

The added value of internationalisation in vocational and higher education

An analysis of current research and opportunities for the future

The Hague, 4 November 2020

Suzan Kommers, Hendrik Jan Hobbes,
Adinda van Gaalen

Contents

Summary	3
Introduction	3
Method	4
Results	5
Analysis based on the framework	6
Current research into internationalisation in VET	8
Possibilities for further research	9
1. The effects of internationalisation on the quality of education in the Netherlands	9
2. The interculturally competent society	10
3. Internationalisation and diversity and inclusion	10
4. Internationalisation and the Dutch knowledge economy	10
5. Internationalisation and sustainability	11
6. Alternative types of internationalisation in times of COVID-19	11
Conclusions	12
Appendix	14
Overview of publications of recent research	

Summary

This analysis presents an overview of studies currently being conducted on the added value of internationalisation in vocational education and training (VET) and higher education (HE) in the Netherlands. We identified areas in which research is lacking and in which there is a need for follow-up research. Especially with the world being stricken by a pandemic, we need to think ahead about the added value and future of internationalisation.

Briefly put, there is a particular need for research on the following themes:

- the effects of internationalisation on the quality of VET and HE in the Netherlands;
- the interculturally competent society;
- the role of internationalisation in promoting diversity and inclusion;
- internationalisation and the Dutch knowledge economy;
- internationalisation and sustainability;
- alternative types of internationalisation in times of COVID-19.

While these areas are not sufficiently addressed in both HE and VET, this analysis shows a particular lack of research into the added value of internationalisation for VET.

By filling these gaps in our knowledge, we can work towards a well-informed internationalisation policy aimed at making internationalization of added value to the Dutch knowledge economy, to educational institutions and to students.

Introduction

HE and VET institutions are increasingly looking for knowledge about the results of internationalisation and the preconditions for achieving those results. The Ministry of Education, Culture and Science also has a need for knowledge about the added value of internationalisation for VET and HE. Some of this knowledge is available but not yet known to the ministry, while other knowledge is not yet available and requires further research. This report gives an overview of:

1. ongoing as well as recently published studies (from 2018 onwards);
2. the levels and domains where research is lacking;
3. themes that offer possibilities for future research.

This analysis thus identifies opportunities for using research to expand our knowledge about the added value of internationalisation in VET and HE.

It is important to note that, apart from the added value, internationalization can also have negative consequences. Some examples of this are mentioned in the literature on higher education, such as the environmental impact of international student mobility and the reduced attention for the local language and culture. Moreover, international student recruitment can cause brain drain if students leave countries that need their brain power even more. In this analysis, we mainly focused on the added value of internationalisation. However, in order to develop responsible policies, it is essential to provide insight into potential harmful effects. In the concluding part of this report we make suggestions for future research that could also map any negative effects of internationalization.

This analysis can offer important information to a number of parties. It can show policymakers at the Ministry of Education, Culture and Science and at institutions which knowledge about the added value of internationalisation in VET and HE is already available. For funders of research, it represents a first step towards a research agenda for internationalisation in VET and HE. At the same time, it provides researchers – such as lectorates, research groups and the Dutch Education Council – with insight into the needs for follow-up research.

Method

Over the past months, we asked external researchers and Nuffic staff to share their ongoing or recent studies into internationalisation in VET and HE in the Netherlands. We looked at both the research of the researchers themselves and the research of their colleagues within their institution and elsewhere.

We collected general data about the studies, such as the sector of education and types of internationalisation that were studied and the analytical methods that were used. In addition, we organised the articles based on the level and domain studied. To this end, we constructed a framework, visualised in Figure 1, consisting of three levels (micro, meso and macro) and three domains (educational, social and economic).

We specified the levels and domains using existing models. At the micro level, we used the Nuffic model for International Competencies¹. For the meso level part of the framework, we used the Nuffic MINT-framework². For the macro level, we used reports by CPB Netherlands Bureau for Economic Policy Analysis³ and the Dutch Education Council⁴.

