



**Universiteit Utrecht**

**On behalf of the Ministry of the  
Interior and Kingdom Relations**

# **Towards a Kingdom Mobility Program in Higher Education**

**Proposal for a three-year pilot program in the Kingdom  
of the Netherlands**

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## Executive Summary

Currently it is very difficult for students studying in the Dutch Caribbean to go on exchange to HEIs in other parts of the Kingdom of the Netherlands. There is no financial support from a program like Erasmus and when it comes to guidance and support, students quite often fall between the cracks of the system due to unclarity about their status whether they are supposed to be seen as international student or not. This is a major omission in the Dutch education system, since we strongly believe that exchanges of students between various parts of the Kingdom will have many positive effects.

In this report, we firstly analyse the needs of students, staff members and HEIs in all parts of the Kingdom of the Netherlands, looking at topics like mobility balances, guidance and introduction programs, barriers to go on exchange, housing, language support, types of mobility and the current collaboration in both education and research between the HEIs. Apart from a number of pressing issues that need to be addressed, we found a great willingness and involvement from all stakeholders to address those issues and take collaboration to a next level.

Based on this analysis, we have drafted three scenario's for a pilot Kingdom Mobility Program, which we have discussed extensively with all stakeholders. Based on the feedback, we elaborated the third scenario, the so called 'differentiated mobility model'. This model includes physical mobility between all parts of the Kingdom, both semester mobility and short term mobility. Inspired by the events in 2020, virtual and blended mobility are added as important elements as well. Furthermore, seed money for educational and research collaboration, as well as financial support to improve the guidance for students are important components of this model.

We recommend to establish a pilot Kingdom Mobility Program for three years, which will grow over time. By starting small, the HEIs involved can make sure the financial support and guidance for students are up to par and then let the numbers of students and staff members going on exchange through the program grow each year.

Given the high involvement of many HEIs in all parts of the Kingdom in the development of this proposal, we suggest to take a bottom up approach in the governance of the pilot. By doing so, the ownership will be located at the level where concrete actions will be taken, which makes it easier to make adjustments when necessary and to make sure the Kingdom Mobility Program will make the impact it should in stimulating students to go on exchange, enhancing their social, professional and academic skills and allowing them maximize their talents and contribute to society, economy and the Kingdom of the Netherlands as a whole.

# 1. Introduction

## 1.1. Context of the project

This initiative for developing a pilot for a Kingdom Mobility Program in Higher Education has its origin in longer existing discussions on how to improve study success of students from the Dutch Caribbean and how to increase the opportunities for higher education in the Dutch Caribbean. Discussions that are both taking place in and among higher education institutions (HEIs) that engage in cooperation between the different parts of the Kingdom as well as in the spheres of higher education public administration and policy making.

Student and teacher exchange with other EU member states is facilitated since 2014 through the EU Erasmus + program. The exchange between the Caribbean parts of the Kingdom and the Netherlands however is not facilitated nor is exchange between the countries of the Dutch Caribbean. The European Union is not competent to promote mobility within one member. The lack of an equivalent within the Kingdom leads to a situation where exchanges between, for example, Curaçao and Leuven are supported, but not between Curaçao and Maastricht. Conversely, exchanges between Utrecht and Guadeloupe are supported, but between Utrecht and Curaçao not.

The possibility of more structural options for exchange, mobility, in higher education within the Kingdom has several advantages:

- It links the Caribbean with Dutch preparation for professional practice without having to follow an entire course in the Netherlands;
- It can reduce the 'brain drain' from the islands because experience can be gained without full training outside their own region;
- It may lead to a reduction of dropout rates of Caribbean students in higher education in the European Netherlands, because are able to follow a program in their own region and still have an experience with studying the Netherlands;
- Students from the Caribbean parts of the Kingdom can explore during an exchange how well follow up (master programs) may fit their interests and talents and preventing wrong choices, dropouts and disappointments;
- Participation of Dutch students in Caribbean higher education contributes to the diversity of the student population and possibly to a 'brain gain' when students from the Netherlands may pursue a start of their careers in the Caribbean;
- Exchange leads to a broadening and deepening of knowledge and experiences and thereby also enhancing professional practice in the Islands;
- Exchange leads to more understanding and appreciation for cultural differences and contributes thereby naturally contributing to good mutual relations within the Kingdom;
- And it reduces the accumulation of a student debt in the Netherlands by students from the Caribbean part of the Kingdom.

