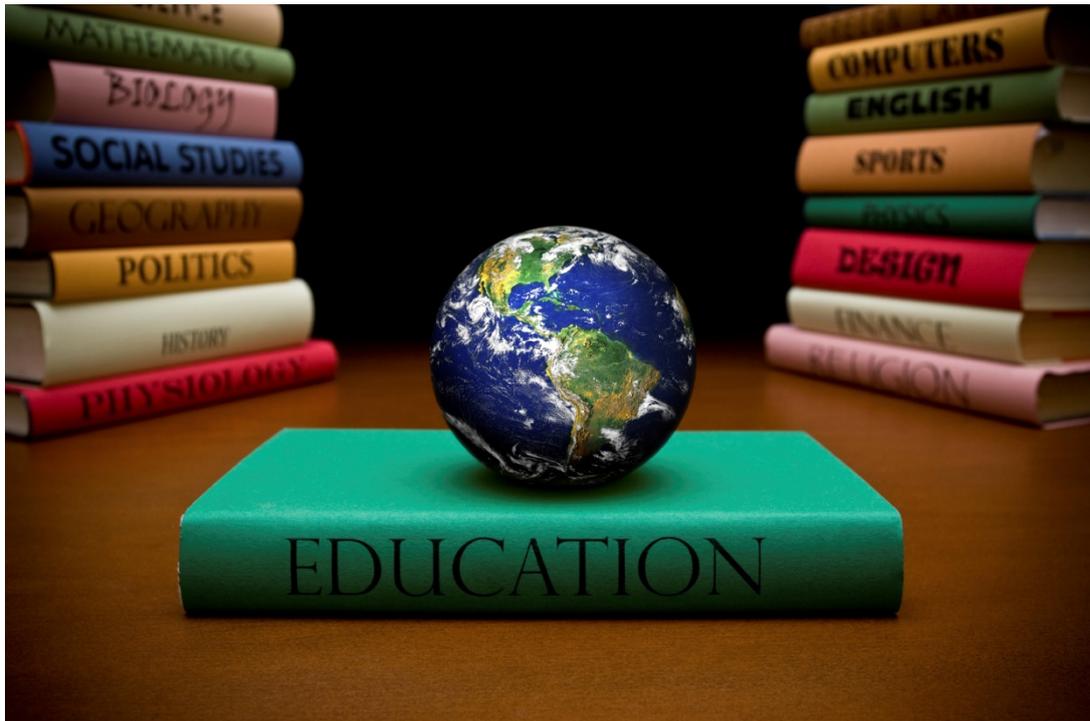


Bachelor Dissertation:

In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?



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“Internationalisation is like creating a round-toed shoe that fits people with all types of feet. It is not as comfortable as a perfectly fitted shoe and does not fit snugly, but can be worn by many people”.

(DeBry, 2007)

Executive summary

A world without internationalisation has become unthinkable in 2016. Internationalisation plays a big role in our daily lives, mostly unconscious. It would be beneficial if school pupils familiarised themselves with this phenomenon, because of the effects of internationalisation on society,. The concepts of internationalisation could easily be taught in secondary education in combination with field experiences. A number of secondary schools share this vision and have started to implement internationalisation in to their curriculum.

Teaching in internationalisation could adopt various forms. It could include European history and its institutions, world citizenship, intercultural communications, internationalisation at home, or exchanges. Several projects have been established to internationalise the school curriculum, so there are broad scale possibilities to add an international angle to the learning continuum.

The Ministry of Education, Culture and Sciences has never paid attention to the internationalisation of secondary education as it was outsourced to organisations, working groups and individuals. The Ministry of Education, Culture and Sciences believes that the freedom of education should be respected and accordingly, the internationalisation of secondary education does not have to meet any set criteria. Secondary schools are allowed to implement internationalisation at their own discretion.

While the national government neglects the internationalisation of secondary education, the European Union is supporting and stimulating it in an outstanding and pro-active way. The European Union's Maastricht Treaty stipulates respect for stimulation of diversity in several fields, notably the mobility project, Erasmus+. Erasmus+ allows anyone involved in education to undertake an academic exchange for a certain period.

In this thesis, several professionals in the internationalisation of secondary education were interviewed and asked if they would favour an education policy on the internationalisation of secondary education. The outcome is that first and foremost the freedom of education should be respected. In addition, an education policy is desirable, as long as it supports and stimulates the educational developments. The interviewed experts reject an education policy on internationalisation that restricts opportunities for the internationalisation of secondary education. It is recommended to adjust teacher training college, as teachers in training are not taught in implementing internationalisation in their classes. It means that teachers need to attend additional courses in order to be able to teach their school pupils in internationalisation.

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*This dissertation is dedicated to Ineke Joemrati – Bakker
and to Johannes Lourentius Bakker († 18 May 2016)*

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Glossary

- CEFR Common European Framework of References for Languages
- CEVNO Centrum Europese Vormgeving in het Nederlands onderwijs. It used to be an institute for integrating European affairs in the Dutch education system. This organisation does not exist anymore in this form
- Citizen An individual or identifiable group of people with civil rights and duties and internationally accepted as a member of a nation state
- CITO Centraal Instituut voor Toetsontwikkeling. This institution develops the final exams for various levels of Dutch education. This applies for primary and secondary education
- Content and Language Integrated Learning CLIL is a framework for learning a language in a practical way. It has become a comprehensive term describing both learning another subject, such as physics or geography, through the medium of a foreign language, and learning a foreign language by studying a content-based subject (Darn, 2006)
- Course Basic knowledge and skills taught to school pupils or via education at school. The criteria are organised and supervised by the Ministry of Education, Culture and Sciences
- EC European Commission
- ECB European Central Bank
- ECN European Curriculum Network
- ECTS European Credit Transfer System

- Een10voorEuropa A programme managed by the European Parliament Information Office in the Netherlands, that gives secondary schools an opportunity to qualify themselves as a 'European Parliament Ambassador School'. Its aim is to make school pupils aware of the influences of the EU in their daily lives in an interactive and engaging manner (European Parliament, n.d.)
- EIO European and International Orientation
- Elos Europa als Leeromgeving op Scholen/Europe as learning environment in schools
- EP European Parliament
- EPAS European Parliament Ambassador School Programme
- EPIO European Parliament Information Office
- Erasmus+ European Union's scholarship that facilitates school pupils, students and teachers to gain international experience by going on an academic exchange. The duration of the exchange is variable. Erasmus+ is established for a period of seven years (2014-2020) and succeeds the Lifelong Learning Programme
- EU European Union. An economic, cultural and political union between 28 European member states
- Europe A geographical, cultural-historical continent comprising 51 nation states
- Europrofiel A contest managed by the European Parliament Information Office in the Netherlands for school pupils who write their last year's paper about the EU and its democracy

Euroscola	A secondary school project from the European Union that brings school pupils of all member states of the EU together in Strasbourg. School pupils debate topics in one of the working languages (English, French or German) and they are MEP for a day. Participants receive an official certificate of participation afterwards
Globalisation	Liberalisation and unification of the economic world market. The complex process of developments by which companies are increasingly operating more and more on international principles in the field of sales, marketing, productions and communications
Havo	Higher General Secondary Education
Internationalisation	The complex process of understanding any international, intercultural and global activities, in order to make an essential addition to civilisation
Internationalisation of education	The complex process of understanding any international, intercultural and global dimension (in order to improve the quality of education) make an essential addition to civilisation and moreover, create awareness for a wider familiarisation for political, economic, cultural, social and foreign affairs
JEPA	Junior European Parliament Ambassador
LLP	Lifelong Learning Programme: a supporting policy of the EU to stimulate internationalisation projects and exchanges within the EU. This project was for a period of seven years, 2007-2013.
Mbo	Vocational education training
MEP	Member of the European Parliament

Min ECS	Ministry of Education, Culture and Sciences
MS	Member state (of the European Union)
Multicultural society	A society where various ethnical groups live next to each other peacefully. Aspects of a multicultural society are tolerance and freedom of religion (Amnesty International, n.d.)
Nation state	A territorial area, determined by internationally recognised borders with an international accepted political and economic system and identified members of the nation state
Nationale Jeugdraad	Representation of Dutch youth on European Affairs for all fields of social issues. It aims to influence the policy making process in Brussels by the opinions of Dutch youngsters
OECD	Organisation for Economic Cooperation and Development
Project	Temporarily one-off activity in secondary education. It is not interwoven in other courses nor will it be expanded afterwards. Basic knowledge gained via courses can be sufficient enough to complete the project
Secondary education	Required education in the Netherlands, starting by the age of 12 until the age of 16 (<i>vmbo</i>), 17 (<i>havo</i>) or 18 (<i>vwo</i>)
School pupil	A school aged child in secondary education. It starts by the age 12 until 16, 17 or 18, depending on the level of their secondary education
SEPA	Senior European Parliament Ambassador
SSgN	Stedelijke Scholengemeenschap Nijmegen

TFEU Treaty on the Functioning of the European Union

UK United Kingdom

Vmbo Lower Vocational Education

Vwo Pre-university Education

1. Introduction

Internationalisation and globalisation is visible in daily life. Almost all transactions, proceedings, services and communications link to techniques and knowledge gained from other nation states and sometimes, it is not even noticed. In the 21st century, it is easier and cheaper than ever to cross borders by aircrafts or trains, to order products online, to stream live television from a country in a different continent and to follow the presidential elections in another nation state. As a result of communication techniques and tools, it takes little effort to maintain relationships with relatives or friends living abroad. Importing products from other continents happens on daily basis and people do no longer keep one's distance of products that are unfamiliar to them.

From the Golden Age onwards, the Dutch have always paid attention to internationalisation. The world position of the Dutch economic market is traditionally seen as an open, strong and an independent market, because of all international orientated business activities. The Dutch showed demonstrable expertise in the field of doing business, understanding other cultures, respecting the receiving countries and they were able to speak multiple languages. Societies use still these professional identifying marks for the Dutch in 2016.

International experiences in Dutch history led to two noteworthy developments. On one hand, the Dutch civil society is confronted with daily cross-cultural and transnational transactions. This includes the Dutch culture, politics and economics which are interwoven with other nation states. Therefore, it is beneficial to learn and speak multiple languages, be aware of intercultural communications and be able to understand how world economics and politics work in the 21st century. On the other hand, the Netherlands is actively involved in internationalisation at home, as a result of multiculturalism in the Netherlands. Hence, the international aspects are clearly presented in Dutch society, and it would therefore be beneficial to start teaching in the internationalisation of secondary education. In secondary education, school pupils are taught in intercultural communications and they become conscious of society's organisation. In fact, these two elements are good foundations for implementing internationalisation of secondary education.

Education is an important aspect of society, as many hours are spent in school. By the means of the implementation of various international orientated theories, which are put it into practice in projects, the knowledge will turn into skills. The skill 'internationalisation' will change into an attitude; being open minded, having an open approach to internationalisation, understand other cultures, religions, traditions, norms and values. The internationalisation of secondary education

should also teach that their 'own culture' signifies the reference point and from thereon, other cultures are compared to their 'own culture' and other cultures. It is more common that universities (of applied sciences) integrate internationalisation into their curriculum, than secondary education. Nonetheless, secondary education would be a perfect place for school pupils to create an open approach towards other cultures that emphasises an inquisitive attitude.

Internationalisation increases on every front and at every level, which entails consequences and questions at the same time, and thus a number of projects for internationalisation of secondary education are established in order to educate school pupils about the consequences. Nevertheless, internationalisation is not stated as a compulsory part in the school curriculum, nor is it examined in the final exams and these established projects are not obligatory. This makes it a special case: internationalisation is a continuous development, that plays a role in daily life, but the Ministry of Education Culture and Sciences (Min ECS) does not have policies or requirements for the internationalisation of secondary education. Admittedly, secondary schools decide if internationalisation should be integrated into their curriculum. There is evidence to say that this leads to a paradoxical situation: there are many possibilities to integrate the internationalisation of secondary education, but at the same time it leads to many questions, as a consequence of the lacking role of the Dutch national government. The Min ECS does not provide guidelines for implementing internationalisation of secondary education and moreover, a clear vision of what internationalisation should look like, is missing. Why is an education policy on internationalisation missing and more importantly, is an education policy for internationalisation desirable?

The Dutch Min ECS is the only institute that is authorised to set guidelines and policies related to education, but they refuse to be involved in the internationalisation of secondary education. On supranational level, the European Union (EU) is stimulating internationalisation in all types of education by subsidising projects and mobility on large scale. The EU is not qualified to make policies on national education, as the member states of the EU have sovereignty in the field of education. In order to be involved in the internationalisation of education anyway, the EU established supporting policies for educational institutions with the purpose of integrating internationalisation in their school curriculum. The programme is established by the European Commission (EC) and it was called Lifelong Learning Programme (LLP). The EC "supervised an amount of € 14.7 billion" (Life Long Learning, n.d.) for the internationalisation of education in the EU, for the period of 2007-2013. It was divided in four types of education, so that each educational institute could apply for a particular LLP scholarship. Since 2014, LLP changed into Erasmus+. Erasmus+ is a seven year mobility project (2014-2020) for internationalisation and internationalisation at home. "An amount of € 15 billion" (Erasmus+, n.d.) is reserved for these purposes. The EU's well known slogan: 'united in diversity'

outlines the importance of mobility, strategic partnerships and policy developments. “It signifies how Europeans have come together, in the form of the EU, to work for peace and prosperity, while at the same time being enriched by the continent's many different cultures, traditions and languages” (European Union, n.d.). There are many possibilities to implement the internationalisation of secondary education and there is a large amount of money available but the EU is not allowed to impose their policies on national level.

The level of ambition to integrate the internationalisation of secondary education is higher at the EU than at the Min ECS. The EU offers a wide range of projects for the internationalisation of education, which many institutions gratefully use, while the Min ECS takes a remarkably restrained position. There seems to be a need for more guidance on the internationalisation of secondary education at national level and at the same time, an active cooperation between the EU and the Min ECS on the internationalisation of education would improve application procedures and the flow of information between secondary school teachers and official institutions. There is evidence to say that a balance should be found between the policies of the EU and the visions of the Min ECS, which are related to the internationalisation of secondary education. Besides that, the goals of the EU and the Min ECS should come closer together in secondary school. In order to research all the given facts, this dissertation seeks to answer the following research question:

In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

This research question is divided into several parts. Firstly, the most common internationalisation projects and approaches in the Netherlands (allowed by the Min ECS) are presented. Secondly, national approaches to the internationalisation of secondary education were researched related, followed by European approaches for the internationalisation of secondary education, scholarships and funds. After that, the results of the interviewed experts are discussed. Finally, teachers who are involved in the internationalisation of secondary education were asked for their needs, in order to implement internationalisation in their classes without any restrictions.

This research consists of through the following elements: the methodology is explained how this research was conducted and who were interviewed. The results consist of the findings of the sub questions on supranational level, national level, school level and by the views of professionals in secondary education. The results are then analysed and interpreted. Concluding remarks on the research question are given in the conclusion and it provides an answer to the main question. The recommendations listed are in the last element. It is important to outline that there are no final answers in academic research, as internationalisation (in education) is developing continuously.

2. Methodology

The applied methodology to address the research question *'in what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?'* consisted of multiple sources.

In order to specified the research question, a number of sub questions were arranged in the categories of national level, supranational level and secondary school level:

- ◆ In what ways is internationalisation already implemented in the Dutch secondary education system and which projects are available for secondary education?
- ◆ In what ways does Dutch law allow the internationalisation of secondary education?
- ◆ What is the role of the EU regarding the internationalisation of secondary education?
- ◆ Which European projects are available for secondary education regarding internationalisation?
- ◆ What do several experts, in the field of the internationalisation of secondary education, think of internationalisation in the Netherlands?
- ◆ Which needs do secondary school teachers have in order to implement the internationalisation of secondary education in the Netherlands without any restrictions?

One of the used sources was primary data. Primary data were used by interviewing experts in the internationalisation of Dutch secondary education. The interviewees were selected based on their professional background and they added valuable insights to this research because of their different specialisations. Interviewing could be considered as a qualitative research method as the interviews were focused on in-depth knowledge. The interviews were recorded for transcription purposes only and the recordings could be stopped at any time. After processing the transcripts of the interviews, they were sent for approval to the interviewees by email. Only after the approval of the interviewee, the transcript was added to the appendices. Only names and professions were mentioned in the interviews, in order to clarified the choice of these particular professionals. In order to gained opinions and expertise of professionals, the following experts were approached:

- ◆ Ms. A. Eekhout (MPhil.) – Interview *a titre personnel*

She studied her masters in philosophy in education and she is specialised in children's Right Conventions. She does not have a professional career in the internationalisation of secondary education, however, she works as the project manager of education at the European Parliament

Information Office (EPIO) in the Netherlands that manages the programme 'Een10voorEuropa'. This interview was conducted face to face on 6 April 2016 in The Hague. This interview was important because more insights were gained at EU level, national level and secondary school level . This interview was a titre personnel.

◆ Mr. B. Klinkenberg (M.A.)

For more than ten years, he has been involved in education as a teacher of social sciences. He started using the concepts of internationalisation at Hofstad Lyceum and expanded internationalisation to a high level. He gained much experiences in the internationalisation of secondary education by organising exchanges, matching curricula to create a multidisciplinary approach and internationalisation at home. This interview was conducted face to face on 11 May 2016 in The Hague. This interview was important because more insights were gained at secondary school level.

◆ Mr. D. Marsh (Ph.D., Hon. D., F.L.)

He is an "educator, analyst, and project manager specialised in realising educational innovation and development" (David Marsh, n.d.). He and his team invented the term CLIL. He is also the author of various books that are consulted in this dissertation, namely: Uncovering CLIL, Integrated Learning in Bilingual and Multilingual Education, Content and Language Integrated Learning, the CLIL Trajectory: Educational Innovation for the 21st Century iGeneration. He wrote also: the Higher Education English Language Landscape: Ensuring quality in English language degree programme and Quality Interfaces: Examining Evidence & Exploring Solutions. "In 2015 he was a team member to create a unique TEDx event in Finland on 'Individualizing Learning Paths'. In 2016 a translation of CLIL and Uncovering CLIL are to be published for the Center for Civil Integration and Inter-Ethnic relations" (David Marsh, n.d.). This interview was conducted via Skype on 21 April 2016. This interview was important because more insights were gained at EU level and secondary school level

◆ Mr. T. van den Nieuwenhuijzen

He is the youth representative for European Affairs. The Youth Council is always in contact with young Dutch citizens about Europe and the European policies. All valuable responses are presented during EU Youth Conferences and during debates of the European Youth Forum. Many youngsters from all over Europe come together during the EU Youth Conferences and write recommendations for the EC. The purpose is to bring the results of the youth under the attention. These results are related to important themes in their home country, such as youth unemployment, discrimination and changing the age for vote rights from 18 to 16. This interview was conducted face to face on 3 May 2016 in The

Hague. This interview was important because more insights are gained on national level and secondary school level

◆ Mr. H. Oonk (Ph.D.)

From 1990 until 2006, Oonk was director of the European Platform for Dutch Education, an official Ministry of Education, Culture and Science institute in the Netherlands. In 2004, he completed his PhD thesis 'European integration as a source of innovation in education' at the University of Amsterdam. In 2015, he was asked by the Dutch Education Council to write a research report with regard to the internationalisation policies in the years 2015-2020. He supports secondary schools implementing EIO in the curriculum. This interview was conducted face to face on 4 April 2016 in Heerhugowaard. This interview was important because more insights were gained at national level and secondary school level.

◆ Mr. G. Staats

He is spokesman at EP-Nuffic, an organisation that coordinates internationalisation in all types of education. This interview was conducted face to face on 12 May 2016 in The Hague. This interview was important because more insights were gained at national level.

◆ Mr. bc. R. van der Valle

For a period of 26 years, he worked as a teacher mathematics. In his last years of teaching, he combined teaching with coordinating international projects in his secondary school. Later on, he worked with 'Europees Platform' as an advisor on internationalisation for schools all over the Netherlands, for a period of fifteen years. Four years ago, he started to work as a freelancer: he organises workshops on internationalisation, team training about internationalisation, workshops about CLIL training for bilingual schools. He is also member of the inspection team of EP-Nuffic in the role of EIO-expert. This interview was conducted via telephone on 11 May 2016. This interview was important because more insights were gained at national and secondary school level.

◆ Mr. W. Willemsen

He is a member of the internationalisation section at Scholengemeenschap Nijmegen (SSgN), teacher social sciences and co-writer of the teaching module 'Een10voorEuropa'. This interview was conducted face to face on 5 April 2016 in Nijmegen. This interview was important because more insights were gained at secondary school level.