Figure 1. Framework of the three levels and domains.

	Micro (individual) Source: Nuffic International Competencies Model	Meso (institution) Source: Nuffic MINT Framework	Macro (system) Source: CPB Netherlands Bureau for Economic Policy and Dutch Education Council
Educational	Intercultural competencies <ul style="list-style-type: none"> attitude knowledge skills Personal development <ul style="list-style-type: none"> self-knowledge & confidence; adaptability & perseverance. 	Teaching quality <ul style="list-style-type: none"> international activities offered; international students in the classroom. Quality of research <ul style="list-style-type: none"> international cooperation on research. 	Quality <ul style="list-style-type: none"> alignment of education with international developments; alignment with international research and knowledge network. Scale-up of the higher education market <ul style="list-style-type: none"> funding of smaller study programmes; more freedom of choice for students.
Social	International orientation <ul style="list-style-type: none"> social engagement; world citizenship; critical thinking; familiarity with international organisations. 	Contribution to social issues <ul style="list-style-type: none"> diversity in the Netherlands; international development cooperation. Reputation <ul style="list-style-type: none"> attractiveness of settling in the region. 	The interculturally competent society <ul style="list-style-type: none"> promoting social cohesion; peaceful coexistence of cultural groups. Brain drain <ul style="list-style-type: none"> migration patterns; intellectual elites moving away to more developed areas.
Economic	Education & profession <ul style="list-style-type: none"> international knowledge within a discipline; practising a discipline in an international context; position in the labour market. 	Continuity <ul style="list-style-type: none"> maintaining the rate of incoming students; budget increase as a result of incoming international students; improved reputation of the institution. 	International knowledge economy <ul style="list-style-type: none"> increased labour supply; improved international networks and trade relations; international reputation of the Netherlands as a knowledge economy.

1) [Nuffic's intercultural competencies model](#)

2) [Nuffic's MINT framework](#)

3) [\[Economic Effects of Internationalisation in Higher Education and VET\] | CPB.nl.](#)

4) [Advies internationalisering in het hoger onderwijs \[Advice on Internationalisation in Higher Education\] \(2018\). Dutch Education Council.](#)

We categorised the studies on the basis of this framework. This makes it possible to identify the gaps in the knowledge on the added value of internationalisation. In reality, the levels and domains are closely interwoven and not as sharply delineated as this framework suggests. Even so, subdividing studies as per this framework makes it clear which themes have been studied a lot and which themes have barely been studied or not at all and require follow-up research.

Results

Of the 63 studies analysed, 26 were completed and published in the past 2 years. A further 37 studies are expected to be completed between 1 and 4 years from now (Table 1).

Most studies are related to a doctoral programme and are published as a scientific article or doctoral thesis. Studies published as reports tend to be more policy-oriented, such as those by CPB Netherlands Bureau for Economic Policy Analysis and the Netherlands Institute for Social Research. Three publications were issued in book format or as chapters in books (Table 2).

HE was the focus of 54 studies, whereas only 7 studies focused on VET and 2 studies looked at both sectors (Table 3). Of the nine studies that apply to VET, three have already been published. This analysis does not discuss the outcomes of the studies – those will be covered by subproject A, in which we review the literature on the added value of internationalisation.

Most of the studies (28) use a qualitative method of analysis. A quantitative method is used in 14 studies, while 11 studies combine qualitative and quantitative methods. For 10 studies that have not yet been published, the method is still unknown (Table 4).