## 1.2. Objective

In this report we present a mobility needs analysis and a proposal for a 3 year pilot of a Kingdom Mobility Program, starting in the academic year 2021-2022. Options are proposed for the size, design and structure of the pilot program with the existing Erasmus+ program as benchmark. We do so on the basis of an explorative study in which we pay attention, among other, to mobility needs, needs for student and staff support, organization and financing.

In this study and in drafting the proposal, special attention is paid to the dialogue and connection with various groups of stakeholders: in addition to the Ministry of the Interior and Kingdom Relations and the Ministries of Education, the institutions of higher education in the Netherlands and in the Caribbean part of the Kingdom, students and alumni and of the knowledge and insights within the Curaçaohuis and the Arubahuis.

The objective is to present a feasible proposal in which the design and organization of a pilot program are elaborated, including a phased development model, a proposal for the implementing organization, a proposal for a multi-year budget and proposal for the evaluation of the pilot program.

The report will be presented to the Dutch minister of the Interior and the Dutch minister of Education to be discussed at the annual meeting of the four ministers of Education of the Kingdom.

### **1.3. Methodology**

In the first weeks after the start of this project, the Covid-19 pandemic urged us to adapt the working methods for the project. Research activities and meetings had to be re-designed online and work visits had to be cancelled. Fortunately, with the help and flexibility of all stakeholders, we were able to largely take the necessary steps. These steps included:

- Online desk research of public available information on websites of HEIs in the Netherlands about facilities, regulations and practices of exchange mobility for international and Dutch Caribbean students at Dutch HEIs;
- An online webinar with representatives of (17) Dutch HEIs;
- Online desk research of public available information about international exchange at websites of HEIs in the Dutch Caribbean;
- Interviews with stakeholders (ministers plenipotentiary, experts on higher education and the Dutch Caribbean in public administration)
- Interviews with students from Dutch Caribbean HEIs;
- A survey among Dutch Caribbean HEIs
- A webinar with representatives of the four public financed HEIs in the Dutch Caribbean to receive feedback on preliminary results and some first conceivable scenarios for the design of a pilot program.
- All stakeholders were asked to provide feedback on the draft report by e-mail. Based on this feedback, we have finalized this proposal for a Kingdom Mobility Program,

### **1.4. Reader's guide**

In the following chapters, we will present the outcomes of this project. In chapter 2, we will analyse the needs for a Kingdom mobility program from various perspectives, including the HEIs on Aruba, Curaçao and St. Martin, the HEIs in the European part of the Kingdom and the students' perspective. In the next chapter (3), three scenarios are presented as possible solutions. In chapter 4, the practical organization and governance of a Kingdom Mobility Pilot is addressed, including the budget for such a pilot. The evaluation criteria for the pilot are discussed in chapter 5 and the timeline for the pilot included in chapter 6. In the final chapter (7) we will present our conclusions and recommendations.

### 1.5. List of abbreviations

<b>B.</b>	Bachelor
<b>ECTS</b>	European Credit Transfer and Accumulation System
<b>FEF</b>	Faculty of Economics and Finance
<b>FHTMS</b>	Faculty of Hospitality and Tourism Management
<b>HEI</b>	Higher Education Institution
<b>IPA</b>	Instituto Pedagógico Arubano
<b>M.</b>	Master
<b>NED</b>	Netherlands
<b>NWO</b>	Dutch Research Council
<b>OGM</b>	Organization, Governance and Management
<b>SISSTEM</b>	Sustainable Island Solutions through Science, Technology, Engineering and Mathematics
<b>SW&amp;D</b>	Social Work & Development
<b>UA</b>	University of Aruba
<b>UOC</b>	University of Curaçao
<b>USM</b>	University of Sint Martin

## 2. State of affairs and needs analysis

In this chapter an overview is presented of both the current state of affairs of higher education and (student) exchange as well as an analysis of the needs for exchange in terms of quantity, formats and facilities. We do so along three lines or perspectives. In paragraph 2.1 the focus is on the public funded HEIs in the Dutch Caribbean. For this paragraph a survey was used to collect the necessary data. In paragraph 2.2 we present the situation and the perspectives of the HEIs in the Netherlands on the basis of a desk research and a panel meeting with representatives of (17) universities of applied science and universities. Finally, in paragraph 2.3 we focus on the needs of incoming and outgoing students for guidance on an exchange in both the Dutch Caribbean and The Netherlands. This part is based on both desk research and interviews with (13) students from the University of Aruba, the University of Curaçao and University of St. Martin, who already went abroad.<sup>1</sup>

