



INTRODUCTION

Tempora mutantur, nos et mutamur in illis

JOS WALENKAMP



Times change and we change with them. Our world is changing rapidly and radically. Education institutions need to prepare and support students in becoming knowledgeable, concerned and internationally competent world citizens. The Hague University of Applied Sciences (THUAS) has made World Citizenship and Internationalisation their institutional focal points. The Research Group International Cooperation generates and disseminates knowledge that supports those policies.

The changes humankind is seeing now are unprecedented in terms of speed and impact. People, products, finances and ideas cross the globe ever faster. Communication means are ubiquitous. The impact of globalisation can be felt in everything we hear, read, see or buy. All members of the global community are affected by the exploitation of shale gas in the USA or a downturn in the Chinese economy. The West, Europe and its offshoots in North America and Australia, has dominated the world for centuries. After the demise of the Soviet Union, the West was briefly the only super power, but emerging economies, and demographic giants, such as China and India are rapidly gaining in economic, political and military power and will claim their rightful place on the world stage, just as they have done in the past (Coolsaet, 2011). Nations and political blocks hold each other in a dynamic equilibrium, that just may hold peacefully, because of their interdependence, the costs of war and growing democracy.

Humankind has grown and become richer. The world population has trebled in the past 70 years and will increase by another 30 per cent, to some nine billion people, towards 2050. That growth will be almost exclusively occurring in developing countries. The world - at least the people in it - is doing better than ever. Never in our history did such large numbers of people belong to the middle class with a daily income of more than ten dollars a day. Both the relative and the absolute numbers of the very poor have decreased substantially, and predictions are that in the coming decade their numbers will come down sharply (Kenny, 2011). People in the middle class will outnumber those in poverty for the first time in the history of mankind. Never were more persons receiving education and healthcare. Never did so few of our fellow men die in a war.

But there are major challenges ahead.

With a rapidly growing world population, living longer than ever, and a rapidly growing middle class, consumption will reach never seen heights. In the next 30 years food production will need to double,

the demand for energy will rise as fossil fuel resources are depleted and the fear of greenhouse gasses increases. Mineral resources are unevenly distributed over the globe, but needed by all. Already China has severely limited the export of Rare Earth Metals and there is a new 'scramble for Africa' in search of minerals, fossil fuel and arable land. Potable water will become dangerously scarce in some areas of the world, such as the Middle East. Arable land is limited in some of the most populous countries. Terrorism and international financial crime are growing and are becoming harder to tackle, particularly in the cyber world. Environmental degradation - each year there are 13 million hectares less tropical rain forests - will make the earth less inhabitable. Climate change and rising sea levels will be particularly threatening for the most vulnerable of our fellow men. Pandemics are a major threat to both mankind and many of its domesticated plants and animals. Sustainable development, *i.e.* leaving the earth not worse off for the next generation, is as yet incompatible with the understandable wish for more and better food and more and better consumer goods of the very many who are entering the middle class. And there are still almost a billion people who go to bed hungry, with dire consequences for their physical and intellectual development, and chances for progression.

The nation state as a unit of power is losing ground to supra-national organisations, such as the United Nations Organisations, the World Bank, the International Monetary Fund or the European Union and the Association of South-East Asian Nations, but also to such non-state transnational actors as religious groups, criminal networks, multinational companies, mayors of big cities and NGO's, and in all of those democracy and democratic legitimacy are not always unquestionable (Erman & Uhlin (eds.), 2010). The safeguarding of our Global Public Goods, such as clean air, drinking water and biodiversity, and the elimination of Global Public 'Bads', including extreme poverty and hunger, need some form of global governance. The challenges facing the world cannot be addressed by individual sovereign nation states, acting first and foremost in their own, short-term interests.

Much has already been done: the world created the United Nations, the World Bank, the International Monetary Fund, the International Labour Organisation, the United Nations Conference on Trade and Development, the World Trade Organisation, the protocol of Montreal, the Old Millennium Development Goals and the New Sustainable Development Goals, the European Union, ASEAN, the Shanghai Cooperation Organisation and the Asian Infrastructure Investment Bank. Although intra-state armed conflicts still abound, between nations there are no wars. "*Pourvu que ça dure*", as Napoleon's mother used to say. But much more needs to be done.