◆ Ms. M. Zandbergen (M.A.)

She works as a senior policy officer in the department of secondary education at Ministry of Education, Culture and Sciences in the Netherlands. This interview was conducted face to face on 7 April 2016 in The Hague. This interview was important because more insights were gained at national level.

In order to research the necessity of more guidance related to the internationalisation of secondary education on various levels, a number of teachers in secondary education were asked for their needs to teach internationalisation without any restrictions. These teachers were Michelle Beek, Daan van der Hoek (M.Ed), Wessel Peeters (M.Ed). The insights of the teachers have been very useful because a possible policy on the internationalisation of secondary education affects them directly. Furthermore, it was useful to hear the needs from the work field in order to draw conclusions.

Secondary data were collected by consulting existing literature. One of the authors of this existing literature was a scholar who was interviewed, Mr. Oonk. He wrote various publications on the European dimension in Dutch education, and he set up the European Curriculum Network (ECN). The internationalisation of secondary education in Europe, European Integration as a Source of Innovation in Education, European and International Orientation and Internationalisation of Primary and Secondary Education are frequently consulted books written by Oonk.

Secondly, EP-Nuffic was an excellent source to gather information and statistics. EP-Nuffic is a Dutch organisation that deals with all possible types of the internationalisation of education, supported by the Dutch Ministry of Education, Culture and Sciences. EP-Nuffic deals with all issues regarding the internationalisation of education in all levels of education. It provides information and insights of foreign education systems and its diplomas, it compares different education systems with the Dutch system, it deals with scholarships, it provides trainings for teachers and EP-Nuffic organises various activities regarding the internationalisation of education. A spokesman of EP-Nuffic was interviewed as well.

Thirdly, the literature available of CLIL was very useful as CLIL is a frequently used theory in primary and secondary education all around the world. The combination of learning languages in an interactive way is a very outstanding teaching method. CLIL is often used in bilingual education whereby more than 50% of the classes are taught in a non-Dutch languages, mostly English.

Fourthly, the EU supports internationalisation in all types of education. In fact, all member states of the EU prefer a decentralised government on education, and as a result of that the EU created a supporting policy. For a period of seven years, the EU made an amount of money available for

mobility projects. The EU strives for a unification in diversity and tries to bring this motto into daily life. The consulted regulations from the EU were: the Maastricht Treaty, the Bologna Process and the Treaty on the Functioning of the European Union (TFEU).

The reason for narrowing down this research to secondary education was because there were already plenty of internationalisation theories and possibilities for academic exchanges available for higher education. There are many core objectives for school pupils, laid down in laws by the Dutch Min ECS, but internationalisation is not one of them. The secondary school period (aged 12-18) should be an excellent phase to introduce the effects of internationalisation in daily lives of youngsters, but that is only on voluntary grounds at secondary schools. The fact that the internationalisation of secondary education does not have to meet any criteria, encouraged the curiosity to dedicate the final paper on this topic.

3. Literature Review

Internationalisation is a definition that is used in many different ways by a great number of scholars, companies and organisations. The definition of internationalisation that is used in this dissertation is a self-compound definition from various sources, because this definition explains best the content of the process of internationalisation for different parties. Throughout this research, internationalisation could be seen as ‘The complex process of understanding any international, intercultural and global activities, in order to make an essential addition to civilisation’. For the internationalisation of secondary education in particular, the following clarification is used: ‘The complex process of understanding any international, intercultural and global dimension (in order to improve the quality of education) make an essential addition to civilisation and moreover, create awareness for a wider familiarisation for political, economic, cultural, social and foreign affairs’. The reason that the definition for secondary education is more concentrated on the three dimensions, development in social skills and understanding foreign affairs is because understanding internationalisation requires skills and not only knowledge. The consulted definitions of internationalisation are listed below:

Oonk and Maslowski state in their book *Internationalisation of secondary education in Europe* that “the notion of internationalisation is a combination of the words ‘inter’ and ‘nations’. It thereby relates to the cooperation between countries in many areas, in which the countries’ individual economic, social, and cultural systems are maintained” (Oonk & Maslowski, 2011, p. 4).

The International Association of Universities provides a couple of definitions in its internationalisation dossier. While these definitions are focused on higher education, they are applicable to secondary education too. Jane Knight provided the following explanation for the internationalisation of education: “Internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of (postsecondary) education” (Knight, 2003, p. 2). Knight reads as follows in 2005: “the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of education” (Internationalisation, n.d., par. 1). According to OECD, it is “the complex of processes whose combined effect, whether planned or not, is to enhance the international dimension of the experience of higher education in universities and similar educational institutions” (Internationalisation, n.d., par. 1).

The definitions of cross-border, borderless or transnational education are seen as related to internationalisation. For UNESCO, these definitions cover “all types and modes of delivery of education programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based” (Internationalisation, n.d., par. 2). The OECD defines it as “situations where the students, teachers, programmes, institutions/providers, or course materials cross national borders” (Internationalisation, n.d., par. 2)

After studying these definitions carefully, a clarification of ‘the internationalisation of secondary education’ came to the fore: ‘the complex process of understanding any international, intercultural and global dimension (in order to improve the quality of education) make an essential addition to civilisation and moreover, create awareness for a wider familiarisation for political, economic, cultural, social and foreign affairs’. It is important to recognise that this definition consists of two elements: a theoretical part (understanding) and a practical part (to be a valuable addition to society).

Besides that, a current trend is related to the internationalisation of education. The internationalisation of education started in higher education and as it is easy to schedule an exchange for multiple months and use courses for preparations such as intercultural communications. Because of the freedom of education, the curriculum in higher education could be established by the concerned (board) members. Depending on the field of the study, the study could be designed to its international aims, goals and needs. It used to be a unique form of teaching and educating that inspired other levels of education. Because internationalisation could be applied in many different ways, vocational education training started with internationalisation too, because of the different availabilities and types of implementing internationalisation. This had a positive impact on the students and internationalisation was expanded to secondary education as well. The content, projects and the way of teaching are definitely different in secondary education than in higher education, but they share an added value to the development of the student/school pupil. Internationalisation at home was introduced as well and it consisted of various tools. Theoretical books, temporarily projects and theme days are frequently used tools for internationalisation at home in secondary education. Later on, mobility became an important aspect of internationalisation. Various experts in this field argue that mobility and collaboration with foreign school pupils leads to the most excellent type of internationalisation because all theories and skills are put into practice. At that moment, the EU comes into sight with its supporting education policy and stimulation for the internationalisation of education. It subsidises mobility projects and exchanges on large scale because the EU promised to her member states to respect the national approach on education.

However, it is stated in various treaties that the EU shall stimulate cooperation between diverse citizens within the EU. The TFEU and the Maastricht treaty pay close attention to what extent and in what ways the EU shall stimulate the internationalisation of education and are therefore also frequently consulted. Chapter 3 is dedicated to education, youth and vocational training. Article 126 in chapter 3 of the Treaty on the EU (Maastricht treaty) is discusses the development and continuous improvement of the quality of European education. Besides that, the Convention on the Rights of the Child of the United Nations is encouraged to stimulate international cooperation in education. Moreover, the Bologna process is focused on higher education, but it is interesting to understand the European cooperation in this particular education field. The educational developments in higher education might be shifted to secondary education as well in the future.

4. Results

4.1 Establishment and organisational structure of the Ministry of Education, Culture and Sciences

Since the establishment of the Kingdom of the Netherlands in 1815, all governance was regulated centrally. Throughout the years and many developments further, the Dutch national government is divided in departments and finally arranged by the following eleven ministries:

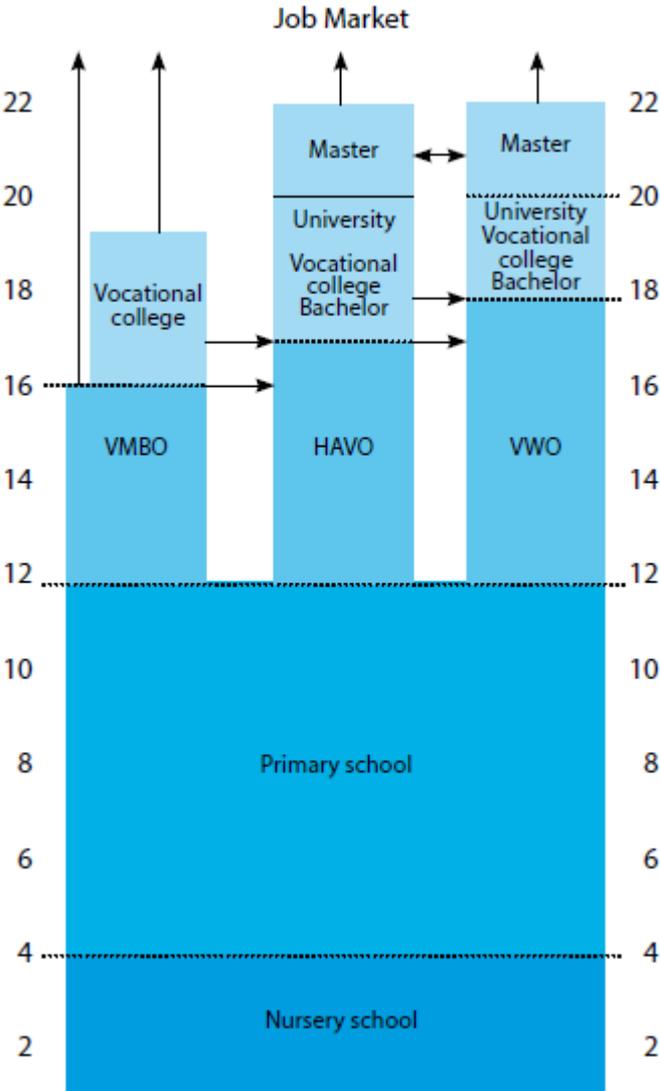
- ◆ Ministry of General Affairs
- ◆ Ministry of Interior and Kingdom Relations
- ◆ Ministry of Foreign Affairs
- ◆ Ministry of Defence
- ◆ Ministry of Economic Affairs
- ◆ Ministry of Finance
- ◆ Ministry of Infrastructure and the Environment
- ◆ Ministry of Education, Culture and Sciences
- ◆ Ministry of Social Affairs and Employment
- ◆ Ministry of Security and Justice
- ◆ Ministry of Health, Sports and Welfare



Around 1800, the first laws regarding education were established and a couple of years later, an education law determined that primary school education should be accessible for everyone. Due to the Constitution in 1848, it was agreed that everyone could teach in primary education. Initially, the education established by the Dutch national government was intended to learn how to read, write and calculate, but there was a need for secondary education as preparation for a profession. In 1863 was secondary education realised and at first, it consisted of secondary education of trade and business, agricultural and engineering. Later on, the fields of secondary schools extended to more different work fields and craftsmanship (Ministerie van Onderwijs, Cultuur en Wetenschap, n.d.)

In 1918, the Min ECS obtained its own ministry for education, as education was initially placed within the ministry of Home Affairs. As from 1947, the Ministry was responsible for education, culture, sciences, arts, media policies, after school care and sports (Parlementair Documentatie Centrum, n.d. par. 2).

In the current situation, the education system regulates mandatory primary education and secondary education. During the last year of primary education, the level for secondary education is determined. School pupils enter secondary education by approximately the age of 12. During this period, school pupils are prepared for vocational education training or higher education by the age of 16, 17 or 18. The final assessment consists of school exams (exams made and designed by the secondary school) and central final exams (for all school pupils the same exam, made by CITO). The final exams test skills that school pupils need to put into practice, set by the Min ECS. The following graphic of the Network of Bilingual Schools explains the Dutch school system:



(Network of Dutch Bilingual Schools, 2013)

Education is established in order to give the opportunity to every individual citizen to evolve themselves in a creative, proficient and intelligent way. The aims of education of the Min ECS are divided in the following goals:

- ◆ Every Dutch citizen attends proper education
- ◆ Every Dutch citizen prepares themselves for responsibility and independence
- ◆ Every Dutch citizen can experience culture
- ◆ Teachers, artists and academic researchers can do their work without restrictions

The Min ECS focuses on school pupils, students, teachers in primary, secondary and higher education, as well on artists and even academic researches for radio and television, libraries and art institutions (Ministerie van Onderwijs, Cultuur en Wetenschap, n.d.)

Related to the internationalisation of secondary education, the Min ECS supports various forms of the internationalisation of secondary education, as could be found on page 24. However, a clear policy regarding this topic is missing. Interviewed expert Zandbergen stated that the Min ECS is “working on an internationalisation policy” (Zandbergen, 2016), because there are needs for better guidelines for the internationalisation of secondary education. Internationalisation plays a bigger role in our lives and therefore, the Min ECS feels that internationalisation should be included in secondary education.

While the Min ECS subsidises the existed projects and programmes, there is evidence to argue that almost all tasks are outsourced to EP-Nuffic. EP-Nuffic is the only organisation in the Netherlands that manages all accreditations of Dutch and foreign diplomas and the internationalisation of education in general. The role of EP-Nuffic is explained more explicit later on, on page 31.

In addition, the EU also plays an important role in the internationalisation of secondary education and it manages various projects for the internationalisation of secondary education, e.g. Erasmus+. However, the EU is not authorised to enforce education policies on its member states. To promote and stimulate the internationalisation of secondary education, the EU conducted various mobility projects on voluntary grounds and created guarantees towards the citizens of her member states, as laid down in various treaties. The corresponding treaty articles are presented in the part of European approaches, on page 37.

Besides the national and supranational internationalisation opportunities in secondary education, a number of other projects arose, because individual scholars combined their knowledge, forces and visions on the internationalisation of secondary education. Most of these projects are officially recognised by the EU or the Dutch national government and facilitate secondary schools in teaching

materials, certifications and supervision. These projects are on a small scale and mostly too individual to discuss in detail.

For the last decades, the Min ECS transferred the tasks concerning the internationalisation of secondary education to EP-Nuffic. Against many expectations of organisation and experts in this field, the Min ECS feels that there should be a national approach for the internationalisation of secondary education with the freedom of education in mind, as they realised that their role was minimal. The Education Council is working on a proposal for the Education Minister, which means that this new policy is in its infancy.

4.2 Supported projects, programmes and organisations by the Ministry of Education, Culture and Sciences

The following selection of organisations, schools and teaching methods has been made on the basis of the relationship with the Min ECS.

Organisations for the internationalisation of secondary education:

◆ **'Europees Platform' and Nuffic/EP-Nuffic**

'Europees Platform' used to be an official organisation of the Min ECS to fortify European and international dimensions in education. The subsidised internationalisations programmes were managed by this agency, as it was its core responsibility. 'Europees Platform' was concentrated on primary education, secondary education, vocational education and the organisation Nuffic on higher education, adult education and on trainings for teachers (Europees Platform, n.d.). From 2015 onwards, 'Europees Platform' and Nuffic were fused to EP-Nuffic which is located in The Hague. It manages all types of the internationalisation of education in the Netherlands and it receives financial support from the Min ECS. EP-Nuffic deals with all issues and cases regarding the internationalisation of education in all levels of education. It provides information and insights of foreign education systems, the diplomas, it compares different education systems with the Dutch system, it processes the applications of scholarships, provides trainings for teachers and EP-Nuffic organises various activities regarding the internationalisation of education. EP-Nuffic is mentioned again on page 33 in the list of projects and teaching methods, where a clearer overview of their tasks



in practice is given.

◆ **Neth-ER**

The Netherlands house for Education and Research is the representation of the Dutch field of research and innovation in Brussels. It aims to influence the policy making process in on research and innovation in Europe and overviews what Europe offers for her member states. It works in two ways: Neth-ER represents the Dutch interests in Brussels, and at the same time it presents all the offers regarding education from Brussels that might be useful to include in a national policy. It also lobbies for international cooperation via researches in national education and therefore, the internationalisation of education is also their work field. This organisation is the partner in dialogue for lobbying in Brussels and it represents the aims of the Netherlands. Neth-ER consists of eight organisations based in Brussels, that concentrates on education, research and innovation. In addition, Neth-ER contributes to a wider interest of the Dutch citizens by informing them about relevant European developments in research and innovation. Neth-ER is subsidised by the Min ECS (Neth-ER, n.d.).

International orientated (secondary) schools:

◆ **UNESCO school education**

This is a form of implementing internationalisation of secondary education, it is focused on four principles, which are the main guide throughout the UNESCO project:

▶ Peace- and human rights

Focus on international treaties for human rights and rights of the child and provides a critical reflection on responsibilities of citizens and possibilities for a peaceful solution for conflicts.

▶ Sustainability

Focus on sustainability in the economic market, social and cultural aspects of the developments and reflections on the role of the government and the own responsibility of the citizen.



- ▶ World citizenship

Focus on promoting active citizenship and social integration, as defined by the law for educational institutions. It is not only about local citizenship, but also world citizenship in UNESCO schools, with special attention for the responsibility of world citizens and the role of the United Nations.

- ▶ Learning in an intercultural environment

Stimulating a respectful and intercultural dialogue with attention for own identity and for cultural, religious and ethnical diversity in school and in society.

These worldwide themes are selected, because all four could help to develop a contribution for a better understanding of other nation states and their cultures, in order to promote world peace. At this moment, the worldwide school network of the UNESCO consists of 9700 schools, varying from primary education schools to higher education institutions. Education institutions are free to decide to participate in the current UNESCO projects or to develop their own project and develop corresponding teaching material, that is structurally implemented in their curriculum. International solidarity and tolerance is always central reference point (UNESCO, n.d.). It has to be in both cases based on the educational pillar system of Jacques Delors:

- ▶ Learning to be
- ▶ Learning to do
- ▶ Learning to know
- ▶ Learning to live together

(Delors, 1996)

◆ **Bilingual education**

Bilingual education is a form of education where more than 50% of the courses are taught in another language than Dutch. Almost all bilingual secondary schools choose English as foreign language, only two secondary schools teach in German. Teachers educate their course, such as geography and mathematics, in English and school pupils are expected to participate in these classes in the same language the teacher speaks. Bilingual education is a valuable preparation in a growing international society and it is said that knowledge of languages is essential. Bilingual education has two important goals:

- ▶ Stimulating excellent language proficiency
- ▶ Imparting an European and international perspective on international issues

Through this way, the language is interwoven in a wide, international orientated context (EP-Nuffic, n.d.). On behalf of the Min ECS, EP-Nuffic coordinates the national bilingual education network that consists of approximately 130 secondary schools. The collaboration is about exchanging ideas on certification, standardisation of the internationalisation of secondary education and development of training materials. Three times a year, a meeting is organised with the coordinators of all member schools. The direction for the coming years is 'Feeling home in the world – a vision on bilingual education' (Stoker, 2014). Moreover, EP-Nuffic is the organisation for information about internationalisation for secondary schools, but also for media, professional studies, organisations, companies, the government and parents. EP-Nuffic gives presentations, workshops and publications on bilingual education (EP-Nuffic, 2015).

EP-Nuffic organises several activities for school pupils to practice their English language skills:

- ▶ Team Mathematics Challenge
Solving a mathematical problem in a group.
- ▶ Cricket Challenge
A Cricket Tournament with various bilingual secondary schools (played in English).
- ▶ Junior Speaking Contest
Writing and presenting a speech in English, in front of an audience and a panel of judges and be able to answer the questions from the jury. Participants are assessed on originality, persuasiveness of their speech, the presentation and on answering the questions.
- ▶ Drama Contest
Learning to express themselves in daily situations in English.
- ▶ Debating Tournament
Five teams battling in a mastermind quiz in English.
- ▶ T-VMBO English Quiz and Speaking Contest
- ▶ European day of the languages
Debate competition in English for school pupils in the last two or three class.
(EP-Nuffic, 2016)

International orientated teaching methods:

◆ ELOS

'Europa als Leeromgeving op Scholen' – Europe as learning environment in schools.

School pupils improve their intercultural and international competences, according to certain standards. Elos is a teaching method and at the same time, a network of 39 Dutch secondary schools and it is interwoven in a European network. The idea is to exchange visions and opinions with teachers from other secondary schools, in order to bring some new ideas that could be used during classes and for continuous developments. The set standards are based on the level of education by EP-Nuffic. When the set criteria are met, secondary schools receive an ELOS-certificate. In general, all school pupils experience the following aspects:

- ▶ The ability to read, speak and write in one or two modern foreign languages
- ▶ Knowledge of European and International Orientation
- ▶ Practical knowledge of European and International Orientation
- ▶ International aspects
- ▶ Final paper in secondary school on international orientation

For *havo* and *vwo* apply also the following criteria.

- ▶ Participation in an international study
- ▶ Portfolio (documentation of international activities)
- ▶ Continuous international learning concepts
(EP-Nuffic, n.d.)



