

Effects of The Language and Accessibility Bill on THUAS



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Executive summary

Internationalization in higher education has been a substantial and impactful phenomenon, which has proven to be of high value to both the Dutch society and the global community as a whole. With the heightened tendency of bachelor and master degree-seeking students opting to enroll to study programs offered beyond the borders of their country of origin, The Hague University of Applied Sciences has seemed to successfully capitalize on this trend by attracting international students to its wide range of fully English-taught study programs. Although, in the light of recent developments, the Government of The Netherlands has voiced concerns with respect to the ever accelerating incoming student traffic, whilst suspecting that the flow of international students could potentially put a strain on the financing, quality and accessibility of Dutch higher education. In efforts to re-impose balance in internationalization, the Dutch government aims to put forward a Language and Accessibility Bill to the House of Representatives, which encompasses a series of measures designed to safeguard the quality of the Dutch higher education system. Thus, the central question of this research focuses on how the Language and Accessibility Bill affects internationalization within The Hague University of Applied Sciences. To map out the central inquiry of this dissertation, further sub-questions are introduced to explore the definitions of internationalization in higher education and its areas of application, what is the role of internationalization within THUAS, how the bill shall impact its Dutch and international students. Lastly, the research dives into the strategies that should THUAS implement in order to mitigate the potential repercussions of the proposed public policy on the rebalancing of internationalization. Through the collection of mainly quantitative data derived from both primary and secondary (academic) sources, as well as qualitative data obtained from a conducted interview, the selected methodology of desk research proves to be effective in forming a response to the identified central problem, stipulating that the Language and Accessibility Bill increases the accessibility of Dutch students to the higher education system, but hinders the entry of international students to study programs across Dutch institutions of higher education.

Table of Contents

<i>Executive summary</i>	2
<i>Preface</i>	7
1 Introduction	8
2 Methodology	11
2.1 Desk research	11
2.1.1 Qualitative and quantitative data	12
2.1.2 Type of sources consulted	13
2.2 Field research	14
2.3 Research limitations	14
3 Literature Review	16
3.1 Defining internationalization of higher education	16
3.2 Interpreting globalization and internationalization	18
3.3 Internationalization and neo-liberalism	20
3.4 The discourse of national vs international	22
3.5 Overview of theories on policy evaluation	24
4 Findings	26
4.1 The dynamics of internationalization in the Netherlands	26
4.2 Core activities of internationalization	27
4.3 The role of internationalization within THUAS	28
4.3.1 international partnerships and cooperation	30
4.4 Interministerial Policy Review on Internationalization in higher education	30
4.5 Effects on Dutch students	31
4.6 Effects on outgoing mobility	35
4.7 Effect on international students	37
4.8 The language dilemma	39
5 Discussion	41
5.1 Interpreting internationalization in higher education	41
5.2 Policy Evaluation – Language and Accessibility Bill	42
5.3 A strategic Internationalization Policy	44

6	<i>Conclusion</i>	46
7	<i>List of references</i>	48
8	<i>Appendices</i>	54
8.1	Graduation Assignment Agreement.....	54
8.2	European Studies Student Ethics Form.....	60

List of Figures

<i>Figure 1</i> Overall diploma acquisition rate of Dutch vs. international students	33
<i>Figure 2</i> Diploma acquisition rate of Dutch students at THUAS.....	34
<i>Figure 3</i> Diploma acquisition of international students at THUAS	34
<i>Figure 4</i> Number of awarded incoming vs. outgoing Holland Scholarships	38
<i>Figure 5</i> Proportion of Dutch vs. English taught study programs in Dutch higher education	40

List of Abbreviations

COVID-19 : Coronavirus disease 2019

DUO : Dienst Uitvoering Onderwijs

EER : European Economic Area

EU : European Union

IBO : Interdepartementaal beleidsonderzoek

NGO : Non-governmental organisations

non-EU : Non European Union

NUFFIC : The Dutch Organisation for internationalisation in education

OECD : Organisation for Economic Co-operation and Development

THUAS : The Hague University of Applied Sciences

UN : United Nations

Preface

The core drive behind the execution of this research stemmed primarily from my passion for global citizenship and internationalization at the institutional level. Since globalization has become an imminent force in all spheres of the socio-cultural, educational and economic life, one poses the question whether institutions of higher education, more specifically The Hague University of Applied Sciences, is capable of coping with the exigencies of the highly globalized world of today.

After having completed a six-month internship at the Internationalization and Global Citizenship Office of The Hague University of Applied Sciences and currently being a full-time employee at the International Office of THUAS, I came to understand that internationalization plays a vital role in equipping international and domestic students with the necessary skills to partake in the fast-paced globalized market as well as positioning THUAS as an impactful global actor. Knowing that the climate surrounding internationalization is on a progressively shifting, I deemed it important to investigate the contingency plans fostered by THUAS to safeguard its internationalization efforts in relation to the latest government-lead policy frameworks.

First and foremost, I dedicate this dissertation to my dear family, who have supported and encouraged me throughout the entire writing process, as well as to my companion for giving me a sense of direction and motivation in finalizing this paper. Lastly, I would like to express my gratitude to my dearest friend Amalia for being at my side throughout this trajectory and beyond.

1 Introduction

“Over the past 25 years, internationalization has evolved from a marginal and minor component to a global, strategic, and mainstream factor in higher education. Having been active participants in and analysts of that evolution, it seems appropriate to ask ourselves the question: where have we come and where are we going?” (Knight, De Wit, 2018, p.2).

Not only are questions raised as to where internationalization in higher education is heading towards, but also whether higher education institutions are ready to confront unprecedented changes in policy frameworks on internationalization. In the Netherlands, the number of international students streaming into higher education seems to have become the primary focus of internationalization. The particular reason for this circumstance is that the number of international students entering Dutch higher education is reaching the point of full capacity, which is contesting the public perception on the benefits of internationalization. The saturation of Dutch higher education is therefore argued to hinder the accessibility of Dutch students to post-secondary professional study programs. Besides concerns being identified in regards to over-capacity, there is growing apprehension of the Dutch language slowly losing its academic prominence (Sandström, Hudson, 2018). The discourse surrounding internationalization in the Netherlands has therefore moved to a more targeted discussion, focusing mainly on the active pursuit of internationalization, as well as the question surrounding the quantity of offered English-taught study programs. This actively demonstrates that internationalization in Dutch higher education has become a highly politicized topic, carrying an unmistakable economic undertone. In efforts to respond to the concerns brought to the table, The Government of The Netherlands took the initiative to run an examination on the internationalization climate in the country and, as a result thereof, wishes to pass a bill which would take authority in re-balancing internationalization.

The so-called Language and Accessibility bill, administered by minister of Education, Culture and Science Mrs. Engelshoven on behalf of the Ministry of Education, Culture and Science, highlights four main areas of focus.

The first and foremost priority of the bill is to focus on students' proficiency of the Dutch language. The vast majority of international students who enroll to a bachelor or master degree opt for a fully English-taught study program, which according to government hinders their capability to get in closer contact with the Dutch language. Although many institutions of higher education are offering extra-curricular Dutch lessons for international students, these are only a limited time offer and do not continue throughout the entire duration of the study. That being said, The Dutch government is requesting institutions of higher education to invest into the Dutch proficiency of its international students, as it has been pin-pointed that the better the international students are equipped with Dutch language skills, the higher the chance of them remaining in The Netherlands after their studies, participate in the local job market and inter-engage with their local Dutch counterparts. Furthermore, the terms and conditions of the Language and Accessibility Bill call for quotas on courses offered in another language than Dutch, which come in the form of a "numerous fixus" policy on the over-capacitated English-instructed study programs. This development could potentially disrupt the admission of international students to English courses, but subsequently safeguards access to Dutch language course variants.

The final key area of focus of the Language and Accessibility Bill is the increased investment into the promotion and execution of outgoing mobility for Dutch students – via grants for study abroad at partner institutions or internships outside of the European Economic Area. The increased number of grants for outgoing students subsequently results in the diminishing of scholarships available for incoming degree-seeking international students from non-EU/EER countries. In fact, as of the 2020/2021 academic year, the Dutch government, along with institutions of higher education have commonly reduced the number of incoming scholarships, while nearly doubling the amount grants for outgoing mobility.

Having provided an overview on the measures proposed by the Dutch government in efforts to re-balance internationalization within higher education, the following paper will undertake the role of analyzing the effects of the Language and Accessibility Bill on The Hague University of

Applied Sciences, more specifically on its local vs. international student community. Therefore, it is necessary to address the central question of this research:

How could the Language and Accessibility Bill affect internationalization within The Hague University of Applied Sciences?

In order to effectively respond to the central question of the research, a series of sub-questions ought to be taken into account, which will further be disseminated in the discussion section of this paper:

- *What is internationalization in higher education and where does it apply?*
- *What is the role of internationalization within The Hague University of Applied Sciences?*
- *What are the implications of the Language and Accessibility Bill on home vs. international students?*
- *Which strategies should THUAS implement in order to mitigate the potential repercussions of the Language and Accessibility Bill?*

Further definitions and the explanation of terms and concepts are outlined in the literature review section.

2 Methodology

When executing a research of any nature, it is important to outline and establish how the research was intended to be approached, to scrutinize the methodologies that were consulted to reach the objectives of the research and to demonstrate how the collected data was analyzed and applied in the scope of the research. Due to the notion that the process of researching often derives from different types of research methodologies, it is important to determine those which have been utilized in the scope of this study. Therefore, the provision of a clear and well-structured methodology analysis is crucial in comprehending how the central question of the research was tackled. The following chapter highlights and discusses in detail the research methodologies selected to conduct the given research, furthermore, it provides clarification on why these selected methodologies were considered as an substantial asset to the successful completion of this report.

2.1 Desk research

The research was primarily carried out through the execution of secondary (desk) research. This particular research methodology was applied in reason for the efficacy of collecting already existing data from the World Wide Web. Taking into account that this dissertation was produced during the COVID-19 pandemic, the option of collecting evidence from physical sources such as public libraries was not available due to the prolonged closure of almost all public facilities. The research therefore heavily focused on collecting freely accessible, digital data.

