established a Remuneration Committee, which will look at the terms and conditions of the two Nuffic Board members. Each committee consists of two trustees and a secretary.

Towards the end of the year, the Board of Trustees explored initial ideas for a new strategic multi-year plan for 2006-2008, which will be drawn up in 2005.

The Board of Trustees is pleased with the results achieved in 2004 and would like to express its gratitude to the Nuffic Board – Pieter van Dijk and Herman Vriesendorp – and all staff who helped to bring the work programme for 2004 to fruition. The trustees also wish to thank the many organizations with which Nuffic cooperated so successfully in 2004.

Trude Maas-de Brouwer
Chair
On behalf of the Board of Trustees

The Hague, 25 April 2005

REPORT BY THE BOARD

Nuffic is an independent, non-profit organization whose activities to support internationalization in higher education, research and professional education are based on administrative agreements with two Dutch government ministries – the Ministry of Education, Culture and Science and the Ministry of Foreign Affairs – and on contracts with various international and private organizations.

International

It has been predicted that the number of internationally mobile students will keep rising for many years to come. But where will they go? Australia has seen a decline in its foreign student numbers. Since 11 September 2001 the US has welcomed 76% fewer Asian students than previously. More than half of British universities failed to meet their targets for attracting international students in the 2004/2005 academic year. In the UK – already one of the most expensive providers of education on the global market – this has been attributed to the rising costs of obtaining a visa. Institutions in these countries are all concerned about their income. But the students who have shunned these Anglo-Saxon giants of the education world have not turned en masse to continental Europe. Asian countries are rapidly expanding their own capacity to provide higher education.

At the same time, more and more universities all over the world are becoming aware of the fact that students have to learn to think and operate internationally, and that the education they offer will be assessed in terms of the extent to which they manage to place it in an international context. The importance of institutional cooperation has therefore become a highly topical issue in the West, in emerging economies and in developing countries.

For higher education institutions in developing countries to fulfil their crucial role in social and economic development and prevent developing countries from falling even further behind, it is imperative that they participate in such international networks.

Europe

In 2004 concern about European industry's capacity for innovation and the knowledge-based society, and about the relatively poor links between industry and Europe's excellent higher education and research institutions – the European paradox – was high on the agenda of policy-makers, captains of industry and the press. Europe is losing companies and business to other continents.

We know that Europe has too few highly qualified workers, and is indeed losing highly qualified people all the time. So we cannot rest on our laurels when it comes to our competitiveness as a knowledge-based society. There have been calls for more people to receive higher education, particularly in the more technical subjects. The Lisbon Agenda seemed to be the ideal way of bringing together Europe's growth and science and technology agendas. However, it has become clear over the past year that the Lisbon targets will not be met by 2010 as planned.

Although that deadline has now been abandoned, some results have been achieved and cooperation in the field of research has seen radical improvement. The accession of the new EU-member states in 2004 has also been very important in this regard. Globalization means global competition, and Europe is meeting the challenge as a cooperative union. The European Research Area has really begun to take shape over the past year, alongside its counterpart, the European Higher Education Area. To stem the outward flow of European researchers and attract more talented researchers to Europe, a start has been made on a policy that should make the career opportunities for researchers more attractive in all European countries. The ERA-MORE programme has been set up in support of this policy. It provides helpdesks in all member states for researchers who are looking to move to another European country. The Dutch Researchers Mobility Centre, which is being run by Nuffic, is a product of a cooperation between EC-Liaison, the Association of Universities in the Netherlands (VSNU) and Nuffic.

Intensified networking between universities is also expected to prompt innovation. Networking, mobility, benchmarking and the attractiveness of European higher education and research would all benefit from the classification of HE institutions, which is an ongoing item on the agenda of a number of networks.

Participation in Erasmus exchange programmes continued to rise, albeit moderately. In order to streamline its support programmes for education and training, the European Commission has launched a process to bring them together under a single Integrated Programme and the Tempus plus programme. The idea is for these programmes to be administered by National Agencies (now Nuffic in the case of the Netherlands). This plan still requires the approval of the European Parliament. Currently, only the European programmes for cooperation with third countries (Alban, Asia Link, programmes for the US, Canada and ACP countries, Erasmus Mundus etc.) remain rather diverse. The new IP should also offer more, and larger, grants. It is not yet clear whether the introduction of the IP will have implications for Nuffic.

Through EuropeAid, the European Commission has created a new programme to foster capacity building and regional integration in the field of higher education by means of institutional networking, and to support a quality higher education system which is efficient and relevant to the needs of the labour market, as well as being consistent with ACP socio-economic development priorities. This programme, EDULINK, is designed to strengthen the capacity of ACP higher education institutions at institutional and administrative level, and to achieve academic, research and technological strengthening.

National

As in the rest of Europe, there is a shortage of people with higher qualifications in the Netherlands, especially in technical subjects. Three-quarters of PhD students at Dutch technical universities are from other countries. This prompted the Ministry of Education, Culture and Science and the Ministry of Economic Affairs to adopt the influx of foreign graduates into Europe as one of their key priorities during the Dutch Presidency of the European Union in the second half of 2004. Nuffic was involved, organizing and contributing to two conferences: one on braingain (The Hague, 29-30 September 2004) and one on student mobility (Noordwijk, 10-12 October 2004).

Towards the end of 2004 the procedure for the admission of foreign graduates was made more flexible. The next year should show whether this actually leads to visa applications being processed more quickly, making the Netherlands a more attractive destination for would-be researchers.

The State Secretary and Minister of Education, Culture and Science published an 'Internationalization Letter' in late 2004. They outlined four main lines of action designed to further internationalize higher education, research and professional education: continuation of the agenda for a European Higher Education Area, raising the profile of Dutch higher education as a quality product, braingain and developing internationalization as a mainstream policy at Dutch institutions. The letter also announced that the number of Netherlands Education Support Offices in countries whose markets are experiencing strong growth would be expanded from four to eleven over the next few years.

Like institutions in the rest of Europe, in 2004 the Dutch institutions of higher education were forced to take a close look at their financial position in light of declining public funding. The Ministry of Education, Culture and Science announced that non-European students at Dutch institutions would no longer be counted for funding purposes. This decision could mean that Dutch grants for students from developing countries would become more costly, and that fewer fellows would be able to come and study here if the budget were not increased. The Internationalization Letter offered some compensation for this. The Minister for Development Cooperation has also made more funding available for the Netherlands Fellowship Programmes. The letter also announced the introduction of special grants that institutions will be able to award to selected students. Besides compensating the institutions for the loss of funding for foreign students, these grants are also in line with the focus on talent which the Minister and State Secretary are keen to foster.

In the context both of globalization and of the Netherlands' input into the process – which in the case of Nuffic mainly involves the NESOs – the transparency of education systems and qualifications is a key agenda item, particularly with reference to target groups in other countries. Nuffic gave this issue a prominent place on its agenda in 2004, in consultation with accreditation body NVAO.

A Nuffic-sponsored study of foreigners' perception of higher education in the Netherlands showed that it is above all fairly vague. Nuffic has therefore launched a project on the branding of Dutch higher and professional education, which ties in with efforts to develop a European brand. Nuffic won a tender from the European Commission to define the brand, in collaboration with ACA, DAAD and EduFrance.

The effectiveness of cooperation with and support for higher education and research in developing countries is a constant point of attention for the Minister for Development Cooperation and for Nuffic. The completed programmes for institutional cooperation were therefore evaluated in 2004, and studies conducted into the policy of other donors and the wide array of relationships between Dutch institutions and developing countries.

Future

The expansion of the number of NESOs will mean extra work for Nuffic.

In the years to come, internationalization will have to continue to focus on ways of offering Dutch students international work and study experiences (through Internationalization at Home as well as through mobility), on consolidating and expanding the Bologna process to improve the transition from the bachelor's to the master's phase, on improving the transparency of the Dutch higher education system and Dutch qualifications, and on working with other European accreditation bodies.

In the near future Nuffic will consider the position of and its responsibilities towards stakeholders in the Netherlands. It will streamline a number of services and bring them more into line with the needs of institutions and students. Nuffic also plans to profile itself more as a 'knowledge broker' and a forum for knowledge exchange. The organization's internal expertise will therefore be organized more effectively, bearing this in mind.

Nuffic will also continue to explore new ways of easing the integration of foreign nationals into the Dutch education system and labour market.

In 2005 the Dutch government, the Dutch higher education institutions and Nuffic will scrutinize the current support for higher education in developing countries. The aim of this exercise will be both to improve implementation under the current system and also to see whether the system itself cannot be made more effective. One event that should contribute to this effort will be the Nuffic conference on 24 and 25 May, attended by international and national experts, policy-makers, politicians and administrators of higher education institutions.

Financial position

The year under review was concluded with a surplus of €57,000. This surplus was added to the capital and reserves, taking their total to €10.3 million. €6.3 million of this was uncommitted, about €1.2 million below the level KPMG Assurance advised Nuffic to maintain as a buffer against operational risks.

THE SURPLUS IS SPECIFIED AS FOLLOWS:

x €1,000	Actual 2004	Budgeted 2004	Actual 2003
Surplus/deficit from programme administration	–	–	47
Operating surplus/(deficit)	-356	-141	192
Interest	413	320	412
Contingencies	–	-179	–
RESULT	57	0	651

The operating deficit of €356,000 is the sum total of a large variety of items, some of which were on budget, some of which were not (see Annex 4.4). Notable disappointments were recorded for programme administration (under Human resource & institutional development), the Language Laboratory, international marketing activities and the development of NESO phase II (under International marketing of higher education). Extra costs were also incurred for policy and research (International academic relations) as a result of a study on the mobility of knowledge workers.

The overrun of €210,000 for programme administration was compounded by budget overruns for NPT and NFP (new). The language laboratory closed in 2004 with a deficit of €134,000. The extra costs of international marketing activities came to €45,000, and consist of extra costs amounting to €82,000 for two external studies on branding, and an underspend of €37,000 due to staff deployment turning out lower than had been budgeted. The launch of NESO phase II entailed input that had not been budgeted, costing €121,000. The extra costs for the study on internationalization were €56,000.

There were, however, a number of notable pluses in 2004. There had been a €150,000 adjustment to the grant-in-aid-received, which had not been taken into account in the budget. Less time was also spent on the more general communication & information and policy advisory activities of the department. The advisory reports published (International recognition & certification) yielded more profit than had been budgeted (€45,000) as a result of the publication of more commercial advisory reports for COLO. Finally, a considerably smaller number of hours were spent on CIRAN activities (Human resource & institutional development), producing a positive result of around €70,000.

The interest income component of the overall result totalled €413,000 (€93,000 more than budgeted) on account of the considerable improvement in Nuffic's cash position.

On balance, the liquid assets showed an increase in 2004 of €5.4 million. This increase was largely due to advance financing by various programme donors in late 2004. Programme funds accounted for €6.0 million of the overall amount, with general operations accounting for an decrease of €0.6 million.

Sander van den Eijnden
Herman Vriesendorp

Nuffic Board
The Hague, 25 April 2005

2004

1

OPERATIONAL REVIEW

INTERNATIONAL ACADEMIC RELATIONS

Nuffic fosters the internationalization of Dutch higher education. To us, internationalization means more than just facilitating the mobility of students and staff to help them gain international experience. It also means that the institutions themselves become more international in their outlook, externally through long-term cooperation with universities and polytechnics in other countries, and internally by giving their curricula an international dimension. The introduction of the bachelor's-master's system within Dutch higher education has been the most important step in making our system more comparable to systems elsewhere.

The presence of foreign students and visiting lecturers plays an essential role in all of this. The term 'foster' should not be taken simply to mean 'advocate'. Nuffic provides concrete services for the higher education institutions and the government. Very important among these is the administration of internationalization grant and scholarship programmes on behalf of the Dutch government, the European Union and other donors.

The discussion on the importance of the knowledge society has led to growing and broad concern on the adverse effect of Dutch visa and immigration regulations. Nuffic continues to keenly follow the developments in the political debate on Dutch immigration policy. In 2004, this debate was led very intensely, but also in a more differentiated way than before. The Dutch government is now distinguishing more clearly between the different groups of immigrants. The most prominent example of this is the introduction of new rules and regulations for the admission of highly skilled migrants. These rules became effective on 1 October 2004.

In 2004, Nuffic also contributed to ERA-MORE, which is a Europe-wide project of the European Commission aimed at improving the mobility of researchers to Europe and within Europe. One of the first steps in achieving this was the founding of an extensive network of mobility centres across the Union.

In the eyes of Nuffic, this new policy is a major step forward as it simplifies the admission of foreign researchers and other workers in the Dutch higher education community. However, Nuffic had called for the policy to be applicable to all highly skilled migrants, including students, but this proposal was unsuccessful.

Yet this is not Nuffic's only activity in this area. Students are assisted in finding financial support for their study-related activities abroad through the 'Beursopener' website. The mobility obstacles ('mobstacles') team assists the institutions in a variety of ways with their efforts in dealing efficiently and effectively with Dutch immigration law.

In June 2004, Nuffic was asked by the Ministry of Education, Culture and Science to set up an International Student Helpdesk as a central point of contact for international students in higher

education in the Netherlands. Students who have a serious complaint or problem about their course, institution or other study-related matter can get general advice from the helpdesk on the best way to resolve the issue. The International Student Helpdesk became fully operational in 2004.

Nuffic provides seminars, workshops and courses on policy and operational aspects of internationalization. We also carry out and supervise surveys on internationalization and its effects. The monitoring of international mobility is a key result of this activity.

For the 2003-2004 academic year, Nuffic selected Turkey as the target of its focus year. The focus year was officially concluded with a return visit by a delegation from Turkish universities. In March 2004, a delegation of over 30 representatives of Turkish higher education visited 15 Dutch higher education institutions. In their evaluation, the Turkish delegation spoke highly of the visit and noted that there was much opportunity for cooperation with Dutch higher education. Both the Dutch and the Turkish delegations returned from their visit with a quite different – but positive – view of the other party.

Programme administration

Nuffic administrates a number of third-party programmes that aim to support and foster internationalization. Support takes the form of scholarships that enable students and teaching staff to spend periods of time abroad for study or internships. Nuffic administrates the programmes in accordance with the specifications, procedures and the financial limits of the donor organization.

There is an agreement with the Ministry of Education, Culture and Science to meet the costs of a number of permanent deficits in the administration of the Socrates, Leonardo, Cultural Agreements, Huygens and Tempus programmes. Under this agreement, an annual sum of €200,000 is transferred from the generic funding pool and targeted to the above programmes.

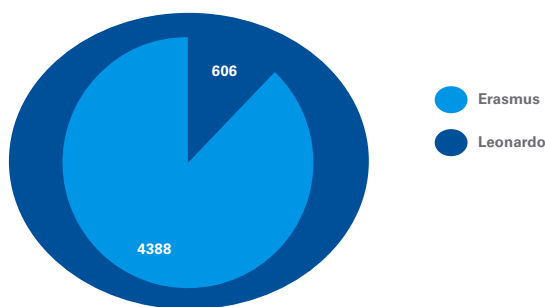
Given the current discussions on changes to the deployment of funds for the export of higher education, it is expected that both the Huygens and the DELTA programmes will be restructured and possibly also resized. Following on from the ongoing discussions on the importance of the knowledge economy, the government's Higher Education and Research Plan for 2004 stated that a joint programme is being considered, based on the Huygens system, that would improve on the quality of the DELTA programme.

Detailed financial information on this review of the activities of the International academic relations department can be found in Annexe 4.1 'Programme expenditure', Annexe 4.4 'Breakdown of income and expenditure by product', and Annexe 4.5 'Breakdown of income by source and destination for programme administration'.

Socrates

Socrates-Erasmus is a European Union programme that encourages student and staff mobility within Europe. In each country of the EU, a National Agency is appointed to run the Socrates-Erasmus programme in that country. In the Netherlands, the National Agency is in the joint hands of the European Platform and Nuffic, with Nuffic acting as the lead agency. Erasmus, which Nuffic administrates, is the higher education section of the Socrates II programme. Grants are awarded only to students and staff of institutions that have signed contracts with counterpart institutions in other countries. As such, Erasmus is an important stimulus for

NUMBER OF OUTBOUND DUTCH STUDENTS TOTAL 4,994



international networks and contacts between institutions. For the academic year 2003-2004, 4,388 students and 684 lecturers received Erasmus grants, slightly down in relative terms on the previous year. The figures for 2002-2003 were 4,243 and 689, respectively. Although the number of Erasmus students has seen a slight growth in absolute terms, the number has fallen in relative terms. This is due to an overall increase in student numbers. To counter this decline, the Dutch National Agency has joined forces with the agencies of other countries where mobility is also falling in the Declining Mobility Workgroup.

Leonardo da Vinci

Leonardo da Vinci is the vocational training programme of the EU. Nuffic is responsible for managing the portion of the Leonardo budget earmarked for mobility in higher education and for pilot projects involving higher education institutions. The National Agency for Leonardo is CINOP, the Centre for Innovation in Vocational Education and Training. As the Leonardo lead agency in the Netherlands, CINOP is responsible for managing the various other components of the programme. In 2004, Leonardo contracts were signed for 17 higher education internship programmes and 850 grants were awarded for Leonardo (higher education) internships abroad. Nuffic's Leonardo team also advise on and manage Leonardo pilot projects contracted by higher education institutions. In 2004, five new projects were taken on and seven existing projects underwent monitoring.