In that light there are two very positive developments: the rapid increase in scientific knowledge and the extent and quality of education. The number of people with basic, secondary and higher education is rising. In developing countries literacy increased from 25 to 75 percent in the 20th century (Cohen et al., 2006); the number of university graduates is increasing dramatically, in China of course, but also in other emerging economies such as India and Brazil. In China over 500,000 students obtained a PhD degree in 2009; compared to 1900 students in 1993. In 2010 China produced 500,000 engineers, including 10,000 with a PhD (*cf.* Mahubani, 2013). Until 1900 the world knowledge doubled every 100 years. In 1900-1950 it was every 25 years, and currently it is 13 months.

We know how to feed the world in 2050. We know how to eradicate poverty and save the tropical rainforests. We know how to stop the use of fossil fuels and how to harness the renewable energy of water, wind and sun instead. The question 'How to build a safe world with well-being and equality for all in a sustainable way' is not a technical problem, but a political one: can sovereign nation states forge a global partnership in the new multipolar world of several major powers - and a great number of significant smaller ones - to tackle the problems of the world?

And what does all that mean for what and how students at higher education institutions are taught?

The volatile stage for graduates is set by this rapidly changing, in certain ways improving, but still far from perfect world. Production and marketing networks span the globe. The labour market needs highly trained people being able to work in multinational teams, speaking several languages. Global problems must be solved by visionary politicians and highly trained professionals, who have knowledge of and concern for the world, and who have the competencies to work together across national and cultural boundaries. Migration makes societies 'super diverse' (Vertovec, 2007). In the Netherlands some 20 per cent of the population is of foreign descent, and that percentage increases every year. Everyone, whether going abroad or staying at home, whether native Dutch or of one of the 160 different national origins in the Netherlands, will need to be able to communicate effectively across cultural borders.

Internationalisation is the response of higher education to globalisation (Coelen, 2013) and is taken seriously by a rapidly increasing number of governments and higher education institutions in the world. The demands of the labour market are changing. Subject knowledge and skills are important, but soft skills, transversal or twenty-first century competencies are considered ever more important.



In a survey of 2013 by Hart Research Associates on behalf of the Association of American Colleges and Universities among over three hundred employers, the vast majority of them mention the importance of such items as a broad knowledge in liberal arts and sciences, knowledge about global issues and foreign societies and cultures, critical thinking and analytical reasoning, complex problem solving in diverse settings, skills and judgment essential for contributing to society and direct experience with community problem solving. Almost all of them say that a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than discipline knowledge (Hart, 2013).

Knowingly or unaware, employers value the competencies that come from internationalisation (European Commission, 2010; Leppanen et al., 2014). Our own research shows how much both

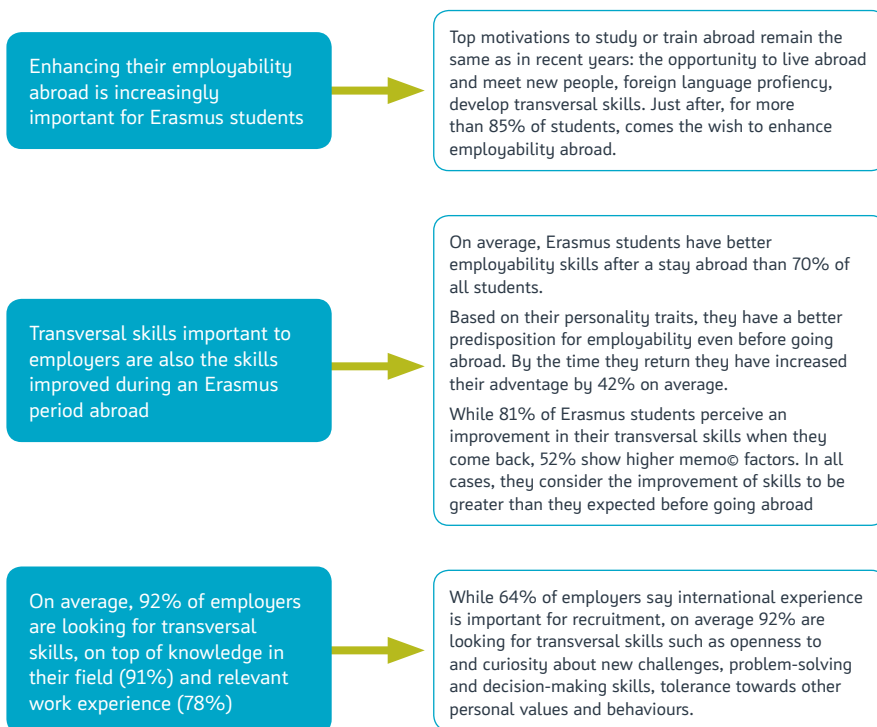
employers and alumni value such international competencies as proficiency in foreign languages and intercultural skills (Funk et al., 2014; Walenkamp et al., 2014).