Furthermore, the desk research process involved analyzing and extracting data derived from both primary and secondary sources. In the scope of the study, a number of primary sources were consulted for the purpose of justifying the central research question, namely The Hague University of Applied Sciences, which proved to be a valuable source in investigating its internationalization strategies, activities and protocols. As the research focused on answering the question of how sustainable is internationalization within THUAS, it was also important to scrutinize to the role of the Dutch government in fostering an internationalization policy on a national and institutional

level and how it correlates the sustainability thereof. In that regard, The Government of The Netherlands was equally consulted as a primary source in the process of conducting this research.

In continuation, the research benefited from a high volume of secondary sources which were consulted in order to define and understand the aim of internationalization in higher education, as well as to link the term to other contemporary studies such as nationalism, neo-liberalism and globalization. In order to better understand these contemporary studies and their correlation to the policy framework for internationalization, a wide range of secondary sources such as academic handbooks, journals and articles were collected and analyzed. To specify the secondary sources utilized in this paper, a collection of academic journals by scholars who specialize in the discourse surrounding internationalization policy was consulted. Fortunately, the majority of secondary scholarly journals and articles were fully attainable via a number of platforms and search databases, namely The KB – Nationale Koninglijke Bibliotheek, EBSCOhost, Google Scholar. In addition, secondary sources were extracted from news platforms such as The Guardian Unlimited, The University World News and the International Association of Universities which provided the most accurate and relevant data from the perspective of academics, educators, local internationalization policy officers and researchers.

2.1.1 Qualitative and quantitative data

In order to assess internationalization policy and to gain a deeper understanding of the results of internationalization of THUAS in practice, it was crucial for the research to equally draw its focus on the quantitative data and hard numbers regarding the current internationalization policy in place at THUAS. According to Guthrie (2010), ‘‘the quantitative research method possesses a strength in which detailed rules encourage care, which inherently produces and encourages accuracy’’ (Guthrie, 2010, p.167). The collection of quantitative data in this research paper regarded disseminating the quantity of financial assets accorded to THUAS by the Dutch Government to pursue its internationalization activities, the proportion of scholarships and grants attributed to international and local Dutch students and the funding of internationalization programs for staff at

function positions within THUAS. Additionally, it was important to analyze the 2019 annual report on internationalization in Dutch higher education released from The Dutch Organisation for Internationalisation in Higher Education (Nuffic) to further comprehend the motives and rationales of internationalization in the Netherlands, as well as at THUAS. Alongside the effort to comprehend the effects of the Language and Accessibility bill on both Dutch and international students, the quantitative data gathered from the DUO report on internationalization on higher education (2019) proved to be highly beneficial in assessing the hard numbers related to diploma obtainability amongst Dutch vs. international students, as well as disseminating the underlying factors that lead to such outcome. Since THUAS was selected as a major point of analysis in the scope of the research, the NUFFIC Plan van Aanpak for the 2020/2021 academic year delivered crucial data on how many finances were allocated to THUAS in provision of scholarships to outgoing mobility outside of the European Economic Area. Further quantitative data was collected from the 5th Annual International Survey on Internationalization, which provided statistical data on the developments of internationalization actual trends. Moreover, qualitative data was also applied in the scope of the research. The gathering of the qualitative data took form in interviewing. For the purpose of learning about THUAS's current internationalization climate and laying out the potential implications of the 2019 Dutch internationalization bill on THUAS's capability to sustain its internationalization programs, an interview was conducted with Mrs. Marlies Rexwinkel from the international office department of THUAS.

2.1.2 Type of sources consulted

A wide range of sources were consulted in order to gain a full understanding of the debate surrounding internationalization within higher education, and further relating the discourse to THUAS's internationalization strategies and channels. One of the type of consulted sources included academic sources which helped in forming a theoretical understanding of the definition of internationalization. Next, to keep track of the constant changes surrounding the climate of internationalization in The Netherlands, international as well as Dutch journalistic sources were equally gathered and scrutinized as they covered the important parliamentary and institutional

discourse on internationalization throughout a timeline between the 1990's until present day. Lastly, in efforts to make sense of the core values of internationalization, a number of institutional sources were subjected to further exploration as to identifying THUAS's resilience towards the Dutch government's advice to re-balance internationalization at higher education level.

2.2 Field research

As previously mentioned, field research was also utilized in the process of producing this dissertation. The conducted field research took place in the form of interviewing. Other forms of field research such as surveying were not conducted in the scope of this paper, as the most valuable data to this topic has been retrieved from sources which offered sufficient quantitative and qualitative data. The gathering of the qualitative data took form in interviewing. For the purpose of learning about THUAS's current internationalization climate and laying out the potential implications of the 2019 Dutch internationalization bill on THUAS's capability to sustain its internationalization programs, an interview was conducted with Mrs. Marlies Rexwinkel from the international office department of THUAS. In that regard, field research was used in order to uncover how these forms of devaluation are reflected in application.

2.3 Research limitations

The research was confronted with few major limitations, however, when considering that the execution of this research paper occurred during the COVID-19 pandemic, it became an obstacle to retrieve data from public libraries due to their closure. In efforts to consult literature from physical books and journals, this proved not to be possible due to some of the books, mostly ones published before 1990, not being available in the digital form. On the contrary, the research heavily benefited from retrieving the majority of its primary and secondary data in online academic publications such as e-journals and e-books, which also made the sources easily accessible.

Another limitation which arose in the process of the research concerned the language consulted sources. Some sources were published exclusively in a foreign language, offering no translation. Since the topic required in-depth research into Dutch national public policy on internationalization, often times the publications were available exclusively in Dutch, which required a certain level of proficiency in that language. As the research was intended to be introduced in the English language, it mainly focused on the analysis of data released in English, consequentially reducing the scope of the research.

Furthermore, as the study of internationalization requires a high level of academic literacy, the offered literature was predominantly at master level, which proved to be particularly challenging when framing such a topic in a bachelor dissertation.

For the purpose of submitting a qualifying piece of writing, the research followed all guidelines to overcome the above mentioned research limitations.

3 Literature Review

In order to enter into discourse on internationalization within higher education, it is paramount to address and introduce the key figures, concepts, terms and theories that surround this topic. Before proceeding to analyzing the durability of internationalization, it is crucial to define internationalization as a focal point of this research and to focus on areas where such concept applies. To add basis to the comprehension of the dynamics and circumstances under which national governments form legislation on internationalization, this chapter takes the role of investigating the ideas of nationalism, neo-liberalism and globalization, as well as laying out the concepts of internationalization and globalization, which are found in both academic and political discourses surrounding this topic. The following literature has therefore been selected with the intent to contextualize the following terms in this research in order to understand its fundamentals.

3.1 Defining internationalization of higher education

There has been a high level of discourse on the matter of defining the term internationalization. This is due to the notion that the definition of internationalization has been on a constantly evolving track. In the 1970's, the term gained momentum in political and governmental discourses during which activities such as inter-institutional agreements, study abroad and area studies have first been introduced. However, in the years progressing from the 1980's, internationalization gradually became the center of attention within higher education (Knight, Damtew, 2008). Scott (1998) makes a suitable assessment as to the definition of internationalization, affirming that "the concept of internationalization appears to refer mainly to the process of increasing cooperation between states or to activities across state borders, and reflects more of a world order in which nation states (still) play a central role" (Scott, 1998, p.464). Looking at Marinoni's approach on the meaning of internationalization, he reminds that internationalization is "a set of activities that aim to mobilize students, researchers and development programs with the intent to deepen international partnerships" (Marinoni, 2019, p.28). Moreover, Marinoni adds that internationalization of higher

education is regarded as an intentional strategy designed for improving quality learning and enhancing the excellence of higher education as a whole in the era of globalization (Marinoni, 2019). Perhaps Knight (2008) takes more of a holistic approach when attempting to define internationalization, stating that it regarded as “the process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education” (Knight, 2008). The term of internationalization is primarily seen as a recent phenomenon and is argued to be rooted in the inter-engagement of nations on various socio-economical, cultural, political and academic grounds. A widely accepted definition of international of higher education is that of De Wit & Hunter, who emphasize that it is a concept, which is driven by the urge to spread, extend and share knowledge in the light of rapidly globalizing economies (De Wit, Hunter, 2015). To further define internationalization, Qiang implies that “internationalization is seen as one of the ways a country responds to the impact of globalization, yet at the same time respects the individuality of the nation” (Qiang, 2003, p. 249). In addition to the idea of internationalization being registered as a response mechanism for globalization within a given nation, Qiang also claims that “national identity and culture are key to internationalization of higher education” (Qiang, 2003). This is due to the notion that every country carries a certain uniqueness and cultural identity, which is put into a position of interlacement with other cultures. In the end, this so called “interlacement of cultures” undisputedly triggers for internationalization policy to take place. Thus, literature proposes that defining internationalization of higher education carries a certain level of complexity and therefore deserves further scrutiny. Van der Wende equally stresses that internationalization of higher education is indeed regarded as a process or a sustained systemic effort to make higher education as resilient and responsive as possible towards the challenges of globalizing societies, economies as well as the labor market, however, internationalization must not be perceived nor defined as an aim (Van der Wende, 1997). It can be therefore interpreted that internationalization is not per se an aimful venture, but rather a resource that institutions of higher education utilize to advance and develop in line with international standards, as well as to respond to the exigencies of globalization.

All to say, Zhou (2016) indicates that internationalization of higher education is indeed a process, rather than an end product (Zhou, 2016). In summary of the suggested definitions of internationalization of higher education, the authors Bamberger, Morris and Yemini would perhaps suggest the most suitable and structured definition of internationalization within higher education. They disseminate three assumptions through which the definition of internationalization in higher education can be framed. Their first assumption suggests that internationalization is as a concept that pushes forward progressive humanitarian values, the second being that internationalization underlines the significance of meritocracy in a strive for high-knowledge labor and thirdly, internationalization is meant to cater for the dismantlement of inequalities within higher education (Bamberger, Morris, Yemini, 2019). The interpretations of internationalization within higher education have been consistent with the claim that it comprises a range of methods that reinforce innovation, improve the quality of higher education and ensuring the equality in terms of access to international education (De Wit, Leask, 2015).