### 2.1. Higher Education Institutions Caribbean part of the Kingdom

#### 2.1.1. Introduction

This paragraph presents the results and analysis of the mobility needs and opportunities of the publicly funded HEIs in Curaçao, St. Martin and Aruba. This data is collected by means of a survey sent to the relevant institutions in April 2020, after it had become clear that the Covid-19 pandemic restrictions prevented the project team from travelling to the various countries until further notice. First, information on student numbers and degree programmes is presented followed by the numbers and type of the current outgoing mobility and a comparison of numbers of outgoing and incoming student mobility. After that, the current partnerships are mentioned and a comparison of numbers of outgoing and incoming staff is made. Thereafter follows a section on the current guidance of students, including the selection & application procedure. Finally, this paragraph discusses the needs and current capacity for mobility, accompanied by some best practices and suggestions.

#### 2.1.2. Student numbers and degree programs

In total, there are 2,550 students in the four publicly funded higher education organizations on Curaçao, St. Martin and Aruba in 2019, see table 1. These institutions are: the University of Curaçao (UOC), the University of St. Martin (USM), Instituto Pedagogico Arubano (IPA) and the University of Aruba (UA). All four institutions offer Bachelor programs (3 to 17 per institution) and Master programs (1 to 3 per institution). In addition, USM offers a Ph.D. program and three Associates of Arts programs. Furthermore, the UA offers an academic foundation year, which is a one-year certificate program that prepares students to seek successful entry into higher education programs. It is noticeable that in total most students follow bachelor programs, and that there is a more varied range of bachelor's programs (32 degree programs) than master's programs (9 degree programs), see Appendix A.1 for specified info of the various degree programs and student numbers.

Table 1. Numbers of students per institution

Institution	Student numbers Bachelor	Student number Masters	Students numbers Associates of Arts/AFY/Ph.D.	Total student numbers
UOC	1342	83		1425
UA	536	50	89	675
IPA	137	33	61	231
USM	115	50	115	280
Total	2130	216	265	2611

<sup>1</sup> An overview of all respondents is provided in appendix C.



### 2.1.3. Students numbers outgoing annual mobility and type

All HEIs give the students the opportunity to study abroad, do an internship and/or go on a field trip. In total, 291-311 students of all four institutions make yearly use of an annual mobility; 150 students of UOC, 106 of the UA, 15-35 of the IPA and 20 of USM. Approximately 20 students go study broad each year at HEIs. Only at the University of Sint Martin this number is significantly lower. All HEIs confirm that they have a direct transfer of credits from the partner institutions to their own programs. It differs per degree program when students are allowed to go abroad, see appendix A.2 for specification per institution.

Table 2. Number of students that go abroad per year per mobility type

Institution	Study abroad	Internship	Traineeship	Summer School	Fieldtrips	Other
UA	23	2	1		80	
IPA	15-35	*		*	*	*
UOC	20	5	5		120	
USM	10	*		*	10	*

\*No specified data

The number of students of the UA and UOC that yearly participate in fieldtrips is significant higher than the number of students that go for other mobility types; 80% of the 150 students of the UOC who yearly go on a mobility go on a fieldtrip and 75% of the 106 students of the UA. At the USM this is 50%, see table 2.

### 2.1.4. Comparison of student numbers: Asymmetric relationship with the Netherlands.

What stand out is, that the figures show very well how asymmetric the relationship with the Netherlands is: Far fewer students from Curaçao, Aruba and St. Martin go to study in the Netherlands yearly than vice versa, see table 3.

It is also striking that in all three countries considerably more students go to Erasmus + partners (54 students) than to the Netherlands (8 students). A plausible explanation for this is, that students do not have the option to receive a grant to study in the Netherlands.

In addition to this, it is remarkable, that yearly almost twice as many students from Erasmus + partners go to study at the UA and USM, then vice versa. At the UOC this is the other way around.