◆ EIO

EIO is a learning concept invented by the scholar Oonk. It is a concept based on providing insights on the internationalisation of regular courses. It aims to structure internationalisation in a clear and visible way in order to work on the level and quality of international dimensions. It is used in ELOS and it is based on two phases. According to Oonk, “phase one is the inventory phase and the regular curriculum will be checked on European and International orientation by the means of knowledge and activities per course” (Oonk, 2016). During this phase, it could be assessed if the presented internationalisation aspects should be more spread over the school year. “Phase two is the learning concept phase. It gives an overview per school year on what is taught when and which competences, activities and knowledge belongs to it” (Oonk, 2016). During this phase, any double competences and shortcomings are checked for. There is space to work for improvement for the EIO learning concept. The outline of the EIO learning concept is published in the Appendix iii.

◆ CLIL

Content and Language Integrated Learning is a way of teaching where the content of the course goes hand-in-hand with learning a foreign language. It is an “educational approach where subjects as global climate is taught in the non-native languages, e.g. French language in Japan” (Marsh, 2016). CLIL is not a method that is claimed by (a group of) scholars, but it is intended as the Linux philosophy. There was a need for innovative educational practices, learning languages while having fun seemed to be an effective way of learning. In addition, “youngsters understand the point of learning a language and developing in the youngsters a positive ‘can do’ attitude towards themselves as language learners” (Marsh, CLIL: An interview with Professor David Marsh, 2009). Bilingualism or multilingualism helps the self-confidence of school pupils and it shows empathy for cultural and lingual differences.

4.3 National approaches to the internationalisation of secondary education

Because the Dutch Min ECS “evaded the subject internationalisation” (Zandbergen, 2016), there is not much information available related to the internationalisation of secondary education. The Min ECS states that English is required in the curriculum as a foreign language in *havo* and *vwo*. English and a second modern foreign language are required in the *vwo*-athenaeum’s curriculum and tested during the final exams., Greek or Latin are part of the regular courses in *vwo*-gymnasium. The second modern foreign language (French, German, Spanish) is also available for students in *havo*, who have chosen the study direction with an additional language. It is possible to start educating languages in class 3, 4, 5 and 6. The offers of the languages depend on the secondary school and if they focus on languages in their curriculum at all. The common languages are Spanish, Italian, Russian, Arabic, Turkish or Chinese (Welke vreemde talen krijg ik in de bovenbouw van *havo* en *vwo*?, n.d.).

It is expected by the Min ECS that European history is discussed during history classes, that the effects of air pollution in the EU are explained in geography classes and that the functioning of the EU is interpreted during social sciences classes. In secondary education, social sciences are a required course in pre-exam classes. Through several forms of examination in pre-exam classes, students will be assessed. The examination could consist of exams, presentations, essays and/or papers, but as there is freedom of education, teachers experience that they are able to design a form of examination by themselves. There is no official exam by the end of the school pupil’s school career in social sciences. During the interviews, it became clear that dedicated teachers, who are willing to put extra effort in their classes, like to focus on in-depth knowledge. They are actively seeking for new teaching materials to update the subjects their classes. This is a small group of teachers who do not

stick to the teaching method as it was learned to them. Then there is the other group, that consist of teachers who are not actively seeking for new visions, ideas and topics for their courses. This type of teachers prefer to follow the methods of the workbook and make sure that their school pupils gained the skills and knowledge they need for their final exams. Additional topics or subjects are neglected, because the education policy does not require to discuss them. According to interviewed expert Van den Nieuwenhuijzen, a common seen phenomenon is that teachers are willing to teach about the EU and about the understanding of the globalised world, but they are not taught in these fields. They find difficulties in asking for trainings in order to teach their school pupils in these subject, after their graduation. He advises to implement internationalisation in teacher training college (Van den Nieuwenhuijzen, 2016).

The European Parliament Information Office (EPIO) in The Hague manages several programmes for internationalisation and Europeanisation in secondary education in the Netherlands. The reason that the activities of the EPIO are listed under 'national approaches' is because of the fact that all member states of the EU have one or two EPIOs, that is totally focused on the relationship of the national citizens with the EU. It might be contradictory, because the EPIOs are institutions of the EU in Brussels, but the projects are focused on especially Dutch school pupils. One of these programmes is 'een10voorEuropa'. It manages several workbooks for the lower and higher classes in secondary education, with topics such as the EU institutions, environment and expansion of the EU. Besides that, the EPIO manages a contest on last year's paper for school pupils, Europrofiel. Europrofiel participants need to write their final secondary education paper about democracy in the EU. The last year's papers are assessed by a jury: an MEP, a scholar specialised on democracy in the EU and a youth representative for European Affairs. Lastly, the EPIO supervises Euroscola. Euroscola facilitates secondary schools in paying a visit to the European Parliament in Strasbourg and debate with other school pupils on European social issues in English, French or German.

4.4 European approaches to the internationalisation of education

The EU does not have the right to interfere in the field of education, because the sovereignty in the field of education is in hands of the member states of the EU. It means that the member states of the EU design their national policies in primary and secondary education, which means that there are 28 different education policies at this moment. The one and only influence that the EU could possibly have, is to provide supporting policies. For more than 25 years, the EU is working successfully on these policies. Thanks to the EU's motto 'unity in diversity', mobility projects in education have grown to an enormous success. The developments of 'united in diversity in education' is laid down in

the Maastricht Treaty (1992), the Bologna Process (1999) and in the Treaty on the Functioning of the European Union (2007). The related treaty articles are listed below.

Firstly, art. 28 of the Convention on the Rights of the Child of the United Nations advocates that “States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries” (Convention on the Rights of the Child, 1990).

Secondly, in the Charter of the Fundamental Rights of the European Union says in ch. III (equality) art. 22 that “the Union shall respect cultural, religious and linguistic diversity” (European Union, 2000). In particular the linguistic diversity is promoted in the LLP/Erasmus+ programme. It has always been an important aspect of internationalisation in the EU.

Thirdly, the Maastricht Treaty/Treaty on the EU from 1992 states in title II, art. 3 that the EU should contribute “to education and training of quality and to the flowering of the cultures of the Member States” (Treaty on the European Union, 1992).

Title II, ch. 3, art. 126, par. 1 advocates that the “Community shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while fully respecting the responsibility- of the Member States for the content of teaching and the organization of education systems and their cultural and linguistic diversity” (Treaty on the European Union, 1992).

Title II, ch. 3, art. 126, par. 2 says that the “community action should be taken action on: developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States, encouraging mobility of students and teachers, inter alia by encouraging the, academic recognition of diplomas and periods of study, promoting cooperation between educational establishments, developing exchanges of information and experience on issues common to the education systems of the Member States, encouraging the development of youth exchanges and of exchanges of socio-educational instructors, encouraging the development of distance education (Treaty on the European Union, 1992). The TFEU added in 2007 the following: “developing the European dimension in sport, by promoting fairness and openness in sporting competitions and cooperation between bodies responsible for sports, and by protecting the physical and moral integrity of sportsmen and sportswomen, especially the youngest sportsmen and sportswomen” (Ooik & Vandamme, 2013). The addition of the TFEU in 2007 makes clear that

internationalisation could also be found in sports and that the EU is stimulating cooperation in sports and supports diversity not only in education, but also in the field of sports. The fact that education and sports are combined in Erasmus+ scholarships indicates the priority on European level.

Title II, ch. 3, art. 126, par. 3 states that “the Community and the member states shall foster cooperation with third countries and the competent international organizations in the field of education, in particular the Council of Europe (Treaty on the European Union, 1992).

The final article in the Maastricht treaty related to education, strives in title II, ch. 3, art. 127, par. 1 for “the Community shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organisation of vocational training” (Treaty on the European Union, 1992) and explained Title II, ch. 3, art. 127, par. 2 that facilitate adaptation to industrial changes, in particular through vocational training and retraining, improve initial and continuing vocational training in order to facilitate vocational integration and reintegration into the labour market, facilitate access to vocational training and encourage mobility of instructors and trainees and particularly young people; stimulate cooperation on training between educational or training establishments and/firms; develop exchanges of information and experience on issues common to the training systems of the Member States” (Treaty on the European Union, 1992).

Fourthly, the Bologna process has been created in 1999 and it aimed to create the European Higher Education Area. This is based on higher education and not on secondary education, but it is definitely an interesting development within the EU. Many developments have passed in the last 25 years in the internationalisation of higher education on European level. It is not unthinkable that this trend (the EU agreements in higher education) shall shift to secondary education, in order to create a unified (secondary) education system throughout Europe. Therefore, it is useful to list the European agreements, to see the stages of development to what higher education is organised at this moment and which possible influences it has on national secondary education. In 1999, the EU took many decisions in the field of education, because it was expected that the upcoming decades would be the most mobilised era ever known. The concept was to create a system for higher education, that was applicable for almost 30 countries, that was an excellent and outstanding system, compared to other education systems (European Commission/EACEA/Eurydice, 2015). In total, there were nine goals in order to establish the European Higher Education Area:

- ◆ To create a system where the grades can easily be understood and compared
- ◆ To create a system in stages as Under Graduate and Post Graduate
- ◆ To create ECTS system

- ◆ To increase the numbers on staff mobility
- ◆ To increase the numbers of corporations in Europe in the field of Quality Assurance
- ◆ To increase the consciousness of being European in high education system
- ◆ Lifelong Education
- ◆ To create Europe Higher Education Field.
(Erasmus Programme & Bologna Process)

During the Bologna process, the BA/MA/PhD structure was born. As a result of this European structure, it is easier to understand which academic title is appropriate for a study. The bachelor phase (first cycle) consists of 180-240 ECTS, the master phase (second cycle) consists of 90-120 ECTS (European Commission/EACEA/Eurydice, 2015). This is an interesting separation, as not all member states in the EU manage the same system in the first cycle, but they are allowed to do so.

From the Bologna Process, LLP emerged, a system to improve the skills and availability of young people on the job market. LLP was valid for a period of seven years (2007-2013). In the meanwhile, the LLP changed its name into Erasmus+. All activities concerning internationalisation and mobility is under one name for the period of another seven years (2014-2020).

LLP was divided as follows:

- ◆ Comenius
Internationalisation and mobility projects for primary and secondary schools
- ◆ Erasmus
Exchange programme for higher education for stimulation European diversity
- ◆ Leonardo da Vinci
Internationalisation programme for secondary vocational education
- ◆ Grundtvig
This programme stimulates availability, access, quality, innovation of education possibilities for adult education by means of European cooperation
- ◆ Jean Monnet
Supporting education, research and reflections of European integration on university level
(Life Long Learning, n.d.).

LLP aimed to improve in the three fields: policy development and innovation, education in languages and ICT in education (Life Long Learning, n.d.) by the means of investing in mobility in education, strategic partnerships and structured dialogues with youngsters (Wat is Erasmus+?, 2015).

For the period of 2014-2020, LLP changed into Erasmus+. The EU provided “an amount of € 14,7 billion for mobility” (ERASMUS+, EU programme for education, training, youth and sport, n.d.) in all types of education, training, sports, internships abroad, youth workers and trainees in Europe. Erasmus+ deals is facilitating in more fields of education than LLP did. All applications for the internationalisation of education in the Netherlands are handled by EP-Nuffic and the Min ECS. Thanks to the ECTS in the Bologna process, it is much easier to study abroad for a period and have a genuine recognition of the study abroad. The diploma is treated as equivalent in all member states and as a result, gaps in working field might be filled up and decreases the local unemployment.



A side project for the internationalisation of education is related to language education. It is important to mention and outline this language project, because it is used in secondary and higher education to measure the level of possessing a language. The Council of Europe created the ‘Common European Framework of References for Languages and its aims are to stimulate linguistics within the EU. “The Common European Framework of Reference for Languages (CEFR) consist of an assessment on learning, reading, spoken interaction, spoken production and writing a language and it is exactly what its title says it is: a framework of reference. The Council created this framework to provide a “transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents and is now available in 39 languages” (Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), n.d.).

The CEFR outlines foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2. “Based on empirical research and widespread consultation, this scheme makes it possible to compare tests and examinations across languages and national boundaries. It also provides a basis for recognising language qualifications and thus facilitating educational and occupational mobility” (Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), n.d.).

This is, to some extent, a theoretical framework where different skills of understanding language(s) are measured. This model is often used in the Netherlands to make clear what level someone commands a languages and what is needed to improve the current level. The outline of CEFR can be found in Appendix iv.

4.5 Views of interviewed experts on the internationalisation of secondary education

Several experts in the field of the internationalisation of secondary education were interviewed, in order to visualise the need of a national policy on the internationalisation of secondary education. Please see the methodology section for a summarised overview and detailed description about their specialisation.

Differences in opinions and visions:

It is remarkable to highlight that all interviewed experts had different definitions on internationalisation. Oonk defined internationalisation as “the process of developing policy on European, national and regional level and to design the European and international developments” (Oonk, 2016), while Willemsen argued that internationalisation covered “communication, knowledge of Europe and how it is to be a European citizen. It means that Europeans do not only live in their city or village, but also in a province, in a nation state, in Europe and in the world” (Willemsen, 2016). The Min ECS did not facilitate in a definition for the internationalisation of secondary education as this subject was always been avoided (Zandbergen, 2016). In addition, Eekhout stated that she believed that “internationalisation should be an attitude and at attitude should create awareness for the fact that every individual is a part of the world, through exchanges and language. Awareness of being a part of the human race in all its varieties is more or less an attitude” (Eekhout, 2016), but Klinkenberg defined internationalisation as “European and international orientation incorporated in courses. All content-based knowledge that a school pupil needs in order to be an active and involved citizen of a globalised world” (Klinkenberg, 2016). Another expert clarified that internationalisation is “developing the knowledge, the skills and the competences to be an active and responsible citizen of the world. The secondary school is a microcosm of the surrounding community where it is located. It is also being part of the global ecosystem and therefore, everything that happens in the schools needs to be related to the community” (Marsh, Internationalisation in secondary education in the Netherlands, 2016). Furthermore, EP-Nuffic understood the internationalisation of education as “maintaining international contacts” (Staats, 2016), while Van den Nieuwenhuijzen believed that “citizens need to had a broader approach because we are connected with each other, much more than it has ever been. Moreover, we have the integrated EU and we see that all the different nationalities integrated and melt together” (Van den Nieuwenhuijzen, 2016). Finally, Van der Valle advocated that “there is no strict definition for internationalisation, but he thought that it is about collaboration between Dutch school pupils and foreign school pupils” (Van der Valle, 2016).

The views of the interviewed experts on the content of internationalisation and what internationalisation should cover differed too. Van der Valle underlined the value of collaboration between Dutch school pupils and school pupils abroad, and Klinkenberg added to it the “ability to communicate with school pupils in other nation states, experiencing the cultural differences their selves and bring school pupils together” (Klinkenberg, 2016), but Eekhout said that internationalisation is about “understanding the culture of others and find their own values with respect for the value of others” (Eekhout, 2016). Marsh argued that internationalisation should cover the “awareness of being a participant in the global community” (Marsh, Internationalisation in secondary education in the Netherlands, 2016) and Willemsen emphasised the “self-development and personal developments in skills” (Willemsen, 2016) in several fields. EP-Nuffic stimulated “having contact and overarching contacts that covers internationalisation at home as well” (Staats, 2016) and Oonk pointed out that the experiences of an exchange (understanding other cultures) might have overarching effects on school pupils (Oonk, 2016).

Similarities in opinions and visions:

All professionals concluded that internationalisation should be integrated in other courses, such as in geography, in history and in social sciences. It seemed to be difficult to shape a course for internationalisation, as the definition of internationalisation varies and at the same time the visions of the content too. It was argued that the freedom of education should be respected by national authorities and that every individual teacher should have the possibility to design their classes. However, the individual teacher should collaborate with colleagues in order to create an internationalisation learning continuum.

A commonly heard statement of all interviewed experts is that internationalisation should be applied for all levels in secondary education, but this is not the case at the moment. Van der Valle was a member of a vocational education training steering committee for more focus on *vmbo* level. Van den Nieuwenhuijzen tries to reach all levels of secondary schools with the programme ‘Europe in the classroom’, because he believed that internationalisation should be integrated in all courses and not as an additional subject in the curriculum. Willemsen started internationalisation at his former secondary school on vocational level, and the school pupils worked together on making products. Oonk advocated that internationalisation should be offered in all levels of education, but a distinction of approach should be made. Marsh argued that internationalisation and bilingual education could lead to “a positive impact on young people who have not necessarily succeeded in formal education” (Marsh, Internationalisation in secondary education in the Netherlands, 2016). Eekhout co-created a learning programme especially for *vmbo*, because she was of the opinion that

there was no attention for this particular level. She underlined this by explaining that understanding the culture, norms, values and traditions of the neighbour countries are very important, in order to establish a good relation. The interviewed experts believed that the internationalisation of secondary education should apply for all levels, but each level of education needs its own approach. It is argued that many teachers find difficulties to make the internationalisation familiar for *vmbo* school pupils, because most topics related to internationalisation has no identifying characters that should pull the attention. Internationalisation could be personalised, but many teachers do not know how to tackle this topic for *vmbo*. Moreover, it is stated that *vmbo* school pupils are not in the same way supported to participate in exchanges, compared to *havo* and *vwo* school pupils.

All interviewed experts said that the role of the Min ECS in the internationalisation of secondary education should stay clear, but more importantly, it should stay limited and minimal as possible. However, an education policy on internationalisation might be useful in order to have (limited) guidelines and to have some tools for teachers who would like to start with internationalisation. Nevertheless, the freedom of education should be respected by the government and therefore, a supporting policy would be appropriate (Eekhout, 2016). EP-Nuffic and Eekhout favoured a policy that rewards secondary schools with extra financial means, when they decided to implement internationalisation in their curriculum and show a pro-active attitude (Eekhout, 2016; Staats 2016).

The experts agreed as well that there are plenty of internationalisation projects available, but it is hard to find a project that meets the personal criteria of a teacher. Klinkenberg pointed out that especially teachers starting with internationalisation find difficulties in creating an overview of all offered projects because there is no single overview that could be retrieved online or via an institution (Klinkenberg, 2016).

Eekhout, Klinkenberg, Oonk and Willemsen underlined the role of exchanges. They argued that exchanges are an important aspect of internationalisation, but exchanges are often applied in the wrong way. There is too much focus on the field trip (the exchange itself) and the preparation and reflection are almost neglected. The process of exchanges should be more stimulated (Klinkenberg, 2016; Oonk, 2016; Willemsen, 2016). Eekhout called for exchanges in teacher training college to experience different education systems and to create a vision on how to implement internationalisation in their future classes (Eekhout, 2016)

Various interviewed experts were of the opinion that teacher training college should be adopted. It is focused too much on following the method and guidelines of the books. Secondly, there is in teacher training college no subjects committed to internationalisation. That means also that students of teacher training college are not taught in how to find projects, subsidising, the related institutions or

request information. Besides that, there should be attention in teacher training college for internationalisation at home. Thirdly, intercultural communications should be introduced in order to understand cultural differences during exchanges.

There are several countries that the interviewed experts named as an example for the implementation of the internationalisation of secondary education in the Netherlands. Oonk compared Nordrhein-Westfalen to the Netherlands, as it has an equal number of inhabitants. It has an excellent international and bilingual education system. There are around 500 bilingual secondary schools in Nordrhein-Westfalen in all different languages (English, Dutch, French, Spanish, Italian, modern-Greek) while there are around 130 bilingual secondary schools only taught in English (Oonk, 2016). Marsh argued that Finland is able to adapt a new school system very quickly to new challenges from outside. Finland is able to see changes in the world and to process it into the education system. He said that in Finland the “development of competences is embedded throughout the subjects of the curriculum in a formalised way” (Marsh, Internationalisation in secondary education in the Netherlands, 2016). EP-Nuffic believed that Belgium is doing a good job too: the courses are taught in English, Dutch (Flemish) and French (Staats, 2016) and Eekhout thought that Luxembourg has an outstanding multilingual education programme: French, English, Luxembourgish and German is taught in a high level (Eekhout, 2016). Willemsen is satisfied with the available projects and subsidies that is offered in the Netherlands. Van der Valle agreed with Willemsen and added that internationalisation is present in education overall in Europe because of the EU’s motto: united in diversity (Van der Valle, 2016). Klinkenberg advocated that every nation state has a strong element of internationalisation in its education system. The Netherlands has an outstanding system because of all projects that meets the criteria of teachers and Australia is leading in internationalisation via ICT and mobile devices (Klinkenberg, 2016).