3.2 Interpreting globalization and internationalization

While the literature has persistently suggested that the core values of internationalization lay in the interconnectedness of nations, it will be important to take the phenomenon of globalization into account while assessing the implications it has on the process of internationalization. By definition, Friedman and Ramonet (1999) propose that “globalization generally relates to the process of increasing convergence and interdependence of economies and to the liberalization of trade and markets, although it extends into increasing interdependence on an intercontinental scale in other realms of life (cultural, social, biological) as well” (Friedman, Ramonet, 2009).

First and foremost, it is noteworthy to underline that globalization and internationalization should not be perceived as a single entity. Teichler (2004) has profoundly dissected the relationship between globalization and internationalization, stating that “globalisation initially seemed to be defined as the totality of substantial changes in the context and inner life of higher education, related to growing interrelationships between different parts of the world whereby national borders

are blurred or even seem to vanish” (Teichler, 2004). Although when bringing globalization and internationalization into discussion, globalization always seems to take on a more intrusive perception by the civil society when comparing it to internationalization (Brandenburg, De Wit, 2011). In De Wit’s research, it is highlighted that the development of internationalization collided with term globalization and in fact, it seems as though both terms act like two intertwined universes, making it merely possible to draw a clear line between them (De Wit, 2011). Notably, De Wit identifies internationalization as the white knight of higher education, claiming that it is “a moral ground that should be defended, an epitome of justice and equity” (De Wit, 2011).

To give further basis to this notion, Altbach defines globalization as “the economic, political, and societal forces pushing 21st century toward greater international involvement” (Altbach, 2004). This so-called greater international involvement or forces on are translated into various practices undertaken by national governments and academic institutions in efforts to boost their competitiveness on a global scale, through the implementation of regional policy frameworks, which promote internationalization in their institutions of higher education (Brajkovic, 2015). Considering this aspect, it almost seems as though the literature suggests that internationalization is both an intentional act as well as a very much-desired phenomenon in means of financial purposes, which is largely made possible through globalization. Returning to Brandenburg and De Wit’s claim that globalization is a distinctively more abrasive act compared to internationalization, the theory stems from the idea that internationalization is perceived as a more humane practice while the goal of globalization is largely viewed as purely financial. Nonetheless, it is important to reiterate that concepts of globalization and internationalization should not be seen as identical or similar, but rather two separate forces that inevitably arise from one another. While there are significant differences as to the clear distinction between globalization and internationalization within the higher education arena, Cantwell and Maldonado (2009) specify that globalization can be described as a state of being than a process (Cantwell, Maldonado-Maldonado, 2009). They suggest the distinction should be made from understanding that globalization goes above and beyond social relations, as well as that it represents a force which levitates over the social world and simultaneously penetrates the social reality (Cantwell, Maldonado-Maldonado, 2009).

Yet, it ought to be interpreted that globalization is nothing but an ideology in its nature. According to Rizvi and Lingard (2010), globalization refers to an array of ideas which endorse a type of governance which gravitates towards forming global market relationships (Rizvi, Lingard, 2010). As Altbach, Reisberg and Rumbley (2009, 7) proceed to explain that: “Globalization, a key reality in the 21st century, has already profoundly influenced higher education. We define globalization as the reality shaped by an increasingly integrated world economy, new information and communications technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions. Internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization” (Altbach, Reisberg, Rumbley, 2009, p. 7). The literature therefore suggests that internationalization is an inherent process, which serves the purpose for globalization. Thus, it is in the best interest of institutions of higher education to respond to globalization via channels such as internationalization. As Castells (2000) remarks, globalization often raises the question of development vs. underdevelopment, which puts internationalization in higher education into a position of broadening its missions beyond the search for profitability (Castells, 2000).

3.3 Internationalization and neo-liberalism

It is not entirely clear how the idea of internationalization became narrowly associated with the concept of neo-liberalism. Nevertheless, neo-liberalism is often linked to the ever-rapid development of a minimal state, increasing privatization and general de-regulation, allowing internationalization to be at exclusive reach for institutions of higher education. In that regard, it is substantial to underline and to theorize the concept of neo-liberalism and its influence on internationalization before entering into further debate on this topic. Neo-liberalism, as described by Peck and Tickell (2006), is “a distinctive political-economical philosophy that took meaningful shape for the first time during the 1970’s, dedicated to the extension of market and market-like forms of governance, rule, and control across – tendentially at least, all spheres of

social life’’ (Peck, Tickell, 2006). In the broader aspect, neo-liberalism can be seen as a movement or a drive, which is accompanied by the rollout of globalization (Brooks, Waters, 2011). In that respect, it can therefore be denounced that neo-liberalism shares a direct link with the concept of globalization, wherein governments aim to embody the freedom of consumer choice, consumer sovereignty, individual engagement and market competition (Olsen, Peters, 2005). To keep such mechanisms live and running, compliance and obedience must be attributed to the state. In this sense, neo-liberalism is a critical element of globalization, which allows global vs. local economic relations to prevail. Frlie (2008) suggests the basic assumption that ‘’under neo-liberalism, governments tend to minimize rules and regulations to provide more institutional autonomy’’ (Frlie, 2008). Moreover, the neo-liberal attitude undertaken by governments puts significant pressure on education entities to prove their utility to the civil society and convince them that internationalization is crucial and imminent to their survival (Olsen, Peters, 2005). In that respect, the literature reveals that internationalization can be perceived as a tool through which competition can be achieved within higher education.

Just like the concept of neo-liberalism, the term internationalization of higher education can be explained through different rationales and lenses. To support this theory, Bamberger, Morris & Yemini (2019) illustrate that internationalization within higher education encompasses a broad scope of humanitarian and academic rationales, wherein for the example the internationalization of curricula and research are implemented, but also includes elements of economic rationales such as international student recruitment (Bamberger, Morris, Yemini, 2019). Despite economic rationales and neoliberal ideas gaining significant supremacy, it is important to reiterate the idea that the concept of internationalization continues to serve as a positive response to what Haigh (2008) refers to as ‘’destructive forms of globalized neo-liberalism’’ (Haigh, 2008). According to him, this positive response lays within the humanistic qualities of internationalization such as understanding diversity, promoting intercultural awareness, global citizenry and tolerance towards one another (Haigh, 2008). Other authors equally agree on the humanitarian framing of internationalization of higher education, mainly because the humanitarian lens offers a more holistic approach when attempting to define the term internationalization in higher education.

Svensson and Wihlborg (2007) use the humanitarian lens to define internationalization of higher education as a mean which is directly associated with democracy and the building of consensus while concurrently downsizing the relevance of religious and intra-ethnic ties (Svensson, Wihlborg, 2007).

Contrary to internationalization being an intentional operation undertaken by governments and higher education institutions, the definition of internationalization and its intentionality has been numerously contested. Higher education researchers and scholars have identified the criticism towards neo-liberalism in several contexts, mostly involving the impact of neo-liberal influences on the politics surrounding knowledge (Gyamera, Burke, 2017). One of the reasons behind this claim is that globalization has driven education towards becoming what is nowadays considered as a highly desired commodity, and at the same time a privilege for those prospective graduates who have the necessary resources to venture out and gain a set of specific skills for the purpose engaging and contributing to the international marketplace (Altbach, 2002). While western European governments have valorized a neo-liberal approach towards the fiscal aspects of society and the on higher education, less developed nations still seem to be struggling to adopt and sustain such approach, especially when it comes to attracting foreign student mobility and therefore harnessing an internationalization policy.

3.4 The discourse of national vs international

While taking a closer look on the current trends of internationalization in higher education in the early 1990's, Kerr (1990) has already described that institutions of higher education are continuously being viewed as very international institutions in comparison to other major governmental institutions. He argues that institutions of higher education are attributed a high level of appreciation for embracing cosmopolitan values and global citizenship, however, they continue to be largely run under national policy frameworks (Kerr, 1990).

Needless to say, authors point out that it is essential to analyze the concept of the nation state when entering into discourse on the sustainability of internationalization on a domestic level. It is often questioned as to what extent can internationalization operate within the constraints of cultural dimensions, or perhaps even be in line with them, although according to Altbach and De Wit (2017), it is difficult to foresee the shifts towards nationalism and anti-globalization sentiment and its implications on internationalization (Altbach, De Wit, 2017). Nonetheless, Hjern (2001) asserts that nationalistic and xenophobic values are present within all societies (Hjern, 2001). To further theorize the term nationalism, scholars have suggested a number of definitions, keeping in mind that nationalism is a fluid movement within contemporary politics. Ignatieff (1993) offers a clear explanation to the prevalence of nationalism, reiterating that “nationalism can be seen as a notion that combines the political idea of territorial self-determination, the cultural idea of the nation as one’s primary identity, and a moral idea of justification of action to protect the rights of the nation against the other” (Ignatieff, 1993). Other scholars such as Gellner (1983) suggests that nationalism is of “a principle which holds that the political and national unit should be congruent” (Gellner, 1983). However, when taking into account that internationalization represents a merely borderless and transnational concept, debates are often established on the subject of the sustainability of internationalization within higher education in the long term. Nevertheless, it is appropriate to say that the field of internationalization calls for careful treatment and good strategic planning (Teichler, 1999). Furthermore, Teichler (1999) draws attention not only to the importance of strategic monitoring, but also to the notion that internationalization is, de facto, a vulnerable process. Considering that institutions of higher education are the initiators for internationalization, while national governments predominantly serve the role as the enabling body for internationalization, it has been assessed that the presence of internationalization in higher education primarily stems from legislation, resource allocation, priorities in teaching and research, standardization and evaluation – which are likely to be provisioned on a national level (Teichler, 1999). Even though internationalization may seem to operate on the provisions of a “free hand”, it is still largely constrained by national authorities.