Erasmus Mundus

The Erasmus Mundus programme aims to enhance quality in European higher education and to promote intercultural understanding through cooperation with third countries. The programme decision entered into force on 20 January 2004. Erasmus Mundus supports high-quality European Master's Courses, enables students and visiting scholars from around the world to participate in these Master's Courses and furthers partnerships with third-country universities. In 2004, the European Commission selected 19 projects for Erasmus Mundus funding, one of which had been proposed by a Dutch institution. Of all the other accepted projects, six involve a Dutch partner institution. Nuffic provides information about the programme in the Netherlands, advises and supports the Dutch promoters and advises the European Commission on the assessment and selection of projects.

Tempus

The aim of the programme is to promote the development of higher education systems in a number of partner countries through balanced cooperation. The programme does this by encouraging institutions in the EU member states and the partner countries to engage in structured cooperation through the establishment of consortia. These consortia implement projects with a clear set of objectives. Such projects may receive financial support for up to three years. Tempus also supports individuals working in higher education institutions by providing grants to help them work on specified activities in other countries. In 2004, the European Commission selected 115 consortia to receive support, and six of these were led by a Dutch higher education institution. Nuffic provides information about the programme in the Netherlands, and advises and supports the Dutch promoters and project leaders.

The Dutch institutions leading the consortia selected by the European Commission in 2004 are Wageningen University (3 projects), Larenstein University of Professional Education (1 project), HAN University (1 project) and the University of Amsterdam/Academic Training Association (1 project). The projects were mainly in the field of water management, the environment, agronomics and training.

Bologna Promoters

Since the summer of 2004, Nuffic has provided financial, organizational and planning support to the Dutch team of Bologna Promoters. It does this on behalf of the European Commission and the Ministry of Education, Culture and Science. The team informs and advises the Dutch government on the Bologna process (bachelor's-master's structure) and the establishment of the European Higher Education Area.

All the preparatory work had been completed in 2004: the work plan and the budget had been prepared (June), the contract with the European Commission had been signed (December), the promoters had been appointed in consultation with the Ministry and with the universities' representative bodies (autumn), and the first meetings to organize the work had been prepared. Actual implementation of the work plan will get underway in 2005.

TRUST

In summer 2003, the TRUST internship programme was launched with MATRA funding to provide internship programmes for civil servants from Russia, Belarus and Ukraine. In 2004, 164 interns received TRUST support through 16 educational institutions. The TRUST programme came to an end on 31 December 2004.

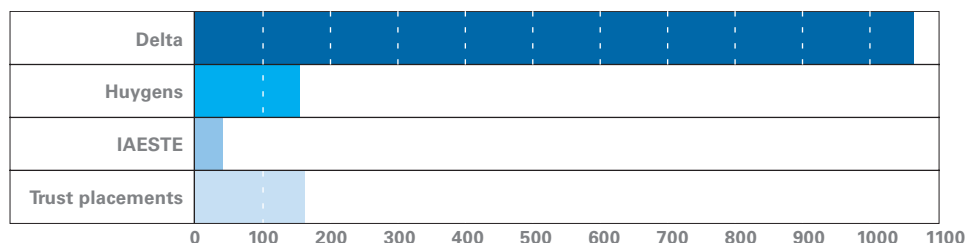
The aim of the programme was to make a contribution to social transformation in the countries of the former Soviet Union. Given its experience in this area, Nuffic was asked by the Ministry of Foreign Affairs to take a coordinating role in this programme. However, the actual running of the programme was handled by the TRUST Foundation.

IAESTE

IAESTE is a reciprocal student exchange programme that offers students international technical training experience relevant to their studies. In 2004 more than one hundred internship places

2004

INBOUND FOREIGN STUDENTS (DUTCH PROGRAMMES) BY NUMBER OF STUDENTS



were approved for foreign students coming to the Netherlands, thereby allowing the same number of Dutch students to take part in technical training abroad. IAESTE is an international initiative independent of any government or other body. It does not receive programme funding as its activities are limited to matching students to places.

CIEE

The main programme of the Council on International Educational Exchange (CIEE) is Internships USA. Through this programme, 202 work permits were arranged for Dutch students to work in the US as interns. The number of applications for practical training in the US has fallen since 11 September 2001, not least because of the restrictive policy adopted by the US government on the entry of foreign nationals. Despite this, the programme still attracts a great deal of interest from students.

VISIE

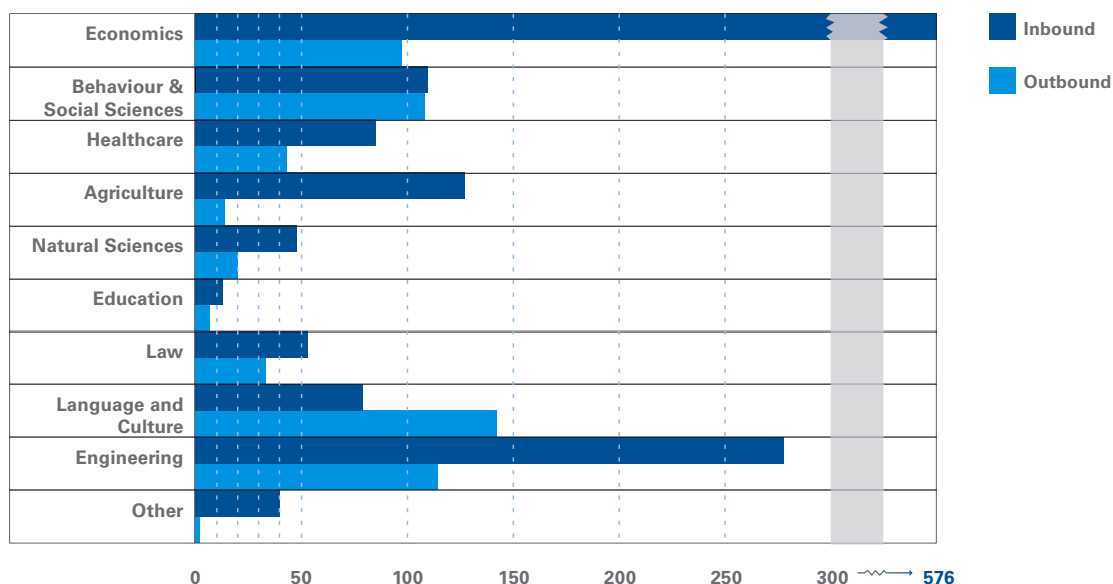
VISIE is a programme funded by the Dutch Ministry of Education, Culture and Science that enables secondary school-leavers to complete an entire degree programme in another EU member state. In 2003, the Ministry of Education, Culture and Science decided against continuing the programme despite previous extensions. The reason given for this was that the programme was intended as a transitional arrangement until measures were put in place to allow students to use a normal student grant for study abroad. The ministry's decision that such a measure would be unfeasible, for the time being at least, led to the end of VISIE. Applications were accepted until 1 November 2003. Because the awards are for entire study programmes, it will be 2008 or 2009 before the programme will have been fully wound down.

Huygens

The Huygens Programme awards scholarships to outstanding foreign students who have just completed their studies or are nearing graduation. A scholarship enables them to spend time in

2004

INBOUND AND OUTBOUND DUTCH STUDENTS BY DISCIPLINE

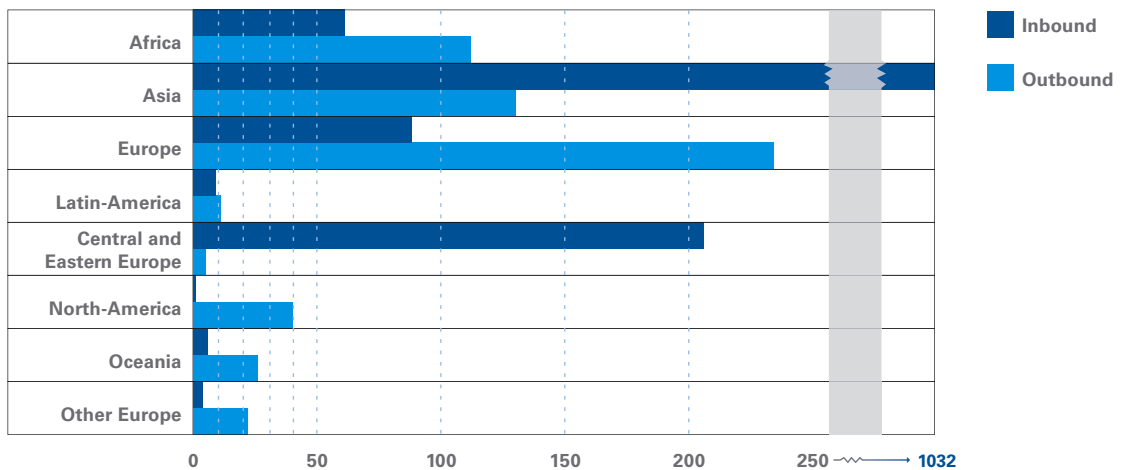


the Netherlands for a period of study or research. Students are selected on a competitive basis and the originality of individual proposals carries a lot of weight in the selection process. The education minister appoints committees of experts to select the students for awards. In 2004, 172 out of 700 applications were awarded a scholarship. In 2003, 177 applications out of a total 705 were successful. Because around 20 applicants eventually opted to go to another country with a competing scholarship, there was a budgetary underspend of around €68,000. The ministry gave a positive response to our request to raise the monthly allowance from €702 to €800.

DELTA

DELTA is a scholarship programme supported by the Ministry of Education, Culture and Science to attract students from certain target regions. In this respect, DELTA can be seen as a marketing instrument. The budget for DELTA in the 2004-2005 academic year was €3.6 million (€3.1 million in 2003-2004) and 34 higher education institutions participated in the programme. The number of scholarships each institution can award depends largely on past performance. Any institution that has not managed to increase its foreign student enrolment – despite the help of DELTA funding – can expect to receive fewer scholarships the following year.

TOTAL INBOUND AND OUTBOUND STUDENTS BY REGION (DUTCH PROGRAMMES)



In 2003-2004, 744 students from China, 228 students from Indonesia, 26 students from Taiwan and 55 students from South Africa all received DELTA scholarships. However, not all of the DELTA budget is reserved for incoming students, as up to 20% may be used to help Dutch students study abroad. In the same period, DELTA also enabled about 181 Dutch students to go to one of the four target countries. The estimate for 2004-2005 is that about 1,400 students will come to the Netherlands with the help of DELTA.

The total number of students coming from the target areas to study in the Netherlands is many times greater than the number of scholarships.

Cultural Agreements

The Netherlands has Cultural Agreements with 38 other countries. Of these agreements, 26 make provision for higher education scholarship programmes that are essentially the converse of the Huygens Programme. Because the scholarship criteria are a matter for each host country,

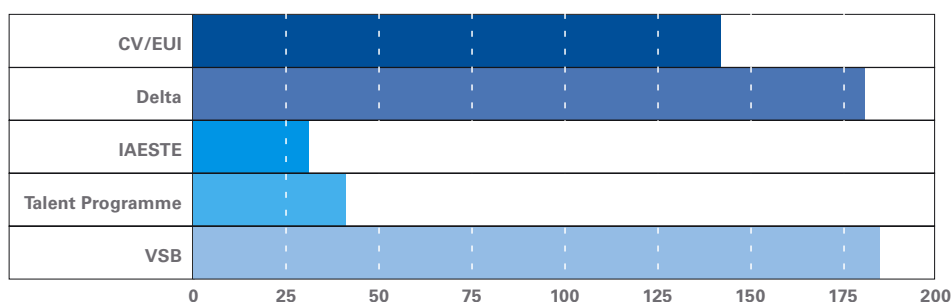
the opportunities available to outstanding Dutch students are highly varied, as are the selection procedures and the value of the scholarships. In 2004, a total of 121 students received a scholarship.

Talent Programme

The Talent Programme of the Ministry of Education, Culture and Science is another scholarship programme for outstanding students. Students are invited to submit proposals for a period of study or research abroad immediately following their graduation. Scholarships are awarded on a

2004

OUTBOUND DUTCH STUDENTS (DUTCH PROGRAMMES) BY NUMBER OF STUDENTS



competitive basis to the applicants with the best proposals and the best academic records. In 2004, we received 107 applications, which is fairly high. A total of 41 scholarships were awarded. The unusually high number of scholarships awarded in 2003 was the result of a financial surplus from 2002. The quality of the applications was again particularly high, reflecting the calibre of the scholarship recipients.

The European University Institute

In 2004, a total of 18 scholarships were awarded. The rise in scholarships can be attributed in part to a recent expansion of the programme. The budget has been adapted accordingly.

VSB fund

The VSB fund is a private charity that provides a large number of scholarships each year to allow the brightest graduates to continue their studies abroad. The candidates are selected by the institutions and recommended to Nuffic for scholarships.

A total of 218 scholarships were made available by the VSB fund.

National Commission for UNESCO

Nuffic is home to the secretariat of the Netherlands National Commission for UNESCO.

In organizational terms, it is part of Nuffic's International academic relations department.

The role of the secretariat is to prepare the work of the National Commission for UNESCO and to provide the Commission with the widest possible range of assistance and support.

Its key activities include providing advice and making recommendations on the policy and programmes of UNESCO, providing a point of liaison between UNESCO and the Netherlands, and providing information to interested parties.

The secretariat is accountable for its activities to the Ministry of Education, Culture and Science through the National Commission for UNESCO. The secretariat publishes its own annual report in the first quarter of the year. Refer to the Commission's own website for further information (www.unesco.nl).

Subsidies

Nuffic provides a subsidy of €37,000 a year to the Netherlands Institute for International Relations for the training of recent graduates for posts in the diplomatic service. This also allows Nuffic a place on the Institute's advisory education board.

Expertise

Mobstacles

Throughout 2004, the Mobstacles Team continued to inform the higher education community about developments in Dutch immigration rules and their effect on academic visitors. The helpdesk received 2,500 enquiries in total, an increase of 40% on the previous year. The mailing list, with news about changes in procedures, remained a very important communication tool and had close to 600 subscribers at the end of the year. Five training courses and workshops were provided by the team, giving staff members of higher education institutions information on Dutch immigration procedures.

In the year under review, Dutch legislators took the decision to create a special accelerated visa procedure for highly skilled migrants. Nuffic participated in the discussions that led to this decision and gave its views on the target groups to which the new rules should apply. Progress was also achieved for students thanks to improvements at the administrative level.

The cooperation between Nuffic and the Immigration and Naturalization Service has significantly improved. The summer peak of visa applications for foreign students was handled smoothly this year.

ERA-MORE The Netherlands

In September 2004, Nuffic signed a contract with the European Commission for this new three-year project, which is co-financed by the Ministry of Education, Culture and Science. The project aims to stimulate international mobility among scientific researchers by providing information on grants, job opportunities and general information on living in the Netherlands. Nuffic forms

a consortium with the Association of Universities in the Netherlands (VSNU) and SenterNovem/EGL, jointly running the Dutch part of the project. Nuffic will provide a helpdesk and gather and disseminate relevant knowledge on a broad array of topics such as taxation, social security, pensions, housing and child care.

Training

Every spring, Nuffic organizes a course entitled 'Internationalization in Higher Education' that deals with the key aspects of the internationalization process. The course is particularly suitable for those who are relatively new to internationalization as well as people who have previously only concentrated on one aspect of internationalization and are looking to broaden their view. In 2004, 24 participants successfully completed the course and all said that they valued the course greatly.

At the EAIE conference in Turin in September 2004, Nuffic provided a similar course for an international audience. Furthermore, a total of 115 people attended various training sessions and information days organized by the Mobstacles Team.

Information and documentation

A major portion of Nuffic's internationalization activities involves the collection and dissemination of information. One such activity is the publication of the *BISON Monitor of International Mobility in Education* on behalf of the Ministry of Education, Culture and Science. This annual compilation of statistics describes in qualitative and quantitative terms the international mobility situation in Dutch education, from primary education to higher education. Nuffic provides the general and the higher education sections in this publication, and coordinates the entire project. The latest edition has been available since September 2004 (in Dutch only) and can be downloaded from Nuffic's corporate website. Sources of international data include EUROSTAT, the OECD and UNESCO. Recent efforts to improve accountability within the rapidly changing higher education sector, and the introduction of the two-tier bachelor's-master's structure have paradoxically not always resulted in better insight in the international mobility of students and staff. Nuffic is actively promoting and taking part in discussions to improve data collection and data comparability, both nationally and within Europe.

While the *BISON Monitor* seeks to inform people about the effects of internationalization and the promotion of international mobility in particular, in 2003 a first survey was carried out into the reasons why students want to for gain educational experience abroad. Both ongoing efforts seek to support internationalization policy development, both at the institutional and the national level. Following the 'brain circulation' discussion in the Netherlands and elsewhere, a survey was launched in 2004 to find out more about the international mobility of knowledge workers in higher education. Due to be completed in 2005, this survey could prove to be the start of a regular monitor.