In the Erasmus Impact study: Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions, Brandenburg (2014) and his team showed not only the interest of employers in the skills that are presumed to be acquired by a study abroad, but also real developments in the competencies, which are most closely related to employability: tolerance of ambiguity (acceptance of other people's culture and attitudes and adaptability), curiosity, confidence, serenity, decisiveness and vigour (the ability to solve problems).

Fielden (2007) stated that multinational employers now look for graduates with a wide range of life skills that include awareness of other cultures and mastery of more than one language, and the British Council/Think Global survey "The Global Skills Gap: Preparing young people for the new global economy" (2011) showed that 79 per cent of chief executives and board level directors of businesses in the United Kingdom think that in recruiting new employees, knowledge and awareness of the wider world are more important than achieving a high degree classification or A-levels.

In today's knowledge-based economy, a multicultural, international or otherwise diverse workforce is a much needed boost for creativity and innovation (Ritzen & Marconi, 2011), provided that diversity is put to good use.

In short: given increasing globalisation and cultural diversity, higher education must internationalise.



Now an institute for higher education may have a mixture of several reasons for wanting to be ‘international’. These may be economic: increasing relevance and employability and thus contributing to the competitiveness and economic development of the nation, or the careers of graduates and income for the institution. They may be political. In 1952, shortly after the Second World War – and the loss of Indonesia as a colony – the Dutch universities founded the Nuffic¹, the Netherlands Organisation for Cooperation in Higher Education, in order “to create the conditions for a better world, by fostering the exchange of people and ideas...”, and in that way preventing a next world war; so far they have been successful. Academic rationales may be pedagogical, opening the eyes of students to the world, teaching them solidarity and concern for others, endowing them with twenty-first century skills, helping them comprehend the international dimensions of their academic discipline and profession, and enhancing the quality of education. Socio-cultural rationales aim at increasing students’ abilities to behave appropriately and communicate effectively in an increasingly multicultural environment (Childress, 2010). Many other reasons are listed, such as the recruitment of the best students for doctorate trajectories, the wish to contribute to development aid, and status. But the main reason for internationalisation is to produce graduates with the international competencies that will enable them to live and function in an increasingly international and multicultural society and labour market as knowledgeable and concerned world citizens.

Whatever the rationale for internationalisation may be, ideally it should be reflected in the strategy and approach of an educational institution. Internationalisation is a means to an end; not an end in itself. Knight (2011) and De Wit (2011) made explicitly clear that internationalisation means, such as attracting foreign students, sending students abroad for study or internships, teaching in English and internationalisation at home do not in themselves automatically lead to the desired outcomes. Without a truly internationalised curriculum, proper training and guidance of students in the goal-conscious and goal-oriented acquisition of international competencies, without motivated and qualified lecturers, without institutional leadership and adequate resources, more Memoranda of Understanding do not mean better quality or greater attractiveness, and more foreign students do not mean an internationalised culture. Internationalisation of a higher education institute, be it primarily student-focused or predominantly institution-oriented, is a comprehensive affair that needs to involve the whole university community (Jones, 2013; Leask, 2015).