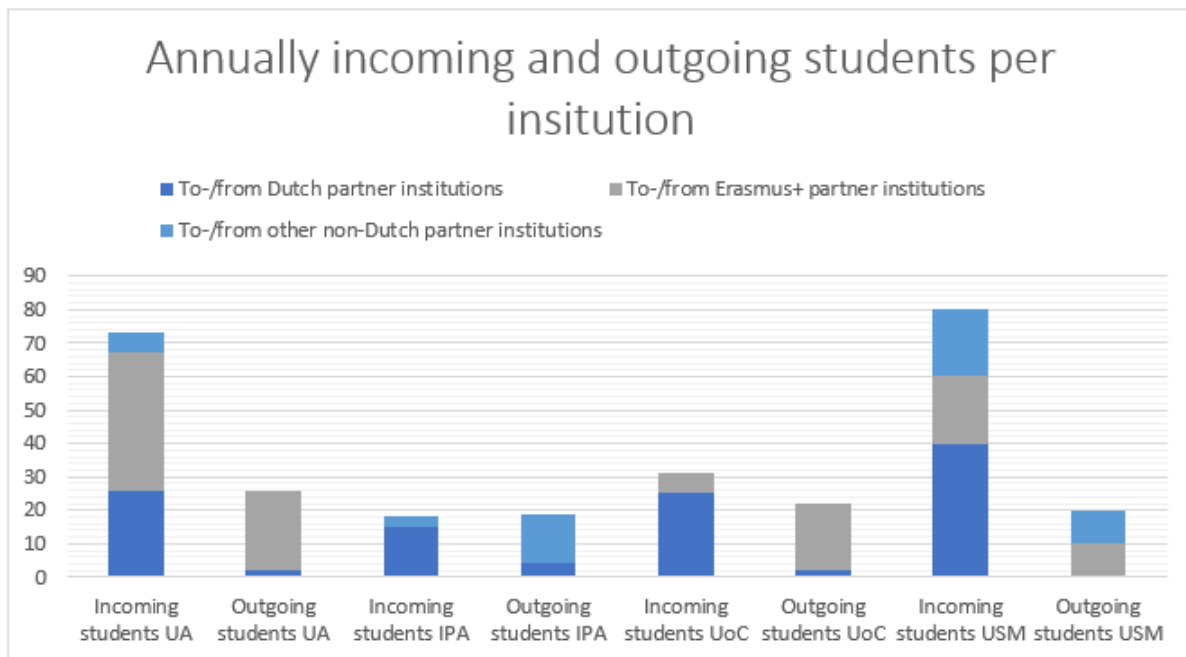
Table 3. Numbers of incoming and outgoing students.

	Number of incoming students			Number of outgoing students		
	From Dutch partner institutions	From Erasmus+ partner institutions	From other Non-Dutch partner institutions	To Dutch partner institutions	To Erasmus+ partner institutions	To other Non-Dutch partner institutions
UA	26	41	6	2	24	0
IPA	15	0*	3	4	0*	15
UoC	25	6	0	2	20	0
USM	40	20	20	0	10	10
Total	202			87		

\*The IPA does not send students to Erasmus + partners nor receive students from these partners yet; they are currently in process of applying for Erasmus+ charter.

Furthermore, the results show that only the USM and IPA have students that go study at other non-Dutch partner institutions, see chart 1. A plausible explanation for this might be that their students may apply for limited study funding to study abroad. In addition to this USM mentions that most students prefer to study in the USA.

Chart 1. Annually incoming and outgoing students per institution.



### 2.1.5. Partnerships

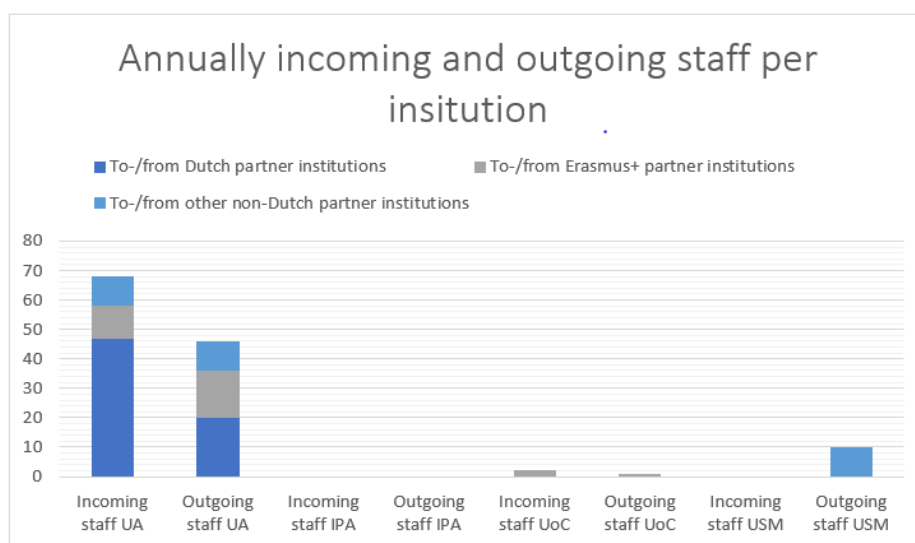
The UA, UOC and IPA have several partnerships with Dutch partner Institutions. The UA and the UOC have also various partnerships with Erasmus+ partners. The IPA is currently applying for an Erasmus+ Charter, therefore they do not have Erasmus+ partners yet. The USM students participate in Erasmus+ exchange programs funnelled through the Caribbean Education and Culture Exchange. The USM works together with this NGO; they don't have direct contact with the Erasmus+ in Europe yet. Furthermore, the IPA mentioned also four non-Dutch partner institutions, see appendix A.3 for an overview of the partner institutions per institution.