However, De Wit and Leask disclose that institutions of higher education have been relentlessly facing new challenges, especially in the past decade (De Wit, Leask, 2015). More so, it has been observed by scholars that institutions of higher education along with national governments have embarked on a road towards making internationalization more proactive, comprehensive, diverse and resilient (De Wit, Leask, 2015). With needs and resources increasing for institutions of higher education to internationalize, Helms and Rumbley (2019) took the initiative to investigate the effectiveness of national policy frameworks on the progress of internationalization, highlighting that such effectiveness is rather challenging to measure (Helms, Rumbley, 2019). The recent trend in measuring effectiveness of internationalization at post-secondary level has been criticized by scholars, stating that the assessment of internationalization is heavily based on numeric outputs – reflected on the number of students that have been recruited during a certain timeframe at a given institution of higher education. There is wider of scope of factors to take into consideration when conducting research on the outcomes of national policy frameworks on internationalization.

Whilst having provided a contextual analysis of the concept of internationalization within higher education, the terms neo-liberalism, nationalism and globalization and their scope of influence on internationalization have equally been analyzed through the disseminations of scholars and the academia.

3.5 Overview of theories on policy evaluation

Considering that the main focus of this research is directed to assessing and reviewing the effects of a public policy related to education, an overview of methods on policy analysis is essential to be provided. The study of policy analysis has been one of the most recently emerging studies in the field modern social sciences, and is described by Dunn (1981) as “an applied social science discipline which uses multiple methods of inquiry and arguments to produce and transform policy-relevant information that may be utilized in political settings to resolve policy problems” (Dunn, 1981, p.35). The basic assumption of policy analysis implies that the passing of a given policy will inherently result in a certain consequence. Otherwise, policy analysis affirms that the passage of a

bill also requires a thorough evaluation of the social costs vs. social benefits that could arise upon embedding a public policy. Thus, Knoepfel, Larrue, Varone and Hill (2011) have commonly established two distinctive policy analysis methodologies, which are paramount in performing any kind of evaluation on a given public policy. They distinguish between comparative analysis and analysis of public problems (Knoepfel, Larrue, Varone, Hill, 2011). The analysis of public problems regards interpreting structures and bureaucratic procedures from the point of view of policy management, rather than evaluating the efficiency and consistency of the policies alone. Conversely, the comparative analysis model enables one to compare and evaluate the efficiency of public bodies, which offer the same or similar services to the civil society.

Measuring the effectiveness of public policy in the area of education, namely internationalization policies within higher education is according to Helms and Rumbley (2019) ‘‘a formidable challenge (Helms, Rumbley, 2019, p. 55). As the main source of evidence in any internationalization policy is the dissemination of quantitative data, quantitative financial analysis is often applied when looking at the degree of effectiveness. This is due to the notion that internationalization policies are often accompanied by financial investments from national bodies to ensure their proper implementation. For the execution of this dissertation, it confirmed that attempting to evaluate a public policy based on financial outcomes would be rather difficult to contest.

4 Findings

4.1 The dynamics of internationalization in the Netherlands

The following chapter is intended to demonstrate the qualitative, as well as the quantitative findings related to the conducted research on the sustainability of internationalization within higher education. Moreover, this chapter takes the role of highlighting the core activities and recent trends in internationalization, as well as provides further findings on the internationalization climate in The Netherlands. A closer look is taken at the development of internationalization policy in at institutional level, wherein The Hague University of Applied Sciences Furthermore, a careful dissemination of the collected data

Since internationalization began expanding into much wider dimensions, the national and supranational interest has, as a result, also increased (Coelen, 2013). After all, such interest eventually becomes synergetic with a political agenda, and therefore part of a dialogue within which internationalization activities can take place. The role of national governments and supranational bodies is not only take on the role of establishing a policy framework, but also to financially support the activities under the umbrella of internationalization (Coelen, 2013). Generally speaking, the implementation of widespread internationalization policy within higher education requires significant investment, which has recently become a highly debated subject. Returning to Coelen's (Coelen, 2013) argument that internationalization should be made possible through the provision of financial resources by national bodies, it should also be taken into account that private-owned universities have the freedom to decide on their direction and business model, whereas publically funded institutions of higher education would be more dependent on national guidance and funding in order to keep internationalization in operation (Beelen, Walenkamp, 2018). It has been studied that many institutions of higher education, more specifically the British, American and Australian institutions of higher education have seem to be fully dependent on the financial gains from the recruitment of foreign students against an elevated tuition fee, as a response to government disinvestment on education and, subsequently, on internationalization. Beelen en Walenkamp further address the notion that institutions of higher education funded via

the public purse are significantly influenced by the government's saying on their accessibility (Beelen, Walenkamp, 2018). For instance, many northwestern European universities have introduced a reduction in admission rates under the financial provisions of the government, in order to attract both EU and non-EU/EER degree-seeking students. The relatively low tuition fee rates and the generally free accessibility of degree-seeking candidates deliberately fuels the implementation and need of an internationalization policy within a local higher education system.

In that respect, as internationalization is predominantly run under public funds, the Ministry of Education, Culture and Education of The Netherlands seems to contest the expenditure from these public reserves, arguing that the finances should be driven towards its own citizens, rather than directing the expenditure towards the recruitment of international students to publically or partially-publically funded institutions of higher education. This segment shall further be discussed in the discussion section of this dissertation.

4.2 Core activities of internationalization

Before disseminating the effects of the Accessibility and Language Bill on students studying at THUAS, it is necessary to underline the key activities through which internationalization is able to persist within higher education, as well as the current trends. To make sure internationalization and its array of activities can be safeguarded and allowed to operate freely, the European Commission (2013) has issued a comprehensive internationalization strategy which puts emphasis on the following points of action:

- the promotion of international staff and student mobility
- internationalization at home and digital learning
- strengthening strategic cooperation through intra-institutional partnerships (European Commission, 2013).

Although international staff and student mobility has remained at the top of the European Commission's agenda, it is equally considered to be one of the European Union's most successful

policy-oriented achievements in terms of mobilizing European professionals under the Erasmus scheme (Papatsiba, 2005). Whether it is justifiable to validate such success, it is certainly worth asserting that such initiatives have drawn considerable focus from governments and policy-makers towards maximizing the use of the European single market (Brooks, Waters, 2011). Thus, intra-European and international mobility have become the most significant drive for internationalization (European Commission, 2013).

4.3 The role of internationalization within THUAS

Zooming in on the role of internationalization policy of the Hague University of Applied Sciences, the institution has been a stark promoter in global citizenship and the implementation of wide-spread internationalization policy from both an internal as well as an external perspective. It recognizes that global citizenship and internationalization are represented as strategic goals and that stakeholders such as students, partner universities, individuals and internal departments play a significant role in reaching these objectives. In addition, whilst supporting its extensive stakeholder network, it aspires to incorporate global citizenship and the UN's Sustainable Development Goals on all levels of education, as well as enhancing and internationalizing its study curricula (The Hague University of Applied Sciences, 2020).

In 2015, THUAS has set its five-year mission to become the most international university of applied sciences in the Netherlands. In order to strive for such significant goal, the institution needed to re-design its policy program by focusing on three fundamental pillars: internationalization, global citizenship and networking. THUAS has highlighted the importance of these pillars as they contribute to the quality and reliability from a perspective of partnership of the institution as a whole (Beelen, 2019, p. 195). In efforts to effectuate the internationalization policy across all layers of the organization, a comprehensive compass containing the key elements to sustain institution-wide internationalization has been formulated. Highlighting the most crucial element of the THUAS compass, the internationalization of the formal curriculum for all students has been put to the forefront, which falls under the umbrella of the ‘‘internationalization at home’’

process. What's worthy of mentioning is that this university-wide strategy primarily aims to transform study curriculums with the intent to produce international learning outcomes, offer global perspectives and enforce intercultural communication in the entire learning process. As of the 2020-2021 academic year, THUAS offered a total of 11 international English-taught bachelor degree programs, whose curriculums are already highly internationalized, and a conglomerate of 30 bachelor degrees are offered exclusively in the Dutch language.

The idea behind institutions of higher education introducing a contemporary form of internationalization emerged in the course of the 1990's, more specifically within Nordic universities. The thought was drawn from the necessity to create of a tailored form of internationalization not only for mobilized students, but also for those students who decide not to venture out on a study abroad and stay at their home institution. In the present day, the practice of internationalization at home extends beyond the concept of mobility and gaining an international experience (Beelen, 2019). Ultimately, the goal of the internationalization at home is to facilitate staff professionalization through intercultural learning and to equip the home and local students with an international experience even if the student does not embark on a study or internship abroad. THUAS has placed internationalization at home at the core of its internationalization strategy.

As the Language and Accessibility Bill primarily targets internationalization activities retaining to outgoing and incoming mobility and the eventual obstruction behind the creation of new English-taught study programs, internationalization at home activities seem to be shielded from direct implications of the bill. This is mainly due to the notion that internationalization at home is run on the provision of the institution's own interest, given the financial contributions of the Dutch government to international projects and workshops are not to be curtailed.

4.3.1 international partnerships and cooperation

The Hague University of Applied Sciences (THUAS) puts tremendous emphasis on building an extensive trans-national network of intra-institutional partnerships. Considered as one of the critical elements of THUAS's internationalization policy, THUAS strives towards the establishments of partner links with universities (both research and applied), alumni, the industry, various research institutes, NGO's and governmental organizations (The Hague University of Applied Sciences, 2020). These partnerships permit the mutual exchange of students, who are already enrolled in higher education at whichever partner institution of THUAS. In that regard, outgoing student mobility represents a substantial segment in THUAS's effort to provide home students with an international experience abroad. As much as outgoing mobility plays a central role within the curricula of study programs across THUAS, incoming student mobility is equally an important element on THUAS's internationalization agenda.

The following section shall therefore highlight the rationale behind the rebalancing of internationalization in Dutch higher education.

