In view of current social and economic developments, international and intercultural competencies are a necessity rather than a luxury in the Netherlands. As Minister Bussemaker of Education, Culture and Science emphasised in her Vision on internationalisation (15 July 2014), this also applies to all students – including those who spend the full duration of their studies in the Netherlands. In order to help this group acquire the necessary competencies, Dutch research universities and universities of applied sciences could offer a range of 'internationalisation at home' activities. This report offers suggestions that higher education institutions and study programmes can use for the further intensification and expansion of these activities in the years to come.

This second report is a supplement to Part I of this study, the outcomes of which have been used as input for the Ministry’s Vision on Internationalisation. This second part was also prepared at the request of the Ministry of Education, Culture and Science, and serves as input for the Ministry’s post-2015 strategic agenda. The document also features concrete recommendations on policy measures and other incentives that could be taken by the Ministry of Education, Culture and Science, Nuffic, umbrella organisations and other parties in support of national efforts.

Whereas Part I focused exclusively on policy, this second part offers a broader picture, outlining the practical implementation of ‘internationalisation at home’ policies at the various institutions. The central research question underlying this report is: What is known about the actual presence and application of internationalisation at home initiatives at Dutch higher education institutions?

This report serves to identify the various internationalisation at home activities currently being conducted by Dutch institutions, through desk research, case studies and interviews. The scope of analysis extends to actual ongoing activities, the manner in which they are being conducted and the institutions’ own knowledge about their effectiveness and yields.

Conclusions

As the analysis of centralised internationalisation at home policies – the first part of this study – showed, this topic is currently the focus of much attention. It has now become clear that this level of attention is not yet equally reflected in practice. This is partly due to the fact that institutions often lack a clear overview of the full range of internationalisation at home activities. As a result, they have difficulty in determining the extent to which these activities are actually being carried out. As we also learned from various documents and interviews, institutions are still finding it difficult to fully implement the activities they aspire to in their policies.

The practical examples presented in this report – from HAN University of Applied Sciences, Tilburg University and Amsterdam University of Applied Sciences – are based on the insight that the percentage of mobile students

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is small. In all three cases, internationalisation coordinators play an initiatory and supervisory role in the curricular internationalisation process.

**Which international and intercultural competencies are study programmes currently seeking to develop through internationalisation at home?**

There are good examples of cases in which international and intercultural competencies have been elaborated with a focus on both knowledge and skills. The aspect of attitude is less frequently mentioned. As we know from research universities' descriptions of international and intercultural competencies, their interpretation of this aspect tends to differ from the definition applied by universities of applied sciences. This can be largely explained by the fact that research universities are focused on the academic labour market, alongside the other labour market sectors.

Several study programmes have prepared a National Professional and Competency Profile, which also incorporates international and intercultural competencies.

When it comes to competencies, the scope of internationalisation at home has proven to extend beyond international and intercultural learning outcomes. Internationalisation at home activities can also result in the development of professional knowledge and personal skills. As such, internationalisation at home also contributes to the improvement of general education quality.

**Which internationalisation at home activities are being carried out?**

Common internationalisation at home activities include programme components in foreign languages, the incorporation of international issues in the curriculum and participation in international projects. Some internationalisation at home activities are so integral to the current higher education system that they are simply a matter of course for study programmes and institutions. These include the use of foreign literature, the deployment of international lecturers and the deployment of Dutch lecturers with relevant experience abroad.

There seems to be sufficient potential for further expansion of internationalisation at home activities in the Netherlands. This could be achieved through, amongst other things, arranging more work placements at international organisations in the Netherlands, joint curriculum development and virtual mobility. Though these options are still not much applied, the examples assessed as a part of this study were of a highly diverse nature. Clearly, these forms of internationalisation at home offer scope for a broad range of solutions.

**What knowledge do institutions have of the various ongoing internationalisation at home activities and their impact on students' international and intercultural skills?**

There are almost no research universities or universities of applied sciences that gather data on the nature and scope of their internationalisation at home activities. Several study programmes and institutions do identify individual internationalisation at home activities on a structural basis. However, almost no systematic efforts are made to measure whether these activities actually help students to acquire international and intercultural competencies.