In addition to this, the USM mentioned UniCarib as a partnership between the four higher education institutions in Curaçao, St. Martin and Aruba, based on an MOU from 2014. The USM expressed that the institutions recently had a meeting to retake the collaboration. However, not only among the islands, but also in relation to the rest of the Kingdom, especially with a focus on research (NWO call) and new academic programs.

### 2.1.6. Comparison of numbers of outgoing and incoming staff

As shown in chart 2 below, the UA and the UOC are the only institutions to annually send staff to partner institutions. Most of the outgoing staff goes to Dutch partner institutions, followed by staff going to Erasmus+ partner institutions. The UA is the only university that sends staff to Dutch partner institutions, Erasmus+ partners and other non-Dutch partner institutions as well.

Chart 2. Annually incoming and outgoing staff per institution.



Just like with incoming/outgoing students, there is an uneven distribution between outgoing and incoming staff as shown in table 4. The UA receives more than twice the number of outgoing staff to Dutch partner institutions. In contrary, the numbers for staff exchange at Erasmus+ partner institutions and other non-Dutch partner institutions are about the same. Just like with the outgoing staff, the UoC just have staff coming in from Erasmus+ partner institutions, see chart 2.

Table 4. Numbers of incoming and outgoing staff.

	Number of incoming staff			Number of outgoing staff		
	From Dutch partner institutions	From Erasmus+ partner institutions	From other Non-Dutch partner institutions	To Dutch partner institutions	To Erasmus+ partner institutions	To other Non-Dutch partner institutions
UA	47	11	10	20	16	10
IPA	0	0	0	0	0	0
UoC	0	2	0	0	1	0
USM	0	0	0	0	0	0
Total	70			47		

### 2.1.7. Guidance for outgoing and incoming students

All institutions have a responsible person and/or department in charge with the selection and application for student mobility. In most cases students need to apply online at their own institution first. After being approved at their host institution, students start to prepare the necessary documents. See Appendix A. 4 for the responsible person/department per institution and the outlined step-by-step plan for this procedure.

*Guidance for outgoing students* - In most cases the international office is the responsible party for organizing information sessions for outgoing students. All institutions mention the importance of involving (former exchange) students in the guidance process. Funding and housing are amongst other things mentioned as a current lack in the guidance for outgoing students. Also, guidance on cultural difference and budget management would have an added value. See Appendix A.5. 1. for a more in-depth specification per institution.

*Guidance for incoming students* - All institutions provide their incoming students with at information and info sessions. Just like with the outgoing students, the institutions mention the importance of getting local students involved. Two institutions have a buddy program in which an incoming student is paired up with a local student. At the moment, mainly information on the local

culture is experienced as being missed and funding. See appendix A.5.2 for a more in-depth specification per institution.

### 2.1.8. Need and capacity for mobility with Dutch partners

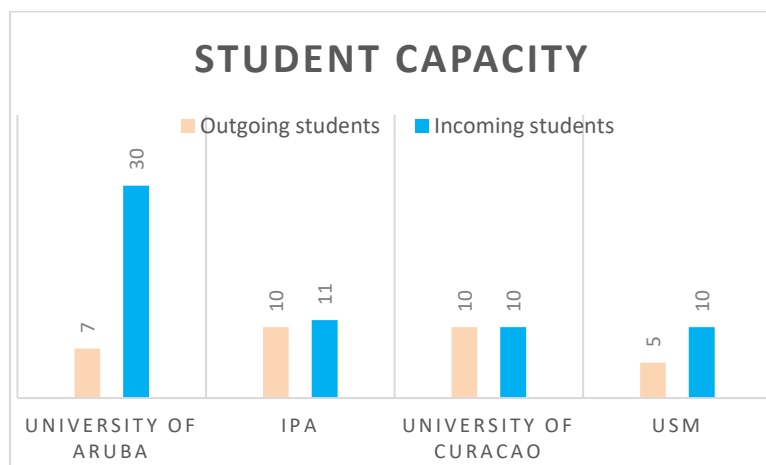
*Need for mobility programs with Dutch partners* - All four institutions expressed the need for mobility programs with Dutch partners. As expressed by the UA: "Our students will benefit from a closer interaction with the Netherlands. Especially to prepare them for their master studies".