All students need the international competencies that with the right measures may come from internationalisation efforts. Yet few are fortunate enough to go abroad or participate in an international classroom with fellow students from different nationalities. If higher education is elitist, international higher education is doubly so. Degree mobility in higher education in the Netherlands is about 3 per cent of the total student population, some 20 per cent of Dutch students gather credit points abroad (Richters, 2013). Within THUAS nine programmes are international, taught in English to an international classroom. Foreign students make up some nine per cent of the total bachelor student population. Internationalisation at home thus should include internationalised learning outcomes and curricula, as well as efforts to make use of the diversity in the classroom, in all classrooms. Large urban universities of applied sciences like THUAS are fortunate in this respect with many students of a variety of cultural backgrounds. Often even one student has more than one cultural identity.

The Hague University of Applied Sciences is well aware that the society of the future requires highly trained, internationally competent professionals, who can and wish to contribute to creating the conditions for a better world, who have knowledge of the various challenges facing the world around them,

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1 Now EP-Nuffic

and who are able to work effectively in international and multicultural teams. World Citizenship and Internationalisation are two of the four focal policy points of THUAS.

And since the beginning of 2015, THUAS has a new internationalisation policy². Next to the various internationalisation efforts already in place, we are now set to implement that policy systematically.

The faculties and departments are integrating internationalisation and world citizenship in their development plans for 2020 and an increasing number of departments take stock of their internationalisation efforts by means of the digital self-evaluation tool of EP-Nuffic: MINT, Mapping Internationalisation.³ Internationalisation is the theme of the 2015 THUAS annual Education Day, which will be the start of systematically internationalising all learning goals and curricula.

Comprehensive internationalisation entails much more than that, however (*cf.* Jones, 2013). It needs to be explicit in all key university policies and strategies, incorporated into planning processes, aligned and delivered through normal line management routes and should include positioning and profiling, learning and teaching, research strategies, human resources policy, assessment, subsidies (local, national and international) and facilities. Internationalising learning goals and curricula should be supported by suitable pedagogy and assessment and by such means as varied international mobility opportunities, demonstrably linked to the desired internationalised learning outcomes and curricula, and by intercultural learning opportunities in international and multicultural classrooms, within the local community and during internships in multicultural workplaces (*cf.* Belt et al., 2015). With our diverse student body, THUAS has excellent opportunities to create an international and multicultural campus culture, well established within the international region of The Hague, including student union clubs, societies and informal gatherings, thus forming the basis of the informal curriculum for all students.

Many of the lecturers of THUAS are motivated for internationalisation and quite a sizeable number has international experience and competencies. Yet there is a clear need for a wide ranging staff development and recruitment programme to support internationalisation, including language and intercultural competence development and working periods abroad (Walenkamp, 2010; Masselink, 2012). This includes travel and human resources policies, support for international activities, education and research, and adequate financial resources.

One of the focal points of THUAS is to have a well-maintained and fully utilized (inter)national network of partnerships with universities (applied and research), alumni, industry, research institutes, (local) government, non-governmental organisations and public service organisations, which is of crucial importance for the implementation of the internationalisation policy.

Finally, there should be clear management structures and a continuous enhancement of internationalisation activities and strategy through feedback, reflection and evaluation processes.

The Research Group International Cooperation⁴, which was created in 2009 through the visionary wisdom of the Nuffic – the Netherlands Organisation for International Cooperation in Higher Education and Research – and The Hague University of Applied Sciences, aims to generate and disseminate knowledge that will enable higher education institutions to increase and improve their international cooperation (*cf.* Walenkamp, 2009).

2 Global Citizens in a Learning Society. Internationalisation at THUAS 2015-2020

3 <https://www.nuffic.nl/en/expertise/quality-assurance-and-internationalisation/mapping-internationalisation-mint>

4 In Dutch: lectoraat Internationale Samenwerking

One of the first studies looked at the lecturers of THUAS: at their experience with and attitude towards internationalisation, their proficiency in English, their international competencies and their motivation for development cooperation (Walenkamp, 2010; Masselink, 2012).

The role universities of applied sciences might play in development cooperation was sketched in two studies that looked at the alignment of higher professional education with the needs of the local labour market in Ghana and Mozambique (Gondwe & Walenkamp, 2011; Gondwe, 2011). Cooperation was set up with the polytechnics of Accra, Cape Coast and Takoradi in Ghana, and a conference was held in The Hague with representatives of the four higher education institutions. One result is to be found in Ghanaian internships of students from the minor Development Cooperation.