Table 1. Published

Publication	
Yes	26
Within the next four years	37

Table 2. Publication format

Type	
Article	24
Report	17
Doctoral thesis	15
Book chapter	3
Other	1
Not yet known	2

Table 3. Sector of education

Sector	
Higher education	54
Vocational education and training	7
Both	2

Table 4. Research method

Method	
Qualitative	28
Quantitative	14
Mixed	11
Not yet known	10

We also mapped out what type of internationalisation was studied. The international mobility of students is the subject of 17 studies, and a fairly large number of studies (31) look at Internationalisation at Home (IaH) – an internationalisation activity in which students learn international competencies in their home environment. Seven of the studies cover both of these themes. In addition, six studies specifically focus on language proficiency and two studies describe a different type of internationalisation (Table 5).

Of the 38 studies into Internationalisation at Home (or a combination of this and the international mobility of students), 33 deal with the home institution's curriculum. This can be at the level of the study programme but also, for example, at the student level, in which case the effects of internationalisation activities are examined.

Teaching staff are subject of several studies. For example, studies examine which competencies are required to teach or develop an internationalised curriculum. Four studies specifically focus on online collaboration between institutions in the Netherlands and institutions abroad. In most cases, these studies involve Collaborative Online International Learning (COIL) projects. One study into Internationalisation at Home deals with the accessibility of the international experience (Table 6).

Table 5. Types of internationalisation studied

Type of internationalisation	
Internationalisation at Home (IaH)	31
International Student Mobility (ISM)	17
ISM and IaH	7
Language	6
Other...	2

Table 6. Research within IaH

IaH research on	
Curriculum	33
Online collaboration	4
Accessibility	1

Analysis based on the framework

In order to identify gaps in the knowledge about internationalisation on the basis of current research, the studies in this analysis are described in terms of the levels and domains researched. Figure 2 shows the results of this analysis. The headings in italics are themes we ourselves have added, as they came up in the studies but were not included in the existing frameworks.

A total of 28 studies examine the individual learning outcomes of students (micro level). The effect of internationalisation at the institutional (meso) level is the theme of 26 studies. Only a small number of studies (a total of nine) look at the macro level; these are mainly governmental studies by institutions such as CPB Netherlands Bureau for Economic Policy Analysis and the Netherlands Institute for Social Research (Table 8).

Most studies dealt with the educational domain (43). A much smaller share looked at the outcomes of internationalisation for society (11) and the economy (9) (Table 9).

Table 8. Level examined by the studies

Domain	
Educational	43
Social	11
Economic	9

Table 9. Study domain

Level	
Micro	28
Meso	26
Macro	9

Educational

Remarkably, the educational outcomes were mainly examined at the micro and meso levels. Most of the educational research at the student level deals with the development of intercultural competencies (15) and, to a lesser degree, the effect of internationalisation on personal development (2) and the academic success of students (3). At the institutional level, studies mainly deal with the effect of internationalisation on the quality of education (12). The development of lecturers also receives a fair amount of attention (5).

Three of the educational studies look at the systemic level. They look at what internationalisation means for the (in)equality of opportunities in education. This involves, for example, the impact of education conducted in English on the accessibility of education or the preferences of different socio-economic student populations for different internationalisation activities.

In short, much of the attention in the educational domain centres on outcomes for students, while there is little research at the macro level. As a consequence, knowledge about the different ways in which internationalisation brings added educational value to the Dutch education system is lacking.

Social

Most studies in the social domain likewise focus on the micro and meso levels. At the micro level, the studies examine the effect of internationalisation on the international orientation of students and on countering discrimination and prejudices. At the meso level, they mainly deal with the question of how internationalisation contributes to social issues. This research into social issues analyses, for example, the public debate about internationalisation in higher education.

The macro level sees relatively little research into the social added value of internationalisation. There is some attention for the impact of internationalisation in education on brain drain, but nothing else. This is remarkable, given that research at the macro level is actually highly relevant to social added value.

Economic

The economic domain has the smallest number of studies. Most research in this domain deals with the effect of an international experience on the degree programme and the profession of students. The focus here is on how international experiences repay themselves in terms of career outcomes.

The small number of studies does not mean there is little knowledge about the economic effects of internationalisation. For example, the study by CPB Netherlands Bureau for Economic Policy Analysis into the economic effects of international student mobility provides a detailed picture and received ample public attention. Even so, research into the economic domain is relatively under-represented.