Three teachers were asked for their needs to implement internationalisation in their classes without any restrictions. Van der Hoek, a teacher in social sciences, called for the internationalisation of social sciences and citizenship that returns at least twice a year in the curriculum. It needed to cover the functioning of the EU, international institutions, treaties and the role of the citizen. He believed that teacher training college should be adjusted to a training for professional teachers in their field and moreover, be able to implement internationalisation in a valuable way. After teacher training college, teachers should be facilitated in subsidised refresher courses to keep up their knowledge (van der Hoek, 2016). Beekman, a teacher in English, believed that a school policy should include internationalisation and that guidelines are needed in order to educate school pupils in internationalisation. The knowledge and experiences related to internationalisation gained in secondary education should be examined in their final exams (Beekman, 2016). Peeters stated that

his secondary school policy did not give much attention to topics as internationalisation. Internationalisation is included in 'Human and Society' (citizenship) and the Netherlands is always the reference point. He argued that a possible policy on the internationalisation of secondary education might work, because teachers are then required to handle internationalisation in some way but on the other hand, the freedom of education comes into danger when a policy is imposed. On a personal level, Peeters did not need more information of tools to structure internationalisation in his classes. He experienced the freedom of education in a positive way (Peeters, 2016).

5. Analyses

Results have shown that the internationalisation of secondary education needs improvement. First of all, the enormous offer of projects and programmes for the internationalisation of secondary education is striking. There are different kind of projects created by organisations, working groups of scholars and the EU. Every project focuses on a different field. Nevertheless, an overview of all the available projects is missing. Teachers, who are starting with the internationalisation of secondary education, could in fact use an overview with a detailed description. All information is available on the internet, but it seems to be a labyrinth. This makes it difficult for teachers to do their research and to find an internationalisation teaching method that fits into their school curriculum. It seems that there is a threshold on gaining information, because the required information is not easily accessible. Inquisitive teachers need to invest time into researching the possibilities to internationalise their courses.

Secondly, it is underscored that guidelines for the internationalisation of secondary education from the Min ECS is lacking too. Nonetheless, as a result of the freedom of education, teachers are allowed to design their courses to their own insights and visions, but all knowledge, skills and final objectives are laid down in an education policy, except for internationalisation. All knowledge and skills are examined during the secondary school career, but nothing is laid down regarding internationalisation. The Min ECS plays a supporting role in internationalisation projects and programmes, but all tasks are delegated to institutions and organisations. That fact that the Dutch education system ignores the upcoming trend, is brought to the fore. The Min ECS fails on supervising secondary school teachers who would favour a form of guidance. All work related to the internationalisation of secondary education is done by others, while the Min ECS easily could adopt internationalisation into its education policy.

Thirdly, the role of the EU in the internationalisation of secondary education is officially seen as rather minimal, but the EU is doing an outstanding job in facilitating internationalisation projects. That is because the member states of the EU wish a decentralised government in national education. As a result of the European treaties, the EU promised her member states to respect and stimulate diversity in Europe. Consequently, the EU made millions of Euros available for mobilisation activities in education, so that everyone involved in education could experience the diversity in Europe through an academic exchange. It could be considered as an investment and stimulation of (personal) development that the EU creates various supporting policies for the internationalisation of (secondary) education. Notwithstanding that the EU mobility project (Erasmus+) has existed for a

couple of decades, it is remarkable that the EU pays much attention to this (national orientated) topic.

Fourthly, it is noticed that the needs of secondary school teachers, involved in internationalisation, is very hard to measure. These needs are on a very personal level and do not represent any group. In some way, it is possible to categorise the needs of secondary education on internationalisation. If an education policy on internationalisation would be introduced, the needs from the work field (the classroom/the teachers/the school pupils) should be taken into account, because the policy is developed for this specific group. An education policy on the internationalisation of secondary education should lead to further developments and not lead to stagnation. After asking teachers involved who teach in the internationalisation of secondary education and the interviewed professionals, it seems that there are three categories of teachers with more or less the same needs within each category.

Independent teachers	Semi-dependent	Dependent teachers
<ul style="list-style-type: none"> - They know which institutions are involved in internationalisation and how to contact them - Schools are often a member of a network - Colleagues divide the roles in internationalisation - Internationalisation is a leitmotiv in the curriculum - They organise intercultural field trips abroad with ease - School board gives much freedom to explore the possibilities for internationalisation. - They are not in favour of an internationalisation policy 	<ul style="list-style-type: none"> - They know the most common projects in general - They need help with the application for mobility projects - Internationalisation is a common threat in the school policy but, it is not always visible - The school board gives a certain form of freedom - There are some foreign field trips, but preparation is missing - They feel that they need more tools, such as time and money for internationalisation - They favour a supporting policy on accessibility for help 	<ul style="list-style-type: none"> - They are searching for possibilities to implement the internationalisation of their curriculum - They are not a member of a network - They need time and money to find out which implementation method would work best - They are not aware of the content of the classes of their colleagues - They are in favour of an education policy on internationalisation for a strict guideline in all fields. - They feel that their school board is not willing to contribute in a positive way

6. Conclusions

After analysing the results, the following conclusions could be drawn.

The Dutch law allows the internationalisation of secondary education in the freest possible manner. There are no criteria for implementing internationalisation of secondary education, nor are the school pupils being tested on their knowledge of this topic and nor will their skills be tested. The Min ECS expects that the cultural and religious differences in the world will be discussed in language courses. This happens in some way, but it will not be done consistently as long as it is not seen as a core objective. The Min ECS believed that the freedom of education should lead to own implementation of the internationalisation of secondary education. The secondary schools need to experience freedom of education in internationalisation.

A wide range of internationalisation projects and programmes are available for all Dutch secondary schools that wish to implement internationalisation in their school curriculum. EP-Nuffic is an excellent organisation that manages all types of the internationalisation of education. They give advice on (foreign) school diplomas, possibilities to internationalise the school curriculum, they manage the scholarships from Brussels and lead the network for bilingual secondary schools in the Netherlands. They are able to recommend a project that the secondary school is particularly looking for because, all projects have different aims. The aims could be internationalisation at home, exchanges, internationalisation via ICT, teaching materials for European history and its institutions or intercultural communications. There are many possibilities to internationalise the school curriculum, but that is on voluntary basis. That makes it hard, at the same time, for teachers who would like to implement internationalisation but the time and space is not given by the school board. In the end, the school board decides to what extent internationalisation will be implemented in the school curriculum.

Secondary schools starting with internationalisation in their curriculum find difficulties in creating an overview of all offers. A clear overview of all internationalisation projects and programmes is missing and that could be considered as a disadvantage because all individual teachers needs to spend much time in their desk research.

While the Dutch Min ECS is not a proactive player in the internationalisation of secondary education, the EU does facilitate her member states in the internationalisation of education in many possible ways. The EU has no authority to create an education policy and regulate it in her member states, but there are some good facilities for the internationalisation of secondary education from the EU.

The EU made nearly € 15 billion available for mobility projects in Europe. This project is called Erasmus+ and, it enables every individual involved in education to go on academic exchange and gain the international experiences. Secondary schools go mostly on exchange for a week and collaborate with other school pupils in that region and students in higher education have the opportunity to go abroad for one or two semester(s). The EU also supports the internationalisation of sports and that makes the goals of Erasmus+ broader than it ever was. It shows that the EU supports internationalisation, stimulates cultural and religious diversity and cooperation between school pupils from different backgrounds. The EU's motto is 'united in diversity' therefore is chosen aptly. Besides that, the EP's detached offices, the EPIOs, have freedom to create a European education programme, amended to the needs of the national citizens. The EPIO in The Hague manages 'een10voorEuropa', shaped to the Dutch education system and that is a very successful programme.

All interviewed experts share the opinion that the role of the Min ECS is very limited and it should stay limited because of the freedom of education principle. They believe that the Dutch school pupils are well-informed on topics related to internationalisation and gained good knowledge. However, they think that the Min ECS should create an education policy on internationalisation that supports secondary schools with the implementation of their curriculum. All interviewed experts noticed that there is a large group of teachers in secondary education who need help with the implementation into the school curriculum. Besides that, they advise to make more time (and therefore also funding) available for teachers, so that they can explore the area of the internationalisation of secondary education. Secondary education teachers need to have the chance to structure the the internationalisation offers and choose a project or programme that fits into their school curriculum.

For teachers in secondary education, who favour implementation of internationalisation in their school curriculum, finding useful information is like looking for a needle in a haystack. This is counterproductive. As a result of lacking in teacher training college in this field, teachers in secondary education are not educated at all in applying for e.g. scholarships, design internationalisation in their classes or how to teach about the EU's developments. It becomes clear that the Min ECS neglected the signals from the work field and, teacher training college does not include internationalisation as a subject in its own right at the same time. Teachers in training are not educated in the internationalisation of secondary education and are therefore not used to teach their future school pupils in internationalisation. It is a whole new aspect of teaching for them and some may feel somewhat out of their depths.

In conclusion, the main question '*in what ways and to what extent would an education policy on internationalisation be desirable in secondary education in the Netherlands?*' could be answered

concisely. The role of the Min ECS should stay limited because of the freedom of education in the Netherlands, whilst at the same time having a proactive attitude towards internationalisation. Moreover, a possible education policy on internationalisation should only support and stimulate the internationalisation of secondary education. It should not lead to any restrictions, as secondary schools prefer the freedom to shape internationalisation in their school curriculum in a way that they think is appropriate. Secondary schools should also have the freedom to decide which project or programme is best for them. The Min ECS should show a proactive attitude towards the internationalisation of secondary education by initiating their own internationalisation projects. In conclusion: a supporting policy on the internationalisation of secondary education would be very desirable.

7. Recommendations

By consulting several theoretical frameworks and interviewing several experts in the field of the internationalisation of secondary education, the following actions are recommended.

Firstly, internationalisation should be integrated throughout the entire secondary school curriculum and create an attitude of awareness of the internationalised world we live in today. It is strongly dissuaded to create an independent course for internationalisation, as it should be returning aspect in all other courses. The single elements need to be connected to each other by the means of a learning continuum. That means that teachers of different courses within a secondary school need to discuss the internationalisation aspects of their course and compare them with internationalisation aspects of other courses.

Secondly, exchanges are a very useful tool for the internationalisation of secondary education, but the exchanges need more preparation in advance and afterwards the necessary discussions or evaluation with the school pupils. Internationalisation does not only exist of exchanges but exchanges could be a valuable part of the internationalisation. Exchanges should cover more in-depth knowledge than just a field trip, as it is now. Useful preparations and post trajectory is missing. It is however needed in order to consider the exchange as successful.

Thirdly, teacher training college should be adapted on several fields.

Raising awareness for internationalisation: it needs to create more awareness for the internationalisation of secondary education, as internationalisation is not a study part of teacher training college. Teachers in secondary education feel that there should be more guidance during their studies about this subject. Most teachers need to attend extra trainings, in order to facilitate their school pupils in internationalisation.

Study abroad: teacher training college should introduce an academic exchange. It would be an excellent experience to understand the education system in other nation states, be able to compare them and be able to understand the internationalisation of educational practice and intercultural communications.

Personal development: teacher training college should develop and encourage the attitude of 'taking initiatives'. Because of the fact that internationalisation is not required in any form in secondary education in the Netherlands, teachers should initiating on their own and convince the school board

to decide to implement internationalisation or not. While teachers are researching for the internationalisation of secondary education, the school board has to provide all time, space and freedom to create an implementation of internationalisation in the school's curriculum.

Change in learning method: besides that, the habit of 'following the method' should be broken. Teachers in secondary education in the Netherlands tend hold too much on finalising the chapters of a book and miss chances to initiating new subjects. Teacher training college should address the fact that teachers have much freedom in their courses.

CLIL: it should be more focused on the CLIL-method. All teachers should be able to teach their course in a second language for a better development of the school pupil. In addition, all types of teacher training college should line out the aspects of the internationalisation of a particular course and all possibilities to internationalise a specific course should be presented. Students of teacher training college should be able to seek for help at the applied institution and taught how to write reflections.

Implementing projects: all different types of teacher training college should get in touch with each other by the means of a project. This project should learn to discuss the internationalisation aspects of different courses and be able to create an overarching approach.

Examine internationalisation parts: the final recommendation for teacher training college is to examine the awareness of internationalisation by a portfolio of the finalised activities or experiences and a plan of action how to introduce internationalisation in their future workplace. This should apply for all types of teacher training college.

Fourthly, all interviewed experts shared the opinion that internationalisation should apply for all levels in secondary education, while it is not the case at this moment. There is too much focus on *havo* and *vwo* regarding internationalisation. There should be more materials available for *vmbo* and applied topics used for this particular educational level that has directly effect on the lives of school pupils to make internationalisation more attractive. It is highly recommended to teach *vmbo* school pupils via CLIL method.

Fifthly, the Min ECS should be more involved in the internationalisation of secondary education in the Netherlands in a pro-active way. A policy on the internationalisation of secondary education is missing and many feel the consequences of a missing policy. The Min ECS should contribute to the internationalisation of secondary education by setting guidelines of what school pupils need to know and which skills they need to command, tested by exams and finalised in results or grades by an exam or portfolio. Moreover, language education should also be more focused on work ethics,

religion(s) and cultural believes of (a) nation state(s) where the languages is (are) spoken instead of composing of a language. Many cultural traditions, norms, values and believes can be found in the language itself and these aspects should predominate in higher classes.

Sixthly, there should be more space and time available for individual developments of school pupils. Internationalisation is also a process of understanding how world politics, economics, religions and cultures work and create a well-informed opinion about these issues in order to discuss with others. The internationalised and globalised world with all its issues of today needs people to understand these aspects in a respectful way.

Seventhly, an education policy on the internationalisation of secondary education seems to be desirable. The content of the policy is discussable, according to the interviewed experts and teachers. The Min ECS should show at least a pro-active attitude and manage all information regarding internationalisation projects and programmes in a structured way. It should be anyway easier to seek for help when a teacher/a secondary school is not able to find the right information. The policy should also include that

Lastly, intercultural communications are an important and associated aspect of internationalisation and that should be integrated in internationalisation too. This could be implemented in courses such as, 'world citizenship' or social sciences. Intercultural communications are very valuable and necessary preparations for an exchange. Additionally, the intercultural communications could be evaluated in the post trajectory of an exchange. Furthermore, this could also be maintained in internationalisation via ICT means (videoconferencing).

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Appendices

i. Student Ethics Form

Appendix 1 – Student Ethics Form

European Studies – Student Ethics Form

Your name: Cheryl Joemrati – 11025166

Supervisor: Mr. G.W. Lord

Instructions/checklist

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.

- a. Read section 3 that your supervisor will have to sign. Make sure that you cover all these issues in section 1.
- b. Complete sections 1 and, if you are using human subjects, section 2, of this form, and sign it.
- c. Ask your project supervisor to read these sections (and the draft consent form if you have one) and sign the form.
- d. Append this signed form as an appendix to your dissertation.

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

(i) Title of Project: In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

(ii) Aims of project: A study to research the possibilities for an education policy in secondary education from the ministry of Education, Culture and Sciences and what it should define. Internationalisation is playing a major role in our daily life. The number of various projects about internationalisation are increased and internationalisation became a larger part in secondary school's curriculum. Then why is the guideline from national level missing? And who sets the guidelines for the existing projects and who supervises these? The aim of this research is to find this out.

(iii) Will you involve other people in your project – e.g. via formal or informal interviews, group discussions, questionnaires, internet surveys etc.

YES.

Section 2 Complete this section only if you answered YES to question (iii) above.

(i) What will the participants have to do? (v. brief outline of procedure):

Professionals participate in an interview and school pupils fill in a questionnaire.

(ii) What sort of people will the participants be and how will they be recruited?

Some of these professionals are in my personal or business network and on the internet I found other scholars.

(iii) What sort stimuli or materials will your participants be exposed to, tick the appropriate boxes and then state what they are in the space below?

Questionnaires[x]; Pictures []; Sounds []; Words[x]; Other[].

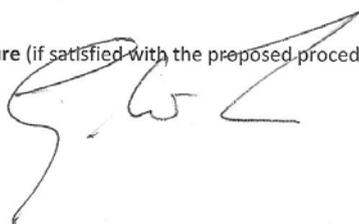
The questionnaires are used to find out what school pupils think about internationalisation. Interviews are used to see if an education policy on internationalisation is desirable by professionals

(iv) Consent: Informed consent must be obtained for all participants before they take part in your project. Either verbally or by means of an informed consent form you should state what participants will be doing, drawing attention to anything they could conceivably object to subsequently. You should also state how they can withdraw from the study at any time and the measures you are taking to ensure the confidentiality of data. A standard informed consent form is available in the Dissertation Manual.

(vi) What procedures will you follow in order to guarantee the confidentiality of participants' data?

Except the name of the interviewees, personal details will not be mentioned. If there are any difficulties with mentioning names, names will be replaced by a pseudonym. Recordings will not be published publicly, however a transcript of the interview can be found in the dissertation. The transcript will be send to the interviewee before it is published in the dissertation. The interviewee gives permission to publish the transcript of the interview and otherwise necessary adjustments are always negotiable.

Student's signature:  date: 31/03/2016

Supervisor's signature (if satisfied with the proposed procedures):  date: 31/03/16

ii. Transcripts of the interviews

Interview with Ms. A. Eekhout (M.Phil)

She works at the Information Office of the European Parliament in the Netherlands and she manages the European Parliament Ambassador School programme and co-wrote a teaching modules book for *EPAS: European Teaching Modules*. This interview was conducted on 6 April 2016 in The Hague.

This interview is a titre personnel

1. Could you please introduce yourself and tell about your career regarding the internationalisation of secondary education?

I do not have a career in secondary education, I did the 'philosophy in education' masters programme. One of my tasks at the EPIO is managing the education programme, European Parliament Ambassador School programme. EPAS could be seen as a tool, a way to shape the internationalisation of secondary education, but this is not the goal of EPAS.

2. What do you understand by internationalisation?

Firstly, I see internationalisation as an attitude. Secondly, internationalisation means creating awareness of the fact that every individual is a part of the world through exchanges and language. Being aware of being a part of the human race in all its varieties, is more or less an attitude, because of the behaviour towards this fact. Courses, such as geography, teach about other nation states, history tells also about European history. It is unthinkable to handle these courses only 'nation-state bounded', as they are automatically involved in e.g. history. Besides that, I do not think that internationalisation is a course or theoretical knowledge, but it is an attitude. The aim of internationalisation is to promote understanding tackling issues in a different way than the individual normally would do and that your vision on these issues, is just one of many visions. Erasmus+ is a tool to get people used to the fact that different societies have different views on issues and that is to me being aware of internationalisation. Erasmus+ broadens the perspective of the EU citizens within the EU and adjacent countries (Tunis, Albania). The EU started to bundle the economies in order to prevent war. An internal economic market has been established, so that everyone can work wherever they want. Later on, the EU became more socio-cultural union and Erasmus+ was established to promote intercultural cooperation. In a European orientated and intercultural related school, school pupils are taught other cultural perspectives and are able to compare them with your own cultural views. One of my concerns in the Netherlands is freedom of education. It means that if you are a Muslim, you could go a an Islamite school, a catholic to

a catholic school and parent who favour anthroposophy go to a 'vrije school'. I would opt for a broad public education, with emphasis on the different religious systems and much attention to human and child rights. In public institutions like schools, school pupils have to learn how to deal with people who have different religious ideas or have a different cultural background. The reference points anchored in the declarations of Human Rights and Children Rights should be taught in these public schools. In this way, school pupils learn that there are various cultural and religious ideas and that is a good start of being aware of a multicultural environment. Besides that, freedom of education is seen as a great asset, but I would opt for public education as explained above, where human rights are anchored. The school pupils create an attitude of respecting a global world, where we can differ in opinions and visions. I could summarise that internationalisation covers three things to me: 1. An attitude, 2. An instrument (money, used for exchanges that aims truly contact with other cultures) and 3. the ability of relativism of your culture. Language learning is an important tool, as it gives the possibility to interact and exchange ideas with people. When internationalisation – as an attitude – is anchored in a secondary school throughout all layers, it has bigger effects on school pupils than following a passive course in internationalisation. An attitude of teachers towards cultural relativism should be opted for in education. It is important to understand the relativity of the culture in which you have grown up. It should be discussed via education that other cultures have other norms and values and to learn how to respect them in a human rights ethical way. The constitution has a powerful value together with the international human rights treaties and the convention on the rights of the child in order to develop these understandings,. Freedom of expression should be handled too: where is the line between offensive expressions and freedom of expression. The discussions should take place in education and school pupils should have the ability to co-decide.