The Web

In addition to the department's pages on Nuffic's corporate website www.nuffic.nl, the department for International academic relations maintains several other websites, each of which addresses a specific theme. For example, at www.beursopener.nl we maintain an online database of information on scholarships for Dutch students who want to go abroad. This website offers users an extensive search facility and had 462 visits a week in 2004. New sites have been implemented for Focus on Turkey, the International Student Helpdesk, ASIE, and IAESTE. A new search engine called Grantfinder (www.grantfinder.nl) was also developed in 2004, providing a searchable database of scholarships for foreign students who want to come to the Netherlands.

Other websites maintained by the department for International academic relations include the Socrates website www.socrates-programma.nl, www.nuffic.nl/huygens (a password-protected site for applicants) and the immigration issues website at www.nuffic.nl/immigration, which offers information in English for foreigners intending to visit the Netherlands for study or academic work, as well as for the Dutch network. On average, the Mobstacles website had 1,498 visits a week.

Consultation and networks

Nuffic supports several networks that seek to support the general consultation process and the exchange of ideas and expertise on the subject of internationalization. In 2003, Nuffic again provided the secretariat for the two forums where representatives of the research universities and the universities of professional education come together: COI (the international relations forum for universities) and HIB (International relations forum for universities of professional education).

COSPA, the Coordinating Office for Student Placements Abroad, brings together the internship coordinators of the various institutions. At COSPA meetings, the coordinators learn about the latest developments and opportunities for cooperation.

Nuffic also provides the secretariat for the steering group of the Flemish-Dutch annual forum on the internationalization of higher education. At this popular yearly event, representatives of higher education in Flanders and the Netherlands get together to discuss internationalization issues and developments in both countries. In 2004, the conference was held at Windesheim University of Professional Education in Zwolle, where the theme was 'Internationalization and Increased Flexibility: Education Beyond Borders'.

Nuffic takes an active part in international networks such as EAIE, EAIR, NAFSA, ACA and ASIE. ASIE, the Association for Studies in International Education, published a quarterly scientific magazine for a broad readership interested in the internationalization of higher education. Nuffic is home to the secretariat of ASIE and the Head of the International academic relations department is also Chair of ASIE's Board.

1.2 HUMAN RESOURCE & INSTITUTIONAL DEVELOPMENT

Nuffic pays particular attention to development cooperation. Higher education and research are crucial for social and economic development, but would starve without international relationships. Developing countries need international contacts, just as much as they need to strengthen their higher education institutions and build capacity. The shortage of highly skilled people in developing countries is, after all, one of the underlying causes of the lack of good governance and effective management. In turn, these effects suppress the opportunities of a given society to reach its true potential. The shortage of experts also weakens the negotiating position of developing countries, not just in relation to other governments or international organizations, but also in relation to business, industry and investors. To this end, Nuffic promotes higher education and research as valuable targets for development cooperation.

Nuffic's mission in development cooperation is largely achieved through the administration of a number of programmes. Nuffic also develops policies, offers policy advice and works to gain recognition for the value of higher education and research for development, and for the importance of an active role by the Dutch higher education institutions in development cooperation.

Thanks to funding by the Ministry of Development Cooperation, the Dutch higher education institutions have continued to contribute to progress in education and research for more than a quarter of a century. In recent years, this has largely been achieved through collaborative projects that have been clustered into broad partnerships. The guiding principle behind this approach was that the synergy created from this clustering would add value for the beneficiary organizations.

The Minister for Development Cooperation awarded Nuffic the contracts to manage the international education programmes: the new Netherlands Fellowship Programmes (NFP) and the Netherlands Programme for the Institutional Strengthening of Post-Secondary Education and Training (NPT).

The inception of the new NPT means that the application of knowledge and expertise from the higher education field is applied where larger development cooperation partnerships need knowledge, expertise, technology and scientific know-how.

Since the Netherlands has a special development relationship with some countries, certain social sectors in those areas are designated to receive support. The guiding principle here is that the aid is demand-driven. The NPT is a tool used to achieve this sectoral targeting. A good example of this is the support provided through the NPT for a lasting improvement to the land registry system in Guatemala. After all, territorial certainty and exact information on land ownership are a precondition for economic and social development.

It will be a few more years before the old programmes – based on the clustering of partnerships between higher education institutions – come to an end. This is because the commitments already given, for example, through the Joint Financing Programme for Cooperation in Higher Education (MHO), have a life of four years. In 2004, the eleven existing partnerships were concluded. At that time, only 29 of the 100 sub-programmes were still active. The others had already been wound up, generally because the objectives had been achieved.

Total commitments given were worth a total of €11.1 million. Generally speaking, staff at Nuffic believe that the partnerships and the projects have been a success. In 2004, a large evaluation of the MHO programme (and the SPP) was launched, and these will undoubtedly shed more light on examples of good practice. An expert seminar will be held on this topic in 2005. It is likely that the outcome will provide useful input for quality improvements in the cooperation between higher education institutions and development cooperation.

The end of the projects in Burkina Faso, Guatemala, Tanzania, Uganda en South Africa on 30 June 2004 also marked the end of the Programme for Cooperation between Dutch Universities of Professional Education and Educational Institutions in Developing Countries for the benefit of Primary Education (HOB). The Sails Projects Programme came to an end on the same date.

The old Netherlands Fellowships Programmes also came to an end as the last scholarship recipients completed their studies. A total of €980,272 was paid in scholarships. An evaluation of the entire programme got underway in November 2004.

Programme administration

New and ongoing programmes

Netherlands Programme for the Institutional Strengthening of Post-Secondary Education and Training (NPT)

The purpose of the programme is to help developing countries strengthen their institutional capacity for post-secondary education and training in a sustainable way. The NPT is a programme of North-South cooperation in which expertise from Dutch organizations is mobilized to strengthen institutional capacity in the South. This capacity must be relevant to the sectors and themes targeted for the Dutch bilateral support given to the countries in question.

The NPT is demand-driven and flexible, and it addresses local priorities. The contracts through which Dutch organizations provide the necessary services are awarded on a competitive basis. This is done through a public tender procedure in the Netherlands. The year under review started with a list of 15 eligible countries for NPT support: Benin, Colombia, Eritrea, Ethiopia, Ghana, Guatemala, Indonesia, Mozambique, South Africa, Tanzania, Uganda, Rwanda, Vietnam, Yemen and Zambia.

By the end of 2004, plans had been made for the implementation of the NPT programme in fourteen countries. These plans were the result of consultations between the Netherlands Embassy and local stakeholders. In six of these countries, studies were carried out by local consultants to identify capacity needs in a particular sector. These studies formed the input for stakeholder meetings in which priorities for NPT support were set out. On the basis of the NPT implementation plans, Nuffic invited selected organizations in the countries to submit a project outline. Where needed, Nuffic engaged the services of local consultants to assist the organizations in formulating their outlines.

The outlines form the basis of a call for tender. In 2004, a total of 53 tender evaluation procedures were completed, resulting in 51 grant awards being made during that year. At the start of 2005, there were 61 projects being implemented. Fifty percent of the projects are implemented by universities. The remaining projects are equally distributed over ministries, national agencies, polytechnics, vocational education and training institutions and other specialized training institutions.

Technical assistance and training is provided by consortia led by organizations based in the Netherlands. Fifty-one percent of the lead organizations are Dutch universities. The remainder of the consortia are led by universities of professional education (18%), International Education institutions (16%) and private organizations (15%). Most consortia are made up of various types of organization. At the onset of 2005, over 60 organizations are involved in providing assistance to NPT projects, of which 25% are based outside the Netherlands. In all, 12 Dutch universities, eight universities of professional education, the Association of Universities of Professional Education and five International Education institutions are involved. The cost of programme administration totalled €1,420,202 and the total value of NPT grants awarded in 2004 was €13,539,821.

Cooperation in Education between the Netherlands and South Africa (CENESA)

The CENESA programme was designed in close collaboration with the South African National Department of Education and focuses on general and further education. Financed by the Dutch Ministry of Education, Culture and Science and the Ministry of Foreign Affairs, the programme includes projects on curriculum development, school management and the recognition of prior learning.

In addition to the CENESA four-year budget of €3,630,242, the Netherlands government made a further €100,000 available for projects in the higher education sector and €563,800 for projects in the vocational education sector. CENESA ended on 31 December 2004 and all activities and projects had also been completed by that date.

In the first quarter of 2004, an overall evaluation of CENESA took place. The evaluation team, consisting of a South African and a Dutch evaluator, submitted a report of its findings in the second quarter of 2004.

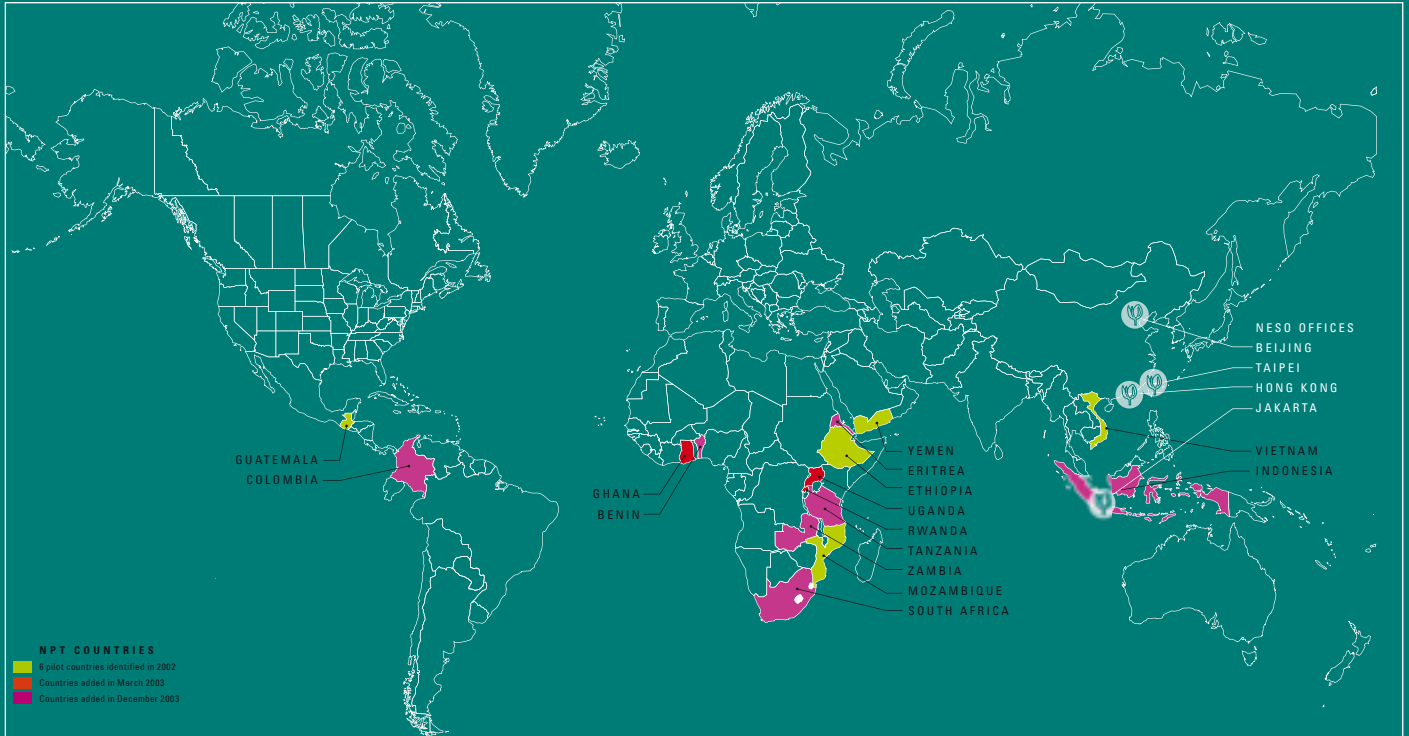
INTERNATIONAL REPRESENTATION

NPT COUNTRIES & NESO OFFICES

2004

COMMITMENTS IN 2004

Colombia	€7,743,036	Tanzania	€4,091,780
Ethiopia	€4,604,689	Uganda	€9,967,212
Ghana	€8,848,261	Vietnam	€12,059,665
Guatemala	€9,930,272	Yemen	€12,247,824
Mozambique	€8,371,402	Zambia	€4,183,675
Rwanda	€9,907,542		



Scholarship programmes

The Netherlands Fellowship Programmes

The new Netherlands Fellowship Programmes which were launched in 2003 aim to strengthen a wide range of governmental, private and non-governmental organizations in 57 countries by enabling their staff to attend professional courses and degree programmes.

The target group of the new NFP is mid-career professionals who are employed by these organizations. The five NFP sub-programmes enable organizations in the South to tap into a very broad supply of international education and training programmes offered by a diverse group of Dutch providers. This supply varies from advanced degree programmes to very short, practice-oriented professional courses.

Unlike the NPT, the NFP is not confined to the sectors specifically targeted for Dutch bilateral aid. The total annual NFP budget is €25.8 million. NFP fellowships are available for selected courses, and training programmes may take place in the Netherlands as well as in one of the NFP countries, or a combination of the two.

NFP SUB-PROGRAMMES AND THEIR EXPENDITURE IN 2004:

x €1,000		2004
Master's degree programmes	€	15,339
Short courses	€	5,187
PhD studies	€	868
Tailor-made training courses	€	1,925
Refresher courses	€	2,489
TOTAL EXPENDITURE	€	25,808

Compared to the old NFP programmes, the new NFP programmes are more explicitly linked to the institutional development of organizations in the 57 NFP countries. While fellowships for NFP Master's, NFP Short Courses and NFP PhD programmes are awarded on an individual basis, the candidates' individual training needs must be relevant in the context of the institutional development of the organization for which they work.

The present NFP programmes are much more demand-driven than the old programmes. This orientation is highly visible throughout the NFP application and assessment process:

- fellowships for NFP Master's and NFP Short Courses are allocated in proportion to the number of fellowship applications for the courses included in the NFP course list;
- prospective client organizations in the NFP countries can apply directly for a tailor-made training course. Following a screening by the local Dutch embassy, the training need is matched with the most appropriate training proposal through a public tender procedure;

- a new demand identification approach has been introduced in 11 countries. Here a selected number of local organizations are invited to draft a multi-year staff training plan that may include components of all five NFP programmes. Nuffic may then enter into a multi-year agreement with these organizations. The staff training plan agreed between Nuffic and the organization forms part of the multi-year agreement, guaranteeing that fellowships will be awarded to the nominated staff as long as they qualify for the listed courses and programmes.

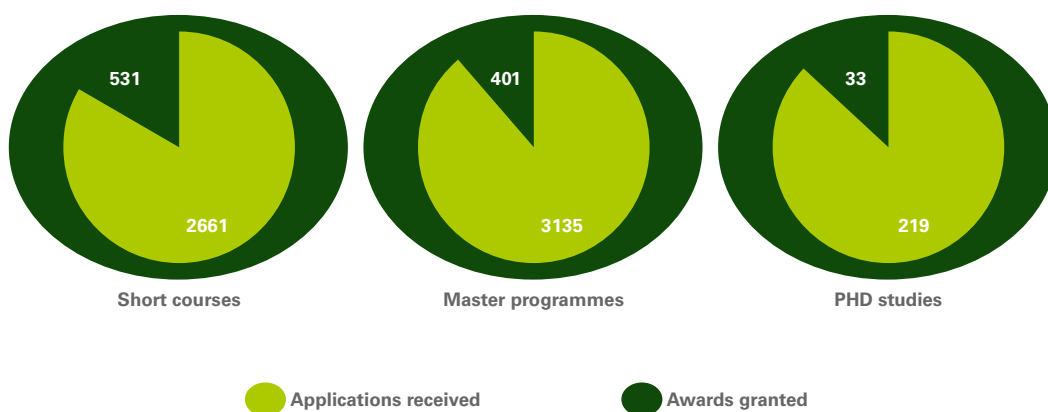
Programme implementation

In 2004, Nuffic registered over 9,000 individual applications for an NFP Master’s, PhD or Short Courses fellowship. In addition, we handled over 63 proposals for tailor-made training. A total of 22 tailor-made training courses were then implemented. A total of 73 proposals were received for NFP refresher courses. Assessment and selection resulted in 32 courses being approved for implementation in 2005. This compares to 31 refresher courses being selected for implementation in 2004.

For the NFP PhD programme, Nuffic received 219 applications in 2004 (for courses starting in 2005). In total, 33 PhD research proposals were selected and the applicants awarded a four-year

2004

APPLICATION AND FELLOWSHIP AWARDS BY NUMBER OF STUDENTS NFP (NEW)



fellowship. This is a steep increase compared to the previous year, when only 12 PhD fellowships were awarded.

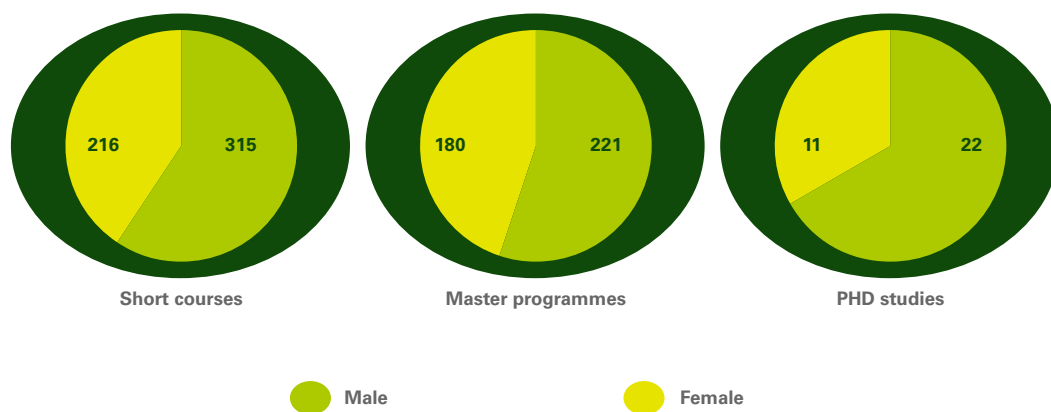
The diagrams below provide more detailed information on the implementation of the NFP in 2004. For the NFP programmes based on individual fellowship allocation, the number of qualified applicants exceeded the number of fellowships available by a large margin (around 700%). The ratio for the NFP Tailor-made courses is similar, indicating the popularity of the NFP.