Figure 2. Framework of the three levels and three domains of effects of internationalisation. Theme's on which there were less than three studies are marked in red. Theme's in *Italics* were missing in the existing framework and are added based on the studies examined in this analysis.

	Micro (individual) Source: Nuffic International Competencies Model	Meso (institution) Source: Nuffic MINT Framework	Macro (system) Source: CPB Netherlands Bureau for Economic Policy and Dutch Education Council
Educational	Intercultural competencies • attitude • knowledge • skills 15	Teaching quality • international activities offered; • presence in class of international students. 12	Quality • alignment of education with international developments; • alignment with international research and knowledge network. 0
	Personal development • self-knowledge & confidence; • adaptability & perseverance. 2	Quality of research • international cooperation on research.	Scale-up of the higher education market • funding of smaller study programmes; • more freedom of choice for students.
	Academic Success • marks; • graduation time. 3	Development of lecturers <i>internationalisation strategies</i> 3	Equal opportunities 3
Social	International orientation • social engagement; • world citizenship; • critical thinking; • familiarity with international organisations. 3	Contribution to social issues • diversity in the Netherlands; • international development cooperation; • countering discrimination and prejudices. 4	The interculturally competent society • promoting social cohesion; • peaceful coexistence of cultural groups. 0
	Countering discrimination and prejudices among students 2		Brain drain • migration patterns; • intellectual elites moving away to more developed areas. 2
Economic	Education & profession • international knowledge within a discipline; • practising a discipline in an international context; • position in the labour market. 4	Reputation • attractiveness of the institution to international students. 1	International knowledge economy • increased labour supply; • improved international networks and trade relations; • international reputation of the Netherlands as a knowledge economy. 2
		Continuity • maintaining the rate of incoming students; • budget increase as a result of incoming international students. 1	Costs and benefits of internationalisation • incomes of international students; • costs of internationalisation in higher education. 1

Current research into internationalisation in VET

The results presented in the framework apply to both HE and VET. However, only a relatively small share of studies (9 out of 63) focus specifically on VET. Internationalisation has only recently begun to assert itself in VET, so research into internationalisation in this sector is in its infancy. Although it is tricky to draw general conclusions from the relatively small collection of studies, it is important to highlight the possibilities, challenges and opportunities of internationalisation in VET as well.

Of the studies that did look at VET, most deal with the institutional level (four) and the national level (three). So far, there are two studies that deal with learning outcomes for students in VET.

As is the case with the general findings, most VET-centred studies relate to the educational domain. Most studies in this domain (three) are concerned with the impact of internationalisation on the quality of education. The economic domain was the subject of four studies. Themes covered in this domain include the international knowledge economy, the costs and benefits of internationalisation and the effects of internationalisation on study programmes and occupations.

Possibilities for further research

The gaps identified in the current research are not the only factor indicating a need for research. Current social developments such as the COVID-19 pandemic, the Black Lives Matter movement, the climate crisis and Brexit cause specific research to be more or less relevant. The political climate is changing as well. Internationalisation in higher education, and the intake of international students it entails, is increasingly a subject of debate.

Consequently, it is important for research to strike the right balance between a focus on issues that are in the public eye at a given time and issues that require the development of knowledge specifically for the long term. Political topicality is also a contributing factor in the choice of themes. The fact that one specific theme has not been studied a lot does not automatically mean that more research is necessary. Likewise, some themes are more complex than others and so require more research even though there may be quite some research on it already.

In view of all this, we identified six themes that present opportunities for future research. They are relevant to both VET and HE:

1. the effects of internationalisation on the quality of education in the Netherlands;
2. the interculturally competent society;
3. the role of internationalisation in promoting diversity and inclusion;
4. internationalisation and the Dutch knowledge economy;
5. internationalisation and sustainability;
6. alternative types of internationalisation in times of COVID-19.