International students are important for THUAS in its internationalisation efforts. International knowledge workers are important to Dutch society and its economy. We therefore investigated what foreign students like, and dislike, about the Netherlands, The Hague region and The Hague University of Applied Sciences. What would entice them to stay, and what is likely to chase them away. Although in general terms foreign students are very positive about their stay here, improvements are possible, particularly with regard to the interaction between Dutch and foreign students (Funk & Walenkamp, 2013; Walenkamp & Funk, 2014).

A major research line was developed on the acquisition of international competencies by students during study of internship abroad (Walenkamp & Hoven, 2011; Hoven & Walenkamp, 2013a&b, 2015). It became apparent that the effects of such an experience are much greater when the students are well prepared before and guided during their stay abroad. With Manuela Hernández Sanchez, PREFLEX⁵, a training module was developed, with a trainers' guide, to teach and guide students in the goal-conscious and goal-oriented acquisition of intercultural competencies (Hernández Sanchez & Walenkamp, 2012a&b, 2013a&b).

International courses are limited, but there are many students with one or both parents born abroad: the so-called allochthonous⁶ students. In THUAS they constitute 42 per cent of the bachelor students. With the proper training and guidance such a Dutch, multicultural classroom could also bring about the acquisition of intercultural competencies.

Together with the Research Group Citizenship and Diversity we set about testing the value of the, adapted, training modules for international and multicultural Dutch classrooms, by means of surveys, interviews, class observations, critical self-reflection reports and 360-degrees feedback. The results in the first year pilot study are very interesting but not conclusive (Belt et al., 2015). In the second year of the study, the weaknesses that came to the fore in the pilot were addressed. **Corina Tabacaru** reports on certain aspects, such as the experiences and perceptions of students of the training, adapted by her and Jantien Belt.

The studies by Hoven & Walenkamp were expanded with a small group of students from Windesheim University of Applied Sciences, who went to Uganda in the context of a minor Development Cooperation and under the guidance of the organisation Eye4Africa. **Jantien Belt** gives an impression of the first findings in this volume.

5 Preparation for your Foreign Learning Experience

6 Ancient Greek ἄλλος (állos = other) + χθών (chthón = earth, ground)

A most important opportunity arose when JoHo⁷ approached us to assist them in assessing the effects and impact of their MillenniumDoen! Programme. With a subsidy from the Minister of Development Cooperation, Joho was instrumental in sending one thousand young people abroad for voluntary work and in assisting them financially in extension activities upon their return. Together we collected and analysed an enormous amount of data on the development of social concern and international competencies. **Saskia Rademaker** shows us a tip of the iceberg in her contribution to this volume.

These two studies show the steep learning curves of students and other young people with regard to world citizenship - social awareness and international competencies - when confronted with challenging intercultural encounters, particularly in developing countries

In internationalising learning outcomes and curricula the voice of alumni and employers needs to be taken into account. Through online surveys, interviews and focus groups we painted a general picture of THUAS as a whole and a variety of employers (Funk et al., 2014a&b; Walenkamp et al., 2015). In her chapter **Anneke Wieman** describes the results of her survey among internship supervisors and alumni of the informatics courses at the Faculty of Technology, Innovation and Society. **Andreas Funk** presents the findings of an online survey among alumni of universities of applied sciences, the HBO-Monitor.

Internationalisation also includes increasing the number of degree programmes suitable to both a Dutch and an international audience, and consequently increasing the number of English-taught courses, as well as introducing English-medium instruction on a modular level. **Joyce den Heijer** studied the implications of English-medium instruction on teaching practice and learning outcomes at The Hague University of Applied Sciences.

So this volume gives an overview of some of the work done in the Research Group International Cooperation. More is to be found on our website:

www.thehagueuniversity.com/research/overview-research-groups/international-cooperation/about-the-research-group

We would welcome your feedback and suggestions and in short everything that might help us to support the internationalisation of higher education institutes by further research.

7 www.joho.org/nl

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