Other scholarship programmes

For many years, Nuffic has helped to administrate several scholarship programmes through which the EU and several UN organizations support development cooperation. Nuffic helps to find suitable study places in the Netherlands, Belgium or Luxembourg for people who are awarded scholarships by these organizations. In 2004, this did not have any significant impact on the department's capacity given that so few applications were received: only a small number from the European Development Fund and the IAEA. Only half of the funds budgeted for these programmes was utilized. The relatively new Jean Monnet Fellowships Programme (JMF), an EU programme launched in 2003, provided grants to 51 students. JMF is aimed at students from Turkey seeking to study at postgraduate level in a member state of the EU.

2004

AWARDS GRANTED BY SEX OF APPLICANT NFP (NEW)



Nuffic is a placement partner for the American Ford Foundation's International Fellowships Programme (IFP). Candidates from 22 developing countries are offered fellowships for study in the country of their choice. Each year, between 70 and 80 candidates come to mainland Europe. With the exception of those in the United Kingdom, Nuffic is responsible for all the European placements, for organizing pre-academic training, and for providing study and policy advice. Nuffic facilitated the placement of 75 IFP fellows at a broad range of universities across Europe, including 35 in Spain. The Ford Foundation renewed its contract with Nuffic at the end of 2004.

Nuffic also provides assistance to Dutch embassies, government bodies in the Netherlands and abroad, and to private enterprises with the administration of their scholarship programmes. In 2003, a contract was concluded with the Dutch embassy in Macedonia, and a similar contract with the embassy in Yemen remained in place. In the year under review, a contract was concluded with the government of Pakistan to allow up to 50 students from Pakistan to study for their PhD in the Netherlands. By the end of the year, Nuffic has been asked to place

an additional number of master's and PhD students. The government of Pakistan also asked for Nuffic's support with the establishment of a quality assurance system. Similarly, a contract was concluded the government of Kazakhstan for the placement of PhD and master's students in the Netherlands, resulting in four placements in 2004.

RAWOO

Nuffic is home to the secretariat of the Netherlands Development Assistance Research Council (RAWOO) and, as such, provides the secretariat with the staff and facilities it needs to perform its tasks. In organizational terms, the RAWOO secretariat is part of the Human resource & institutional development department. Its role is to advise the Dutch government on how government-funded research that is relevant to the developing world can be effectively targeted for the benefit of developing countries.

RAWOO's aim is to foster research that responds to the needs and problems of developing countries, that addresses complex development problems through interdisciplinary work, and that encourages equitable, sustainable partnerships in North-South research cooperation.

The annual operational budget of the secretariat was increased in 2004 to €400,000. More detailed reports on the activities of RAWOO can be found at www.rawoo.nl.

Subsidies for special course

In 2004, the regular subsidies to two international courses, the International Course in Health Development (ICHHD) and the International Course in Food Security Management (ICFSM) were granted once again with a total value of €210,000.

Other activities

Palestinian-Israeli-Netherlands Research on Social Development

The Ministry of Foreign Affairs approved Nuffic's proposal to organize a conference on the joint Palestinian-Israeli-Netherlands Research on Social Development (PIN). PIN was a sub-programme of the NIRP (Netherlands-Israeli Research Programme) which was phased out in 2003. The conference will take place in May 2005 in the Netherlands.

Expertise

Training

Nuffic provides training opportunities to ensure the transfer of specific skills and knowledge. In 2004, one training programme was given in the area of intercultural communication.

Netherlands Periodicals Project

The Netherlands Periodicals Project (NPP) has been handled by the Nuffic ever since it began in 1983. The purpose of the programme is to provide libraries and other organizations in developing countries with surplus scientific literature, books and journals from the Netherlands.

The publications are donated, for example, by university libraries after they clear out their extra copies of scientific journals and other publications. These are then offered to partners in the South, who can use them to fill gaps in their collections. The demand for literature is recorded, and the available literature is catalogued. The information is entered in a database so that supply and demand can be matched. Once a sizable collection has been identified for a Southern recipient, the literature is packed and shipped.

In 2004, there were 49 donations of scientific literature and 16 separate shipments. Total project expenditure was approximately €80,000, or around 10% of the value of the literature.

Alumni

The importance of a comprehensive NFP alumni programme was further acknowledged by Nuffic in 2004, as well as by the main sponsors of the fellowship programmes administered by Nuffic. The Ministry of Foreign Affairs agreed to finance a number of alumni activities under the Netherlands Fellowship Programmes, and asked Nuffic to implement an alumni programme from 2005. Nuffic also submitted an alumni policy plan to the Ministry of Foreign Affairs.

To achieve this, Nuffic therefore intends to launch a central coordination point to support newly founded alumni associations in the home countries of NFP alumni. This support will take the form of advice and financial support for certain activities. In 2004, Nuffic was represented on the editorial board of the Holland Know-How magazine.

Publicity and publications

In 2004, Nuffic was the centre of a modest information network. Publications, announcements, and information on policy developments were distributed to embassies, government officials, higher education institutions and partner organizations. The information comes to us from a variety of sources or is actively gathered by Nuffic.

Information and documentation

The Indigenous Knowledge Unit was disbanded in 2004. Activities that had been scheduled for the phasing-out period have been completed, and a final report on the activities in this period has been published. Indigenous knowledge (IK) resource centres in the Philippines, Kenya and Ecuador have taken over Nuffic's previous IK activities, including capacity development in knowledge systems, electronic publishing and resource centre management.

In the early spring of 2004, a planning workshop and a capacity building workshop were organized in cooperation with a third group of project partners: the Quito branch of the International Institute for Rural Reconstruction (IIRR) and the Universidad Intercultural de las Nacionalidades y Pueblos Indígenas (UINPI), also in Quito, Ecuador. Project partners in the Philippines and Kenya had previously hosted similar workshops in 2003.

The last two issues of the Indigenous Knowledge Worldwide newsletter were published in March and August 2004. Responsibility for the IK pages of the website and two underlying databases, one on annotated best practice and one on IK resource persons and organizations, were transferred to the partners in the IK publishing network. The various files are physically located on the Internet servers of the International Institute for Rural Reconstruction (IIRR) in Silang, Cavite, the Philippines. The expenses incurred in this process were charged to Nuffic's generic funding pool. There was a budgetary underspend on staffing costs because the two IK staff members gradually moved throughout the year to programme administration work.

Consultation and networks

In 2004, Nuffic reorganized the Committee for Consultation on Development Cooperation (COO). The discussions on the implementation of the international education programmes between Nuffic, which administrates the programmes on behalf of the Dutch government, and the Dutch higher education institutions, which have their own legitimate interests, were separated from discussions on long-term policy with regard to education, research and development.

Discussions are now taking place with two higher education platforms: PIE (Platform for International Education) and PROFOUND, a platform for the universities of professional education. In 2004, four meetings were held with PIE and PROFOUND to discuss a range of issues that arose with the launch of the new programmes.

Meetings between Nuffic, PIE and PROFOUND were also held every two months to discuss both implementation problems and policy assessments. The general aim of the discussions is to make the NPT and NFP programmes more effective.

In its new form, COO focuses on raising the awareness of higher education and research for development and on seeking the involvement and the commitment of the Dutch higher education community in development cooperation. The new COO met twice: once for a presentation by Dr Jamil Salmi of the World Bank, Constructing Knowledge Societies – New Challenges for Tertiary Education, and once for a presentation by the German Academic Exchange Service (DAAD) on the visions and policies with regard to higher education, research and development cooperation in Germany.

The COO members are also kept informed by e-mail about all relevant policy developments and about the details of the programmes administrated by Nuffic.

Nuffic contributed to the policy discussions of the Association of African Universities, the Association for the Development of Education in Africa and of partner organizations such as DAAD, the British Council, the Swedish SIDA/SAREC and the Norwegian SIU.

1.3 INTERNATIONAL RECOGNITION & CERTIFICATION

‘Ministers charge the Follow-up Group with organizing a stocktaking process in time for their summit in 2005 and undertaking to prepare detailed reports on the progress and implementation of the intermediate priorities set for the next two years: quality assurance, two-cycle system, recognition of degrees and periods of studies.’

This message in the Berlin Communiqué of September 2003 is very clear: the recognition of qualifications is now one of the top priorities for those wishing to support the ongoing Bologna process of creating a European Higher Education Area. At the same time, the European Commission is revising its directives for professional recognition, adapting them to the needs of contemporary society and to the expansion of the Union. And the European Commission and various other national and international organizations are exploring procedures and methodologies for the recognition of non-formal and informal learning (lifelong learning).

The activities and products of Nuffic’s Centre for International recognition & certification should be understood against this background.

Competencies acquired elsewhere

Credential evaluation tends to focus on regular, nationally recognized degree programmes. But due to the developments in higher education globally – comprising the fast-growing diversification among both educational providers and education provision, including virtual and cross-border education – new tools and methodologies are needed to assess these forms of education. In the light of lifelong learning, formal learning paths are being accompanied by many non-formal and informal learning paths, including work-based learning and work experience. These new tools and methodologies can, however, be considered and accounted for through a process known as Prior Learning Assessment and Recognition (PLAR). This refers to the entire process of identifying and assessing competencies regardless of how or where they were acquired, whether through formal learning or informal learning. Where possible, this process gives a form of official recognition to these competencies. Since 1999, Nuffic has been actively investigating how international credential evaluation and PLAR could be linked to make it possible to recognize the competencies of incoming foreign professionals.

Activities are undertaken at both the international and national levels. At the international level, Nuffic works together with the NARIC and ENIC networks and specific national centres to find ways to integrate PLAR with international credential evaluation.

Within the Netherlands, Nuffic works in close cooperation with several partners to bring the process further. among these partners are the Dutch PLAR Knowledge Centre, the PLAR Empowerment Centre, the Ministry of Health, Welfare and Sports, and the Ministry of Social Affairs and Employment. In 2004, Nuffic further contributed to the development of a specific portfolio to identify the competencies of newcomers to the Netherlands as part of their integration into Dutch society. Once complete, this portfolio contains descriptions

of prior learning and work, and includes as much evidence as possible. This includes diplomas, certificates, contracts, references, examples of work, etc.

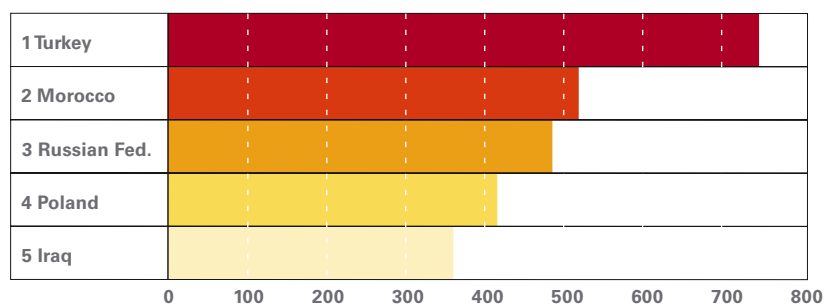
In cooperation with the Ministry of Health, Welfare and Sports and the university medical faculties, Nuffic designed and prepared a portfolio for use in the medical professions. This concept will be tested in a pilot project in 2005.

Credential evaluation

The number of credentials submitted to Nuffic for evaluation continues to grow. In fact, this growth is structural. In 2001, Nuffic issued 5,005 recommendations on the value of a diploma. By 2002, that number was 6,845, reaching 7,062 in 2003. In 2004, a new record was reached with a total of 8,145 recommendations being issued by Nuffic. Many parties have an interest in credential evaluation – not just the people who hold the credentials, but also the organizations,

2004

TOP 5 COUNTRIES BY NUMBER OF APPLICATIONS (INCOMING MOBILITY)



educational institutions and companies that wish to employ those people or admit them to a programme of study. They need to know whether and how to place them. All of these stakeholders have a right to procedures that are as simple and transparent as possible, and that are in line with international regulations in this area.

The national structure for international credential evaluation, known as IDW, came into force on 1 January 2003. This new structure is based on cooperation between Nuffic, COLO, and the 125 Centres for Work and Income (CWIs) located throughout the Netherlands. The centres play a major role in helping job-seekers to find paid employment. COLO is home to the Credential Evaluation Information Centre, but Nuffic hosts its central website.

The traditional clients of Nuffic include the higher education institutions, ministries and government agencies. They regularly call on Nuffic for recommendations on the value of individual diplomas. Nuffic can serve these clients free of charge thanks to funding from

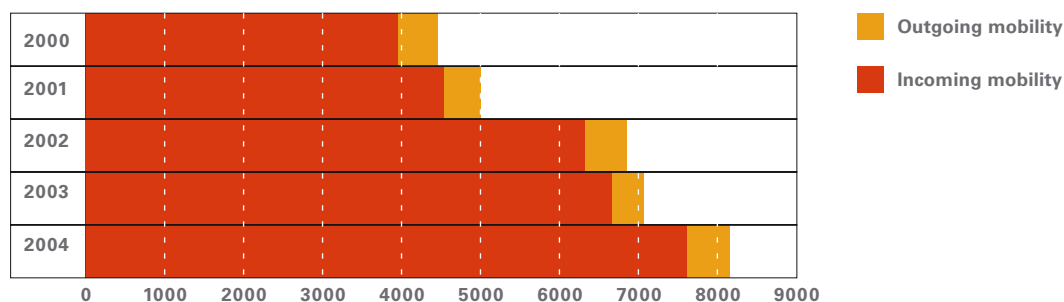
the Ministry of Education, Culture and Science. Private individuals can apply for credential evaluation through the new IDW structure. In this case, the CWI currently covers the costs, but a debate was launched in 2004 on whether this should not be paid by the diploma holder. This discussion will undoubtedly continue in 2005.

Any other organizations outside the regular higher education community have to pay a fee when sending in dossiers for evaluation. In 2004, Nuffic issued 5,209 recommendations for which a fee was paid directly by the client. This generated €300,000 (gross) in revenue. This compares to 3,654 evaluations in 2003. Another 2,945 credential evaluations (3,408 in 2003) were issued to organizations in the regular higher education community and to government agencies. These were therefore funded by Ministry of Education, Culture and Science.

Nuffic offers two credential evaluation products. Equivalence letters contain answers to the questions that credential evaluators in other countries most frequently ask about specific Dutch

2004

NUMBER OF CREDENTIAL EVALUATIONS BY YEAR AND TYPE



diplomas. Diploma descriptions also provide information about specific Dutch diplomas, but the difference is that they are issued on request to individual graduates.

Questions which we are most frequently asked are increasingly being answered through the several international credential evaluation websites that Nuffic maintains.

Information centre

IRAS is the name of the Dutch national centre for information on the EU Directive for a General System (EEC/89/48). This is an agreement between EU member states which makes it easier for graduates in certain professions to obtain recognition for their qualifications in another member state. Each country has a centre to give information on the application of this directive as well as on the sectoral directives on higher education professions. In the Netherlands, Nuffic was designated by the Ministry of Education, Culture and Science to act as the national information centre. Most requests for advice and information reach Nuffic by telephone or

e-mail, although written requests are also received. In 2004, we received 400 such requests. Information is also provided through a website on professional recognition which has been operational since 2003. This website was consulted almost 20,000 times in 2004.

The Netherlands-Flanders Information Service for the Humanities was set up in 1999. It serves students and the higher education institutions by providing information on the various study programmes in the humanities which are offered in the Netherlands and in Flemish-speaking Belgium. By the end of 2003, the centre's website had become operational, providing up-to-date information on the humanities in the Netherlands and Flanders. By the end of 2004, more than 95% of all relevant programmes were included in the database.

Consultancy

In 2004, Nuffic brought wound up the two-year MATRA project in Poland. The objective of this project was to assist the beneficiary in the development of an infrastructure for professional recognition. More precisely, it involved recognition under one of the EU professional recognition directives. A similar project was initiated in the Czech Republic and is due to be concluded in 2005.

In 2004, Nuffic launched an on-line version of its traditional handbook for the evaluation of foreign diplomas for use in the Netherlands (*Waardering van buitenlandse getuigschriften in Nederland*). Access to this handbook is password-protected as it is primarily intended for use by higher education institutions and other relevant organizations.

In 2004, Nuffic also contributed its expertise to three international projects:

- the TEMPUS-MEDA project entitled Towards the Establishment of a Mediterranean Network for the Recognition of Qualifications and Quality Assurance. Implemented by UNESCO, the project established national centres and networks for the recognition of qualifications and quality assurance procedures in Egypt, Tunisia, Algeria and Morocco (2004 - 2005);
- the Socrates project for the European Commission on the establishment of a classification of higher education institutions in Europe (2004 - 2005). This project was implemented by an international consortium;
- the UNESCO - OECD project drafting UNESCO and OECD guidelines for quality provision in cross-border higher education, designing worldwide regulations to cope with quality assurance and accreditation provisions for transnational education (2004-2005).