4.4 Interministerial Policy Review on Internationalization in higher education

The following paragraph has been produced exclusively from the Interministerial Policy Review on Internationalization (IBO) solicited by the Dutch Ministry of Finances in July 2019. The data used in the following paragraph was therefore extracted from the website of the Dutch Government:

<https://www.rijksoverheid.nl/documenten/rapporten/2019/07/02/ibo-internationalisering-van-het-hoger-onderwijs>

The review delivered to the Ministry of Finances indicates that the number of foreign diploma seeking students in the Netherlands has doubled over the past 10 years. As of the 2018-2019 academic year, approximately 86 000 international students were registered across various Dutch research universities and universities of applied sciences, of which three quarters were represented

by students originating from The European Economic Area (EER), and about 25% of the 86 000 international degree-seeking students in the Netherlands were registered as non-EU citizens. Not only the number of international influx into higher education has increased, but also the number of home students seeking to spend a portion of their study beyond the borders of the Netherlands. Under the current ‘‘Rutte III’’ cabinet, the policy framework surrounding internationalization in Dutch higher education is very much in favor of strengthening the attractiveness post and undergraduate degrees through the recruitment of international students while considering the importance of accessibility (Government of The Netherlands, 2019). Further, the policy review on internationalization explains that the success of internationalization on a long term lays in the stay ratio of foreign students after having completed their study. In brief, the more the students remain in The Netherlands after their study, the more benefits internationalization brings to the economy of the country. The research shows that the students who manage to find employment and stay in the Netherlands pay taxes, and therefore contribute to the gross domestic product of the Netherlands. However, it is difficult to monitor the number of students who realistically settle in the Netherlands after having completed their study. In that sense, the proportion of students who remain in The Netherlands after graduation has proven to be an important factor in measuring the positive effects of internationalization in Dutch higher education (Dutch Government, 2019). Hence, the Dutch government is willing to enforce the teaching of basic Dutch within institutions of higher education, to familiarize foreign students with the local language and therefore increase their chances of landing a position in the local job market, especially within the service and national administration sector, where Dutch proficiency remains a must.

4.5 Effects on Dutch students

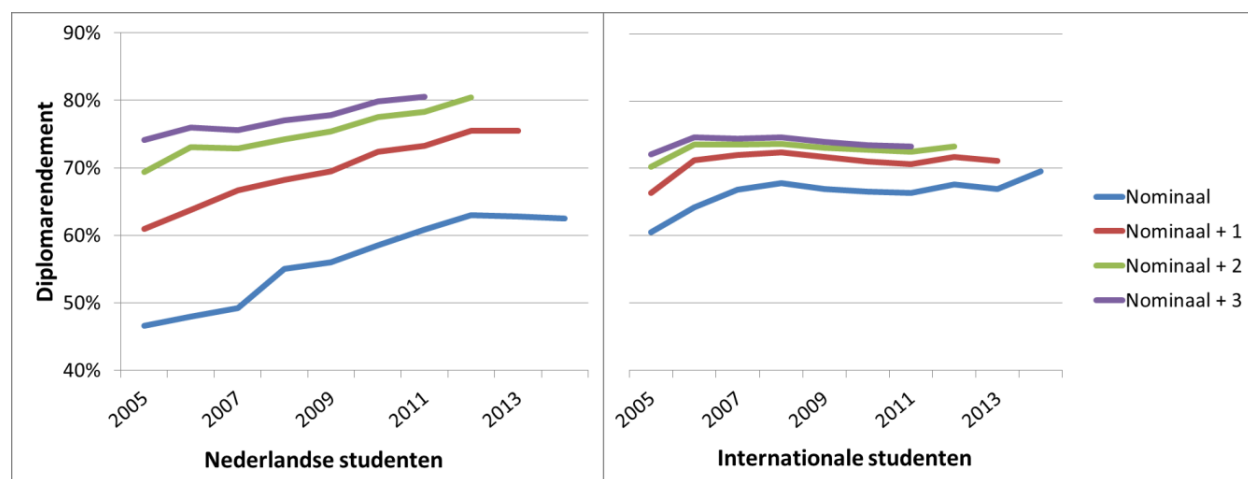
Before mapping out the implication of the Accessibility and Language Bill on local Dutch students, it is essential to identify how internationalization and the presence of a diverse learning environment effects local Dutch students who are pursuing a study at a university of applied sciences or research university. In order to understand the full scope of how internationalization is

reflected on Dutch home students, the following section heavily relies on the DUO report for internationalization in higher education, published and formulated for the ministry of education, culture & science on July 9th, 2019.

While the Dutch government stands behind the notion that the increased number of international students entering Dutch higher education creates the establishment of an international classroom which benefits local students in the way that it enriches their cultural sensitivity and intercultural awareness, fostering greater inter-tolerance and ultimately, the development of global citizenry. With the increased number of international students in Dutch higher education, local Dutch students are offered the possibility to partake in a wide spectrum of English bachelor programs taught by both local, as well as international researchers and academics. The availability of English study programs in Dutch higher education provides the Dutch student the possibility to improve English proficiency and potentially used the acquired English skills not only on the local Dutch job market, but also on the international labor market. On the other hand, it is claimed that there can be potential factors which can hinder the quality of the transfer of knowledge from the educator to the student in the event that the teachers' knowledge of English does not measure up to the expected professional and coherent level. In addition, the 3rd annual Global survey on internationalization has revealed that the lack of English skills amongst academics represents both an internal and external obstacle to the continuation of internationalization at institutional level. In fact, the lack of expertise in the English language amongst academics and educators is ranked as the second most significant internal obstacle institutions of higher education are bound to confront as lack of faculty interest may arise (Beelen, 2019). The lack of faculty interest can therefore transpire into the disinterest of Dutch students in advancing their English skills. Concerns have also been raised suggesting that internationalization can result in potential negative effects if the integration between local Dutch students and foreign students fails and therefore creates a sense of disconnect. The sense of disconnect often gives way to the creation of groupings of Dutch students which minimally engage with other students from abroad (Dutch Government, 2019). In the report delivered to the DUO (Dienst Uitvoering Onderwijs), an agency of the Dutch Ministry of Education, Culture and Science, the findings concluded that there is no solid evidence of

international students having an influence on local Dutch students in terms of diploma accession. The study shows that between 2005 and 2013, international students were more likely to attain their bachelor diploma within the designated study time frame, however, when looking at the long-term graduation ratio between Dutch and international students, the data shows that a higher number of Dutch students acquire their diploma in comparison to international students. The data displayed in *figure 1* shows the proportion of Dutch vs. international students who obtained their final diploma within 0 to 3+ nominal years. The chart shows a continual rise in the aggregate number of completed study degrees by Dutch, as well as international students between 2005 and 2013, however, the diploma acquisition rate of Dutch students topped at 80%, with a 3-year study period surplus compared to just over 70% for international students with one, two and three-year study surplus.

Figure 1 Overall diploma acquisition rate of Dutch vs. international students



(DUO, 2019).

The data presented in the DUO report reflects an alike situation in regards to the graduation rate amongst international and Dutch students at THUAS. Following a similar tendency, the diploma acquisition rate of international (non-Dutch) students is higher than that of Dutch students. The data demonstrates that the diploma acquisition rate within the designated study period of Dutch students at THUAS fluctuated in the range of 24 – 36% in the timeline between 2007 and 2016,

whereas international students reached a diploma acquisition rate between 33 and 47%. Figure 2 displays the diploma acquisition rate of Dutch students at THUAS, while figure 3 portrays the diploma acquisition rate of international students. There is a marginal different to be observed from both charts.

Figure 2 Diploma acquisition rate of Dutch students at THUAS

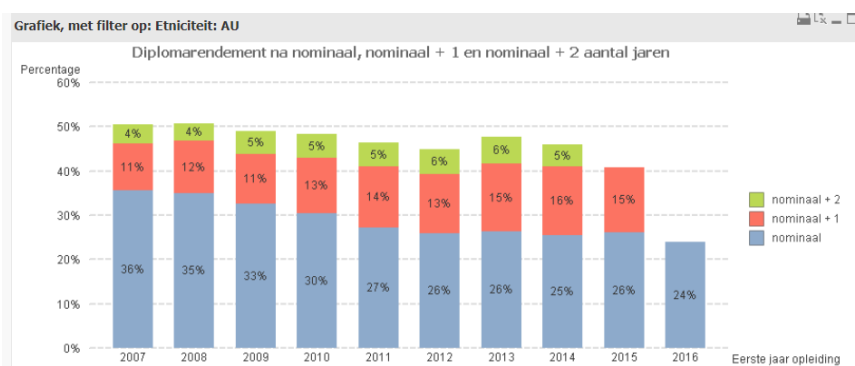
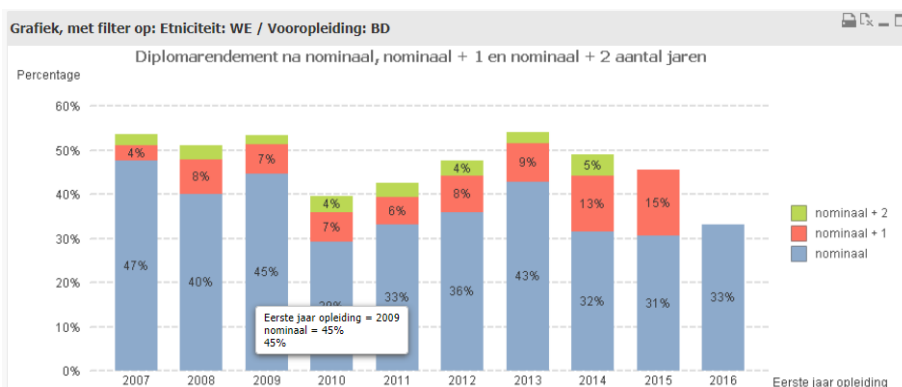


Figure 3 Diploma acquisition of international students at THUAS



(International Office department of THUAS, 2021).

In conclusion to the disseminated numerical data on the study success of international vs ‘home’ Dutch students, the DUO report on internationalization in higher education suggests that there is no evidence supporting the notion that the presence of international students influences the study trajectory of Dutch students and their capability of obtaining a bachelor diploma. While also having focused on the obtainability of bachelor degrees amongst Dutch and international students

at THUAS, the examined data shows that international students represent a higher diploma acquisition ratio within the given time frame of study in comparison to Dutch students. Conclusively, the presence of international co-students at Dutch institutions of higher education does not impact the study success of home students.