The study programmes that do make efforts to monitor the learning outcomes of their internationalisation at home activities apply various testing methods. This frequently involves self-evaluations by students aimed at measuring their acquisition of specific competencies as part of their international experience. More objective methods such as feedback from fellow students, lecturers and supervisors are not commonly applied. On a smaller scale, study programmes do apply certain specific qualitative assessment methods (interviews, self-evaluations, peer assessments). In some cases, efforts to specifically measure intercultural learning outcomes may involve the use of standardised tests. However, some of the tests used in these assessments were developed to stimulate personal development and are not intended for testing purposes.

While some institutions are outwardly committed to the acquisition of intercultural competencies by all students, they tend to facilitate this process through elective courses. As a result, only a minority of their student population actually has an opportunity to acquire such competencies.
Which measures are being taken to offer lecturers further training on internationalisation at home activities?

Study programmes and institutions make effective use of existing expertise amongst their lecturers through initiatives such as intercultural learning labs. A learning lab serves as a form of peer review by lecturers (supervised by a qualified trainer) and is aimed at further strengthening intercultural competencies. Lecturers’ intercultural competencies can also be further strengthened through integration in the Basic Teaching Qualification (BKO) or Senior Teaching Qualification (SKO), teacher-training modules or integration in the HRM cycle. Language skills represent a key aspect of teacher training. English language courses are the most common form of lecturer professionalisation applied in aid of internationalisation at home, and over half of all institutions currently offer such courses.

Remarkably, nearly all of these instruments are provided on an informal basis. This also applies to the BKO: participation in any constituent international competency modules is always voluntary. Further analysis will be needed in order to determine whether the voluntary nature of these initiatives contributes to development of the desired competencies, or whether compulsory measures would be more effective. The same applies to the extent to which incentives and rewards could stimulate lecturers to improve their internationalisation at home skills. For example, incentives could be offered by means of the HRM cycle. It would appear that this strategy is currently not being used to optimal effect.

**Recommendations**

**Institutional level and programme level**

1. **Policy** Institutions and study programmes that claim to aspire to international and intercultural competencies should also clarify how they aim to measure these competencies. These institutions should more actively explain to their study programmes the importance of defining clear international and intercultural learning outcomes to direct and guide their international activities. Study programmes seeking to measure intercultural competencies on a structural basis would do well to apply a mix of instruments.

2. **Lecturers** The success of internationalisation at home largely depends on the extent to which lecturers are equipped with the necessary competencies and facilities. Institutions and study programmes can formulate objectives for the internationalisation of their staff. These objectives can then serve as a basis for the development of targeted measures, such as integration into the HRM cycle, the development of training programmes for lecturers (as a part of the BKO or SKO, for example), the sharing of good practices, the deployment of researchers and lecturers as internationalisation ambassadors and the clear involvement of management.

3. **Internationalisation at home activities** Institutions can ensure that more students benefit from their internationalisation at home activities by organising more activities and opting for initiatives on a larger scale. These activities should be selected to reflect the study programme’s specific context. High-potential activities in this area include: virtual mobility, joint curriculum development in collaboration with international partners and work placements at international companies in the Netherlands. Activities geared towards the development of intercultural competencies require intensive supervision by a lecturer with specific competencies. If the attainment of international and intercultural competencies is crucial to all students within a specific study programme or institution, these skills should be acquired as a part of the core curriculum rather than through elective courses alone.

**National level**

1. The minister’s Vision Memorandum sets out the ambition of ensuring that all students graduate with international and intercultural competencies. To this end, the minister could reach agreements with the institutions regarding 1. efforts to stimulate study programmes to formulate learning outcomes and 2. the mapping of results at programme level. Such efforts could be based around the model developed as a part
of the NVAO's (Accreditation Organisation of the Netherlands and Flanders) distinctive feature of internationalisation.

2. The Ministry of Education, Culture and Science can support the development of sufficient range of high-quality lecturer training programmes focusing on internationalisation at home. Nuffic can play a coordinating or facilitating role in this process.

Finally, the Ministry of Education, Culture and Science, the Netherlands Association of Universities of Applied Sciences (VH), the Association of Universities in the Netherlands (VSNU), Nuffic and other organisations can also take follow-up measures at national level in response to this study. This could include conferences on internationalisation at home, incorporation in policy strategies, efforts to highlight the issue in public appearances and the commissioning of follow-up studies. Such measures can help to create greater awareness and support amongst all stakeholders.


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