Courses and seminars

Throughout 2004, Nuffic organized 11 courses in the field of credential evaluation and recognition, for both Dutch and international target groups. The most notable of these are:

- an on-line course in credential evaluation and recognition for an international target group consisting of junior staff at NARIC offices;
- three workshops in credential evaluation and the use of the on-line credential evaluation

handbook (see above). The target group was admissions officers at Dutch higher education institutions;

- a workshop in credential evaluation and recognizing fraudulent documents. The course was given to the staff of CIBG, the Central Information Unit on Health Care Professions of the Ministry of Health;
- a workshop on recognition and good practice in credential evaluation for admissions officers at Russian higher education institutions and staff of other relevant organizations. The workshop was commissioned by the Cross Bureau.

In 2004, staff of Nuffic's Centre for International recognition & certification again received several visits from sister organizations or related institutions.

Networks

The Centre for International recognition & certification has been designated by the Ministry of Education, Culture and Science as the Netherlands' recognition information centre in the framework of two European networks: the Academic Recognition Information Centre (NARIC) of the European Commission, and the network of European National Information Centres on Recognition and Mobility (ENIC) of the Council of Europe and UNESCO. Nuffic plays an active role in these networks by providing expertise and participating in several activities, including the provision of a liaison function between these networks and the European Network for Quality Assurance in Higher Education (ENQA).

On the national scene, Nuffic actively participates in the networks of admissions officers, PLAR institutions and other recognition-related organizations.

Certification of non-degree programmes

As part of its efforts towards achieving the aims of the Bologna process, the Netherlands also introduced a new system of accreditation in addition to the two-cycle degree structure. This was effected in 2002 with the creation of the Netherlands Accreditation Organization (NAO), but this was reformed in 2003 as the Netherlands-Flemish Accreditation Organization (NVAO). NVAO accredits degree programmes offered by higher education institutions. Since the late 1990s, Nuffic has publicly stressed the need for an accreditation mechanism for non-degree programmes, especially those designed to attract foreign students. The reasons for this are consumer protection and the safeguarding of the image of Dutch higher education in the international community. Since no institution was able or willing to take on this task, Nuffic decided to take the initiative and develop a mechanism to for the certification of international non-degree programmes offered by Dutch providers. In 2004, the methodology and the procedures developed in 2003 were tested in pilot projects. The Dutch government will decide on the future of this initiative in the course of 2005.

1.4 INTERNATIONAL MARKETING OF HIGHER EDUCATION

The international marketing of Dutch higher education has been the responsibility of Nuffic since 2001. It took its place in our portfolio alongside human resource and institution cooperation, academic international relations and credential evaluation. Nuffic's role in this area is set out in its agreement with the Dutch Ministry of Education, Culture and Science. Cooperative links with other government partners, such as the Ministry of Economic Affairs and the Netherlands Foreign Trade Agency are also strong, however.

Nuffic is engaged in the generic promotion of Dutch higher education to the international market. This means that its job is to create brand awareness for the Netherlands as a knowledge-driven economy. Nuffic does this by highlighting the entire English-taught programme offerings of all Dutch higher education institutions. Where it is beneficial to all concerned, we also coordinate the marketing activities of individual institutions to bring about a form of sector-wide promotion. A concrete example of this is the creation of a Netherlands pavilion at international education fairs. A joint presence at the pavilion, coupled with a presentation, reinforces the visibility of all participants.

All our activities are, of course, undertaken in close cooperation with the Dutch higher education community. Together, they form part of the Programme Council, a body created by Nuffic as a platform for consultation and the exchange of ideas and experiences with the international marketing of higher education. The Programme Council met four times in 2004, thereby strengthening the existing support for our generic marketing efforts in support of Dutch higher education.

Together with its sister organizations EduFrance and DAAD (the German Academic Exchange Service), Nuffic is engaged in the Europe-wide promotion of higher education. Throughout 2004, Nuffic staff played an important role in preparing a European education fair in Bangkok which was based on the principle of joint European promotion. This fair proved extremely successful and so the principle of European promotion will continue.

To get closer to the markets, Nuffic has Netherlands Education Support Offices (NESOs) in places where it expects to do well. In 2004, there were NESOs in Beijing, Taipei, Hong Kong and Jakarta. The Hong Kong NESO is housed at the Dutch consulate, and in Taipei at the Netherlands Trade and Investment Office (NTIO), an agency of the Ministry of Economic Affairs. The Beijing and Jakarta offices are independent branches.

In late 2003, the Centre for Higher Education Policy Studies (CHEPS) of the University of Twente conducted an evaluation of the NESOs on behalf of the Ministry of Education, Culture and Science, and reported positively on their performance. Based in part on these findings, State Secretary for Higher Education Mr Marc Rutte announced that the NESO model was to be expanded. The announcement was made in his 'internationalization memorandum', which he presented to the Dutch parliament. The memo built further on the Higher Education and

Research Plan for 2004. That plan had emphasized more clearly than before how important international cooperation was for the further development of quality of Dutch higher education. This development is necessary because the Netherlands intends to market itself as an innovative knowledge economy. It is for this reason, explained Rutte, that the Netherlands must compete for the best talent on the world market for higher education. It is not so much about recruiting as many students as possible, but about profiling our higher education system in such a way that the best will choose to study in the Netherlands as the best place to develop their talent further. In the same way, incoming top academic staff and researchers should come to see the Netherlands as the destination of choice. The State Secretary also announced reform and expansion of Dutch scholarship programmes for international students and to make them a more specific tool in the drive to attract top talent.

The policy decisions met well with the views of the Dutch higher education institutions. They had always emphasized that global student recruitment was an unsuitable tool to generate revenue for Dutch institutions, but that the recruitment was necessary for a tightly-controlled quality regime. The State Secretary and the Ministry had clearly listened carefully to the higher education community when preparing the memorandum.

During the year under review, Nuffic had also been able to prepare for the demands that the memorandum would place on its organization. For example, a framework document was prepared for the establishment of new NESOs. It is already clear that the new NESOs will likely be rather small and will be staffed by local experts. This might include local alumni of Dutch higher education programmes. Where possible, close links will be sought with existing Dutch representations or Dutch-oriented institutions, such as trade offices of the Ministry of Economic Affairs or chambers of commerce. In 2004, we learned that Nuffic and the NESOs regularly meet the Dutch Bureau for Tourism and Conferences (NBTC) in day-to-day practice. There are often many opportunities for fruitful cooperation. For example, a partnership was started with the Holland Image positioning working group of the NBTC. The question is therefore how higher education can enhance the image of the Netherlands.

The question that we need to ask first, however, concerns the awareness of the education itself. Nuffic therefore commissioned a study into the perceptions of Dutch education. The results will be used for the branding policy. This will get underway in 2005.

The lack of clear branding did not stop Nuffic from working on improving the brand awareness of Dutch higher education in areas where there has been little presence up to now. Nuffic has participated in international education fairs in Mexico, Greece, the United Arab Emirates, India, Thailand, Turkey and Chile. All in all, the stands were visited by 68,000 people, 20% of whom were looking for information on study opportunities in the Netherlands. It is clear that these types of efforts must be continued systematically if we are to act effectively against the relative obscurity of Dutch higher education. For this reason, a plan was put together with the

cooperation of the institutions setting out the arrangements for visits to international fairs in 2005. A new plan will then be redrafted every year.

The NESOs have done what they can to contribute to the awareness of Dutch higher education in their respective catchment areas. They did this by actively providing targeted information on study and cooperation opportunities. Either from their own offices or while at education fairs. The NESOs have also built networks. They have also undertaken specific work for the individual Dutch higher education institutions. A detailed overview of the NESOs' activities can be found in their own annual report.

Nuffic's role in international marketing is not limited to generic promotion abroad. It also helps the institutions to improve their positions. This is generally achieved by improving expertise. In 2004, for example, Nuffic published three desk studies about the opportunities for Dutch higher education in Chile, the United Arab Emirates and India. The Indian market in particular would seem to hold opportunities for Dutch higher education. Again in 2004, a course in intercultural skills was organized in cooperation with Kontakt der Kontinenten for internationalization staff at the institutions. In November 2004, a seminar was held on the higher education market in Latin America. In cooperation with the British Council, a workshop was provided for the Dutch institutions on IELTS language tests.

Finally, Nuffic published the two-monthly, online edition of the English Epos newsletter, full of news for education marketers.

In 2003, around 37,000 foreign students were studying on Dutch higher education programmes. The total number of students in higher education in the Netherlands is just under 500,000. The vast majority of the 37,000 foreign students attend an English-taught programme or course. There are more than 1,000 of these, making the Netherlands by far the largest provider of English-taught higher education programmes on the European mainland. In 2004, Nuffic responded to a request by the Thai government by mediating in the placement of 82 Thai students at a number of Dutch higher education institutions. These students were awarded a scholarship by the Thai government and have already started their preparatory courses at five higher education institutions in the Netherlands.

Estimates suggest that the international market for higher education is made up of two million people looking to study abroad. Against that background, a figure of 37,000 is rather modest. Yet at the same time it is clear that there is still great potential to be achieved for Dutch higher education because of its quality and its broad offering of English-taught programmes. In the future, Nuffic will do all it can to contribute to the successful marketing of Dutch higher education.

1.5 COMMUNICATION

According to its founding charter, Nuffic's raison d'être is to promote international cooperation in higher education in the broadest possible sense. With this comes the obligation to create a climate in which international cooperation can flourish, not just at the higher education institutions, but also in the wider higher education community, in political circles and even among the public at large. To do this requires a degree of communication expertise. For example, Nuffic has to be able to use a variety of media in a professional way, from a simple newsletter to a website, and from a journal to a pavilion at international education fairs.

Most of Nuffic's activities require their own communication effort. Our programme administration activities, for example, mean that the right target groups need to be given the right information in the most effective and efficient way possible.

Communication expertise is also needed to ensure that our image in the outside world is the right one. The Netherlands Organization for International Cooperation in Higher Education profiles itself as an organization that meets its goals by providing specific expertise where it is needed. It is not an interest grouping or a lobby organization. Nuffic's role, first and foremost, is to publish information and analysis. It prefers not to put forward opinions, but chooses to provide a platform where opinions can be expressed and positions chosen. This happens, for example, in the opinion section of *Transfer*, a journal for internationalization in higher education that is published nine times a year. Opinion forming is an important part of providing an amenable atmosphere for international cooperation. It is part of Nuffic's role to create a forum, but not to align itself with any particular view. Sometimes Nuffic provides a forum in a quite literal sense by organizing conferences. On 28 and 29 September 2004, for example, Nuffic and the Ministry of Education, Culture and Science hosted a conference entitled *Brain Gain – The Instruments* to discuss the knowledge society.

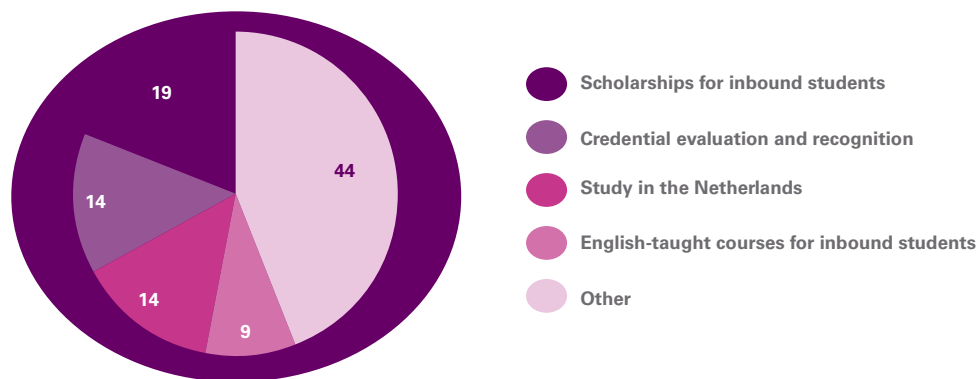
Nuffic's role is also seen in its contacts with the media. In 2004, Nuffic made the papers several times a month. In some cases because we had announcements about new or revised programmes, but more commonly because staff members of Nuffic had been asked about our position on matters of public interest. In 2004, the main area of interest was the developments in the introduction of the master's – bachelor's structure in our higher education system and the pitfalls faced by international students when applying for residence permits. On a number of occasions, we were also asked about various aspects of the international marketing of Dutch higher education. When approached by the various media, the Nuffic PR team provides background information and analysis. It does not act as a lobby group. We may outline the possible consequences of a certain policy direction, but we will not be drawn on the desirability of those consequences.

Operating within this framework, Nuffic achieved a great deal in 2004. The most notable are set out below.

The largest communication campaign for the domestic audience was the National Week for Study and Internships Abroad, an event that Nuffic organizes annually in order to show new students the opportunities that a period of study abroad can offer. Too many students let their international opportunities go by, either because they only got the information they needed

2004

SUBJECT OF ENQUIRY (%)



too late or because they started too late with the preparations needed for a period abroad. Nuffic's effort in 2004 was two-pronged. One prong involves the website for Dutch students interested in a study abroad, www.wilweg.nl. The site carries a wealth of information on a variety of aspects, including financial issues, educational aspects and legal aspects of internationalization. The information is always up to date and is especially geared towards a number of countries that are always particularly popular with Dutch students. In September, Nuffic published 30,000 copies of a pocket guide to *Study and Internships Abroad*. The guide was essentially a snapshot of the site at that time and is available for free from all higher education institutions.

The second prong of the campaign was the national study abroad week, which was held from 29 September to 6 October 2004. Throughout the week, the institutions held many informative activities, such as information markets or discussion seminars. Should they wish to do so, institutions can ask for assistance from Nuffic, and 22 institutions did just that in 2004.

Apart from the study abroad website, Nuffic also maintains *Beursopener*, a database-driven grant finder for Dutch students looking to study abroad. This site received an average of 93 hits a day in 2004.

Nuffic's information activities are not just limited to Dutch students looking to study abroad. Our PR team also attended student fairs, such as the expat fair or the master's fair.

In 2004, international students studying in the Netherlands – one of Nuffic’s traditional target groups – took centre stage. Nuffic’s Board gave the go-ahead for a major event in 2005 for international students studying in the Netherlands. The only condition was that it has the support of the higher education institutions and Nuffic’s other partners.

The event will be line with Nuffic’s other efforts to introduce international students to Dutch society and culture through tourist trips. The two-day excursions previously organized by Nuffic were replaced in 2004 by one-day excursions, where the programme focuses on visits to places, organizations or companies that have put the Netherlands on the world map. The one-day programmes mean that students no longer need to spend a night away from home. The number of participants in 2004 was 423, a little higher than expected.

Nuffic is involved with three publications that look at the ‘integration’ of international students and teachers. Firstly, *Living in Holland* is a newly revised and updated pocket guide that is literally intended as a vade-mecum for anyone looking to stay in the Netherlands. *The Low Sky – Understanding the Dutch* by Nuffic employee Han van der Horst is a study of Dutch society aimed at anyone who has come to the Netherlands and wants to understand what makes the Dutch the way they are. The fifth impression of the book was completely sold out in 2004 and there was demand for a revised edition. The book has been available in Korean, Vietnamese, German and Bulgarian for some time now, but 2004 saw the launch of the Chinese version in the People’s Republic of China.

The communication department provides Nuffic’s public information service, answering phone enquiries and – increasingly – questions by e-mail. Since 2004, staff have been keeping a log of all incoming queries. In 2004, they answered a total of 7,671 enquiries. Of these, 65% arrived by e-mail and the answer was returned using the same medium. A total of 33.5% of enquiries came to us by phone. Although it is not actively encouraged, some people prefer to come to Nuffic’s offices to ask their questions in person. Personal callers accounted for 1% of total enquiries. And half of one percent of all enquiries were received in the regular mail.

Nuffic always strives to respond to enquiries as quickly as possible, even if the answer requires a lot of research.

So what did our enquirers want to know? 21% were looking for information about fairs for study in the Netherlands, 15% had questions about credential evaluation, and 15% wanted to know about study opportunities for foreign nationals in the Netherlands. 10% of the questions were about English-taught study programmes in the Netherlands. The remaining enquiries were miscellaneous. 57% of enquirers were based in the Netherlands, while 40% were in another country.

The answers to common questions make their way to Nuffic's website, usually in the FAQ section. Nuffic tries to ensure that website visitors can easily find the answers to their questions on our website.

For the first time in many years, Nuffic did not take part in the NAFSA education fair in the US. This was due to a lack of interest among the higher education institutions. In previous years, participation in the NAFSA fair had borne little fruit for Nuffic or the participating institutions. The purely European EAIE fair is quite a different story. It is the major meeting place for internationalization staff from across Europe, providing opportunities to strengthen ties and to informally prepare cooperative agreements.