3. What do you understand by the internationalisation of secondary education?

The internationalisation of secondary schools is often an exchange between school pupils in order to give school pupils a broader perspective of the world. School pupils should be able to cooperate with each other to experience cultural differences.

4. Could you tell me about the education programme you developed?

EPAS is managed by the EP and this program is established in 2007. It is developed for young people in secondary education to raise awareness of the impact of the European Union in their daily lives in an engaging and interactive way. The EU is becoming increasingly important, because a big part of the Dutch legislation is based on European laws. The

European Parliament plays a democratic role in the EU law-making process. Since the Lisbon Treaty entered into force in 2009, the legislative powers of the European Parliament are significantly expanded.

5. **How do you see 'een10voorEuropa' in internationalisation?**

Creating awareness, that school pupils are a part of the globalised world and in Europe in particular. Secondary schools could perfectly implement EPAS in secondary education without cooperation with secondary school abroad. The goal of EPAS has always been to show that the EU is closer to you than you think and that it has a big influence in daily life.

6. **The internationalisation of secondary education is mostly focused on *havo* or *vwo*. Do you think that internationalisation should apply for all levels of secondary education?**

We started with lower vocational education with EPAS, because we thought that there was too much focus on *havo* and *vwo*. EPAS is about obtaining knowledge of the EU and different European cultures: you should know your neighbour countries and understand that they might have different norms and values.

7. **What do you think about the level of knowledge of the internationalisation of Dutch school pupils generally?**

The instrument (Erasmus+) is present, namely in *havo* and *vwo*. It is up to secondary schools if they would like to use this service.

8. **What are important aspects of the internationalisation of secondary education in your opinion? What does internationalisation have to cover in the first place?**

I think that all school pupils should understand the norms and values of their own culture and be able to understand and respect the norms and values of other cultures.

9. **Do you think that there should be just one internationalisation programme or several, so schools can for themselves?**

It should not be a programme, but an attitude of the school. Languages are a very useful tool and language courses need to promote cultural understanding. Collaboration with other school pupils from other member states is important. Genuine collaboration is needed in order to prevent stereotyping. School pupils should experience that people differ from each other, but are also very similar to each other. An exchange is an excellent tool in this respect.

Exchanges become more and more digital and school pupils can gather information by social media. That should be promoted as well.

10. **If internationalisation would be an education policy in secondary education, would the Dutch education programme stronger/more outstanding than the ones of the adjacent nations? Do you see that parents, living close to the border, prefer Dutch secondary schools because of the internationalisation aspects?** The reason that parents pick out a secondary school for their children depends on many factors. Socio-cultural circumstances and the developments of the child itself play important roles.

11. **Is there (worldwide) a country that applies the internationalisation of secondary education that you see as the perfect example for the Netherlands? If yes, why?**

Luxembourg offers trilingual education: Luxembourgish, German and French on a high level. Luxembourg is a small country and most of its students go abroad after their secondary school for their studies. The European schools in Brussels are also a good example. All children from EU-officials go to European schools. By approximately the age of six years, they learn a second language and by the age of 11, they learn a third language.

12. **Do you think that internationalisation courses or projects should be required in the curriculum or that it should stay as a separate part of a school? At this moment, this is not the case. It might influence the choice of the upcoming school pupil of the secondary school.**

Exchanges with other secondary schools should be more stimulated by the national government, but as the biggest part of internationalisation initiatives is within Europe, I should opt for European funding. That is what Erasmus+ facilitates in.

13. **Do you think that the Min ECS should require internationalisation projects (temporarily) in secondary education?**

There is already Erasmus+ that subsidises secondary schools in order to give school pupils a broader perspective of the EU.

14. **Do you think that the Min ECS should require internationalisation courses (minor part in curriculum) in secondary education?**

I do not think that internationalisation should be a course, I see internationalisation as an attitude and the process of creating awareness for international aspects in the world, that

could be achieved by exchanges and cooperation with other secondary schools. For example, debating with school pupils from different secondary schools with a wide range of cultural differences to make clear that your vision on certain issues is culturally determined.

15. Do you think that there should be a specific number of hours reserved in the curriculum for internationalisation projects in secondary education?

Once again, I think that internationalisation is an attitude and I would favour exchanges, but I would not want to force secondary schools go on exchange. I would not state to introduce a couple of hours in the curriculum, but I would give secondary schools extra money if they would implement exchanges, which can also be done by social media by the way.

16. In what ways would the internationalisation of secondary education help school pupils in their development?

It could help in cultural relativism, understanding the values of our neighbour countries, create more awareness for mutual understanding, and put yourself into a different perspective

17. In what ways are school pupils, who were taught internationalisation courses, better or differently developed compared to school pupils who were not taught in internationalisation?

I believe that school pupils who were taught in internationalisation are better prepared for the international job market. When school pupils are used to deal with different cultures, they can easier work in an international area, as long as they aim to work in this field. It helps to develop their social skills and to make them more self-confident.

18. What is, in your opinion, the perfect implementation of the internationalisation of secondary education and what is needed to do so. You may think out-of-the-box.

The attitude regarding internationalisation should be stimulated.

19. In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands? And, what should this policy look like?

First and foremost, there should be an attitude in internationalisation, intercultural understanding fostered in secondary schools. Erasmus+ gives budgets to schools for exchange programmes. These exchange programmes can also be focused on sports and

multilingualism with a European dimension. The EU accreditation system (ECTS) makes it also possible to study in another European country and the diploma is valued throughout Europe.

Appendix 2.3 – Informed Consent Form

Informed Consent Form

1) Project Title: In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

2) Project Description: This study analyses the desirability of internationalisation as an education policy in the Netherlands, by the opinions of experts from all different fields of internationalisation and/or education.

If you agree to take part in this study please read the following statement and sign this form.

I am 16 years of age or older.

I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

Recordings will be accessible only by the researcher. Unless otherwise agreed, anonymity will be ensured at all times. Pseudonyms will be used in the transcriptions.

I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Signed: A. M. Eekhout Date: 06 04 16
A. M. EEKHOUT

Interview with Mr. B. Klinkenberg (M.A.)

For more than 10 years, he has been involved in education as a teacher in social sciences. He started to use the concepts of internationalisation at Hofstad lyceum and expanded internationalisation to a high level. He gained many experiences in the internationalisation of secondary education by organising exchanges, matching curricula to create a multidisciplinary approach and internationalisation at home. This interview was conducted on 11 May 2016 in The Hague.

1. Could you please introduce yourself and tell about your career regarding the internationalisation of secondary education?

I am a teacher in social sciences at a lyceum in Oegstgeest and before that, I worked for a period of ten years at Hofstad Lyceum in The Hague. At Hofstad Lyceum, I started with internationalisation and expanded it to many successful academic exchanges and projects together with a colleague in physics. I supervised three Comenius projects, coordinated a bilateral and multilateral ICT project in the field of arts, plays and websites. I was involved in projects to combine curricula of various secondary schools on European level. We looked at the aspects of internationalisation in different courses and finding overlaps, by the means of video conferences. I decided to quit these projects because I felt that I was the only teacher that was actively involved in the internationalisation of this secondary school.

2. What do you understand by internationalisation?

I think that internationalisation means European and international orientation that is incorporated in courses. All content-based knowledge that a school pupil need to have in order to be an active and involved citizen of this globalised world. In an early stage, a school pupil needs realise the related cross-cultural differences such as intercultural communications. Internationalisation has to provide insights of a multicultural society that is multidisciplinary.

3. What do you understand by the internationalisation of secondary education?

I believe that internationalisation defines the internationalisation of secondary education too.

4. What do you think of the role of the min ECS in the internationalisation of secondary education?

I think that the role of min ECS should be stayed limited, as it is now. I think that the role of the Min ECS is clearly visible in the core and final objectives of courses. The Min ECS provides

a clear expectation regarding internationalisation (via courses) in geography, history, English and social sciences. It is up to the teachers to enlarge the content and teachers need to be facilitated in time, in order to explore the possibilities of comprehensive internationalisation and moreover, to line out the differences of the content of courses regarding internationalisation. I believe that the overlap in courses should be analysed and connected. There is only one problem, because it is not stated in a policy or taught in teacher training college, teachers hold strict to the method and that needs to be changed. Excellent chances to implement internationalisation are missed, because of the continuous line with the teaching method and that is a real shame. To deviate of the method is out of their comfort zone and it is not likely that teachers change their attitude. It would be sensible to change teacher training college in various aspects, because the importance of internationalisation in courses, is initiated by concerned teachers.

5. **Do you think that internationalisation should be required in the school's curriculum?**

Personally, I do not prefer the term 'required', because I think that every secondary school should realise that all courses contain European and international components. All secondary schools should discuss these issues. There are plenty possibilities to crossroad internationalisation in e.g. English.

6. **What should internationalisation cover in the first place, in your opinion?**

To be able to communicate with school pupils in other nation states, experience the cultural differences in person and bring school pupils together by cooperation. Mobility projects are subsidised by the EU, but many teachers think that the paperwork is the experience of going abroad unworthy. Moreover, because of the budget cuts, it is harder to go abroad, but that could be solved by introducing internationalisation through video conferences. Teacher training college should give more attention to ICT education and apply it in courses.

7. **What do you think about the fact that secondary schools are able to design internationalisation by themselves in their curriculum. That means that there is a gap between the knowledge of this topic between school pupils.**

I strongly believe that internationalisation should be offered in all levels in education, so therefore, I think that internationalisation should be integrated in all courses (in the curriculum). In this way, internationalisation is taught in all levels of education. There should be a clear vision of what the school would like to focus on and what should internationalisation cover. In addition, the freedom to design the internationalisation of

secondary schools needs to be respected, as long as the clear vision of the secondary school could be retrieved anytime. Moreover, I think that bilingual education should no longer be offered, only for school pupils admiring a study in English. There should be build up a trajectory from year one until their final exams and working on an internationalisation portfolio for all other school pupils.

8. Do you feel that internationalisation should be a course on itself?

It should be integrated in the school curriculum and in all courses. The reason for that, is that internationalisation as a course will never be required and internationalisation as elective will create a gap between the internationalisation skills. I worked on several internationalisation projects, focused on social issues we face today, but 'Europees Platform' thought that the project was failed, because it was not resulted based, while the portfolios needed to be graded. There is a likely chance that the quality of internationalisation will decline as internationalisation is focused on grades and not on the content any longer.

9. What do you think about the offer of internationalisation projects?

There is a wide range of projects and possibilities to internationalise the school curriculum, but teachers have to find all possibilities on their own. Besides that, the EU offers many possibilities to go abroad with school pupils, but sightseeing and cultural activities are not equivalent to an exchange for internationalisation. I believe that a secondary school should visited other schools and collaborate in a project. There are many platforms of secondary schools abroad willing to invest time to let the school pupils meet each other. The focus is too much on the fieldtrip itself, instead of a equal division of preparation, field trip and reflection.

10. In what ways are school pupils who were taught in internationalisation differently developed than school pupils who are not taught in internationalisation?

I noticed that school pupils who worked on internationalisation projects, are more willing to cross borders and explore other nation states by doing studies or internships abroad. These school pupils tend to think in a more internationalised way, compared to school pupils who are unfamiliar with internationalisation.

11. How should internationalisation be applied in secondary education in your opinion?

As a connecting tool between courses. Every teacher works too independent and as a result

of that, the cohesion and comprehensive internationalisation between courses are missing.

12. Which tools are needed in order to teach internationalisation to school pupils without any restrictions?

The school board needs to provide teachers in all freedom and time to invest in internationalisation. I think that internationalisation at home is an important aspect as well, so that means that when an Italian secondary school comes over to the Netherlands, the school calendar and curriculum need to be adjusted, in order to create time and space to work together on in project. I often saw that internationalisation at home did not work well, because of a planned project week of the receiving school.

13. Is there a country that applies the internationalisation of secondary education that you see as the perfect example for the Netherlands?

I think that various nation states created a valuable addition to internationalisation. The Netherlands has an outstanding system, including its offers that meet the needs of internationalisation, while Australia lead ICT in internationalisation.

14. What are the needs of teachers involved in the internationalisation of secondary education?

I am convinced that there should be more time made available for implementing internationalisation and at the same time, for the organisation of projects. Besides that, I am expected to catch up classes that I missed because of an exchange week. It is very hard to organise catch up classes and I experience double workload. I believe that there should be more collaboration between teachers, so colleagues can take over classes, while I am on exchange. I think that the Min ECS should create a fund for secondary schools that would like to internationalise, so there are more financial tools to facilitate in time.

15. Do you feel that there should come a national education policy on the internationalisation of secondary education? And, what should it cover?

It should cover the core objectives of the content of courses and the internationalisation aspects should be combined. It should be an example of how internationalisation could be implemented, as long as it not a mandatory lead. The Education Council could decide together with school inspection to do regular checks for the internationalisation components in the curriculum. Because of the freedom of education, a stepwise guide to

implement the internationalisation of secondary education would not work in the Dutch education system.

Appendix 2.7 – Informed Consent Form

Informed Consent Form

1) Project Title: In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

2) Project Description: This study analyses the desirability of internationalisation as an education policy in the Netherlands, by the opinions of experts from all different fields of internationalisation and/or education.

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I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

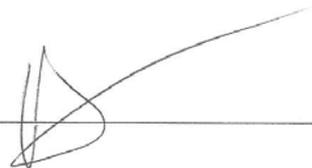
All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

Recordings will be accessible only by the researcher. Unless otherwise agreed, anonymity will be ensured at all times. Pseudonyms will be used in the transcriptions.

I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Signed: _____



Date: _____

11/5/2016

Interview with Mr. D. Marsh (Ph.D., Hon. D., F.L.)

He is an “educator, analyst, and project manager specialised in realising educational innovation and development” (David Marsh, n.d.). He and his team invented the term CLIL. He is also the author of various books that are consulted in this study. These books are: *uncovering CLIL*, *Integrated Learning in Bilingual and Multilingual Education*, *Content and Language Integrated Learning*, *the CLIL Trajectory: Educational Innovation for the 21st Century iGeneration*. Furthermore, the *Higher Education English Language Landscape: Ensuring quality in English language degree programme and Quality Interfaces: Examining Evidence & Exploring Solutions*. “In 2015 he was a team member to create a unique TEDx event in Finland on ‘Individualizing Learning Paths’. In 2016 a translation of *CLIL and Uncovering CLIL* are to be published for the Center for Civil Integration and Inter-Ethnic relations” (David Marsh, n.d.). This interview was conducted via Skype on 21 April 2016.

1. **What do you understand by internationalisation?**

Developing the knowledge, the skills and the competences to be an active and responsible citizen of the world. Whereas the secondary school is a microcosm of the surrounding community where it is located. It is also part of the global ecosystem and therefore, everything that happens in the schools needs to relate to the community and also to the world in large and that is the essence of internationalisation.

2. **Which link has CLIL with internationalisation?**

International skills require knowledge and competences. In the past, we used to think that it required knowledge, but now we know it requires knowledge and competences. CLIL is one example of an innovative educational approach where knowledge and competences are developed simultaneously. There are other similar examples like CLIL in sciences, mathematics and so on. CLIL is one example where you blend languages and the subject in order to achieve the development of knowledge and competences. Therefore, no matter which languages you are dealing with, whether it is a major languages as English or Spanish, whether it is a minor language or regional language, CLIL contributes to internationalisation by both. Extending horizons on languages, on communication and on developing competences.

3. **You and your team invented the term CLIL, but where came that interest from?**

A personal interest of mine was in working across the world and seeing English being adopted as the medium of instruction. E.g. South East Asia, where children were being taught in English and it was being done very badly. It was being done on a almost old post

colonial way which was that if you want children in countries to speak English, so send in a group of British, American or Australian native speakers to teach them and everything will be fine. I was interested in this phenomenon and in how damaging it was in the places I happened to be in Europe. I was interested in how could you have bilingual education, have education in two languages which is not damaging and subtractive or taking away from something the child has which is additive. That was the personal interest. Another driver towards why CLIL was developed, was to do with equity/equality. There were a number of us who were concerned that languages were seen as a difficult option in school that only the bright children are good at or should be learning languages. We were also concerned that girls were frequently doing better than boys in languages and we did not believe that there was a rarely serious reason why that should be the case, apart from languages at all. In fact, most importantly, I think that we were concerned that family with money could buy language education for their children and in so doing if the child has an advantage. So we wanted to bring equity in main stream educational system and make language learning exciting and successful for a broad range of young people. There is a fourth reason, which is quite many of the people, including myself had being trained and experiences in languages teaching and we could see that it was not working. It was not a matter of time, but the matter of how the children connect and wanted to learn languages and succeed in it. The languages profession wanted something new and this came.

4. Did you ever expect that CLIL would become so well known, looking back 20 years ago?

No, I am not surprised, but I am surprised that it has not been more visually attacked. Especially from politicians and languages teaching organisations. I am surprised that it has not been more attacked because CLIL marks a gentle revolution of thinking. The problem with education is that quite often, it does not change very quickly and it does not embrace changes. Teachers often teach as they were taught. Frequently, it is miserable in many parts of the world. So I am surprised that it was not more attacked. It threatens certain powerful entities. E.g. the British, Americans and Australians they make massive amounts of money, out of selling English languages teaching. The industry is huge, in terms of testing, books. The power of the industry is what they call the native speaker industry. As if the native speakers are some holy cows walking around and everybody should praise them. CLIL actually undermines the need to think that a native speaker of a language is the perfect example of someone who speaks the language. I was surprised that there was no criticism. I was asked the question about 15 years ago the same question: How is it with all the investments we have done in education, how come CLIL has been so successful compared to other

programmes we invested money in to? I think that CLIL was happening anyway. It was coming from the grass roots, that students, family and educated intelligent people who stand clear about learning say it. We need to have a change. It was driven by a very powerful stream of energy which wanted a change and that is why I am not surprised that it was successful. We all thought of CLIL like Linux philosophy as it was not owned by anybody, in fact I was very careful to distance my name as far as I could from it and I still try to do that. Because we wanted to be an open source. I think that the power of an open source – common sense innovation – which is usable, workable and powerful than some new educational fashion which is being sold by a company.

5. Was CLIL invented in first to promote more English in the countries where English is not the mother tongue or was it also meant for other languages?

That is a difficult question to answer. I can answer for my personal point of view. I came to live in Finland from South East Asia (Borneo) and I moved to Finland and I was working on the element of Finnish education. We got into a situation that we were looking at mental health of young boys in Finland. At that time, there was quite a serious problem with young boy and mental problems. They were very poor in communication in their own language and there was a high suicide range of young boys. We were talking about what we could do to rarely spark the motivate the self confidence of young boys in Finland – this social problem. Why don't we teaching them through this international language which we know it is the language of common used culture and we know the kids like. We set this up for some really exciting, genuine, innovative problem based learning. So that was origin of how we start developing CLIL in Finland. If you look at the world of CLIL, quite many people understand it as teaching in English. The people who were behind pushing this forward, understood it as the methodologies to accelerate learning. English has not been our main priority, but the hunger in Europe was for English and it still is.

6. What are important aspects of the internationalisation of secondary education in your opinion? What does internationalisation has to cover in the first place?

It needs to cover being a participant in the global community. I prefer not to use the word citizenship as it is a very loaded word. International education now has an urgent priority now is in my view to develop knowledge and skills to manage the super highways of the internet. Because the internet is a beautiful and a dangerous place. Young people in secondary education especially need the streetwise to handle the internet and by doing so, they can develop themselves as a responsible citizen in this tiny world that is in such danger

of environmental degradation. I think the knowledge and skills to manage the internet to know the differences between the facts and the fiction and know the difference between empty promises and something serious are first and foremost that every high school should have before they enter university and in order to build the skills and capacity to manage the difficult world.

7. Are there any certifications or diplomas for schools that integrate CLIL in their curriculum?

There are various things on the market that can accredit schools for teaching through a certain language, but it is not CLIL accreditation. As of now, there is no serious specific document or test that you can take as a school. CLIL is an educational approach or methodology. Teaching geography in English for 5 years is still teaching geography in English for five years but if you want to make it CLIL, you need to use the methodology of CLIL. Because it was based on the Linux philosophy, you are responsible for using the term and try to make the school a better place to learn. There is no central organised supervision for CLIL. In some way, when CLIL is tested in an exam indirectly, it is supervised by the exam board and in some ways it comes down from the ministry of education. I believe that supervision sometimes reduces the scope to be innovation. Inspection and inspectors test come from above, reduces the power to be innovative and sometimes innovation can look messy as it is not testable and therefore it can be criticised unfairly in some ways. Supervision needs to come at some point, but it is not there at the moment.

8. Do you think that there should be some criteria for the internationalisation of secondary education from the national government?