Regarding types of mobility for students, there is a need for all types of mobility; short term and semester exchange. When it comes to staff mobility shorter periods (max 2 weeks) are mentioned, combined with more collaboration at a distance. As benefits for staff exchange is mentioned: expertise exchange in regards to research and teaching, professional development, and providing blended courses. See appendix A.6 for a specified overview.

*Capacity for outgoing student mobility with Dutch partners* - On the question: How many students do you realistically expect, based on your experience to take part in the first year of a Kingdom pilot mobility project?, the UOC expressed: "I would suggest 2 students per faculty as a pilot, based on the financial support they will get". As shown in chart 5 below, the UA mentioned 7 students, UOC 10, USM 5 students, and IPA 10 students. Based on these numbers a realistic estimate could be 40 outgoing students for the four institutions in total, if the students will receive financial support.

*Capacity for incoming student mobility with Dutch partners* - On the question: How many Dutch students do you believe the programs of your institution can receive in the first year of a pilot mobility project?, the UOC mentioned: "I would suggest also 2 students per faculty to keep it in balance, since right now it's quite out of balance due to the fact that many local students simply can't afford it without financial help in the form of a scholarship". The USM and UA also expressed, based on their experience to expect more incoming then outgoing students. The UA stated as answer: "No more than 30 students with the current capacity of the Office of International Affairs". (The UA had in 2019 already 26 students from Dutch partner institutions).

Chart 3. Student capacity



### 2.1.9. Best practices, additional comments and suggestions

#### **Best practices;**

As best practices of institutions/programs where the support of the students is well organized prior to departure, during the mobility and upon return are mentioned HAN and Windesheim Universities of Applied Sciences. Of Windesheim is mentioned that it has a strong international office due to the usage of a digital administrative mobility online program, an evenly distribution between the number of staff and the workload, well-structured information about their programs and lectures, strong communication with partners and a well-organized international week where they let people meet each other prior to arrival. Furthermore, is mentioned that Belgian students are always well prepared, well organized and keep themselves to all rules and regulations.

#### **Additional comments and suggestions;**

- UOC: Whilst students in the Dutch Caribbean have always been focused on the Netherlands as an exchange destination, this changed when the Erasmus+ program arrived. They're more open to explore and learn more about other countries and possibilities.
- IPA: It would be great if Dutch students studying at IPA could make use of the Erasmus+ program as well.
- UA: Provide organizational support for institutions participating in the kingdom mobility (e.g. for office related work and activities).

## 2.2. Higher Education Institutions European part of the Kingdom

### 2.2.1. Introduction

This paragraph shows the state of affairs and the perspectives of the HE-institutions in the Netherlands on the basis of a desk research and a panel meeting during the online work session on 23 April 2020 with representatives of (17) colleges and universities.

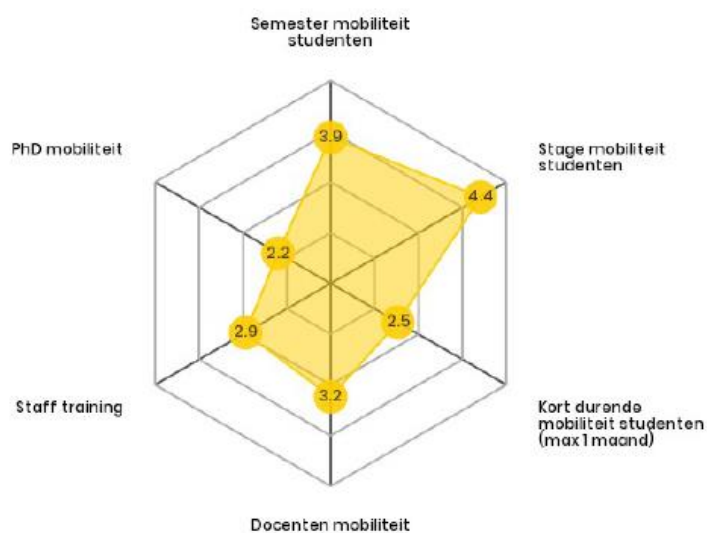
First, the current state and type of outgoing and ingoing mobility of students and staff are presented, followed by the need for mobility and the current lack of financial support for students to go on exchange within the Kingdom. After that, the status of students and guidance of students will be discussed.