International study programmes available in the Netherlands are available to a world audience at www.studyin.nl. This website gives access to the entire range of English-taught courses of universities, universities of professional education and international education institutes. In total, there are more than 1,000 institutions. www.studyin.nl is much more than just a portal, because the institutions supply specific information for use on the site. This, of course, includes links to their own websites. The information on the site is also used for two printed publications: the *Study in the Netherlands* brochure and the *Catalogue of International Courses in the Netherlands*. Both publications are accompanied by a CD-ROM containing all the programme and course information. *Study in the Netherlands* was distributed in 30,000 copies, and the *Catalogue* in 12,000 copies. The *International Degree Programmes* brochure was distributed in 20,000 copies, largely through the network of Dutch embassies and consulates.

In 2004, the www.studyin.nl website was consulted 158,000 times, while Nuffic's corporate website attracted 2,940 visitors a day.

During the year under review, an online administration module was developed in partnership with an external consultancy so that institutions could modify and update their information in real time. The implementation was scheduled for 2004, with further development taking place in 2005. The resulting database is known as ISPAC – International Study Programmes and Courses.

The *BISON Monitor*, published by Nuffic for the Ministry of Education, Culture and Science, provides an in-depth description of the international mobility of students in the Netherlands. The number of international students in the Netherlands in 2004 was estimated as 38,000, slightly less than the number of Dutch students studying abroad. The figures are estimates because the Netherlands currently has no centralized registration of inbound or outbound international student mobility. As always, the *BISON Monitor* advocated the benefits such a registration could have for internationalization efforts, even if it only meant it would be much easier to measure the results of our efforts.

The overall information offering was subjected to a customer satisfaction survey within the Netherlands. This showed that all communication products were relatively unknown among international students who had found their way to the Netherlands. All respondents were fairly satisfied with the information, although they would like to see more practical information, especially about financial aspects and the immigration rules that apply when studying in the Netherlands. The results of this survey were used to prepare the project plan for 2005.

As well as these large-scale activities, a number of smaller activities and projects were undertaken throughout 2004 in support of Nuffic's work. This includes products such as the NPT Newsletter, providing information about the NPT programme to readers in developing countries who do not yet have access to the Internet. And factsheets about scholarship programmes and Nuffic events, such as courses and seminars.

The information about Nuffic-administrated programmes published on the internet is often supported by printed publications. Experience has shown us that although the importance of electronic information is growing strongly, the demand for printed paper has not yet disappeared. Many people – including the younger generations who, according to conventional wisdom, cannot manage without computers – need their information in printed form.

Transfer, the monthly journal on internationalization, has a special position at Nuffic. It is journalistic in appearance, and its editorial team is independent, answering to an editorial board with representatives from Nuffic and the higher education community. Its role is not that of mouthpiece, but that of informative bulletin that opens the way for discussion and opinion forming by others. *Transfer* was originally published by Elsevier. However, dissatisfaction with the low priority that the publisher gave to the journal's development led to the cancellation of the contract. Nuffic is therefore not only responsible for the editorial decisions, but also for its administration and business development. The aim is to achieve a strong market penetration in the higher education community, where internationalization is a hot item.

1.6 ORGANIZATION

Nuffic does all it can to meet its corporate social responsibility. It provides its staff with a stimulating environment in which to work and encourages them to follow training that will not just enhance their value for Nuffic, but also their value on the labour market in general. Nuffic does not shy away from giving its staff a large degree of independence and responsibility, and we believe in performance appraisals that reflect staff performance based on measurable performance indicators. Furthermore, we reward our staff well and provide social benefits that go beyond the statutory minimum. We do all we can to help our staff find the right balance between their working lives and their private lives.

Language laboratory

In 1966, Nuffic established a language school that was originally intended for foreign students, teachers and their families. Yet many institutions now have their own language centres, meaning that Nuffic's language laboratory could offer little added value. Yet it succeeded in finding new markets, particularly in The Hague and the surrounding area. It provided Dutch language classes, for example, to foreign nationals staying in The Hague, and tailor-made courses for businesses. However, this led to a gap between the activities of the language laboratory and the nature and objectives of Nuffic. It became clear that it would be impossible to maintain the language laboratory on a financial even keel without a major investment in new equipment. As a result, it was decided that the language laboratory would either have to close or be sold as a going concern. The language laboratory was closed in 2004, and its business and almost all staff were transferred to Utrecht-based language school Babel. The transaction enabled Babel to open a new training location in The Hague.

Job grading

Throughout 2004, the University Job Ranking model (UFO) proved to be easy to maintain and user-friendly. In the year under review, five new posts – created after discussions with the relevant line managers – were placed in the new model and graded without problems. The grading was then approved by the Board.

After implementation of UFO and after the last remaining objections had been dealt with by the national review board, it was time to train management staff in the various aspects of using the system and – by way of extension – in how to make task-oriented agreements with their staff.

A start was made in January 2005 with a kick-off session aimed at improving the skills of managers.

Staffing levels

Expressed in terms of full-time equivalent positions, Nuffic employed an average of 198.6 people in 2004. This is an increase on 2003 (12.0) and more than the estimate used in the 2004 budget 188.9. This is due to agency staff and loan personnel outside the Netherlands and an increase of agency staff of 1.9 in the Netherlands.

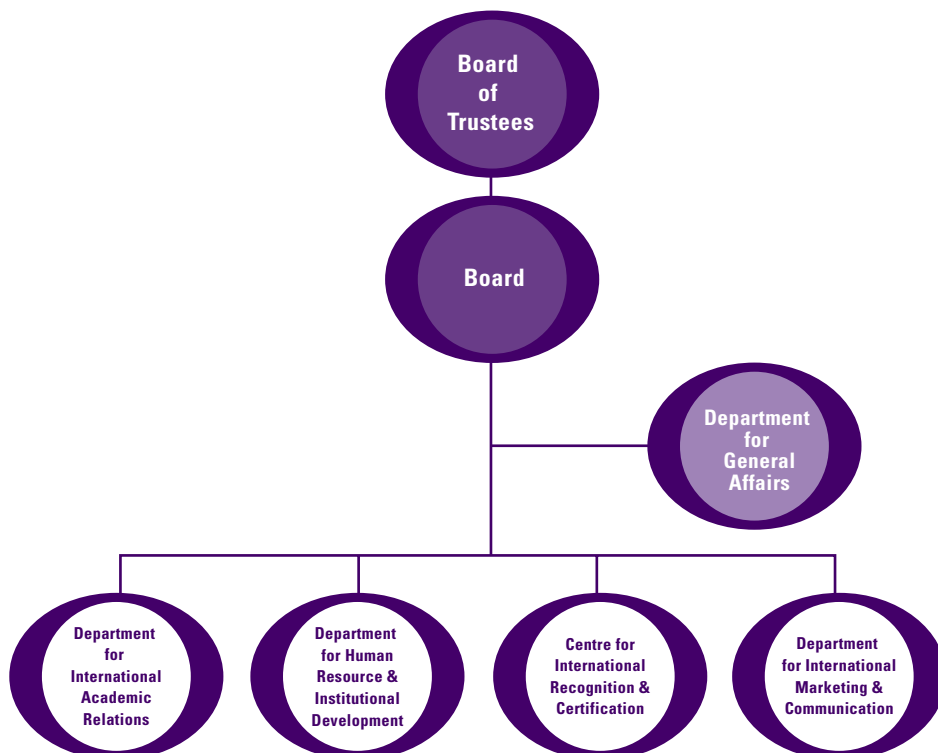
Planning & Control

New in the 2004 budget is the use of concrete performance indicators. The 2004 budget year was therefore also the first year in which experience was gained with this new system. These experiences showed that the use of key performance indicators allows a greater degree of control on performance. One of the lessons learned in this first year working with the new system is that the desire for highly detailed information proved too great. Various items were found not be measurable in the same fine level of detail as had been assumed in the budget. This lesson has been taken into account in the 2005 budget, so that this should give a better picture of useful performance indicators.

In the past, Nuffic had already expressed an interest in following the outcome of the Public Governance working group, and we will therefore give our renewed attention to this. The final report became available in March 2004, and Nuffic is currently considering how we can best apply the recommendation to our own situation. Nuffic has already drafted a code of conduct that, after final adoption, will apply to all its staff. The code of conduct is based on our social values, and therefore guides us in how we should work towards the goal that we stand for: 'linking knowledge worldwide'.

ORGANIZATION

2004



2004

2

FINANCIAL STATEMENTS

2.1 BALANCE SHEET

ASSETS

	x €1,000	2004	2003
1	FIXED ASSETS		
1.1	Premises, fixtures and fittings	3,409	3,553
1.2	Furniture and equipment	628	587
		4,037	4,140
2	PROGRAMME OPERATIONS		
2.1	Rights against funding partners/donors on account of		
	Commitments given	162,037	116,689
	Advance payments to institutions	-69,184	-69,305
		92,853	47,384
2.2	Receivables from programme operations	69,184	69,305
		162,037	116,689
3	LIQUID ASSETS		
3.1	Receivables	1,428	785
3.2	Programme receivables	152	403
3.3	Prepayments and accrued income	338	132
3.4	Cash	26,490	21,021
		28,408	22,341
	TOTAL	194,482	143,170

LIABILITIES

	x €1,000	2004	2003
4	CAPITAL AND RESERVES	10,287	10,230
5	PROVISIONS		
5.1	Major repairs to premises	490	546
5.2	Severance payments	290	102
		780	648
6	PROGRAMME OPERATIONS		
6.1	Commitments given	162,037	116,689
	Advance payments to institutions	-69,184	-69,305
		92,853	47,384
6.2	Settlement with funding partners/donors	69,184	69,305
		162,037	116,689
7	SHORT-TERM LIABILITIES		
7.1	Accounts payable	960	1,245
7.2	Programme payable	17,302	11,279
7.3	Staff entitlements	1,009	1,068
7.4	Accruals and deferred income	1,803	1,728
7.5	Wage tax	304	283
		21,378	15,603
	TOTAL	194,482	143,170

2.2 STATEMENT OF INCOME AND EXPENDITURE

x €1,000	Actual 2004	Budgeted 2004	Actual 2003
1	PROGRAMME ADMINISTRATION		
Ministry of Education, Culture and Science	7,586	7,820	7,296
Ministry of Foreign Affairs	57,227	58,975	55,035
European Union	5,145	4,962	3,849
Other income	1,214	1,450	1,231
Total income	71,172	73,207	67,411
International academic relations	13,683	13,907	12,080
Human resource & institutional development	54,756	56,600	53,295
International marketing	2,733	2,700	1,989
Total expenditure	71,172	73,207	67,364
Surplus/(deficit) from programme administration	–	–	47
2	GENERAL OPERATIONS		
Grant-in-aid from Ministry of Education, Culture and Science	6,816	6,666	6,721
Targeted funding from Ministry of Education, Culture and Science	2,472	1,995	2,127
Targeted funding from Ministry of Foreign Affairs	4,202	4,838	3,524
Targeted funding from European Union	456	353	336
Other income	2,623	2,646	2,595
TOTAL INCOME	16,569	16,498	15,303
Staffing	9,878	9,810	8,916
Agency staff and loan personnel	590	653	532
Accommodation	700	663	636
Office and equipment	1,063	1,159	1,099
Publications and documentation	672	737	622
Travel and conferences	1,357	1,103	1,295
Outsourcing	2,356	2,235	1,720
Grants	309	279	291
TOTAL EXPENDITURE	16,925	16,639	15,111
Operating surplus/(deficit)	-356	-141	192
Interest	413	320	412
Contingencies	–	-179	–
SURPLUS	57	–	651

2.3 CASH FLOW STATEMENT 2004

x €1,000	Programme funds	Operations	Balance
Surplus for 2004	-	57	57
ADJUSTMENTS :			
Depreciation of tangible fixed assets		381	381
Value adjustment for disinvestment of tangible fixed assets	-	2	2
Reduction in provision for major repairs	-	-56	-56
Increase in provision for severance payments	-	188	188
	-	515	515
Cash flow	-	572	572
CHANGES IN NET OPERATING CAPITAL			
	-	-	-
ASSETS			
Increase in receivables	-731	89	-642
Decrease in programme administration	251	-	251
Increase in other receivables	-	-206	-206
LIABILITIES			
Decrease in payables	-81	-184	-265
Increase in programme administration	6,023	-	6,023
Increase in other debts	-	16	16
Cash flow from regular activities	5,462	-285	5,177
Investment in tangible fixed assets	-	-280	-280
	-	-280	-280
INCREASE IN CASH IN 2004	-	-	5,469
CROSS - CHECK			
Cash balance at 01.01.2004	9,966	11,055	21,021
Cash balance at 31.12.2004	13,310	13,180	26,490
CHANGE IN CASH IN 2004	3,344	2,125	5,469

The €5.5 million increase in cash in 2004 is due to advance financing by various programme donors in late 2004. €7 million of the increase in liquid assets held is attributable to prepayments received – largely towards the close of the year – for programme administration.

2.4 ACCOUNTING POLICIES

GENERAL

Nuffic is a foundation under Dutch law and its full legal name is *Stichting Nuffic, Nederlandse Organisatie voor Internationale Samenwerking in het Hoger Onderwijs en Onderzoek*. Its registered office is situated 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 81% of Nuffic's income is provided by the Ministry of Education, Culture and Science and the Ministry of Foreign Affairs. Around 41% of the income is provided by the two ministries in the form of a 'generic' grant-in-aid. Targeted funding for specific programmes and projects is received from the Ministry of Education, Culture and Science, accounting for 15% of total income, and from the Ministry of Foreign Affairs, accounting for 25% of income.

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 2001-2004. The parties also come together annually to discuss specific operational agreements. One of the current operational agreements resulted in a number of changes to the breakdowns provided in the financial statements.

The grant-in-aid is provided by the Dutch government under the conditions agreed in 1993 (memorandum CFI/F/HW-93083138, 28 October 1993). Points of specific interest in these conditions are as follows.

- Nuffic must obtain the approval of the Dutch government before it can dispose of or create a charge on any of its buildings or premises.
- Nuffic must compensate or reimburse the Dutch government if it receives any compensation payment for the loss or damage of its property, if the use of its property is changed, if it ceases some or all of its operations, if its subsidies are withdrawn or terminated, or if the legal person receiving the subsidy is dissolved.
- Any operating surplus is added to the general reserve.

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

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

FIXED ASSETS

The fixed assets have been valued at historical cost less a charge for linear depreciation based on the expected economic life of the asset. The depreciation periods applied are in line with those generally accepted for the asset type.

COMMITMENTS

Commitments are understood to be the total of commitments on the balance-sheet date, including both short-term and long-term liabilities. Liabilities with a term of up to four years are backed by annual sums committed by funding partners and/or donors. Commitments appear on the asset side of the balance sheet as receivables from the funding partners and on the liabilities side as amounts payable to the institutions for programme implementation.

SURPLUS/DEFICIT

Assets and liabilities are recognized in the year to which they pertain.

2.5 NOTES TO THE BALANCE SHEET

ASSETS

x €1,000	Premises, fixtures and fittings	Furniture and equipment	Total
1	FIXED ASSETS		
Acquisition cost	4,995	3,603	8,598
Depreciation to 31.12.03	1,442	3,016	4,458
Balance sheet value at 31.12.2003	3,553	587	4,140
Investments	–	280	280
Divestments	–	-2	-2
Depreciation	-144	-237	-381
Balance sheet value at 31.12.2004	3,409	628	4,037

Depreciation periods in years:

Computer equipment and software	3 years
Other equipment	5 years
Furniture	10 years
Building installations	15 years
Building premises	40 years

2 PROGRAMME OPERATIONS

The balance sheet shows the sum of all outstanding commitments relating to programme management. Around 42% of this amount is comprised of items for which prepayments have been made and which the institutions have yet to account for. The remaining 58% relates to commitments for the coming years for which no prepayments have been made. Annexe 4.2 and annexe 4.3 provide a breakdown by programme.

3 LIQUID ASSETS

3.1 Receivables

The sum total of the receivables recorded an increase of €643 to €1,428. No bad debts were recorded.

3.2 Programme receivables

Programme receivables for a number of programmes have been prepaid in advance or are payable.

x €1,000	2004	2003
Programme receivables		
Talent Programme (OCW)	–	44
VISIE (OCW)	–	48
CENESA (OCW+MFA)	–	159
NFP/UBP (MFA)	–	26
VSJ scholarships	–	41
Huygens / CV (OCW)	23	–
EUI (OCW)	21	–
Other	–	26
	44	344
Implementation costs		
Leonardo (EU)	59	59
Socrates (EU)	49	–
	108	59
TOTAL	152	403

3.3 Prepayments and accrued income

Because many activities involve external funding, the information available at the balance sheet date may not be the finalized information. The outstanding items have been included in the balance sheet as work in progress.