For years and years, I worked on internationalisation in lots of different ways. It is one of the emptiest words you could imagine. People use it so easily to refer to anything and to nothing. The problem with words like this, is if you stick them into the school curriculum, things can get lost. Internationalisation should be embedded in every single subject and through every single subject. I do not think that it should be separated. It is as intercultural communication: you cannot teach intercultural communication in my view. If you do it, you will end up with simplistic and generalisations about race, ethnicity and so on. If you want to learn intercultural communication, you have to explore it through all of your subject learning because it is in everything. It is the same with internationalisation, I think is naturally embedded in a very good curriculum and if it is not, it can be build transversal in different subjects in a curriculum.

9. Is there a worldwide country that integrated the internationalisation of secondary education that you see as the perfect example for the Netherlands?

I think that there is a very good country in secondary education and that is the country where I am sitting in right now. Finland is able to adapt its school system very quickly to new challenges from outside. We need to be able to adopt on how to teach young people. There are three things happening here related to internationalisation. One is that the development of competences is embedded throughout the subjects of the curriculum in a formalised way. Teachers actually know what it is that they need to teach related to internationalisation, regardless of what they are teaching. Finnish teachers know what to do and how to do it. Secondly, responding to the reality of teenagers in the school of this level who aged between 16-19 probably using the internet and digital devices for between 40 and 60 hours per week. That use of digital devices is often crossing borders and interfere languages. They are utilising that massive exposure to the world back into the school in order to strengthen their learning of everybody.

10. Languages in secondary education is mostly focused on the higher levels of secondary education, but do you think that languages and internationalisation should apply for all levels in secondary education?

The positive impact on young people who have not necessarily succeeded in formal education in developing their languages e.g. CLIL it is very big. We have seen remarkable examples of young people who are seriously marginalised or who have physical mental challenges in their lives, it is beneficial hugely opportunity to develop a second language. This CLIL should be build in the whole vocational educational training system and it should certainly be available for all young people. Language learning can be very boring for some kids in a formalised way. Through CLIL, we see really good results. In a way, you can give people a second change to be successful in languages.

11. In what ways and to what extent would internationalisation as education policy be desirable in your opinion?

The most important thing that it does is to develop mature attitudes towards In a way, it breaks nationalist thinking, it breaks a load of thinking in patterns, it supports a healthier way of looking at the world and the peoples of the world and the similarities and differences of us all. So it opens horizons.

12. Do you think that the EU should be more involved to create the feeling of internationalisation for secondary school pupils?

Yes, I do. The EC has been very important since the 1990s in boosting the learning of additional languages in different levels, including Secondary, and in showing that a small knowledge of language can be beneficial. It was all done by a unit called Lingua which achieved very much. Then we went through the 2007 period of enlargement. At that point, unfortunately, decisions were made, high-level appointments created, and a resulting decline of focus ensued. If you try to sell internationalisation at Secondary level through curriculum objectives on learning about the world, it is usually a pretty empty experience, but if you allow students to experience it through a language or cultural event, it can be very strong. Now, we have a major crisis, of needing to respond to those who are in desperate need of security and safety. Many of these are young people within the Secondary school age range. To respond to this unfolding situation we need to continue raising levels of bi- and multilingualism across the European Member States. Monolingualism can promote a lack of empathy. Knowing one language + another to some extent boosts empathy. Strategically thinking, for social cohesion, we need to go back to supporting some development of languages in secondary education and in other forms of education. It would be good for everyone.

Appendix 2.5 – Informed Consent Form

Informed Consent Form

1) Project Title: In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

2) Project Description: This study analyses the desirability of internationalisation as an education policy in the Netherlands, by the opinions of experts from all different fields of internationalisation and/or education.

If you agree to take part in this study please read the following statement and sign this form.

I am 16 years of age or older.

I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

Recordings will be accessible only by the researcher. Unless otherwise agreed, anonymity will be ensured at all times. Pseudonyms will be used in the transcriptions.

I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Signed: David Mar Date: 9 MAY 2016

Interview with Mr. T. Van den Nieuwenhuijzen.

He is the youth representative in European Affairs. He represents youngsters in the EU and especially in the Council of Europe. He deals with social issues on European level and tries to influence the policy making process in advantage of the youth. This interview was conducted on 3 May 2016 in The Hague.

1. Could you please introduce yourself and tell about your career regarding the internationalisation of secondary education?

A representative of the Dutch youth in European Affairs means that we are bridging the gap between the classroom and the institutions in Brussels. We travel through the country, interview Dutch youngsters and give guest lectures in European affairs. We asked youngsters about their opinions in all kind of social issues and, we take their answers into account and represent their interest on European level. We noticed basic knowledge of European issues is lacking. Therefore, we started a programme 'Europe in the classroom' and we would like to change the school's curriculum in the Netherlands to create a mandatory subject regarding to internationalisation. It is noticed that on national level Dutch youngsters are informed very well, as they perfectly know how the national political system works. However, when it comes to European level, there is no education about it at all. For that reason, we started our guest lectures on the functioning of the EU and then, we discuss the influence of the EU on the individual, what does the EU for you? We think that internationalisation is part of the whole curricula and we believe that internationalisation should be handled in every single course. We do not strive for a single course on how Europe is functioning, but we want internationalisation integrated in courses. When it comes to the economy classes, the ECB should be explained and air pollution and migration flows should be handled in geography. We would like to see an integrated approach.

2. What do you understand by internationalisation?

We do not live any longer in a society that is only focused on the local community, thanks to globalisation and digitalisation. Citizens need to have a broader approach towards internationalisation, because we are connected with each other. Much more than it has ever been. Moreover, we see that all the different nationalities integrated and melt together within the EU. In the last years, the number of Erasmus students has been increased enormously. While Erasmus exchanges are mostly focused on university level, school pupils need to be introduced and to get used to this approach and the impact that it has. It is the preparation for being a cosmopolitan, instead of a citizen for your own community.

3. **What do you understand by the internationalisation of secondary education?**

The difference is that secondary education has a broader variety of subjects and on university level, the subjects are more in-depth, focused and closely related to each other. When it comes to secondary education, I believe that it is important that school pupils have a basic knowledge of the EU, EU affairs and to create awareness for the effects of the EU in daily life. Whenever you want to change something in the system, you have to understand the system first.

4. **The internationalisation of secondary education is mostly focused on *havo* or *vwo*. Do you think that internationalisation should apply for all levels of secondary education?**

I do. For example, 'Europe in the classroom' has different approaches for each level of education. I believe that classes about the EU should not be an additional subject, but one of the main subjects. The EU influences the lives of all citizens, it means that all citizens should be taught on how this system works, regardless of their level of education. However, it is hard to find several teaching methods, applied for each level. Moreover, it should not be too theoretical but also practical and interactive.

5. **What do you think about the level of knowledge of the internationalisation of Dutch school pupils generally?**

I think that there is a lack of the knowledge of the EU under youngsters – while it is not too bad, compared with the youngster of other EU countries. It is a big concern that most of the people do not know that more than half of the legislation, that applies in a nation state, comes from Brussels. That is why we started 'Europe in the classroom' and school pupils said to us that they would like to have more classes in Europeanisation and internationalisation, thinking about future issues and discuss how the EU could function better. The function of the EU could be found on the internet, but the materials are though. Many youngsters want to expand their knowledge and understand the policy making process but it is not offered in their courses. That is the reason that internationalisation should be integrated in the curriculum.

6. **Do you think that a national education policy on internationalisation is necessary and what should it cover?**

Many acknowledge the importance of the internationalisation of secondary education, but as long as secondary schools have the opportunity to teach about internationalisation, it will

not work. We believe that teaching in internationalisation should be mandatory in all courses, anchored in the school's curriculum and finally, tested in exams. This is the point that national politicians do not agree with us, because they want to give secondary schools the opportunity to introduce internationalisation in their curriculum. I think that it is hard to say if there should be national policy, because it also depends on how you define 'internationalisation'. On one hand, I agree that there should be basic level of knowledge and from there on, there should be a national approach regarding internationalisation. Internationalisation should be integrated in all subjects and tested in exams. If it is not tested, then internationalisation is only an option and its importance is ignored. On the other hand, I think that exchanges should not be required in secondary education, as it is curriculum wise not feasible. Universities (of applied sciences) have a broad range of possibilities and academic exchanges fit better in the curricula. When you look at the vocational education training, 1-6% would like to go abroad for intercultural purposes. So, in this case, I think that there should be an internationalisation policy officer, who is the contact person for exchanges and offer exchanges for the school pupils of vocational education, but requiring exchanges would not be the solution. I think that the national government should take its responsibility in this matter and show a proactive attitude, while the EU has legal no right to interfere in national education but provides, organises and subsidises many projects in the internationalisation of education.

7. In your opinion, what do secondary schools need in order to apply the internationalisation of secondary education.

Many teachers told me that they would like to teach their school pupils about the EU, but they do not have the knowledge themselves, as it was not part of their teacher training college. Even while secondary schools would like to implement internationalisation, they need, however, the teachers who command the knowledge and are facilitated in teaching materials. I believe that the teacher training college should be adjusted to a more international approach. The teachers should be taught in how to teach in international and European issues and affairs. There should be more money invested in extra courses for teachers, so that they have the actual tools (knowledge) to teach their school pupils in internationalisation. I think that the national government should take action in here, because youth and education is a national competence. The EU is, therefore, not allowed to substitute, only to support the internationalisation of education.

8. **Does internationalisation (or Europeanisation) mean united in diversity to you?**

No, because when we speak about united in diversity, we speak about a common identity and EU citizenship. I do not feel that we should teach Dutch youngsters to feel themselves Europeans. Once again, internationalisation should be focused on the basic knowledge of the EU and know the EU-actors influence your life. However, there are 28 education systems in the EU, as every nation state developed its own education system.

Appendix 2.6 – Informed Consent Form

Informed Consent Form

1) Project Title: In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

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I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

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I consent to take part in the research on the basis of the guarantees outlined above.

Signed: _____



Date: _____

3 May 2016

Interview with Mr. H. Oonk (Ph.D.)

Henk Oonk was director of the 'Europees Platform' for Dutch Education, an official Ministry of Education, Culture and Science institute in the Netherlands from 1990 until 2006. In 2004, he completed his PhD thesis 'European integration as a source of innovation in education' at the University of Amsterdam. From 2006-2012, he was involved as researcher in projects to 'Education and Europe' at the University of Groningen (The Netherlands) and he was a member of the Dutch research team of the International Civics and Citizenship Education Study (ICCS). Since 2012, he has been involved as researcher at the Institut für Politische Wissenschaft/AGORA Politische Bildung/Leibniz Universität Hannover and he was one of the editors of the thematic issue of the Journal of Social Science Education, 'Young Europeans in an era of crisis: citizenship education in a new perspective'. He has coordinated some research proposals in cooperation with several universities in Europe. In 2015, he was asked by the Dutch Education Council to write a research report with regard to the internationalisation policies for the period of 2015-2020. Lastly, he supports also secondary schools in implementing EIO in the curriculum. This interview was conducted on 4 April 2016 in Heerhugowaard.

1. Could you please introduce yourself and tell about your career regarding the internationalisation of secondary education?

In the beginning of '60s, I did my studies in Alkmaar and that was the first moment that students went on exchange or do a study visit to some European institutions (also to the NATO in Paris), so that was the start of my interest in international issues and mainly in European developments. We started a working group for primary education and that was something new: Europe and primary education combined. The working group provided seminars to other students. There was an institution that supported European integration in education, called CEVNO. CEVNO changed later into 'Europees Platform', but it was actually the Dutch Platform for European and International Orientation. I was involved in CEVNO and in 1975, I became director of CEVNO, that was established in Alkmaar. We had a difficult period until 1990, as all was new to us and we could not seek advice by previous examples and we were just with a few Europe fanatics. That changed, by the way, after the treaty of Maastricht, which included an education section that explained the relationship of the member states and the EU with regards to education. From that moment, all member states of the EU started an education institute, that was focused on internationalisation in national education and introduced European orientated programmes. In the Netherlands, we had

already CEVNO. The name changed into 'Europees Platform' and I became director until my retirement in 2006. This development took place all over in Europe – every member state was facilitated by an office like 'Europees Platform', that passed enormous developments. We started in the '90s with just a couple of people with a budget of €500,000 and that changed into a budget of millions of euro's. I visited the Min ECS multiple times for all new international programmes they had developed, which became bigger and better in execution all under the supervision of Education minister Ritzen. After ten years, we had gained so much information of secondary schools, that I wanted to do a PhD in this subject. I researched what different secondary schools undertook regarding internationalisation and what the effects were, under the supervision of Prof. Dronkers, an education sociologist. By the time I was retired, I was still active as researcher for the University of Groningen. At this moment, I work on a research for the University of Hannover in Leipzig (Germany). In the beginning of Europeanisation and European elections, there was interest from the citizens, because it was a new phenomenon, after two world wars.

2. What do you understand by internationalisation?

The process of developing policies on European, national and regional level and to design the European and international developments. I found a rather neutral definition, because I had to be careful picking a definition, as all educational institution should be able to recognise themselves in it. The main aim was to inform school pupils in a neutral way in courses, such as geography, history, economics, social sciences and in modern foreign languages. It might be the case that some argue that my definition is too neutral, but from my point of view in educational context, it covered what I needed. Also, because I had to bear in mind that it should look like propaganda.

3. What do you understand by the internationalisation of secondary education?

To me, the definition internationalisation has in secondary education value while the implementation will vary in all levels of education. I choose for a broad definition as possible so all levels of education – from primary education till universities – could use it as a guidance.

4. What do you think about the current availability of internationalisation projects?

Secondary schools are often in need of money, but I refer for internationalisation projects for secondary education to 'Europees Platform' and they have a wide range of projects. In my opinion, they offer many projects. Most projects are aimed to use modern foreign languages,

especially English. To some extent, it is a disadvantage that there is so much focus on English, because it faces serious consequence for the quality of French and German as a language, as they receive less attention. Furthermore, it depends on the school to implement projects in the curriculum.

5. Do you prefer one central-organised internationalisation course or projects, or do you think that secondary schools should have the possibility to choose from a wide range?

Based on the definition of internationalisation, I was thinking about on how to implement the internationalisation of a secondary education. I developed a concept for it, the EIO study line. That is because secondary schools have learning tracks and in order to make EIO useful for a secondary school, you need to begin to understand its learning aims. I have focused on 'orientation' and not on 'internationalisation', because I believed that internationalisation was too broad for giving school pupils a better understanding of its process. In the EIO concept, I gave some space to fill in a knowledge part of the EU and the world and space to fill in an activity part – exchanges/partnerships etc. There is also a part for methods and for indicating when what should be finished. The most important part of EIO, is how EIO is related to the curriculum. I rather see that internationalisation is anchored in the curriculum of secondary schools, as it is the only way to keep this topic alive. It is often seen that single projects will not return in the curriculum because the project is finished. I strongly recommend to confederate the EIO activities with the regular curriculum. In all honesty, it is easier said than done. I assist secondary schools in order to help them out with the EIO concept and I deal with all type of teachers. I saw that some teachers have no clue what others do during their classes. They should be more in contact with each other to have a fluent structure of EIO. I believe that it is also a result of the fact that internationalisation is free to fill in by secondary schools. I tend to see that in Dutch education, the teachers stick on to the method of the book, because of the core objectives set by min ECS in lower classes, which will be later on assessed in an exam. In this way, internationalisation is missing a chance to be developed in a curriculum, because the guidelines are missing for internationalisation. During the function of assisting secondary schools implementing EIO, I frequently saw that by the end of the year, teachers started to realised that they also wanted to handle internationalisation in their lessons. Because they started too late with internationalisation, they provided theoretical knowledge of the EU institutions and no further field trip, discussion or anything that is related to that. School pupils find it boring as it is very dry content. The EIO concept helps secondary schools to visualise all provided knowledge in regular courses and to make a connection with internationalisation. Based on

selected themes, it becomes clear what school pupils learn about internationalisation in which course and when they learn it, in order to provide a common thread. If this is implemented and executed, there is a successful EIO learning continuum. All in all, if secondary schools like to structure the internationalisation aspects in their education profile, they should use a (similar) learning plan.

6. **What do you think about the level of knowledge of the internationalisation of Dutch school pupils?**

I would like to compare the Netherlands with Nordrhein-Westfalen. In this German area live 17 million citizens and the social circumstances are comparable with the Netherlands. Both have many cities, villages and it could be seen as 'neighbours'. I contacted the Ministry of Education in Nordrhein-Westfalen and asked what bilingual education looks like in Germany. There are around 500 secondary schools that teach bilingual education – in the Netherlands we have 130 bilingual secondary schools. It might be, however, the case that the exams and criteria are not that strict as it is in the Netherlands. What fascinated me most was that around 50% teaches in English, around 60 secondary schools teaches in French. In the Netherlands, we have 128 bilingual secondary schools that teach bilingual in English and just two close to the border that teach in German. Around 15 bilingual secondary schools in Germany teach in Dutch. So, Germany teaches more secondary education in Dutch than Dutch secondary education in teaches German. A number of secondary schools in German teaches also bilingual in Spanish, Italian, modern-Greek. The knowledge of English and the ability to speak English are rather good in the Netherlands and that is also shown in different researches on bilingual education. The point is, the focused language is only English. I wonder how Nordrhein-Westfalen is able to set up a wide range of different types of bilingual education, while the Netherlands only provides English. I think that it is good that Dutch school pupils are well educated in English, but I am not sure which effects it has on the quality of other languages. It is remarkable that other nation states around the Netherlands are focused on various languages and we think that English should be the main language. It might be the result of the fact that bilingual education is a result of demand-driven developments. In Germany, it is more politically based, as education is also committed on work ethics of other cultures. In the Netherlands, there is no demand for different languages in bilingual education, except for English. In my opinion, it is important to have bilingual education that is not only focused on English, just as in Nordrhein-Westfalen. We did some research in Groningen about the knowledge of citizenship, but the results were disappointing and in-depth knowledge was missing.

7. **It is expected that all school pupils have approximately the same level of writing skills or speak their mother language as there are set guidelines for. What is your opinion about the fact that the level of knowledge differ between school pupils?**

Well, I think that it is unavoidable. In lower vocation education should some aspects of internationalisation be in the curriculum, but not too much, because of a lack of interest under school pupils. The higher the level of education, the more interest there is for the internationalisation of secondary education. In general, the level of education should be higher. There should be more input without bore the school pupils with the 'method'. Even the difficult themes to should be discussed, to make it accessible and discussable for all school pupils. They should not create a feeling that there is a taboo on certain topics. However, on the other hand, teachers have to be brave enough to stave in these topics.

8. **Do you think that the Min ECS should require internationalisation projects or courses in secondary education?**

I do not think that that is the case, as long as the themes are discussed and it is elaborated in the core objectives of a curriculum secondary school. There are certainly some objectives that needs to be treated throughout the years, but if secondary schools neglect it, it has no consequences because it is not written down. And moreover, that is also a part of the freedom of education.

9. **Do you think that the Min ECS should be more involved with internationalisation courses or projects in secondary education?**

I do not think so, as they are widely involved by subsidising internationalisation projects via EP-Nuffic. Min ECS publishes from times to times notes, based on the proposals of the Education Council.

10. **Do you think that internationalisation courses or projects should be required in the curriculum or that it should stay as a distinguish part of a school? At this moment, this is not the case. It might influence the choice of the upcoming school pupil of the secondary school.**

That is more or less the comparison of the Netherlands and Nordrhein-Westfalen. I can add to that that Belgium is rather negative about the Dutch education system because it experiences freedom. The Belgians are more conservative regarding education and they think that the Dutch education system is way too modern. Parents who live in the Netherlands, close to the Belgium border prefer Belgium education for their children. I do

not think that all secondary schools should have a large implementation of internationalisation, as it is part of freedom of education. I think it is important that the regular courses are build steady into the curriculum and if there is space for specialisation, I could only recommend it.

11. In this era of internationalisation, do you think that internationalisation should have the same priority as mathematics or history?

All the developments we see in this globalised and internationalised world, are coming together at this point. On the other hand, what is the maximum we can handle of globalisation? Is it really needed? It all started at the beginning of the European Coal and Steel Community which already faced flaws. One of these flaws is our open society and open borders, but I do not think that open borders exist. Open borders is a fascinating definition used for a long time, but a nation state without borders does not exist. We gave up our indoor boarders to have one, single enormous border that should protect Europe. That is failing in the first place, as we take as example the refugee crisis. They are simply crossing the border – the one that does not exist. It creates chaos in Europe. This is the perfect example that giving up borders does not work. Secondly, the EU is expanding and new countries can join us whenever they fulfilled the criteria. The EU is too broad to focus on the basic principles on what it started after WWII. I think that regarding education, there should be some guidelines but it needs to be realistic as possible.