### 2.2.2. Current state and types of mobility of students and staff

As shown in the previous paragraph, there is already a rather large interest in mobility to Aruba, Curaçao and St. Martin from students studying at HEI in the European part of the Kingdom. This interest was underlined during the online work session with the Dutch HEIs.<sup>2</sup>

*Outgoing mobility* - As shown in figure 1, the focus of the outgoing mobility is currently on the internships for students, followed by semester mobility for students and teacher mobility. Outgoing short term mobility opportunities, staff training and PhD mobility were mentioned as well, but are not as well developed as the semester and internship mobility.

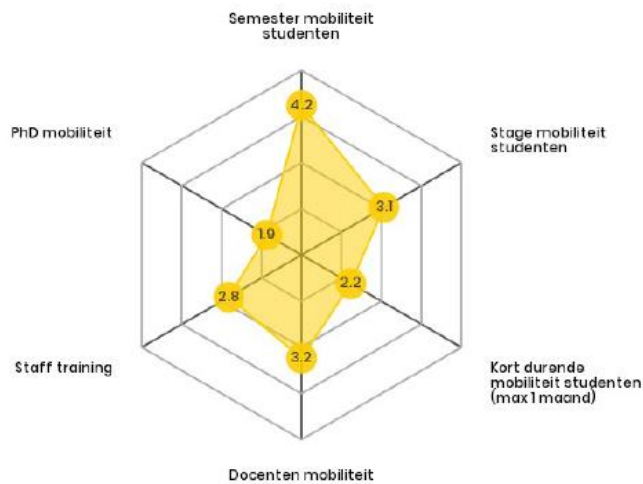
Figure 1: focus for outgoing mobility



*Incoming mobility* - When it comes to the incoming mobility to the HEIs in the European part of the Kingdom, the semester mobility for students is far the most important to the HEIs, followed by teacher mobility and internships for student. Incoming staff training mobility, short term mobility for students and PhD mobility were mentioned as well.

<sup>2</sup> See attachment C for the participant list of this work session on 23 April 2020.

Figure 2: focus for incoming mobility



### 2.2.3. Need for mobility: international experience and lack of financial support

*Need for mobility* - When asked about the motivation for potentially participating in the Kingdom mobility program, the participants indicated a variety of arguments, as shown in the word cloud in figure 3. The main argument that stands out, is offering students an international experience as part of their education.

The social and professional skills that students acquire during a period abroad in a different cultural context than that they are used to are an important addition to the academic elements in their curricula.

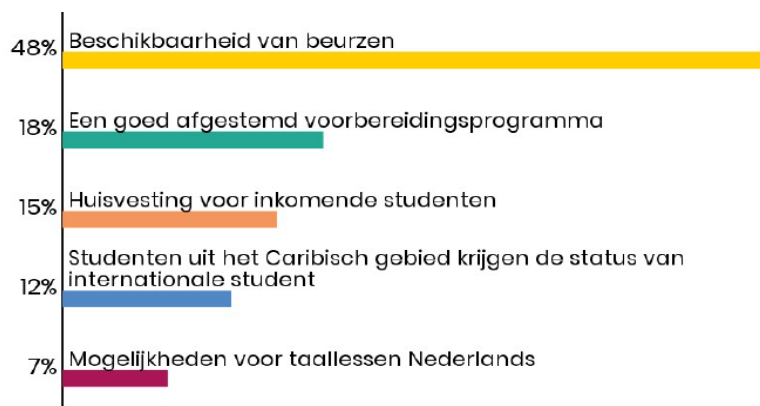
Furthermore, the responses show that the HEIs are well aware of the imbalance in mobility with the HEIs on the islands, as shown in the previous paragraph. Part of the motivation to participate in the Kingdom Mobility Program is to create a more balanced relation with the partners on the other side of the Atlantic. This relation does not have to be limited to just exchanging students and staff. During the work session, various initiatives for further educational collaboration were mentioned that are currently being developed, such as a minor Kingdom Relations at the The Hague University of Applied Science.