3.4 Cash

The increase in liquid assets held at year-end 2004 is due to advance financing by various programme donors in late 2004. The bank balances of the various programme show that the increase in liquid assets is attributable to the NPT and NFP (new) programmes together €6.2 million with respect to 2003. At the balance sheet date, a total of €6 million was held in short-term deposits.

x €1,000	2004	2003
Cash	4	7
Bank balances - programme funds	11,987	9,174
Bank balances - general	3,895	1,766
Long-term deposits	4,538	4,538
Short-term deposits	6,066	5,536
TOTAL	26,490	21,021
Programme bank accounts		
EDF	45	–
NPT	1,278	–
HOB	172	580
NIRP	100	89
NFP/TSP	–	12
NFP/BIO	1,121	2,205
NFP/UBP	82	–
NFP/SBP	–	160
NFP	5,035	–
MHO	1,459	3,151
STUNED	835	915
SOCRATES (EU)	1,860	2,062
	11,987	9,174

LIABILITIES

	x €1,000	2004	2003
4	CAPITAL AND RESERVES		
	Capital and reserves	10,230	9,579
	Surplus	57	651
	BALANCE OF CAPITAL AND RESERVES	10,287	10,230

5 PROVISIONS

5.1 Major repairs to premises

Major repairs to the buildings and premises are scheduled according to a ten-year maintenance plan. The level of the provision is maintained throughout the ten-year period by an annual charge to the income and expenditure account.

	x €1,000	2004	2003
	Balance at 01.01	546	579
	Additions	119	88
	Withdrawals	-175	-121
	BALANCE AT 31.12	490	546

5.2 Severance payments

Severance payments include statutory payments and discretionary payments that are made to employees at the end of service. Payments were made from the provision in 2004 in respect of current commitments. New commitments are charged to the income and expenditure account in the year to which they relate.

	x €1,000	2004	2003
	Balance at 01.01	102	214
	Additions	228	–
	Withdrawals	-40	-112
	BALANCE AT 31.12	290	102

6 PROGRAMME OPERATIONS

See the asset side of the balance sheet for further notes.

7 SHORT-TERM LIABILITIES

7.1 Accounts payable

Creditors in the programme administration category account for 4% of the balance for this item.

x €1,000	2004	2003
Pension contributions, social security contributions	136	101
Programme administration creditors	81	315
Other creditors	743	829
	960	1,245

7.2 Programme payable

To present an accurate picture of the position of the various programmes, a distinction has been drawn between prepaid programme payables/implementation costs and outstanding programme payables/implementation costs.

x €1,000	2004	2003
Prepaid programme payables		
OCW		
	DELTA	560
	TALENTENFONDS	–
	VISIE	–
	CENESA (OCW+MFA)	–
MFA		
	HOB	581
	IMPACT / TRUST	149
	MHO	3,151
	NFP/SBP	116
	NFP/BIO	861
	NFP	–
	SPP	984
	STUNED	920
EU		
	SOCRATES	1,810
	EDF	–
	Other	104
	13,612	9,236

x €1,000		2004	2003
Prepaid implementation costs			
OCW	UNESCO	158	158
	TALENTENFONDS	45	43
	VISIE	60	–
MFA	MHO	769	823
	NFP/BIO	34	18
	NIRP	101	97
EU	EDF	3	–
Other	VSB Scholarships	12	–
	Other	183	162
		1,365	1,301
Programme payables outstanding			
OCW	CV/HUYGENS	116	44
	CENESA (OCW+MFA)	209	–
MFA	HOB	247	–
	NFP/UBP	71	24
	NFP/NEW	75	–
	NPT	897	–
		1,615	68
Implementation costs outstanding			
OCW	DELTA	4	17
	VISIE	46	–
MFA	HOB	95	104
	NFP/UBP	8	–
	NFP	–	94
	NPT	67	60
	SPP	327	399
	NFP/NEW	93	–
Other	Other	70	–
		710	674
TOTAL		17,302	11,279

7.3 Staff entitlements

The employment entitlements accrued by staff are recognized on the balance sheet as short-term liabilities and relate to holiday leave, holiday pay (1 June to 31 December) and the employer's contribution to health care costs (1 October to 31 December).

x €1,000	2004	2003
Holiday allowance	294	281
Employer's contribution to health care premiums	53	51
Holiday leave entitlement	662	736
	1,009	1,068
Accrued leave entitlement (hours)	(19,000)	(19,100)

7.4 Accruals and deferred income

Accruals and deferred income refers to advance payments received for services and reserves for services relating to activities in the course of the year.

x €1,000	2004	2003
UNESCO - World Heritage conference	635	700
UNESCO - other grants	56	110
NESOs - general	160	108
NESO - Jakarta	52	181
RAWOO activities	179	215
Financial audits	144	95
Other (commercial services)	577	319
	1,803	1,728

2.6 NOTES TO THE STATEMENT OF INCOME AND EXPENDITURE

1 PROGRAMME ADMINISTRATION

This statement includes amounts relating to specific programmes that have led to income or expenditure. The income table shows the funding provided by the donors, while the expenditure table shows the amounts paid by Nuffic to the receiving agencies and institutions or scholarship students. See the programme breakdown in Annexe 4.1.

The contracts for all programmes stipulate that income received by the donor is recognized as an asset at the moment it is paid to the recipient. Discrepancies between the budgeted and actual expenditure are the result of timing differences. Because the contracts to which the expenditure relates often span several years or relate to academic years, the cash cycle can tend to fluctuate. Another contributory factor is that Nuffic does not always have exact information on the contracts for the current year or the academic year when preparing its budgets.

2 GENERAL OPERATIONS

INCOME

See also Annexe 4.6 for a breakdown of income by source and destination.

Generic grant-in-aid

The generic grant-in-aid received from the Ministry of Education, Culture and Science was adjusted in line with wage control measures and other remuneration factors. In a letter of 2 December 2003, ref. BVH/BHO-2003/128395 M, a grant of €6,666,000 was awarded for the Nuffic administration, in accordance with the budget. In a letter of 12 August 2004, ref. BVH/BHO-2004/76925 M, the grant was adjusted by €105,000 for wage adjustments in 2004. The ad-hoc grant of €45,000 for the National Commission for UNESCO secretariat was transformed into a generic grant.

Targeted funding from the Ministry of Education, Culture and Science

Several ad-hoc activities were commissioned by the Ministry of Education, Culture and Science. They were implemented by the RAWOO and National Commission for UNESCO secretariats. The promotion of NESO-II also entailed extra costs, for which the Ministry made ad-hoc funding available.

Targeted funding from the Ministry of Foreign Affairs

Maximum funding was budgeted for the administration of old programmes. The input needed in 2004 turned out to be considerably lower than envisaged, producing lower expenditure. The programmes in question were those run by International academic relations and Human resource & institutional development.

Targeted funding from the European Union

The discrepancy between the budgeted and actual costs of activities carried out on behalf of the EU is minimal. The targets were achieved.

Other income

Other income relates to revenues from consultancy work, credential evaluation, publication sales, international marketing and from services provided for the administration of the VSB fund and the Ford Foundation. This income is dependent on highly specific projects or contracts which cannot always be easily budgeted in advance. Credential evaluation and international marketing both recorded growth compared to 2003.

Interest

The rates of interest on the short-term deposits were again lower than in the previous year. However, a strong cash position ensured that the interest income earned showed a slight improvement. The interest rate in 2004 on the short-term deposits averaged 2.0%, 0.3% lower than in 2003. The rate of interest earned on long-term deposits remained unchanged at 5.2%.

EXPENDITURE**Staffing costs**

The costs of employing staff can be divided into three categories: staff employed under Dutch employment contracts, staff employed locally by the Netherlands Education Support Offices (NESOs) and personnel management costs. The cost of employing staff on Dutch employment contract increases by 8.4% compared by 2003. The factors contributing to this overall increase are:

- 1.2% increase in the number of full-time equivalent positions (FTEs)
- 1.1% increase attributable to general salary measures
- 23.7% increase in the level of pension contributions
- 0.7% increase in the level of social securities contributions

A number of the costs for personnel management remained constant, for example, commuter travel allowances. Variable costs included those for recruitment, training, childcare and secondment allowances for staff overseas.

x €1,000	2004	2003
wages and salaries	7,365	6,889
pension costs	958	765
social security costs	778	741
local staff at NESOs	132	137
personnel management	645	384
	9,878	8,916

The remuneration paid in 2004 to the members of the Board of Trustees and the Nuffic Board totalled €304,000.

Agency staff and loan personnel

Agency staff and loan personnel are workers hired by Nuffic in the Netherlands through staffing agencies and, outside the Netherlands, for deployment at the Netherlands Education Support Offices. The increase in the number of agency staff and loan personnel outside the Netherlands was a result of the extra staff needed in Beijing for diploma certification and the running of the alumni secretariat.

x €1,000	2004	2003
Agency staff and loan personnel in the Netherlands	374	347
Agency staff and loan personnel outside the Netherlands	216	185
	590	532

Accommodation

x €1,000	2004	2003
major repairs to premises	120	88
energy	74	73
cleaning	119	118
maintenance and other expenses	105	86
depreciation	144	144
NESO offices	138	127
	700	636

Office and equipment

x €1,000	2004	2003
furniture and equipment	337	360
telephone and electronic communications	115	111
postage costs	287	272
photocopying costs	53	73
other office expenses	196	168
NESO offices	75	115
	1,063	1,099

Publications and documentation

x €1,000	2004	2003
documentation	102	108
publication	454	441
advertisement	53	48
Internet	63	25
	672	622

The costs associated with the Internet rose in respect of 2003 as a result of the standardization of the NESOs' websites and the development of a 'study and work abroad' site.

Travel and conferences

x €1,000	2004	2003
domestic travel	96	56
international travel and DSA	377	377
NESO travel expenses	87	47
conferences and seminars	362	366
representation and entertainment costs	78	55
events	242	311
meetings and other expenses	115	83
	1,357	1,295

There was a fall in expenditure on events. No event was held in Vietnam or Taiwan in 2004.

Outsourcing

Outsourced work refers to services bought from suppliers. The most notable items in 2004 were:

- studies contracted out by the secretariats of RAWOO and the Dutch National Commission for UNESCO
- programme administration services, particularly for the Centre for International recognition & certification and the Human resource & institutional development department
- international marketing services
- financial consultancy and audit services
- organizational consultancy services (ICT and administrative solutions)

Grants

Grants were provided at the same level as last year to the Netherlands Institute of International Relations 'Clingendael' (NIIR), the Royal Tropical Institute (KIT) in Amsterdam and the International Agricultural Centre (IAC). Ad-hoc grants are provided by the National Commission for UNESCO.

2004

3

OTHER INFORMATION

APPROPRIATION OF THE OPERATING SURPLUS

In accordance with the conditions agreed in 1993 (see letter referenced CFI/H/HW93083138) and the resolution of the Board of Trustees, the operating surplus was added to the capital and reserves.

AUDITORS' REPORT

Introduction

We have audited the annual accounts of Nuffic for the year 2004 as set out on pages 53 to 66. The annual accounts are the responsibility of the Nuffic Board of Trustees. Our responsibility is to express an opinion on the annual accounts based on our audit.

Scope

We conducted our audit in accordance with auditing standards generally accepted in the Netherlands. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the annual accounts are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the annual accounts. An audit also includes assessing the accounting principles used and significant estimates made by the board, as well as evaluating the overall presentation of the financial statements. We believe that our audit provides a reasonable basis for our opinion.

Opinion

In our opinion, the annual accounts give a true and fair view of the financial position of Nuffic as at 31 December 2004 and of the result for the year then ended in accordance with accounting principles generally accepted in the Netherlands and in accordance with the subsidy terms as set out in the letter referenced CFI/H/HW93083138 and dated 28 October 1993.

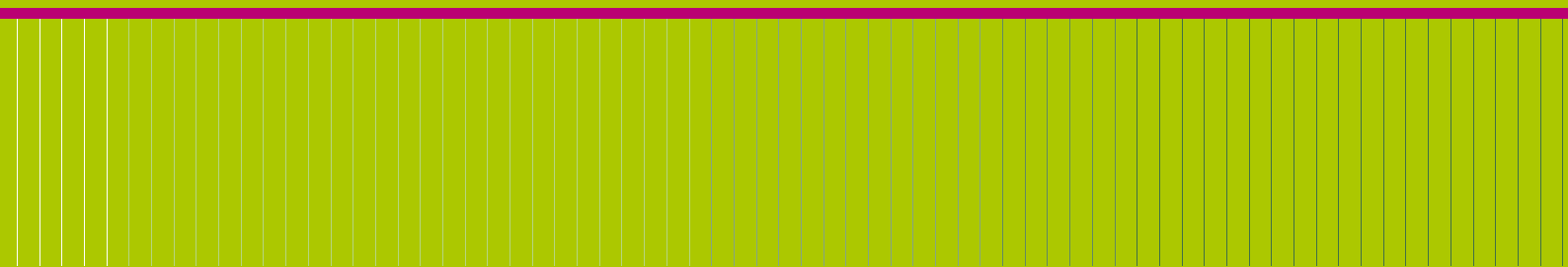
The Hague, 25 April 2005

KPMG Accountants N.V.

2004

4

ANNEXES



4.1 PROGRAMME EXPENDITURE

x €1,000	Actual	Budgeted	Actual
	2004	2004	2003
CV	205	237	199
DELTA	3,194	3,294	2,715
EUI	224	140	130
HUYGENS	1,458	1,633	1,619
IMPACT	6	100	322
SOCRATES	5,099	4,762	3,717
Talent Programme	515	408	449
TRUST	290	300	99
VISIE	1,553	1,633	1,673
VSB scholarships	1,139	1,400	1,157
Other programmes	–	–	–
International academic relations	13,683	13,907	12,080
CENESA	786	950	988
EU programmes	46	200	132
HOB	332	700	1,147
MHO	11,118	11,000	15,193
NFP/SBP	1	20	1,377
NFP/TSP	–	–	102
NFP/UBP	277	400	1,559
NFP/BIO	908	975	9,132
NFP	25,808	23,125	13,227
NPT	13,540	17,000	2,809
NIRP	3	–	79
SPP	1,712	2,000	7,488
Other programmes	225	230	62
Human resource & institutional development	54,756	56,600	53,295
STUNED	2,733	2,700	1,989
International marketing of higher education	2,733	2,700	1,989
TOTAL	71,172	73,207	67,364

4.2 COMMITMENTS AND ADVANCE PAYMENTS FOR PROGRAMME OPERATIONS

x €1,000	Actual 2004			Actual 2003		
	committed	advance	balance	committed	advance	balance
CV	33	–	33	41	12	29
DELTA	6,710	4,964	1,746	5,792	4,275	1,517
EUI	176	–	176	86	17	69
HUYGENS	1,849	1,205	644	2,702	2,010	692
IMPACT	1	–	1	21	16	5
SOCRATES	7,796	8,526	-730	3,973	3,797	176
Talent Programme	739	511	228	636	354	282
TRUST	17	14	3	63	–	63
VISIE	378	5	373	818	17	801
VSB	1,949	1,649	300	1,739	1,539	200
International academic relations	19,648	16,874	2,774	15,871	12,037	3,834
BOLASHAK	66	–	66	–	–	–
CENESA	1,800	1,169	631	2,845	1,435	1,410
EDF	19	–	19	85	–	85
HOB	–	–	–	1,841	1,355	486
JMF	–	–	–	–	–	–
MHO	5,347	3,151	2,196	35,756	19,386	16,370
NFP/MK	73	–	73	23	–	23
NFP/TSP	–	–	–	–	–	–
NFP/UBP	–	–	–	300	–	300
NFP/BIO	1,757	1,327	430	10,666	8,543	2,123
NFP	39,471	30,315	9,156	23,389	11,628	11,761
NIRP	–	–	–	11	5	6
NPT	91,955	16,348	75,607	8,719	2,809	5,910
SPP	–	–	–	15,334	12,105	3,229
YEMEN	2	–	2	83	2	81
Human resource & institutional development	140,490	52,310	88,180	99,052	57,268	41,784
STUNED	1,899	–	1,899	1,766	–	1,766
International marketing of higher education	1,899	–	1,899	1,766	–	1,766
TOTAL	162,037	69,184	92,853	116,689	69,305	47,384

4.3 COMMITMENTS FOR PROGRAMME OPERATIONS BY YEAR

31.12.2004

x €1,000	Total	to 2002	2003	2004	2005	2006	2007	2008+>
CV	33	–	–	33	–	–	–	–
DELTA	6,710	–	3,128	3,582	–	–	–	–
EUI	176	–	–	176	–	–	–	–
HUYGENS	1,849	6	225	1,036	582	–	–	–
IMPACT	1	–	1	–	–	–	–	–
SOCRATES	7,796	201	3,542	4,053	–	–	–	–
Talent Programme	739	–	255	484	–	–	–	–
TRUST	17	–	–	17	–	–	–	–
VISIE	378	–	-2	380	–	–	–	–
VSB	1,949	55	551	1,343	–	–	–	–
International academic relations	19,648	262	7,700	11,104	582	–	–	–
BOLASHAK	66	–	–	49	17	–	–	–
CENESA	1,800	357	856	587	–	–	–	–
EDF	19	2	17	–	–	–	–	–
HOB	–	–	–	–	–	–	–	–
MHO	5,347	–	1,273	4,074	–	–	–	–
NFP/MK	73	–	–	2	71	–	–	–
NFP/UBP	–	–	–	–	–	–	–	–
NFP/BIO	1,757	–	–	1,377	380	–	–	–
NFP	39,471	–	7,494	20,380	10,046	811	481	259
NPT	91,955	–	30	10,639	29,150	22,995	16,799	12,342
SPP	–	–	–	–	–	–	–	–
YEMEN	2	–	–	2	–	–	–	–
Human resource & institutional development	140,490	359	9,670	37,110	39,664	23,806	17,280	12,601
STUNED	1,899	–	–	218	1,681	–	–	–
International marketing of higher education	1,899	–	–	218	1,681	–	–	–
TOTAL	162,037	621	17,370	48,432	41,927	23,806	17,280	12,601