Lastly, we will discuss the ways in which opportunities for further research apply specifically to VET.

1. The effects of internationalisation on the quality of education in the Netherlands

Currently, the added value of internationalisation is mainly being studied at the student and institutional levels by looking at its impact on the development of intercultural competencies and on the quality of education. At the macro level, on the other hand, little is known about the added educational value of internationalisation.

The reports by CPB Netherlands Bureau for Economic Policy and the Dutch Education Council make it clear that internationalisation, besides having advantages for individuals and institutions, is significant for the Dutch system of higher education. For example, the Dutch Education Council emphasises that research universities and universities of applied sciences compete in international consortia for European grants that can improve the quality of education. In addition, there is the rise of transnational education: types of education in which the student is in a different country than the institution providing the education and issuing the diploma. Can an increasing international supply improve the Dutch higher education system – for instance through cooperation in one of the European Universities, allowing branch campuses in the Netherlands or developing more joint degrees?

Government policy on internationalisation in higher education cannot exist in isolation. Research should look more closely at the interaction between the Dutch education system and developments in higher education in other countries. Follow-up research will need to clarify the effect of internationalisation on the quality of the Dutch education system compared to other countries' systems. Which countries have something to teach us? How can international cooperation in education improve the quality of our higher education system?

2. The interculturally competent society

One of the least studied themes is the social added value of internationalisation. For example, not much research has been done on the question of how internationalisation can contribute to an interculturally competent society. Internationalisation can contribute to a better understanding of and a better perspective on other cultures. This improves social cohesion and makes it possible to work towards solving multicultural issues in a given society.

Getting a more complete picture of the added value of internationalisation will require further research into its importance for the creation of an interculturally competent society. It will have to be examined, for example, how internationalisation can help counter discrimination and prejudices. The increased attention for and recognition of the existence of racism and discrimination offer opportunities for studying how internationalisation can contribute to an awareness of these themes among students. In this way, internationalisation can promote equality of opportunities and social cohesion. In short, current research insufficiently examines the possibility for internationalisation to contribute to Dutch society.

3. Internationalisation and diversity and inclusion

The Strategic Agenda of the Ministry of Education, Culture and Science aims for inclusive and accessible higher education and foments inclusive mobility within an EU context. The goal of the National Action Plan on Diversity and Inclusion is to contribute to an inclusive and safe learning and working environment in which everyone has an opportunity to develop their potential. In addition, the action plan contributes to equal opportunities for students and researchers and to the quality of education and research.

Internationalisation can represent a development in education that contributes to diversity and inclusion in education and in society. As yet, however, this has not been studied extensively. Only three studies look at internationalisation at the macro level and at what internationalisation means for equality of opportunity in education. Only two studies look at the ways in which international experiences counter discrimination and prejudices among students. More research is needed to get a clearer picture of how internationalisation can promote diversity and inclusion.

4. Internationalisation and the Dutch knowledge economy

Comparatively, the number of studies that concern themselves with the economic domain is the smallest. This does not necessarily point at a pressing need for more research into economic added value. The studies that do exist are extensive and comprehensive. They mainly describe the impact in terms of the greater labour supply, better international networks and trade relations and the international reputation of the Netherlands. They also dwell on the impact of international experiences on the degree programmes and future professions of students and on how these experiences prepare them for the international labour market.

In order to have a thoughtful debate about the importance of internationalisation and its contribution to the knowledge economy, it is important to pay undiminished attention to knowledge about not just its educational value but also its economic added value.

For example, internationalisation is currently under pressure from COVID-19. The expected decline in the number of international students coming to the Netherlands may have consequences for the Dutch knowledge economy. At the same time, there is in fact a lot of political attention for ways of improving the intake of international students. The recruitment of students and improvement of the international reputation of institutions are now seen in a different light. As the COVID-19 crisis is increasingly becoming an economic crisis, it seems

important to study the selective intake of students for specific positions in the labour market or in research. Future research could also look at the profiling of institutions in order to draw the right students.