4.6 Effects on outgoing mobility

In attempt to lay out the effects of the Language and Accessibility on outgoing student mobility within THUAS, the following paragraphs are produced predominantly on the provision of information from the Hague University's International Office, which takes charge of processing scholarship applications and facilitating the administrative work for students who intend to pursue a study or internship abroad. Besides being responsible for the application process regarding outgoing scholarships, the international office also keeps detailed records of the number of outgoing student mobilities per academic year, which is then directly reported to the Dutch Organisation for Internationalisation in Education (NUFFIC). An analysis of these reports has therefore been run in order to produce the following section.

The most recent data on the number of Dutch students who pursued a study or internship has been recorded by NUFFIC in 2017, when a total number of Dutch undergraduate students abroad reached a staggering 18 563. Outgoing mobility has seen a rising tendency over the past decade between 2006 and 2017. In fact, the number of outgoing Dutch students has merely doubled in comparison the year 2006. It shows that Dutch students are increasingly interested in gaining international and professional skills while being exposed to a foreign environment (Nuffic, 2020).

Having the possibility of pursuing a study at an internationally-oriented institution of higher education outside the borders of the student's home country contributes largely to the development of valuable inter-personal, inter-cultural and professional skills of potential graduates (Government of the Netherlands, 2019).

THUAS highly encourages its students to experience a study or placement abroad. As THUAS traditionally takes on an international and outward approach towards the provision of quality education, it is not to wonder why this educational organization shares an intra-institutional or Erasmus agreement with 526 partner universities across the globe (The Hague University of Applied Sciences, 2020). On the basis of this wide-range partner network of THUAS, both Dutch and international students are offered the option to study at one of THUAS's partner universities, without having the obligation of paying any institutional tuition fees. Since the institutional agreements signed between THUAS and its partners stipulate the transfer and recognition of credits, the student's period abroad constitutes for the study load they would have had at THUAS during one semester or one academic year. Alongside the benefit of credit transfer, the student can work on the improvement of language skills, break down the any barriers or timidity with interacting with people from another cultural background, either in a study environment or a professional work space.

The Language and Accessibility Bill as stipulated by the Ministry of Education, Culture and Sciences, has a direct influence on the budget administered to Dutch institutions of higher education for internationalization. The core of the bill is to balance out the number of outgoing mobility, invest in home students and cut down on the funding attributed to incoming bachelor-seeking students from abroad. This means that the Dutch government intends on pushing for increasing the number of scholarships to students seeking to spend a period abroad for the purpose of study or internship, and lowering the funds for scholarships for international students arriving to the Netherlands. In 2014, the Ministry of Education, Culture and Research administered a total budget of 4,8 million Euros to Dutch research universities and universities of applied sciences for outgoing and incoming student mobility, through the provision of scholarships. For the 2020/2021 academic year, it has been determined that 40 % of the 4,8 million Euros would be attributed to incoming mobility, and 60% to outgoing mobility. Depending on the size of the institution of higher education and how many students it houses, an amount of incoming and outgoing scholarship are ascribed accordingly. In the 2020/2021 academic year, THUAS houses a total of 25 631 actively enrolled students, which represents 5,61% of all registered students in the

Netherlands. On the basis of this number, a total of 37 scholarships were attributed to THUAS by the Dutch Ministry of Education, Culture and Science. From these 37 scholarships, 17 were designated for incoming mobility, while 20 were reserved for students pursuing a study or internship beyond the borders of the European Economic Area, whereas the Holland Scholarship represents a one-time grant worth a total of 5 000 Euros.

The increased number of available outgoing scholarships can have a positive impact on a wider group of Dutch students studying at THUAS, namely for those students who stem from different ethnic, social, cultural and financial backgrounds and perhaps do not have the means to endeavor on a journey abroad. For this particular group of students, the Language and Accessibility Bill proves to be beneficial as it stipulates extra funding via grants, which the student can spend for eventual expenditures abroad.

Nonetheless, it is clear that the rationale behind the Language and Accessibility Bill is embedded in the collected quantitative data by the research team for the Ministry of Culture and Education of The Netherlands.

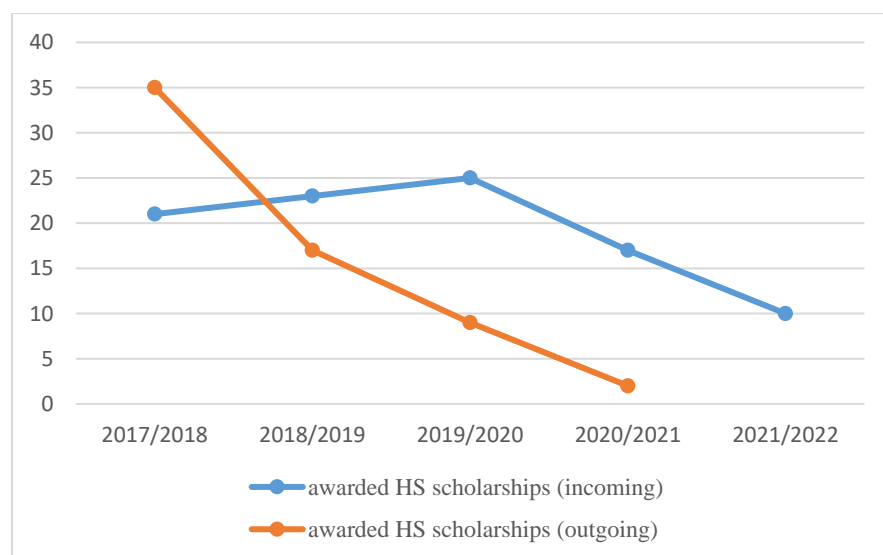
4.7 Effect on international students

In efforts to deaccelerate the influx of international degree-seeking students arriving in The Netherlands and to prevent higher education from running into over-saturation, the Language and Accessibility Bill can have certain repercussions on international students who are interested in pursuing a degree in The Netherlands. The following paragraph has been produced on the basis of the data retrieved from records of the International Office of THUAS.

First and foremost, the most impactful effect is unarguably the reduction in scholarships available for international non-EU students. According to records retrieved from the International Office department of THUAS, the number awarded of Holland Scholarships (brought in part by NUFFIC) has seen a steady decline as of the 2020/2021 academic year. *Figure 5* displays the falling trajectory of the amount of awarded scholarships. As of the 2021/2022 academic year, THUAS

has taken the decision to award a total of 10 scholarships to international non-EU students, which is 15 scholarships less when compared to the 2019/2020 academic year. Given that international non-EU students are subject to the institutional tuition fee, these kind of student represents a high source of income for THUAS. From the perspective of the non-EU applicant, coming to the Netherlands to follow a professional degree requires the applicant to put down a large sum of money on tuition, the demonstration of sufficient financial means of about 11 000 Euro, not to mention the costs of living in The Netherlands, which is somewhere around 800-900 Euro per month. Those students who barely make it financially, but are determined to start a degree in the Netherlands are offered the possibility to compete for a Holland Scholarship worth 5 000 Euro. Now that the number of available scholarships is reduced, this leads to a significant devaluation in the opportunities for international students to pursue a desired degree. THUAS argues that students should already be equipped with enough finances to support themselves and their study, without having the need to rely on a scholarship.

Figure 4 Number of awarded incoming vs. outgoing Holland Scholarships



(International Office Department of THUAS, 2021).

The chart above equally indicates that the number of awarded outgoing Holland Scholarships are also in a phase of curtailment. As a result of the reduced amount of outgoing scholarship applications, the Dutch Government aims to boost the incentive and redirect the finances towards outgoing mobility. Noteworthy of mention is the fact that the 2020/2021 academic year was heavily influenced by the uncertainty caused by the global COVID-19 pandemic, which has many cases restricted students from travelling across borders. Both THUAS and the Dutch Government foresee the future of outgoing mobility in a positive demeanor. To sum up everything that has been stated in this section so far, it has been identified that the Language and Accessibility Bill has a direct effect on scholarships for incoming international non-EU degree-seeking students, which could possibly lead to the devaluation and decrease in chances given to non-EU students to pursue a study with a considerable incentive.

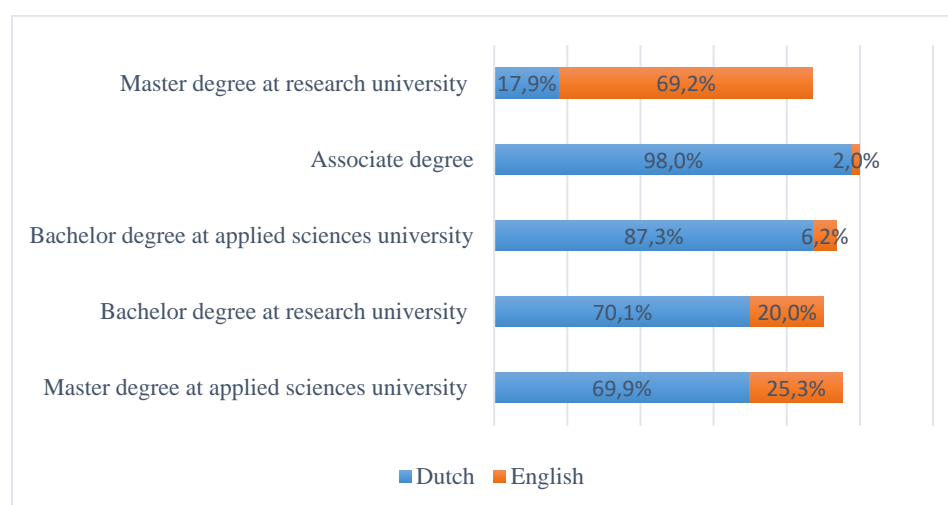
4.8 The language dilemma

On the basis of the conducted study presented to the Ministry of Finance on the policy review on internationalization, it is identified that incoming international students who register in Dutch research universities and institutions of applied sciences bring a favorable financial outcomes, elevating the institution's overall budget. As institutions of higher education in the Netherlands set their own tuition fee costs for non-EU degree-seekers, it increases their attractiveness. However, the experts who conducted the study argue that universities of applied sciences and research universities differ in how they rely on attracting their international student market. The research concludes that research universities primarily focus on offering English-taught study programs in order to attract students, whereas universities of applied sciences mainly focus on the local market, providing education in the Dutch language. Of course, universities of applied sciences offer a range of English-taught bachelor and master programs, however these are represented as a minority within the offered courses (*figure 5*).