31.12.2003

x €1,000	Total	to2001	2002	2003	2004	2005	2006	2007
CV	41	–	–	41	–	–	–	–
DELTA	5,792	–	2,665	3,127	–	–	–	–
EUI	86	–	–	42	44	–	–	–
HUYGENS	2,702	100	552	1,374	676	–	–	–
IMPACT	21	–	–	21	–	–	–	–
SOCRATES	3,973	136	444	3,399	-6	–	–	–
Talent Programme	636	–	86	550	–	–	–	–
TRUST	63	–	–	63	–	–	–	–
VISIE	818	–	4	814	–	–	–	–
VSB	1,739	54	386	1,299	–	–	–	–
International academic relations	15,871	290	4,137	10,730	714	–	–	–
CENESA	2,845	154	615	1,316	760	–	–	–
EDF	85	2	21	62	–	–	–	–
HOB	1,841	–	–	1,192	649	–	–	–
MHO	35,756	–	225	21,943	13,588	–	–	–
NFP/MK	23	–	–	–	23	–	–	–
NFP/UBP	300	–	–	1	299	–	–	–
NFP/BIO	10,666	–	324	9,725	554	63	–	–
NFP	23,389	–	–	11,268	11,020	1,101	–	–
NIRP	11	11	–	–	–	–	–	–
NPT	8,719	–	–	30	3,660	2,814	1,301	914
SPP	15,334	14,355	979	–	–	–	–	–
YEMEN	83	–	–	62	21	–	–	–
Human resource & institutional development	99,052	14,522	2,164	45,599	30,574	3,978	1,301	914
STUNED	1,766	–	–	–	1,471	295	–	–
International marketing of higher education	1,766	–	–	–	1,471	295	–	–
TOTAL	116,689	14,812	6,301	56,329	32,759	4,273	1,301	914

4.4 BREAKDOWN OF INCOME AND EXPENDITURE BY PRODUCT

x €1,000	Actual 2004			Budgeted 2004			Actual 2003		
	expenditure	income	balance	expenditure	income	balance	expenditure	income	balance
Programme administration	1,729	1,707	22	1,755	1,685	70	1,749	1,666	83
Secretariats	824	127	697	693	48	645	831	209	622
Grants	37	–	37	39	–	39	37	–	37
Expertise	801	219	582	846	378	468	685	257	428
Information and documentation	66	–	66	65	–	65	87	–	87
Consultation and networks	357	90	267	392	61	331	499	58	441
International academic relations	3,814	2,143	1,671	3,790	2,172	1,618	3,888	2,190	1,698
Programme administration	4,137	3,949	188	4,326	4,316	10	3,405	3,213	192
Secretariats	942	460	482	738	320	418	798	369	429
Grants	210	–	210	212	–	212	210	–	210
Expertise	418	90	328	542	142	400	358	186	172
PR and publications	28	–	28	98	1	97	51	3	48
Information and documentation	25	14	11	144	–	144	129	30	99
Consultation and networks	111	–	111	92	–	92	71	–	71
Human resource & institutional development	5,871	4,513	1,358	6,152	4,779	1,373	5,022	3,801	1,221
Expertise	631	453	178	471	311	160	484	221	263
Credential evaluation	1,335	359	976	1,301	281	1,020	1,169	235	934
Consultation and networks	180	3	177	184	4	180	151	62	89
International recognition & certification	2,146	815	1,331	1,956	596	1,360	1,804	518	1,286
Expertise	576	235	341	819	551	268	583	302	281
PR and publications	1,471	66	1,405	1,375	64	1,311	1,272	80	1,192
Information and documentation	255	16	239	287	8	279	235	–	235
International marketing	2,433	1,823	610	1,975	1,515	460	2,164	1,548	616
International marketing of higher education	4,735	2,140	2,595	4,456	2,138	2,318	4,254	1,930	2,324
Other activities	359	142	217	285	147	138	143	143	–
Grant-in-aid from OCW	–	6,816	-6,816	–	6,666	-6,666	–	6,721	-6,721
SURPLUS	16,925	16,569	356	16,639	16,498	141	15,111	15,303	-192

(deficit) from operations

4.5 BREAKDOWN OF INCOME BY SOURCE AND DESTINATION FOR PROGRAMME ADMINISTRATION

x €1,000	Actual 2004					Budgeted 2004				
	OCW	MFA	EU	Other	Total	OCW	MFA	EU	Other	Total
PROGRAMME ADMINISTRATION										
CV	205	–	–	–	205	237	–	–	–	237
DELTA	3,194	–	–	–	3,194	3,294	–	–	–	3,294
EUI	224	–	–	–	224	140	–	–	–	140
HUYGENS	1,458	–	–	–	1,458	1,633	–	–	–	1,633
IMPACT	–	6	–	–	6	–	100	–	–	100
SOCRATES	–	–	5,099	–	5,099	–	–	4,762	–	4,762
Talent Programme	515	–	–	–	515	408	–	–	–	408
TRUST	–	290	–	–	290	–	300	–	–	300
VISIE	1,553	–	–	–	1,553	1,633	–	–	–	1,633
VSU scholarships	–	–	–	1,139	1,139	–	–	–	1,400	1,400
International academic relations	7,149	296	5,099	1,139	13,683	7,345	400	4,762	1,400	13,907
CENESA	437	349	–	–	786	475	475	–	–	950
EU programmes	–	–	46	–	46	–	–	200	–	200
HOB	–	332	–	–	332	–	700	–	–	700
MHO	–	11,118	–	–	11,118	–	11,000	–	–	11,000
NFP/SBP	–	1	–	–	1	–	20	–	–	20
NFP/MK	–	130	–	–	130	–	150	–	–	150
NFP/TSP	–	–	–	–	–	–	–	–	–	–
NFP/UBP	–	277	–	–	277	–	400	–	–	400
NFP/BIO	–	908	–	–	908	–	975	–	–	975
NFP	–	25,808	–	–	25,808	–	23,125	–	–	23,125
NPT	–	13,540	–	–	13,540	–	17,000	–	–	17,000
NIRP	–	3	–	–	3	–	–	–	–	–
SPP	–	1,712	–	–	1,712	–	2,000	–	–	2,000
YEMEN	–	20	–	–	20	–	20	–	–	20
Other programmes	–	–	–	75	75	–	–	–	60	60
Human resource & institutional development	437	54,198	46	75	54,756	475	55,865	200	60	56,600
STUNED	–	2,733	–	–	2,733	–	2,700	–	–	2,700
International marketing of higher education	–	2,733	–	–	2,733	–	2,700	–	–	2,700
TOTAL INCOME	7,586	57,227	5,145	1,214	71,172	7,820	58,965	4,962	1,460	73,207

4.6 BREAKDOWN OF INCOME BY SOURCE AND DESTINATION FOR GENERAL OPERATIONS

x €1,000	Actual 2004						Budgeted 2004					
	OCW		MFA	EU	Other	Total	OCW		MFA	EU	Other	Total
	generic	target					generic	target				
GENERAL OPERATIONS												
Programme administration	22	1,117	20	437	133	1,729	70	1,077	105	322	181	1,755
Secretariat	697	113	–	–	14	824	645	48	–	–	–	693
Grants	37	–	–	–	–	37	39	–	–	–	–	39
Expertise	582	27	–	–	192	801	468	–	–	–	378	846
Information and documentation	66	–	–	–	–	66	65	–	–	–	–	65
Consultation and networks	267	43	–	–	47	357	331	–	–	–	61	392
International academic relations	1,671	1,300	20	437	386	3,814	1,618	1,125	105	322	620	3,790
Programme administration	188	63	3,630	5	251	4,137	10	55	3,908	31	322	4,326
Secretariat	482	95	365	–	–	942	418	–	320	–	–	738
Grants	210	–	–	–	–	210	212	–	–	–	–	212
Expertise	328	–	–	–	90	418	400	–	–	–	142	542
PR and publications	28	–	–	–	–	28	97	–	–	–	1	98
Information and documentation	11	–	–	–	14	25	144	–	–	–	–	144
Consultation and networks	111	–	–	–	–	111	92	–	–	–	–	92
Human resource & institutional development	1,358	158	3,995	5	355	5,871	1,373	55	4,228	31	465	6,152
Expertise	178	68	–	13	372	631	160	37	–	–	274	471
Credential evaluation	976	–	–	–	359	1,335	1,020	–	–	–	281	1,301
Consultation and networks	177	–	–	1	2	180	180	–	–	–	4	184
International recognition & certification	1,331	68	–	14	733	2,146	1,360	37	–	–	559	1,956
Expertise	341	94	–	–	141	576	268	125	–	–	426	819
PR and publications	1,405	–	–	–	66	1,471	1,311	–	–	–	64	1,375
Information and documentation	239	–	–	–	16	255	279	–	–	–	8	287
International marketing	610	772	187	–	864	2,433	460	573	505	–	437	1,975
International marketing of higher education	2,595	866	187	–	1,087	4,735	2,318	698	505	–	935	4,456
Other activities	217	80	–	–	62	359	138	80	–	–	67	285
Surplus (deficit) from operations	-356	–	–	–	–	-356	-141	–	–	–	–	-141
TOTAL INCOME	6,816	2,472	4,202	456	2,623	16,569	6,666	1,995	4,838	353	2,646	16,498

4.7 BREAKDOWN OF PROGRAMME ADMINISTRATION, SECRETARIATS AND GRANTS

x €1,000	Actual 2004			Budgeted 2004			Actual 2003		
	expenditure	income	balance	expenditure	income	balance	expenditure	income	balance
CV	87	86	1	83	80	3	113	107	6
DELTA	246	246	-	239	239	-	243	243	-
EUI	11	12	-1	11	11	-	10	12	-2
HUYGENS	224	218	6	240	161	79	269	225	44
IAESTE	103	12	91	88	60	28	64	-	64
IMPACT 17	-2	19	68	68	-	91	80	11	
LEONARDO	260	232	28	245	218	27	229	173	56
SOCRATES	446	446	-	488	380	108	436	373	63
Talent Programme	69	60	9	50	53	-3	57	50	7
TEMPUS	37	-	37	36	-	36	34	-	34
TRUST	22	22	-	37	37	-	19	19	-
VISIE	65	64	1	57	57	-	88	88	-
VSF scholarships	107	110	-3	113	121	-8	96	96	-
Other programmes	35	1	34	-	-	-	-	-	-
OCW generic programme administration	-	200	-200	-	200	-200	-	200	-200
International academic relations	1,729	1,707	22	1,755	1,685	70	1,749	1,666	83
CENESA	124	124	-	111	111	-	185	130	55
EU Programmes	37	55	-18	31	31	-	34	26	8
FORD-IFP	158	158	-	210	210	-	190	192	-2
HOB	20	20	-	57	57	-	35	35	-
MHO	596	596	-	806	806	-	732	732	-
NFP/SBP	13	13	-	24	20	4	126	113	13
NFP/TSP	1	5	-4	-	-	-	31	6	25
NFP/UBP	35	35	-	77	77	-	112	112	-
NFP/BIO	71	71	-	104	104	-	81	81	-
NFP nieuw	1,122	977	145	1,067	1,067	-	794	781	13
NPT	1,392	1,337	55	1,358	1,358	-	628	583	45
NIRP	5	-	5	5	-	5	32	7	25
SPP	516	516	-	363	363	-	399	399	-
Other programmes	47	42	5	113	112	1	26	16	10
Human resource & institutional development	4,137	3,949	188	4,326	4,316	10	3,405	3,213	192
Programme administration	5,866	5,656	210	6,081	6,001	80	5,154	4,879	275
UNESCO secretariat	824	127	697	693	48	645	831	209	622
RAWOO secretariat	942	460	482	738	320	418	798	369	429
Secretariats	1,766	587	1,179	1,431	368	1,063	1,629	578	1,051
NIIR 'Clingendael'	37	-	37	39	-	39	37	-	37
International education (KIT and IAC)	210	-	210	212	-	212	210	-	210
Grants	247	-	247	251	-	251	247	-	247
TOTAL	7,879	6,243	1,636	7,763	6,369	1,394	7,030	5,457	1,573

4.8 ANNUAL STAFF NUMBERS (FTE)

	Actual 2004	Budgeted 2004	Actual 2003
Programme administration	21.0	20.6	22.2
UNESCO secretariat	6.2	6.3	5.9
Expertise	6.3	5.4	4.7
Information and documentation	0.8	0.5	0.9
Consultation and networks	4.0	3.1	4.1
International academic relations	38.3	35.9	37.8
Programme administration	35.2	35.2	33.2
RAWOO secretariat	5.4	4.1	4.9
Expertise	3.1	4.4	2.8
PR and publications	0.2	0.7	0.6
Information and documentation	0.2	1.3	1.4
Consultation and networks	0.6	0.6	0.8
Human resource & institutional development	44.7	46.3	43.7
Expertise	4.4	4.0	4.2
Credential evaluation	15.7	14.3	15.0
Consultation and networks	1.4	1.3	1.5
International recognition & certification	21.5	19.6	20.7
Expertise	4.9	6.9	5.9
PR and publications	11.5	10.6	10.8
Information and documentation	3.1	3.3	3.0
International marketing	38.2	28.8	27.9
International marketing of higher education	57.7	49.6	47.6
International academic relations	2.9	3.0	4.1
Human resource & institutional development	3.4	2.9	2.3
International recognition & certification	1.2	1.5	0.9
International marketing of higher education	2.8	3.0	1.5
General	26.1	27.1	28.0
General operations	36.4	37.5	36.8
TOTAL	198.6	188.9	186.6
Agency staff in the Netherlands	163.3	168.1	161.4
Agency staff outside the Netherlands	19.7	20.8	13.7
Loan personnel in the Netherlands	6.7	–	6.7
Loan personnel outside the Netherlands	8.9	–	4.8
TOTAL	198.6	188.9	186.6

IK

Indigenous Knowledge

IMPACT

Internship MATRA for
Pre-accession Training

IRAS

Dutch national centre for
information on the EU Directive
for a General System

ISPAC

International Study Programmes
and Courses

JMF

Jean Monnet Fellowship
Programme

KIT

Royal Tropical Institute
Amsterdam

MATRA

Fund for social transformation in
central and eastern Europe of the
Ministry of Foreign Affairs

MFA

Ministry of Foreign Affairs

MHO

Joint Financing Programme for
Cooperation in Higher Education

NAFSA

Association of International
Educators

NAO

Netherlands Accreditation
Organization (defunct, now called
NVAO)

NARIC

National Academic Recognition
Information Centres

NBTC

Netherlands Bureau for Tourism
and Conferences

NESO

Netherlands Education Support
Office

NFP

Netherlands Fellowships
Programme

NFP/BIO

Regular Fellowships Programme

NFP/UEP

University Fellowships
Programme

NIIR

Netherlands Institute of
International Relations
'Clingendael'

NIRP

Netherlands - Israel Development
Research Programme

NPP

Netherlands Periodicals Project

NPT

Netherlands programme for
institutional strengthening of
post secondary education and
training capacity

NTIO

Netherlands Trade and
Investment Office

NVAO

Netherlands-Flemish
Accreditation Organization

OCW

Ministry of Education, Culture
and Science

OECD

Organization for Economic
Cooperation and Development

PIE

Platform for International
Education

PIN

Palestinian-Israeli-Netherlands
Research on Social Development

PLAR

Prior Learning Assessment and
Recognition

PROFOUND

Development cooperation
platform of the universities of
professional education

PTS

Postgraduate Technological
Studies Programme

RAWOO

Netherlands Development
Assistance Research Council

SBP

Special Scholarships Programme

SIDA-SAREC

Swedish international
development agency

SIU

Norwegian Centre for
International Cooperation in
Higher Education

SPP

SAIL Projects Programme

STUNED

Study in the Netherlands

TEMPUS

Europe-wide cooperation projects
contributing to the realization of
the European Higher Education
Area

TSP

Tinbergen Scholarships
Programme

UBP

University Scholarships
Programme

UFO

Universitair Functieordenen, the
University Job Ranking model

UINPI

Universidad Intercultural de
las Nacionalidades y Pueblos
Indígenas

UN

United Nations

UNDP

United Nations Development
Programme

UNESCO

United Nations Educational,
Scientific and Cultural
Organization

VISIE

Full International Study in
Europe

VSB

VSB scholarship fund

VSNU

Association of Universities in the
Netherlands

TEXT / **Nuffic**

DESIGN / **Ontwerpwerk, The Hague**

PRINTER / **Prints & Proms, Rotterdam**

PUBLISHED BY / **Nuffic**



Netherlands organization for international
cooperation in higher education

Kortenaerkade 11
PO Box 29777
2502 LT The Hague
The Netherlands
Phone +31 (0)70 42 60 260
Fax +31 (0)70 42 60 399
Email nuffic@nuffic.nl

www.nuffic.nl

Nuffic is a non-profit, professional organization aimed at making education accessible all over the world, especially in countries where educational infrastructure is lagging behind. Education is crucial for fostering global socio-economic development, improving the quality of life, and increasing intercultural understanding. Nuffic strives to be the intermediary between the education community of the Netherlands and the international community.

Nuffic's main areas of activity are:

- Development cooperation
- International recognition and certification
- International academic relations
- International marketing of higher education