5. Internationalisation and sustainability

It is becoming increasingly important to consider the environmental footprint of internationalisation. In view of the climate crisis, the European Green Deal and the UN's climate goals, it is not sustainable to stimulate more flights and flights across greater distances. Internationalisation will therefore increasingly have to find alternative expression. Future research will need to compare the added value of different internationalisation activities, so more sustainable choices can be made in part on the basis of this comparison.

An example of research that could provide more clarity in this regard can be a study of the effect of cultural distance. Cultural distance is often described as a condition for the development of intercultural competencies but does not always equal geographic distance. Moreover, it is still unknown how an educational context might inspire students to develop intercultural competencies in case of relatively small cultural distances. In addition, Dutch society offers cultural diversity that could be put to use in educational environments to further familiarise students with different intercultural and international perspectives and equip them to deal with these. In this way, follow-up research could help clarify how we can employ internationalisation without compromising the climate and sustainability goals.

6. Alternative types of internationalisation in times of COVID-19

Internationalisation is currently experiencing strong repercussions from the COVID-19 pandemic. These are considerable in both the short and the long term. There are many restrictions on the options for Dutch students to go abroad and for international students to study in the Netherlands. It is conceivable that, in the longer term, student mobility will remain less self-evident. IaH offers students an alternative way of acquiring international competencies at their home institution. This provides an opportunity for future research. To what extent can IaH replace the learning experience of physical mobility? Which competencies are more suitable for acquisition through IaH than through physical mobility? Which forms of educational or didactic support are more conducive to acquiring international competencies? IaH already played an important part in the internationalisation of education, and COVID-19 has increased its prominence.

The studies we analysed were carried out before the pandemic, so they do not factor in the effects of COVID-19 on internationalisation activities. The added value of internationalisation may be different in times of COVID-19. More research is needed to understand the added value of internationalisation in this new reality.

Internationalisation in VET

The possibilities for follow-up research as described above apply to both HE and VET. However, whereas there is already a basis of knowledge for HE about the possible types of internationalisation activities and their importance, this is in large part still missing for VET. As currently so little is known about internationalisation in VET, future research relating to VET will necessarily be more exploratory in nature. For example, research should study the effects of internationalisation activities in VET on lecturers and students.

The differences between HE and VET make that studies on HE cannot automatically be extrapolated to VET. With more specific knowledge about VET, this sector can also work towards types of internationalisation that are meaningful and accessible to these students.

It can be determined, for instance, which obstacles VET students encounter when aspiring to study abroad. Greater insight could also be obtained into employers' views of the added value of internationalisation. Jobs in the VET professional field increasingly have an international character. Research will have to show which international competencies employers find important for jobs that require vocational education and teaching. It will then be possible to consider how VET students can be optimally prepared for these jobs.

Conclusions

Two conclusions can be drawn on the basis of this analysis. Firstly, the analysis shows that the Netherlands has an active research community that studies the added value of internationalisation in HE and, to a lesser degree, in VET. An overview of the recently published studies is presented in the Appendix. At the same time, important knowledge on aspects of the added value of internationalisation is missing from the current research.

In part due to COVID-19, but also due to increasing climate changes, the growing importance of the Sustainable Development Goals and the growing awareness of unequal opportunities in education, alternatives to the traditional experience abroad have become more relevant. Future research will therefore have to clarify how various types of internationalisation contribute educationally, socially and economically to the Dutch society.

Given the gaps identified by this analysis and current developments, it seems advisable for research on internationalisation in HE and VET to revisit the following themes in the coming years:

- the effects of internationalisation on the quality of education in the Netherlands;
- the interculturally competent society;
- the role of internationalisation in promoting diversity and inclusion;
- internationalisation and the Dutch knowledge economy;
- internationalisation and sustainability;
- alternative types of internationalisation in times of COVID-19.