12. What are important aspects of the internationalisation of secondary education in your opinion? What does internationalisation have to cover in the first place?

I think that modern foreign languages are important and EIO – knowledge and insights of the European and international developments.

13. In what ways would the internationalisation of secondary education help school pupils in their development?

I would to like to outline exchanges as an example, that school pupils are going for a week to Italy and stay in a host family, is an excellent experience for their development. They will see that people can live completely different than they do. When the experience of the exchange is supplemented to the knowledge and insights, then it is a successful exchange.

14. In what ways are school pupils, who were taught internationalisation courses, better or differently developed compared to school pupils who were not taught in

internationalisation?

As far as I can say, that is the experience of the exchange. I am not sure to what extent the knowledge and interest differ between these school pupils. I think that there should be a research if the knowledge of 'regular' secondary school pupils is different than that of school pupils who are taught in bilingual education.

15. The internationalisation of secondary education is mostly focused on *havo* or *vwo*. Do you think that internationalisation should apply for all levels of secondary education?

I think so, but it is applied in all levels of secondary education, just in different forms. There are two bilingual secondary schools for lower vocational education. I think that it is a good offer and moreover, it is applied to the interest and the knowledge of the school pupils. However, there are some obstacles for the internationalisation of lower vocational education. 60% of secondary school pupils are in lower vocational education and that need adjusted activities for internationalisation. In many cases, the ethnic minorities do not look forward for an exchange. The internationalisation of lower vocational educations needs a gentle approach.

16. What do you think EU's motto: 'united in diversity'?

I believe in idea of Charles de Gaulle: the EU is a property of the member states. In first, the supranational ideas were sublime, as it should all be organised from the 'European Headquarter'. These days, each member state of the EU prefers to have a decentralised government and that is partly because of the believes and ideas of the national citizens. The collaboration between European member states should be returned to what it as it was before. That would also reduce the feeling of Euro sceptics and reduce the worries of concerned citizens and it would arise trust of the national government.

17. What is, in your opinion, the perfect implementation of the internationalisation of secondary education and what is needed to do so. You may think out-of-the-box.

In conclusion, I think that the EIO learning concept helps for implementing of secondary education in the Netherlands, education in languages and in-depth knowledge.

18. In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands? And, what should this policy look like?

There are some policies from the Min ECS for the internationalisation of secondary education based on notes of the Education minister, that is discussed in the national parliament. Many notes are made throughout the years and there is one coming from the Education Council, so there are continuous developments. I think that a policy coming from an advice of the Education Council and that is adopted by the Education Minister, is already a policy. The policy is based on the freedom of education and is not very strict, but there are definitely some guidelines.

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I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

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Signed:  Date: 4-4-2016

Interview with Mr. G. Staats – EP-Nuffic

Spokesman at EP-Nuffic. This interview was conducted on 12 May 2015 in The Hague.

1. **What are the tasks of EP-Nuffic?**

EP-Nuffic takes care of the internationalisation of education. EP-Nuffic comes from a fusion of 'Europees Platform' (focused on primary and secondary education) and Nuffic (focused on higher education). At this moment, we facilitate in internationalisation in all types of education. It means that we coordinate the Erasmus+ programme, scholarships of school pupils going abroad and Study in Holland programme. EP-Nuffic has 11 offices worldwide to promote studying in the Netherlands, because the international study status of the Netherlands increases. On behalf of the Min ECS, EP-Nuffic maintains the network of bilingual education and language education in primary education.

2. **What does EP-Nuffic understand by internationalisation?**

The concept of internationalisation has various meanings and interpretations in education. It can mean 'being international', but it can also mean 'making things more international'. EP-Nuffic assigns three different meanings to 'the internationalisation of education': 1. applying knowledge and expertise from or about other countries in education; 2. increasing the familiarity, accessibility and appeal of the Dutch education system relative to education systems in other countries; 3. international collaboration in education between the Netherlands and other countries. In the past, the internationalisation of education was often used as a synonym for 'student mobility'. We see internationalisation as a toolkit. This toolkit includes student mobility, as well as collaborative online international learning/eTwinning, joint degree programmes, teacher/lecturer/staff mobility, international accreditation and internationalisation at home. Schools and institutions can make their own choices from these options based on their own strategic objectives and suitable to the institution or school profile. Knowledge and understanding of the significance of globalisation and the Bologna process support these choices.

3. **What is determined by law concerning the internationalisation of secondary education? Are there any key objectives regarding internationalisation that school pupils have to achieve for their final exams?**

It is not required to implement internationalisation in the school curriculum and that is our goal at this moment. EP-Nuffic believes that by 2020, every school pupil should have the

opportunity to experience the internationalisation of secondary education. A law is recently adopted, that gives the possibility to teach for 15% in a foreign language in primary education. That means that the internationalisation of primary and secondary education is in development and the integration of the internationalisation of education goes step by step.

4. Why is a policy regarding the internationalisation of secondary education in the Netherlands missing?

That seems to be a traditional trend, that internationalising of secondary education is not required and that is partly because of freedom of education. EP-Nuffic's aim is to integrate the internationalisation of secondary education and fasten a certain legislation. Internationalisation should be integrated in the school curriculum and EP-Nuffic believes that there should be more overlapping between primary and secondary education, because the different levels of knowledge bothers grow and development of school pupils. EP-Nuffic thinks also that teachers should have an open approach towards teaching a course in another language and stimulate internationalisation. In order to create an open approach towards the internationalisation of education, teacher training college might be adapted.

5. Are schools required to have the internationalisation of their curriculum?

As long as there is no legislation on the internationalisation of (secondary) education, EP-Nuffic does not think that internationalisation should be required. We think, however, that it should be a striving on a long-term period and some day, the internationalisation of secondary education should be legislated. EP-Nuffic plays an active role to influence the Min ECS, because it is believed that the internationalisation of education is very important. In preparation for an education policy, it would be a good idea to create a reward system for secondary schools that implemented internationalisation in an active way. Secondary schools are willing to put extra effort in subject whenever they will be rewarded. When the reward system works well, then the next step is to have a look for an education policy regarding internationalisation.

6. In what ways are school pupils, who were taught internationalisation courses, better or differently developed compared to school pupils who were not taught in internationalisation?

It is not a black or white situation, every school pupils is developing differently. However, it is noticeable that school pupils are more independent and understand other cultures, nation states and policy making process better than they did before. Some secondary schools do not

have the (financial) tools to organise an exchange and then the projects as eTwinning are an excellent solution to get in touch with other cultures. The use of eTwinning after an exchange, to maintain the international contacts, is also advisable.

7. What are important aspects of the internationalisation of secondary education In your opinion? What does internationalisation have to cover in the first place?

First and foremost, the internationalisation of secondary education needs to cover having international contacts, overarching contacts. It could be achieved by exchanges and internationalisation at home.

8. Is there (worldwide) a country that applies the internationalisation of secondary education that EP-Nuffic sees as the perfect example for the Netherlands? If yes, why?

There are many countries that are very attractive for the internationalisation of secondary education. Germany has various offices for internationalising education, Chinese students are very keen on travelling and studying elsewhere, much more than the Dutch. Scandinavian countries support and promote bilingual education in all levels of education and Belgium has a wide range of multilingualism (French, Dutch, English). It is not that easy to compare the systems, because it is all arranged in a different way. The focus is mostly on English, as secondary schools believe that English is an important foreign language in the Netherlands. That has also to do with the freedom of education and with the fact that English is seen as the main language.

9. What are the needs of teachers involved in the internationalisation of secondary education?

It depends on who you ask the question. Some teachers are well informed and know which institution provide information/help. Other teachers contact EP-Nuffic, because they are excited to implement internationalisation in their curriculum, but they have no clue where to start gaining information on internationalisation.

10. In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands? And, what should this policy look like?

We are aiming for a solid foundation of international and intercultural skills for all primary and secondary school students. We try to ensure that teaching materials become more internationally oriented. Modern foreign languages are also extremely important: they

constitute the tools that students can use to communicate with confidence and to understand other cultures. For this reason, the focus in recent years has been on teaching languages (bilingual education, or TTO), creating networks and embedding internationalisation in schools. We will continue with these activities, for instance through the sharing of good practices. We also aim to generate a greater impact in the years ahead by creating greater conceptual depth. In secondary education, it is important for the sector to develop a cohesive internationalisation policy. We support schools in implementing good-quality internationalisation and professional development activities for teachers. EP-Nuffic also encourages schools to develop curricular continuity policies for internationalisation. We also envisage growth in both the number and level of bilingual (TTO) and ELOS schools. We are expanding the Chinese school network according to a new concept, taking the differences between school levels into consideration.

Appendix 2.9 – Informed Consent Form

Informed Consent Form

1) Project Title: In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

2) Project Description: This study analyses the desirability of internationalisation as an education policy in the Netherlands, by the opinions of experts from all different fields of internationalisation and/or education.

If you agree to take part in this study please read the following statement and sign this form.

I am 16 years of age or older.

I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

Recordings will be accessible only by the researcher. Unless otherwise agreed, anonymity will be ensured at all times. Pseudonyms will be used in the transcriptions.

I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Signed: _____



Date: _____

12 mei 2016

Interview with Mr. bc. R. van der Valle

For a period of 26 years, he worked as a teacher in mathematics. In his last years of teaching, he combined teaching with coordinating international projects at his secondary school. Later on, he worked with 'Europees Platform' as an advisor on internationalisation for schools all over the Netherlands for a period of 15 years. Since 4 years, he works as a freelancer: he organises workshops on internationalisation, team training on internationalisation, workshops on CLIL training for bilingual schools. He is also an advisor on internationalisation for the schools who are member of the Nivo network of EP-Nuffic in the role of EIO-expert. This interview was conducted on 11 May 2016 by telephone.

1. Could you please introduce yourself and tell about your career regarding the internationalisation of secondary education?

In the 1990s, I was involved in internationalisation of the secondary school where I was working. The internationalisation of the school consisted of three exchanges to Germany, France and Sweden and later on, I became team coordinator of internationalisation. There was more work regarding internationalisation after a fusion between my workplace and another secondary school. At that time, I worked also at 'Europees Platform' for three days a week and I was coordinator at the secondary school for two days a week. At this moment, I still work as coordinator and advisor of internationalisation, but as freelancer.

2. What do you understand by internationalisation?

I believe that there is no strict definition for internationalisation, but I think that it is about collaboration between Dutch school pupils and foreign school pupils. An exchange to see historical buildings is more or less a cultural exchange, because interaction between school pupils is missing. I think that the definition of internationalisation depends on how secondary schools implement internationalisation in their curriculum and their policy.

3. What do you think of the role of min ECS in the internationalisation of secondary education?

I believe that the Min ECS plays a big role in subsidising projects, such as the VIOS-regulation. This department is shifted to EP-Nuffic. There is not much laid down in legislation, but there are various scholarships available for Dutch secondary schools.

4. What should internationalisation cover in the first place, in your opinion?

It is very valuable to have a cooperation between Dutch school pupils and school pupils abroad. This could be in a digital way, such as eTwinning, websites, emails and video conferencing. This could be in a group or individual. In addition, there are the exchanges, but that requires the most organisation of all possibilities. Nonetheless, the actual exchanges are very valuable.

5. **Do you feel that there should be more guidance for teachers in internationalisation from governmental level?**

I think that it depends on the needs of the individual teachers, involved in the internationalisation of secondary education. This is a personal need and therefore hard to measure and to describe a certain flow. In some cases, secondary schools create a policy regarding internationalisation or set up a learning concept. By the means of a learning concept missing tools could be easily detected and solved. I do not believe that secondary schools would favour a written down policy that should be followed. Lastly, there is assistant available of good quality.

6. **Do you feel that internationalisation should apply for all levels of education?**

Yes, I do. I have been working towards more focus in *vmbo*, because there was not much attention for. I was member of a 'vocational education training steering committee' for professional insights and visions in this field and we wrote a report with recommendations for this level of education. There might be several reasons that are individual and personal why *vmbo* does not prior internationalisation. A common seen trend is that parents of *havo* and *vwo* school pupils think that internationalisation and exchanges are an important aspect of self-development and tend to have more financial tools to facilitate their children in exchanges and cultural fieldtrips.

7. **What do you think about the offer of internationalisation projects?**

There are many projects and learning concepts available and that is a good development. Nevertheless, it is hard to find a project that meet all specific criteria as there is not a single website that present all possibilities. I think that an organisation, such as EP-Nuffic, should provide a clear overview of all projects regarding the internationalisation of secondary education in the Netherlands. In addition, in language education should be more attention for the country itself, culture, traditions and norms and values. At this moment, only language proficiency is examined in final exams and in the core objectives and that might need to change.

8. Do you think that internationalisation should be a course on itself?

Internationalisation should be an integrated and be overarching concept in all courses. Besides that, the activities (exchanges) are a valuable addition, as well as a day of languages or a day of Europe.

9. How should internationalisation be applied in secondary education in your opinion?

It should be a logical learning concept throughout all levels and all years, build up in a constructive approach. Then again, the application of the internationalisation of secondary education should meet the needs and criteria of the policy of the secondary school. This may differ between secondary schools.

10. Is there a country that applies the internationalisation of secondary education that you see as the perfect example for the Netherlands?

I think that all 28 member states of the EU implemented internationalisation in education in a good way. I think that there is a lot information available in the Netherlands and I guess that is an advantage. I have seen that other EU countries do not have so much information available. There are several countries whom I worked with in the field of exchanges and they did well. I am however, impressed of the approaches of the Dutch organisations and institutions.

11. Do you feel that there should come a national education policy on the internationalisation of secondary education? And, what should it cover?

I do not think that there should be too many legislation, because of the freedom of education, but I think that some guidelines might be a good idea. Language education should be more expanded in an education policy. I also think that school pupils should go on exchange for at least once or do a (mini) internship abroad.

Appendix 2.8 – Informed Consent Form

Informed Consent Form

1) Project Title: In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

2) Project Description: This study analyses the desirability of internationalisation as an education policy in the Netherlands, by the opinions of experts from all different fields of internationalisation and/or education.

If you agree to take part in this study please read the following statement and sign this form.

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I agree to the audio recording of my interview with the researcher.

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I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Signed:  Rinke van der Valle
Date: 12 mei 2016
Adviseur internationalisering,
InterVal

Interview with Mr. W. Willemsen

He co-wrote the teaching module for the European Parliament Ambassador School programme: European Teaching Modules. In addition, he is a social sciences teacher and also a member of the section internationalisation at Stedelijke Scholen Gemeenschap Nijmegen (SSgN), The Netherlands. This interview was conducted on 5 April 2016 in Nijmegen.

1. Could you please introduce yourself and tell about your career regarding the internationalisation of secondary education?

25 years ago, I started to teach in social sciences at a secondary school. I visited some schools in the Netherlands, because our secondary school wanted to start to internationalise the school curriculum. I was of the opinion that the best way to implement internationalisation in my own school, was have a look behind the scenes at other schools that implemented internationalisation already. They had a project with school pupils from the Netherlands, Spain and Italy. After seeing their implementation of internationalisation, I went to a few training moments, organised by 'Europees Platform' to understand more about European and international regulations, international programmes and funding possibilities. More important, 'Europees Platform' taught also on how to start internationalisation, as a starting school that does not know anything about it. The first programme we implemented was with a school in Folkestone, the UK. Our motto was 'start small, think big'. Later on, we had programmes as BIOS, Comenius, German+ (special funding for cooperating projects with German schools). It could be said that our internationalisation programmes increased enormously, as we have many activities regarding the internationalisation of secondary education today.

2. Could you tell me in how SSgN implemented internationalisation in its curriculum?

For a period of 25 years, I am involved in international projects in secondary education. It started with a very small project with around ten school pupils until projects nowadays with around 200 children, mainly in exchange programmes. Furthermore, we start in first class with internationalisation until class three, finishing the project by the means of an exchange project with seven or eight other secondary schools in all over from Europe. Our internationalisation programme grow massively. Together with four other colleagues, we are involved in a section/department of internationalisation that organises projects, such as city trips and excursions to the European Institutions in Brussels (commission, council,

parliament).

3. What do you understand by internationalisation?

I think that there is not a specific definition for internationalisation. It is about communication, knowledge of Europe and how it is to be a European citizen. It means that Europeans do not only live in their city or village, but also in a province, in a nation state, in Europe, in the world. We are all cosmopolitans. Another aspect of internationalisation is speaking multiple languages, having knowledge of other societies and the people who live in that society with all their traditional and cultural habits, beliefs, norms and values. For example, we have a partner school in Hungary and it is important to know that they have different ideas on the refugee crises. However, we always try to not be that involved with political issues, simply because we are not politicians. We focus on understanding each other while experiencing different cultures, as we believe that it is the only ingredient for cooperation. I work with school pupils from the age of 14 until 16 in these projects and it is very important to show that communication is the best way to achieve things together.

4. What do you understand by the internationalisation of secondary education?

I believe that there are different definitions in the internationalisation of secondary education. As example, we have bilingual education in the Netherlands and bilingual education has other skills and other goals in international projects than we have. In a way, I hope that many schools are realistic enough to see that internationalisation is not only fun, but needs a theoretical framework too. It means that internationalisation is not only about languages but also about communications, background information about Europe, getting to know others and most importantly, getting to know yourself better. I think that the internationalisation of secondary education is also a social tool.

5. What are important aspects of the internationalisation of secondary education in your opinion? What does internationalisation have to cover in the first place?

To me, it means development in every single way. E.g. personal development and school development. To see a school pupils grow in their personal skills and developments. In what ways school pupils look towards others, the world around us and how to handle situations that are unfamiliar to them. School pupils staying in a host family in Turkey and experience that food differs from home, prayers in the religion families and more of those activities. I think that that is very valuable.

6. **Why is the internationalisation of secondary education so important, in your view?**

I cannot imagine that there is any school in the Netherlands that thinks that internationalisation is not important. We are living in a multicultural society, global world and internationalisation is all around us. We deal every day with many international problems, international facts, European and international regulations. It is impossible to build a wall around nation states in order to keep your own culture. That is mainly because of influences of other cultures in the Dutch culture. At SSgN, we have around 15 to 20% that have a non-Dutch background. SSgN is multicultural secondary school and I believe that it is for every individual school pupil the best way to understand the world of and to understand other people. It is easier to talk in the classroom about other culture, other religion and other habits and international issues.

7. **Do you think that there should be just one internationalisation programme or plural, so secondary schools can decide by their self what to use in classes?**

I think plural internationalisation programmes would be best, because it is part of our democratic value. As a secondary school, the school board can choose its specialisation because of freedom of education. Secondary schools could set out a certain policy, heading in a particular direction and the implementation of internationalisation is an example of freedom of education. Every secondary school should be free to decide what they want to do with internationalisation and how to implement it.

8. **Why does internationalisation differ from other courses like mathematics? There are books, and a set of criteria by the governments and schools have to fulfil these criteria and that is not the case with internationalisation, as it is not defined as a course.**

I think that school pupils are not only in schools to learn the regular course. They are also in schools because of their personal development. School pupils are under the guidance of what the secondary school prepares for them. I think that a good view of what happens around us, can be found in the regular courses. It is the journey to discover what makes you a better person, with several views on a certain issue and have the skills to replace themselves in another person. There is not a right of wrong view of these topics, but school pupils should be able to show empathy and have respect for other views on these topics. In fact, I believe that that should be the basics for all school pupils in secondary education in the Netherlands.

9. **If internationalisation would be an education policy in secondary education, would the Dutch education programme stronger/more outstanding than the ones of the adjacent nations? Do you see that parents, living close to the border, prefer Dutch secondary schools because of the internationalisation aspects?**

I am not a professor on this topic, but it could be case that parents prefer secondary schools in the Netherlands over the German or Belgium education system. The main issue is, our world is changing, so does Europe. If we want to know what is happening in Europe and in our world, we have to think in an European and in an international way. I think that is excellent that secondary schools realise that school pupils collaborate on international level.

10. **Is there (worldwide) a nation state that applies the internationalisation of secondary education that you see as the perfect example for the Netherlands? If yes, why?**

I think that the way the Netherlands implement internationalisation in Europe is a good example for other countries. E.g. the education programme of the EPIO in the Netherlands, I think that they achieve also a lot regarding their internationalisation criteria with their international programmes. Honestly, I do not know how it exactly works in other European countries.