When taking a helicopter view at the number of English-taught study programs versus the number of offered courses in the national (Dutch) language, it is clearly visible that the Dutch language

represents a dominant position in Dutch higher education. In fact, more than 70% of all bachelor courses within research universities and universities of applied sciences were offered in Dutch (as of the 2018-2019 academic year). More details on the proportion of English versus Dutch-taught bachelor and master programs are displayed in *figure 1*.

Figure 5 Proportion of Dutch vs. English taught study programs in Dutch higher education



(Nuffic, 2018).

The chart reveals that the majority of offered post-secondary study courses in the Netherlands are largely offered in the Dutch language, with the exception of Master degrees at research universities which are predominantly offered in English (Nuffic, 2018). Reiterating the third key focus of the Language and Accessibility Bill, the Dutch government intends to strengthen the position of the Dutch language course variants, however, the presented data shows that a large portion of study programs are offered only in Dutch. In that sense, it is rather confusing to understand the rationale of the government behind the loss of Dutch as a language of academic research, when the language is already predominantly used within higher education.

5 Discussion

The previous chapter undertook the role of previewing the hard numbers and facts retaining to the incoming traffic of international students entering Dutch higher education, as well as the portion of students embarking on a study or internship abroad. Furthermore, an analysis was run on the provisions of the Language and Accessibility Bill and in which area will they apply. In the course of the following chapter, the findings and discourse on the literature shall be interpreted accordingly.

5.1 Interpreting internationalization in higher education

In efforts to gain an understanding of the core of the term internationalization, more specifically on what is the current intake of the government and THUAS on the current developments surrounding internationalization and how it foresees its climate, a discourse on this subject is delivered in the following section. A careful analysis of how internationalization is interpreted has by these two parties has been run in order to provide an answer to the sub-question(s):

- *What is internationalization in higher education and where does it apply?*
- *What is the role of internationalization within THUAS?*

On the basis of the conducted search for credible literature surrounding the discourse on internationalization, experts and scholars have provided non-contradicting intakes on the notion that internationalization in higher education is a phenomenon which has seem to develop side-by-side with globalization, which has grown to become an inseparable element in the provision of quality education. As institutions of higher education have been given the responsibility to act as a global actor and make a positive impact to the needs of the civil society, internationalization has been granted a central position in policy frameworks both of governments, as well as institutions of higher education themselves. Having zoomed in on the internationalization climate in the Netherlands, it is visible that internationalization and its core values continue to be widely accepted, so much so that the Dutch government intends on investing more resources into equipping home students with intercultural study or the possibility of undergoing an internship in

a foreign country. While a great deal of scholars conclude that internationalization should come from the willingness of the university itself, its effectivity is often measured purely on the basis of numerical data, such as the total number of international students entering Dutch education, and whether these students are remaining in the Netherlands after obtaining their degree. Conversely, it has also been mentioned that the benefits of internationalization should not solely be measured on a cost-benefit basis, but should rather focus on the long term learning outcomes that internationalization has on the student, the civil society and the institution of higher education itself. THUAS has interpreted internationalization as a crucial and substantial item on their agenda, as it is actively utilizing internationalization as a tool through which the provision of quality education can be certified. This line of argumentation is generally accepted by the Dutch government, which claims that internationalization is indeed a way through which institutions of higher education can enhance their position on the education market. However, the propositions of the bill seem to enhance the quality of education exclusively to Dutch students, while creating an additional set of criteria for international students to enroll to an English-speaking program. It refers back to the question posed by de Wit and Knight (2018): “where have we come and where are we going?” (Knight, De Wit, 2018, p.2). This is a question that the Dutch government must thoroughly remind itself of, in order to provide a clear picture of where Dutch higher education should stand in the coming years, decades. If curtailing the number of international students who enter Dutch higher education and increase the accessibility to education to students who are already in the Dutch educational scheme seems to be the vision of the Dutch government, it becomes essentially in contradiction with what internationalization policy calls for - the guarantee of freedom to higher education to all equally.

5.2 Policy Evaluation – Language and Accessibility Bill

The following section offers a discussion on the impact of the Language and Accessibility Bill on international and home students enrolled or planning to enroll at THUAS. The section equally provides an evaluation on the bill itself in efforts to respond to the sub-question:

- *What are the implications of the Language and Accessibility Bill on local vs. international students?*

Derived from the interministerial policy review on internationalization in higher education (IBO), the Language and Accessibility shows that it has potential to improve the access of Dutch students to Dutch course variants within higher education, as well as to boost the initiative for home students to endeavor on a short-term study either within the EU or beyond. On the other hand, the bill lacks clarity in terms of the long-term implications of the so-called “rebalancing of internationalization” on international degree-seeking students. The concern raised by the Ministry of Culture, Education and Science on over-capacity within study programs where English is the language of instruction has primarily been triggered by the gathered quantitative data. The qualitative data gathered in the interministerial policy review on internationalization in higher education may reflect a current state of over-burden within a English-taught courses, however the approach in the policy seems to devalue one of the core values of internationalization, which is the free and undisrupted provision of cross-border education. By introducing quotas on the number of offered English courses and potentially block off the creation of future English-taught programs, Dutch higher education can see a considerable decrease in the influx of international students. Since only a small portion of international students enroll to a Dutch study program after having completed a year of preparatory course, including the national Dutch language state exam, the vast majority of incoming students still opt for an English-taught course due to already having knowledge of the language. Even though the majority of higher education programs in the Netherlands are offered in Dutch, the government is insisting on strengthening their position over English-taught courses.

Looking at this development on the long run, less international students effectively results in a cut down in tuition-fee revenue for the institution. Therefore, institutions of higher education will need to find ways to seek revenue elsewhere, such as by focusing on promoting higher education to Netherlands-based high-school graduates. In addition, the decrease in scholarships for incoming international non-EU/EER students narrows down the selection and therefore diminishes the

chances of being awarded a grant, while exponentially increasing competition amongst international students.

Furthermore, on the basis of the data provided by the international office department of THUAS and DUO, the presence of international students in a learning environment has an inconsiderable impact on the performance of local Dutch students, even though it is claimed that the existence of an “international” classroom is proven to be beneficial to the overall performance, the development of greater intra-tolerance amongst students and other cultures. Needless to say, the formation of an international classroom is exclusive to study programs where the language of instruction is English. Since international students mostly opt for a study offered in English, there is ultimately little room for interaction between Dutch and international students in a higher education institution. The policy review on internationalization does mention the possible negative outcome of group forming, however, it did not put considerable emphasis to this becoming a large-scale issue. All in all, the measures outlined in the Language and Accessibility Bill aim to tackle the central problem of over-capacity by cutting down an important segment of internationalization, which is the recruitment of international professionals into the education system.

5.3 A strategic Internationalization Policy

The section below intends on providing a discussion on the subject of policy sustainability in internationalization and attempts to interpret the following sub-question:

- *Which strategies should THUAS implement in order to mitigate the potential repercussions of the Language and Accessibility Bill*

Having outlined scholars’ criticism towards the way governments and institutions of higher education approach policies on internationalization, the main source of criticism stems from the notion that the successes and benefits of internationalization are frequently measured in numerical outputs. Instead, institutions of higher education in the Netherlands should be at highest vigilance in terms of optimally managing their internationalization policies. After all, internationalization activities often lay in the hands of the institution to steer and manage, while the government serves

as a financial contributor to put internationalization into operation. In order to maintain a strong and resilient internationalization policy, it is crucial for THUAS to understand the environment affecting internationalization. That environment refers to the political climate and national objectives for internationalization in the home country. Such objectives on a national level in positive terms would include the wider access to a larger variety of course options and qualifications for both home and international students (OECD, 2012). If the Dutch government is not in line with such objectives, as displayed in the Language and Accessibility Bill, THUAS will have no choice but to follow the Ministry's initiatives. For the large part, internationalization is directly financed by the government, and thus institutions of higher education are tightly subject to measures proposed in the policy review on internationalization.

Implementing a strategic internationalization policy only reminds that THUAS should reconsider its business model to support internationalization in a timely manner by focusing on strengthening its Dutch programs, but also strive towards improving the quality of its 11 English-taught study programs, despite the implementation of a fixed number of spots available per study program. As a result, THUAS will be able to award scholarships to the most prominent international non-EU/EER students and narrow down the selection to the most talented students who actively desire to pursue a professional study in the Netherlands. Another feature of the strategic internationalization plan is, without doubt, the monitoring of outcomes and the ability to respond rapidly to new challenges. THUAS is yet to formulate a response to the proposed measures in the Language and Accessibility Bill, as the action points of the bill would have a direct effect on the way it attracts international students, mainly to its European Studies program which up until the 2020/2021 academic year, does not imply a *numerus fixus* policy and is seen as the most selected and popular study program amongst international prospective bachelor students.