Although it is true that HE and VET largely deal with the same themes, research must take the specific characteristics of these sectors into account. As very little research is being done in the VET sector, research into internationalisation in VET should be introduced as a separate item on the research agenda of the Ministry of Education, Culture and Science. This will make it possible to give internationalisation in VET a targeted boost.

The themes identified in this analysis show where more research is needed to better describe the added value of internationalisation. As pointed out in the introduction however, internationalisation also can have negative consequences. For example, international student mobility, and the travelling that is involved with it can be problematic in terms of CO₂ emissions. Moreover, the opportunity to study abroad is often depending on students' socioeconomic and cultural backgrounds. This means that internationalisation can threaten equality in later career outcomes. Future research should not only investigate the added value but also the potential negative effects of internationalisation. Only then, well-balanced policy can be developed that ensures sustainable internationalisation that benefit all students.

A number of the highlighted research themes fit well into the Ministry's current research assignment for Nuffic. Examples include the Onderzoeksagenda Internationalisering [Internationalisation Research Agenda] assignment and Internationalisering in Beeld (IIB) [Focus on Internationalisation]. Other studies could be carried out, for example, by lectorates at universities of applied sciences and researchers at research universities. The Ministry can provide guidance for research by publishing a research agenda for internationalisation in HE and VE, especially if it makes funds available for this through the Netherlands Initiative for Education Research (NRO).

The Ministry can also actively seek to bring together relevant parties at such events as OCW kennismarkt, NRO-kennisrotonde or NRO-kennisknooppunt. This can stimulate researchers to study the above-mentioned themes and to present their findings. It allows for more targeted studies and the creation of policy based on the most up-to-date research findings.

This report is a current snapshot of recent and ongoing research. It should eventually become possible, preferably in cooperation with the NRO, to create a database of all of the research into internationalisation in VET and HE and monitor how it adapts with time. This would make it possible not only to make the research more accessible but also to present a periodic description of the state of affairs in research into internationalisation. In this respect, the present analysis could serve as a pilot to build on in order to develop a structural method.

Appendix

**Overview of publications of recent research
on the added value of internationalization
in vocational and higher education**

Higher education

Educational

Student- (micro) level

- Boonen, J., Hoefnagels, A. & Pluymaekers, M. (2019). The Development of Intercultural Competencies During a Stay Abroad: Does Cultural Distance Matter? In: The Three C-s of Higher Education: Competition, Collaboration and Complementarity.
- Boonen, J., Hoefnagels, A., & Pluymaekers, M. (2018). De ontwikkeling van Interculturele competenties tijdens een studieverblijf in het buitenland: het belang van culturele afstand.
- Hei, de, M., Tabacaru, C., Sjoer, E., Rippe, R., & Walenkamp, J. (2020). Developing Intercultural Competence Through Collaborative Learning in International Higher Education.
- Jansen, E., Suhre, C., & André, S. (2017). Transition to an international degree programme: preparedness, first-year experiences and study success of students from different nationalities.
- Vos, de, J. F., Schriefers, H., & Lemhöfer, K. (2020). Does study language (Dutch versus English) influence study success of Dutch and German students in the Netherlands?

Institutional- (meso) level

- Arnold, I. J. M., & Versluis, I. (2019). The influence of cultural values and nationality on student evaluation of teaching.
- Brouwer, E., Driessen, E., Mamat, N. H., Nadarajah, V. D., Somodi, K., & Frambach, J. (2019). Educating universal professionals or global physicians? A multi-centre study of international medical programmes design.
- Inspectie van het Onderwijs, Ministerie van Onderwijs, Cultuur en Wetenschap. (2018). Nederlands of niet: Gedragcodes en taalbeleid in het hoger onderwijs.
- Koninklijke Nederlandse Akademie van Wetenschappen. Nederlands en/of Engels? Taalkeuze met beleid in het Nederlands hoger onderwijs.
- Poort, I., Jansen, E., & Hofman, A. (2018). Intercultural group work in higher education: Costs and benefits from an expectancy-value theory perspective.
- Waterval, D. G. J. (2018). COPY BUT NOT PASTE: An exploration of crossborder medical curriculum partnerships.