11. **In this era of internationalisation, do you think that internationalisation should have the same priority as mathematics or history?**

In a way, it is a part of history and it could be a part of mathematics as well. It depends on the school's curriculum and on the content of the programme. Internationalisation is combined within social sciences classes and history and that is very important. Internationalisation is more of a hidden part in all courses. At the same time, it does also mean that there is a different level of knowledge of internationalisation under the school pupils, but that is on the choice of the school. At SSgN, all school pupils get in contact with the Europe and the world, not only by travelling, but also by their courses stated in the school curriculum. I believe that the way SSgN applies internationalisation is very unique. However, I cannot fill that in for other secondary schools on their willingness of on this topic.

12. **If you, as a teacher, could decide what your school should focus on regarding internationalisation, what would the internationalisation at SSgN look like?**

If I could decide in what ways internationalisation would be designed, I would probably organise more special study courses, such as exchanges and also schedule more hours in the curriculum. It would be great to have those special study courses, so that we have the

opportunity to go for one week to Spain and the Spanish school comes for one week to us. For example, we had an exchange with secondary schools in Morocco and related to French education. The problem was that the Moroccan school was not able to come over to Nijmegen unfortunately. As a result, this exchange programme faded away. The main problem of this internationalisation project was a budget problem, but also the free hours in our curriculum, our regular topics and courses. At this moment, we already have special hours for a group of 11 JEPAs related to an internationalisation programme from the EPIO in the Netherlands called 'een10voorEuropa'. With those 11 school pupils, SSgN provides a special course after school. The JEPAs have contact with school pupils in Hungary, Poland, Spain, Turkey and they do some projects with them. We went for one week to Poland and we will travel with the 11 JEPAs to Turkey in May. A number of other European secondary schools will also come over to Turkey and we will work for some days on a special programme. I think that it is a 'real international programme', because school pupils collaborate on different topics, have to speak English all the time. That is in my opinion a valuable project.

13. Do you think that the Min ECS should be more involved with internationalisation courses or -projects in secondary education?

I think they are in a way, because the EP-Nuffic is subsidised by the Min ECS and by the European Union.

14. Do you think that internationalisation courses or projects should be required in the curriculum or that it should stay as a distinguish part of a school? At this moment, this is not the case. It might influence the choice of the upcoming school pupil of the secondary school.

I think that internationalisation should be required in the curriculum. At this moment, we are working on a certain guideline. That starts in the first class until the third class with little projects. It is planned in our so called project weeks at SSgN. School pupils start with a project called 'Utopia' where they build a nation state and think about infrastructure, education, governance, money and languages. The third years have a project related to the exchanges and the preparations for the exchanges. At SSgN, we believe that is the best way to experience what we do with international projects. It is more than the exchange itself and that should be in the curriculum.

15. Do you think that there should be a specific number of hours reserved in the curriculum for internationalisation projects in secondary education?

That depends on the programme and the curriculum of every secondary school. At SSgN, we have the EPAS programme with the JEPAS, so in our case would the answer be; undoubtedly.

16. In what ways are school pupils, who were taught internationalisation courses, better or differently developed compared to school pupils who were not taught in internationalisation?

That is difficult question to answer, as we have school pupils with all different types of development. It might only be measurable when you would examine theoretical facts. At SSgN we realised that not all of our students are obliged to be part of the exchange programme. When school pupils do not want to go on exchange, they do not have to go. They follow a programme based on international projects/internationalisation. What parents tell me about the experiences of the exchange is very important for me. A parent told me once; I gave you a boy for the exchange and 10 days later you returned a man to me. What the parent meant to say is that this school pupil learned in those 10 days. The school pupils were placed in a guest family and learned about regulation in another country, religion, communication and languages, as they experienced their routines of daily life. Sometimes they learn so much in 10 days, I cannot teach them that 10 days in class. It is all about the physical experience.

17. The internationalisation of secondary education is mostly focused on *havo* or *vwo*. Do you think that internationalisation should apply for all levels of secondary education?

Absolutely, for 100% yes. In my former workplace, I was coordinator in the internationalisation of a so called technical school (vocational school). I went with my school pupils from craft education (14-16 age) to England, France and Italy. While their English might not be that good, body language replaced verbal action, especially in craftsmanship. It is very easy for school pupils to make contact with others.

18. What is, in your opinion, the perfect implementation of the internationalisation of secondary education and what is needed to do so. You may think out-of-the-box.

First of all, a head master of a secondary school in Amsterdam said me once that the best thing in order to convince colleagues to start with internationalisation projects is to buy tickets for your colleagues and take them on a (field) trip, so you involve them in your programme. Send them to secondary schools in other countries, a congress in a foreign city,

do anything to make them enthusiastic. Make sure you get a bottom up procedure and not a top down procedure. All input needs to come from the teachers and not from the school board. The idea is then that the teachers are enthusiastic by their experiences, other teachers and board members will follow. They start to get enthusiastic if you let them experience it: seeing is believing. Let them tell afterwards what they liked or disliked and let them think about a possible implementation in your school. It is extremely important to involve colleagues, it is almost impossible to lead internationalisation on your own. I was of the opinion that the perfect occasion to start with internationalisation is taking steps on your own. So, I went to Canterbury (UK) and I asked a secondary school if they were willing to start with me a project. They were very positive about the approach I had and the same happened with secondary schools in Germany after writing letters to them for a collaboration regarding the internationalisation of secondary education.

19. What do you think about the level of knowledge of the internationalisation of Dutch school pupils generally?

It depends on what you stick on to. If you mean what they know about Europe in general, it is very disappointing. On the other hand, if you ask me what do you learn in internationalisation? Then my answer is that you learn that it all has to do with personal development. If you want to learn more about Europe, you should do more with international programmes as *'een10voorEuropa'*. It depends on the school curriculum and if there is a special focus on one of the many internationalisation aspects.

20. In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands? And, what should this policy look like?

A national approach for the internationalisation of secondary education is desirable anyway. With the latest activities in Europe in mind, refugees crisis, terroristic attacks, Ukraine, Turkey as member of the EU, Euro crisis, Grexit, Brexit, a national education policy to cover these themes is necessary, if you ask me. It should also over a realistic view of the world, but also the ability to dream and thinking big, solving problems, intercultural communications part, in a way should there be space for the 'freedom of education'. I also believe that the European Union should be a trending topic, a modern subject, hot issue for school pupils. In two weeks, MEP Cora van Nieuwenhuizen is coming over to our school and she will debate with teachers, parents and school pupils in our programme at SSgN 'College Tour'. It is important for the school pupils that they can interact with ms Nieuwenhuizen, because she is

a woman, she is Dutch, she is European, just a normal person as we all are but she has some kind of power and maybe we can give her some ideas that she can bring to the European Parliament and discuss them. I believe that interacting and communicating in all levels and with all levels is very important. Stay always in touch.

21. You said in the beginning that school pupils should feel European, but the European Union is not in a very positive spotlight these days, because of all the issues. Some say that we should go back to the nation states and should know who are we and what is our culture, traditions, habits norms and values. If you have a look at a Dutch soccer game, everyone who wears orange, everyone is Dutch and it does no longer matter where you are actually coming from. If you ask on the streets if they are European, they would say no, because they are unfamiliar with the European norms and values because the EU is so large and full of intercultural differences. Greece has a completely different culture than we have. Is European citizenship something realistic?

I think that European citizenship is realistic, definitely. The problem is, many people think that the MEPs decide for them. They feel that they are not in the least way involved in European cases (terrorism, crisis in Greece with the refugees, Euro crisis, unemployment rate, nation states that may leave the EU, environment). For that reason, they will not vote for the European elections as they feel themselves not co-deciders. At this moment, people are looking for European answers, because they realise that we, as a nation state, cannot give the answer to the problems. Citizens see that we have to cooperate and with 28 member states is a very difficult task, because every country has his own history, culture and approach to solve issues and has its own parliament. It is very hard to work together, but we have to. You cannot solve problems as environment issues on your own. You need others. For most national citizens, it is only a problem when it effects and hits them directly and point to Europe claim for answers. I think that citizens should realise, that they need the EU, but at the same time the national parliament need the EU too. During the EU elections for the European Parliament, just a little number citizens shows up to vote and is aware of their democratic opportunities. All individuals that did not vote, can easily give a swing to a different political direction in the European Parliament, for other ideas, a greener EU, a EU based on banking. Contradictory, the citizens who not voted say that their vote is not so important. On the contrary, if millions of people say that their vote is not important, there is still a huge opportunity to change things. We can change things, but only if you do it together.

Appendix 2.2 – Informed Consent Form

Informed Consent Form

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I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

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I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Signed: _____



Date: _____

05-04-2016

Interview with Ms. M. Zandbergen (M.A.).

She works at Ministry of Education, Culture and Sciences of the Netherlands as senior policy officer at the secondary education department. This interview was conducted on 7 April 2016 in The Hague.

1. Could you please introduce yourself and tell about your professional work area that is connected to the internationalisation of secondary education?

I work at the Min ECS at the department of secondary education. I coordinate the international affairs for the department secondary education including internationalisation.

2. What does the Min. ECS understand by internationalisation?

Well, that is a very good question, as the min ECS neglected this topic for a long time. The Min ECS realises that not much thought has been put into it. The direct result of that is the national approach of the internationalisation of secondary education is focused too much on modern foreign language education, bilingual education and English as a language, while in secondary education is much more than only learning languages. At this moment, the Min ECS is working hard on developing a vision on the internationalisation of secondary education. Asking the question; what does the Min ECS want with the internationalisation of secondary education? It has to interface with 'education 2032', where internationalisation is mentioned and furthermore, the Min ECS thinks that some judicial legislation should be extended and renewed, if necessary. An example of the judicial legislation is the financial support for EP-Nuffic for bilingual education – VIOS regulation. Before expanding the ideas, the department of secondary education needs to have a clear vision first. It can be seen as global citizenship and a feeling and awareness that you are not only part of one nation state, but at the same time being a part of the world. That would mean that the internationalisation of secondary education should not only the focus on languages. The fact that travelling and crossing borders is an easy procedure, that other countries are around the corner and easily to reach should be learned to school pupils. Moreover, it is important to have a sight on how other people live and which issues the world has to deal with. Remarkable is that the secondary schools that participate actively in internationalisation programmes are doing very well, but we miss the signups for new secondary schools to participate in internationalisation. So, all in all, the Min ECS misses a policy, but a policy for the internationalisation of secondary education is in development, in order to broaden a possibly prospective policy.

3. **You just have told about 'education 2032', could you explain it a little more?**

A commission is set up, in order to create an idea on how education should look like by 2032. The Min ECS expects that the school pupils should have a particular level of knowledge and what their skills should be like, because society is changing every day. I would like to take cell phones and social media as examples, as we could never imagine that it would be such a part of our lives. 20 years ago, school pupils needed to command simply other skills than they need to possess now. The Min ECS asked the commission to have a look at this particular topic and their study established some advices. One of the advises is that there should be more attention for English, but also that internationalisation should play a major role in secondary education. For now, it is only an intention which means that there is time needed to elaborate these ideas.

4. **2032 is 16 more years from now on, how do experts assess the programme 'education 2032'?**

It is hard to assess, as social media develops increasingly fast, it is nothing more as an rough estimate. The school's curriculum changes from time to time. In first, the core objectives were strict, specific and targeted and later on, the policy gave the space to interpret these core objectives more flexible and more general. In the regular learning goals, there are some cross-cultural goals – learning, learning, communicate – that are included in the regular learning goals. Now, there is a trend backwards. There is a need for specific learning goals and what is expected from the Min ECS and moreover, there is an accent for the cross-cultural goals – as every school pupil learns differently. Aspects of education that do not particularly belong to English or social sciences, but can divided over several courses. There are also aspects that need special attention, school pupils need to learn how to learn, learn to plan and so on. It is considered and expected that school pupils will do all these things on their own, but in fact, it should be learned to them.

5. **In what ways is the Dutch ministry of Education, Culture and Sciences involved in the internationalisation of secondary education in the Netherlands?**

Min ECS commissions the command for internationalisation and sets goals for secondary educational institutions, mostly executed by EP-Nuffic. The Min ECS visits secondary schools, that implemented internationalisation as common thread in their curriculum to see how it fleshed out. Regarding internationalisation, the Min ECS is involved in different ways but only for policy perspective.

6. What is determined by law concerning the internationalisation of secondary education? Are there any key objectives regarding internationalisation that school pupils have to achieve for their final exams?

There is very little information about what is determined by law concerning the internationalisation of secondary education and that is a conscious decision. The Min ECS gave the competence for the process of the internationalisation of secondary education to EP-Nuffic. EP-Nuffic is supported by the Min ECS to fulfil these tasks and moreover, the Min ECS thinks that a clear vision on internationalisation is appropriate. Therefore, we are developing a vision on the internationalisation of secondary education. For the last years, the internationalisation of secondary education did not receive the special attention that it actually needed from the Min ECS. Different departments and managing boards are consulting to what extent internationalisation should be shaped and what needs to cover. It is also a reaction on what happens in our daily life and how we, as a society, are influenced by globalisation and internationalisation. There are no final goals in internationalisation for school pupils by the end of their secondary school career that they have to possess (only in year one and two). In the exam programme are some skills determined – knowledge of the EU institutions – which can be seen as a part of internationalisation, but that is too theoretical and too less profound. All school pupils should go to Brussels to see how it actually works and not only out of text books.

7. In what ways does Min ECS support the internationalisation of secondary education?

There are many projects for the internationalisation of secondary education, that are subsidised by Erasmus+. All the applications for exchanges are approved or rejected by the Min ECS. EP-Nuffic checks first and after that, the Min ECS is the second marker of the applications. The visits that secondary schools do, should have more in-depth knowledge, more preparation and need more feedback from the secondary schools. A field trip to Brussels or an exchange for several days should not only be a nice visit, but it should be useful at the same time. Lately, there was a request for an exchange for special education to Iceland. If that visit was appropriate and useful, they were certainly allowed to go to Iceland. However, if a secondary school for special education wants to learn something about education possibilities, you should not go to Iceland, as it is not in the least way comparable with special education in the Netherlands. In a thinly populated nation state as Iceland, special education is not remunerative and it therefore does not exist. When a secondary school desires to go on exchange, it has to be in a nation state whereby the issues and social circumstances are more or less the same. Together with EP-Nuffic, we decided to check the

applications stricter, double check its aims and its desires. There is not such a law as supporting policy, simply because it is not necessary. The Min ECS checks the exchange applications, with the financial support from the EU. However, it is the question if the Min ECS should stimulate internationalisation at all. That is because the Min ECS announces the opportunities and possibilities for funding internationalisation and moreover, secondary schools will find their way to the paper work and the applications for a scholarship. A policy is however missing, but the Min ECS is working on it. There is, however, still an insufficient professional view on this topic. Secondary schools that already implemented internationalisation in their curriculum are doing very well, but we miss the signups of new secondary schools, so that will be an important aspect of the prospective policy too.

8. Is the Min ECS planning to include certificates in the new policy secondary schools that are doing internationalisation in their classes?

No, we do not have certifications or anything similar to that. We established IGBO schools (international georiënteerde basisscholen – primary education orientated on internationalisation) and also for secondary education (international georiënteerde scholen voor voortgezet onderwijs – secondary education orientated on internationalisation). However, it is a very special type of secondary schools, mostly expats send their children to this type of schools European orientated schools.

9. Why is a policy regarding the internationalisation of secondary education in the Netherlands missing?

Right now, there is a policy under construction, because there was a sense of urgency missing towards internationalisation. There are many themes that we have to deal with, and some of them are politically lined. We are very busy with a new policy for education, as we are like to see changes in the whole curriculum for secondary education. Internationalisation is a part of the redesign in the plan 'education2032'.

10. Do you think that for the future internationalisation should be a course?

I do not think so, I do not think that it should change into a course, but a coalescence of internationalisation with other regular courses. If there 'citizenship' exists, then there is also 'world citizenship', that should be taught to school pupils. Courses, as history, could include European movements and in what ways issues are handled in other parts of the world, because less than a century ago, many nation states were involved in a war in Europe. There is some attention for in secondary schools, but that attention may be not conscious. The

policy we are working on, with educational departments, have agreed that internationalisation should be returning aspect in all other courses. Internationalisation should also create an understanding for other cultures. It means also accepting differences between people. The society has to begin to understand that we have to accept that there are just a small number of things that is universal and all other matters are interpreted differently. And the most important part, differences are accepted.

11. Do you think that it is a sticky point that we have different (religious) orientated schools for internationalisation?

I do not think so in this case, because we see a type of speculation in education. It really depends on what religion you take as example. A Christian or catholic school is less catholic than a Islamite school Islamite nowadays. There are some strictly religious secondary schools, but that is just a small number. I do not think that religion has a large influence on the curriculum regarding internationalisation.

12. Would the new education policy of the Min ECS capture internationalisation?

That is the intention of the new policy in the context of education 2032. Having said that, the Min ECS still works on a clear vision and does not know yet what direction the internationalisation of secondary education should go.

13. There are various internationalisation courses and projects implemented in secondary education in the Netherlands, who sets the guidelines for these projects?

For the exams, we have the College of Assessments and Examination. They ascertain the exams made by CITO. Moreover, there is a various number of commissions focused on different parts of secondary education, all commissioned by the Min ECS. The Min ECS, together with the college of assessments and examination, sets the core objectives what a school pupils should know and skills the school pupil should restrain, that is set by the Education Minister. The educational inspection supervises if the core objectives are covered by the courses. Nor the education inspection nor min ECS checks how secondary schools implement internationalisation, as they are free to do however they want to do it.

14. Is the Min ECS of the Netherlands in contact with others Min ECS of other European countries to realise the same level of knowledge of the internationalisation of Europe?

No, not specific. We visit other ministries, they visit us too and we talk about all kind of topics, but there are not common European guidelines for internationalisation. Nations

states differ too much reciprocal and educational systems too. Not only in education, but also on other topics. There are some organised congresses to talk about a certain topic in education on how other ministries implemented internationalisation in their nation state and we see if that would work for us too. For now, we have the refugee crisis, the flow of migrants and radicalisation on the agenda.

15. Do you think that some of the regular themes are pushed aside as there are a couple of 'hot items' these days?

I do not have that impression. There is clearly special attention for, as nation states have a need for that. Education and asylum seekers are in many nation states a hot item, because it is about an enormous number of people and you cannot put them into a regular class, also in favour of the teachers. Compared to other nation states, the Netherlands is a well organised country and we think conscious about how to approach certain issues. It might be, due to the history of the Dutch, that we have an open society, an open economy, do businesses and be able to speak several languages. I think that it is a shame that French and German are noticed in 'education 2032', but there is less emphasis for these languages than it used to be, as it was a outstanding 'brand' of Dutch education. School pupils were not only taught in English, but also French or German on a high level. There is a focus on English and less on German and French. In 'education 2032', it is stated that not all school pupils should be taught in French and German in their first two years.

16. Are schools required to have internationalisation in their curriculum?

It depends on the policy the Min ECS is working on. If it is stated in the new policy, then secondary schools will have to organise some activities or projects. Right now, it is stated in the core objectives as knowledge of the European institutions.

17. Why does most internationalisation actually starts in higher education and aprons it in secondary education in the Netherlands?

The curriculum in higher education is looser in some way and it gives more space to go on exchange for a semester. Secondary schools are more time bounded. All themes are build up linear in secondary education and it is harder to go on an academic exchange with school pupils for a period of three. It is easier and more accessible in higher education to go on exchange and to have activities regarding internationalisation.

Appendix 2.4 – Informed Consent Form

Informed Consent Form

1) Project Title: In what ways and to what extent would internationalisation as an education policy be desirable in secondary education in the Netherlands?

2) Project Description: This study analyses the desirability of internationalisation as an education policy in the Netherlands, by the opinions of experts from all different fields of internationalisation and/or education.

If you agree to take part in this study please read the following statement and sign this form.

I am 16 years of age or older.

I can confirm that I have read and understood the description and aims of this research. The researcher has answered all the questions that I had to my satisfaction.

I agree to the audio recording of my interview with the researcher.

I understand that the researcher offers me the following guarantees:

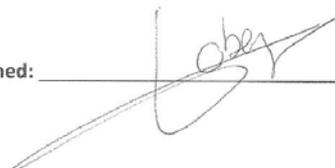
All information will be treated in the strictest confidence. My name will not be used in the study unless I give permission for it.

Recordings will be accessible only by the researcher. Unless otherwise agreed, anonymity will be ensured at all times. Pseudonyms will be used in the transcriptions.

I can ask for the recording to be stopped at any time and anything to be deleted from it.

I consent to take part in the research on the basis of the guarantees outlined above.

Signed: _____



Date: _____

7-4-2016

iv. Common European Framework of References for Languages: Learning, Teaching, Assessment (CEFR)

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEFR): © Council of Europe