6 Conclusion

This dissertation undertook the role of investigating the implications of the Language and Accessibility Bill on The Hague University of Applied Sciences, as well as running an analysis on the impact of the bill on Dutch contra international students. In efforts to elaborate on the central question and its subsidiary inquiries, the initial step was to examine the scholarly discourse surrounding the concept of internationalization, its definitions, areas of application and core values. In consideration to the handful of interpretations of what internationalization in higher education embodies and stands for, the overall sentiment towards the concept has been addressed in a positive tone by the civil society, the Dutch government, as well as institutions of higher education in the Netherlands. Despite the optimism shown towards internationalization in recent years, the Dutch government seems to have taken a step back in broadening the selection of offered international English-taught study programs in fear of the higher education system running in over-capacity, including the introduction of fixed quotas on the number of students these programs are admitted to enroll. This brought the next question into perspective: how does such set-back impact international and Dutch students. The most formidable response to this question is that the government's "rebalancing" of internationalization has a substantial negative effect on international degree-seeking students, restricting their access to the Dutch education system and lowering the chances of becoming a prospective beneficiary of a scholarship, but conversely, the Dutch government's action bring a wide range of benefits to home Dutch students, who, as a result of the measures to be implemented, shall profit from greater accessibility to the Education system as Dutch course variants are to be safeguarded, as well as higher financial incentives to venture out on an exchange abroad. In that regard, the benefits of the rebalancing of internationalization seem exclusive to home-based Dutch students. On the basis of the analyzed data, there is no evidence of the need to specifically focus on salvaging the Dutch academic language, as it already possess a dominant position in higher education in the Netherlands. On the institution level, The Hague University of Applied Sciences continues to strive towards maintaining a well-balanced internationalization agenda, but is simultaneously urged to foresee the long-term consequences of

the Language and Accessibility Bill on its study programs and students being admitted to them. Effective forecasting and a re-evaluation of THUAS's business model is therefore imminent.

To sum up everything that has been stated so far throughout this dissertation, the Minister Engelshoven's Language and Accessibility Bill it is clear that the rationale behind the measures is heavily focused on cost-benefit calculations, instead of acknowledging the learning outcomes of an international education.

The next step of the research would be to perform a regular evaluation of the effects of the Language and Accessibility Bill after it has been implemented and operationalized, including progress checks and active monitoring to see whether the results are as formidable as envisioned for all students equally.

7 List of references

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8 Appendices

8.1 Graduation Assignment Agreement



Agreement to complete a graduation assignment with THUAS

1. The parties:

- 1.1 The Hague University of Applied Sciences, degree programme European Studies ,
hereby represented by Martijn Lak, hereafter referred to as THUAS.
and
- 1.2 Filip Krivánek enrolled as a student at The Hague University of Applied
Sciences in the degree programme European Studies hereafter referred to as 'the
student'.

Whereas:

- The goal of the graduation assignment is to give the student experience in the practical application of the acquired theoretical knowledge and to acquire new skills and knowledge. The purpose of this agreement is to provide proper guidance to the student's graduation assignment.
- Graduation is based on:
 - a question formulated by the student
 - an assignment formulated by the degree programme

The parties declare that they have agreed the following:

This agreement consists of three inextricably linked parts:

Part A: specific provisions for graduating assignments

Part B: general provisions for graduating assignments

Part C: Graduation plan (if applicable)

In case of any contradictions between the provisions, provisions from Part A will prevail over B and C.

Part A: Specific provisions for graduation assignments

A1. Duration and supervision

A1.1 The graduation assignment has been scheduled for the following period:

start date: 01/09/2020

end date: 01/02/2022

A1.2 THUAS appoints as the following person as graduation coordinator:

Name: Martijn Lak

Phone: 06-14328217

Email: M.Lak@hhs.nl

A3. Other arrangements

Part B General provisions for the graduation assignment

B1. Conducting the graduation assignment

- B1.1 The student must complete the graduation assignment with great care. The learning objective is the priority. If the result is not achieved, or not achieved in a timely manner, neither the student nor THUAS can be held liable.

B2. Graduation assignment approval

- B2.1 The parties agree that the graduation coordinator must formally approve the graduation plan before the student can begin the assignment. The graduation manual of the degree programme states by what deadline the graduation plan must be ready.
- B2.2 Any required fundamental changes to the original graduation plan during the graduation assignment will require prior approval of the graduation coordinator.

B3. The right to results

- B3.1 The knowledge and know-how (background information) contributed by the parties will remain the property of the contributing party. Parties give each other the right to apply their contributed knowledge and know-how to the graduation assignment.
- B3.2 The results of the work activities are available to the student for the duration of the agreement, in order to conduct the work activities, resulting in a graduation assignment.
- B3.3 The results of the work activities are available to THUAS for use within the scope of the assignment.

B4. Confidentiality

- B4.1 During the course of this agreement and the following two years (or: ☐ if a longer of shorter period is expedient), the student is not allowed to do the following:

- announce, publish or share with third parties any confidential information without prior written consent of THUAS.
- use any confidential information for any other purpose than the graduation assignment. Confidential information encompasses all information of THUAS that the student understands to be confidential in nature or that has been explicitly identified as confidential or can be deemed to be confidential.

This confidentiality obligation does not apply to the following cases:

data already in possession of the student at the time that it is shared with the student;

- a. data that is common knowledge at the time that it is shared with the student;
- b. data legally obtained, without the intervention of THUAS, by the student;
- c. data that has become public knowledge after the date on which it was shared with the student, other than as the result of a wrongful or negligent act by the student.
- d. information that has become generally known after the date on which it was announced to the student, other than through the student's unlawful act or omission.

- B.4.2 The results of the graduation assignment are/are not included in the confidentiality agreement for data.
If yes, the end date of the confidentiality agreement will be
- ☐ date
 - ☐ months/years after the graduation end date
- B5. Copyright and publications
- B5.1 Copyright of the graduation assignment belongs to the student, who is entitled to publish and share the information. In doing so the student will comply with any confidentiality provisions stated and general provision B4.
- B5.2 With the exception of the rights to the graduation assignment, all copyright, on the products that the student has made, belongs to THUAS.
- B5.3 After completing the graduation assignment, the student will make the assignment available to the THUAS internship/graduation supervisor.
- B5.4 If THUAS believes that its interests could be harmed by the publication of the graduation assignment, the parties enter in consultation, before the student publishes these data.
- B5.5 If THUAS has not requested a meeting to discuss any modifications to the graduation assignment within a month after receiving the report, the student will be allowed to publish the assignment as is after this one month period has expired.
- B5.6 The graduation assignment of the student intern must remain available upon request at the university of applied sciences, in case of an inspection for the purpose of (re)accreditation of the degree programme.
- B6. Patent law
- B6.1 If the work activities of the student lead to an invention for which a patent request will be filed, and the subject is mostly formulated around a THUAS thesis, then THUAS will have the right to the patent, unless the invention is not associated with the focus of the work activities or if the parties agree otherwise. Any expenses associated with requesting and/or maintaining a patent will be the responsibility of THUAS.
- B6.2 If a student has created an invention that is eligible for a patent application and THUAS has filed a patent application, the student will be listed in the patent application and in the patent as the inventor. The student will also be entitled to a reasonable financial compensation by THUAS, on the grounds of article 12, paragraph 6 of the National Patent Act, for any financial significance associated with the invention and the circumstances under which it occurred.
- B7. Liability and indemnification
- B7.1 THUAS will insure the student with a policy that covers the risk of liability in case of a wrongful act, as well as any damages suffered by the student regarding the graduation assignment activities.
- B7.2 If THUAS uses or applies any results obtained from the student's activities, or provides these to a third party to use (or allow for its use), THUAS will release the student of any liability for claims on his part or for claims by third parties for direct and/or indirect damage, unless the damage is the result of an intentional act, gross fault and/or gross neglect by the student.

B7.3 If THUAS and/or third parties suffer damage as a result of incorrect information and/or the disclosure of secret information in the graduation assignment, the student is liable.

B8 Premature termination

This agreement may only be terminated early:

- a. in mutual agreement;
- b. upon the request of either party if circumstances arise that give the party reasonable grounds to believe that it cannot be expected to continue with the graduation, but not until it has consulted with the other parties;

B9 Governing Law

B.9.1 This agreement and all ensuing agreements are subject to Dutch law.

B.9.2 All disputes between Parties with respect to or arising from this Agreement, which the Parties cannot mutually resolve, will be submitted to the court in The Hague.

C1. Graduation plan

C.1.1 Brief description of the issue:

As mentioned in research proposal

C.1.2 Other agreements:

As agreed and drawn up in duplicate,

The Hague University
of Applied Sciences
Name:

Martijn Lak

Signature:

Location:

Date:

Student

Filip Krivanek



Date:

04/02/2021

8.2 European Studies Student Ethics Form



European Studies Student Ethics Form

Your name: Filip Krivánek

Supervisor: Nathalie Schwan

Instructions:

Before completing this form you should read the APA Ethics Code (<http://www.apa.org/ethics/code/index.aspx>). If you are planning research with human subjects, you should also look at the sample consent form available in the Final Project and Dissertation Guide.

- Read section 2 that your supervisor will have to sign. Make sure that you cover all these issues in section 1.
- Complete section 1 and, if you are using human subjects, section 2, of this form, and sign it.
- Ask your project supervisor to read these sections (and the draft consent form if you have one) and ask him/her to sign the form.
- Always append this signed form as an appendix to your dissertation. This is a knock-out criterium; if not included the Final Project/Dissertation is awarded an NVD.

Section 1. Project Outline (to be completed by student)

(i) Title of Project: Effects of the Language and Accessibility Bill on THUAS

(ii) Aims of project:

The aim of the project is to investigate the feasibility of the Dutch government's bill on internationalization and what repercussions can be undertaken by The Hague University of Applied Sciences in order to adapt to the measures mentioned in the bill. The final purpose of the project is to identify and flag the eventual implications on the students enrolled at this institution.

- (iii) Will you involve other people in your project – e.g. via formal or informal interviews, group discussions, questionnaires, internet surveys etc. (Note: if you are using data that has already been collected by another researcher – e.g. recordings or transcripts of conversations given to you by your supervisor, you should answer 'NO' to this question.)

No

If yes: you should complete the section 2 of this form.

If no: you should now sign the statement below and return the form to your supervisor. You have completed this form.

This project is not designed to include research with human subjects. I understand that I do not have ethical clearance to interview people (formally or informally) about the topic of my research, to carry out internet research (e.g. on chat rooms or discussion boards) or in any other way to use people as subjects in my research.

Student's signature

Date

21 February 2021