System- (macro) level

- Inspectie van het Onderwijs, Ministerie van Onderwijs, Cultuur en Wetenschap. (2019). Internationalisering en de toegankelijkheid van het hoger onderwijs voor Nederlandse studenten.

Social

Student -(micro) level

- Brouwer, E., Frambach, J., Somodi, K., Nadarajah, V. D., & Driessen, E. (2020). 'Being international is always a good thing': A multicentre interview study on ethics in international medical education.
- Hendriks, B., van Meurs, F., & Reimer, A. K. (2018). The evaluation of lecturers' nonnative-accented English: Dutch and German students' evaluations of different degrees of Dutch-accented and German-accented English of lecturers in higher education.

Institutional- (meso) level

- Frambach, J. M., Talaat, W., Wasenitz, S., & Martimianakis, M. A. T. (2019). The case for plural PBL: an analysis of dominant and marginalized perspectives in the globalization of problem-based learning.
- Zanting, A., Meershoek, A., Frambach, J. M., & Krumeich, A. (2020). The 'exotic other' in medical curricula: Rethinking cultural diversity in course manuals.
- Zonneveld, M., Hermes, J., & Dams, T. (2018). Vertooganalyse en strategisch perspectief op debat over internationalisering van het onderwijs.

System- (macro) level

- Donkor, F. K., Mazumder, R. K., Hosseinzadeh, S., & Roy, S. (2020). A user-centric design approach to understand international education in the contemporary world: Motivations and gender preferences for studying in Europe.

Economic

Student (micro) level

- Van Mol, van, C., Caarls, K., & Souto-Otero, M. (2020). International student mobility and labour market outcomes: an investigation of the role of level of study, type of mobility, and international prestige hierarchies.
- Okken, G.J., Jansen, E.P.W.A., Hofman, W.H.A., & Coelen, R.J. (2019). Beyond the 'welcome-back party': The enriched repertoire of professional teacher behaviour as a result of study abroad.

Institutional- (meso) level

- Inspectie van het Onderwijs, Ministerie van Onderwijs, Cultuur en Wetenschap. (2019). Rapport uitkomst van themaonderzoek naar ontwikkeling van aantal internationale studenten en effecten daarvan voor de financiële positie van instellingen.

System (macro) level

- Kolster, R., Westerheijden, D., & Need, A. (2020). Onderwijskeuzes en employability: Buitenlandervaring, bestuurservaring en excellentieonderwijs in de werving door werkgevers: Deelonderzoek van 'Excellentie in het hoger onderwijs: Selectie, effectiviteit en uitstralingseffecten'.

Vocational Education and Training

Educational

Institutional- (meso) level

- Gulikers, J., Brinkman, D., & Runhaar, P. (2019). Using a rubric to grasp intercultural competence development in vocational education.

Economic

System- (macro) level

- Bolhaar, J., Kuijpers, S., & Nibbelink, A. (2019). De economische effecten van internationalisering in het hoger onderwijs en mbo. Centraal Planbureau.
- Steehouder, L (2019). Internationale competenties voor mbo-opgeleiden op de arbeidsmarkt. Een analyse van internationale competenties in vacatureteksten. Nuffic.



This publication, with the exception of images and illustrations, is subject to the Creative Commons Attribution-Non-Commercial 3.0 Unported Licence. Please visit www.nuffic.nl/cc for the rules for reuse of this publication.



Nuffic Kortenaerkade 11 2518 AX The Hague
PO Box 29777 2502 LT The Hague, The Netherlands
Tel: +31 (0)70 4260 260 www.nuffic.nl/en