Figure 3: Motivations to participate in the Kingdom Mobility Program



*Lack of financial support* - Another important reason to participate in the Kingdom Mobility program is the current lack of financial support for students to go on exchange within the Kingdom. This element of the financial support was also highlighted when we asked the participants about where the priority of the Kingdom Mobility Program should be. The results, as depicted in figure 4 leave little room for doubt about what the main contribution the Kingdom Mobility Program should be.<sup>3</sup>

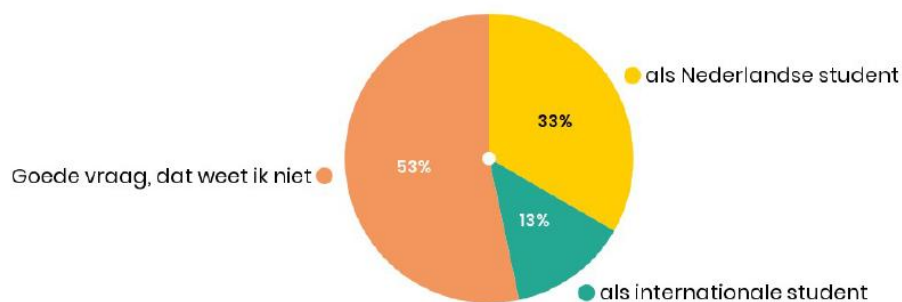
Figure 4: Importance of various elements of the Kingdom Mobility Program



#### 2.2.4. Status of students, and guidance to students

Two other elements that have been discussed extensively during the work session, were the status of the students from Aruba, Curaçao and St. Martin and the guidance for students before, during and after their mobility.

Figure 5: Status of CAS students at Dutch HEIs



The status of the students is important, due to the fact that based on this status the HEIs offer support services to students. If the students from the islands are seen as Dutch students, they are likely not to get the same support services that are offered to international students coming on exchange from other partner HEIs from outside the Netherlands. As we will show in section 2.3., the needs of the students from the islands is quite similar to the needs of international exchange students. When asked about this status, the majority of the participants indicated that they do not know in which category students from Aruba, Curaçao and St Martin are registered at their institution. A third of the participants sees these students as Dutch and only 13% was certain that

<sup>3</sup> The elements mentioned in figure 4 are from top to bottom: 1. availability of scholarships, 2. An aligned preparatory program, 3. Housing for incoming students, 4. International status for CAS students, 5. Availability of language courses



these students get the same treatment as international students. This issue is probably partly caused by the unclear status of the mobility contracts between the HEIs in the four parts of the Kingdom. This is an administrative issue that could be solved rather easily, allowing students from Aruba, Curaçao and St. Martin to access the already available services for international students.

### 2.3. Dutch Caribbean students

#### 2.3.1. Introduction

The aim of the desk research was to gain information about the available guidance for incoming international students at Dutch HEIs. The desk research has been done from the perspective of an incoming international student looking for information about their exchange in the Netherlands. While containing the desk research, information was gathered from the websites of the HEIs in the Netherlands on six main themes:

- Housing;
- Introduction period;
- Buddy programs;
- Digital preparation programs and guidance;
- Student associations;
- Scholarships.

The desk research had two main focus points. The first of which was a focus on international students residing in The Netherlands for an exchange or short-term program and the second was the specific guidance available for students from the Dutch Caribbean.

In the desk research there have been two overarching, non-topic relating, findings. The first thing that was remarkable was the fact that finding information about the topics mentioned above, required a lot of clicks and scrolling through different menus and pages. The second finding is about the status of a student from the Dutch Caribbean in the Netherlands. It is unclear whether they're classified as being a Dutch student or as an international student. Those students have a Dutch passport, but participate as an international student in exchange programs. This uncertainty has various consequences as some things, like certain options for housing, are only available for international students. Whilst on the other hand other things, like a public transport plan, are only available for Dutch students. A clarification in the status of students from the Dutch Caribbean is therefore much needed.

#### 2.3.2. State of Affairs

In this paragraph, a short overview of the most important findings from each topic in the desk research regarding students from the Dutch Caribbean will be presented first, after which the findings from the interviews will be discussed.

*Housing* - Options for housing in The Netherlands are really limited. The prices for accommodation differ per city and range from 300-800 euros per month. Most international students need to find housing themselves without help from the Dutch universities. Some universities have some places reserved for incoming international students through organizations like SSH. Most universities, however, just advise students on third parties that offer housing.

There are very few options for housing especially arranged for students from the Dutch Caribbean. Students need to be prepared for this, when they're coming to the Netherlands on an exchange.

*Introduction programs* - Every city offers an introduction program to incoming international students. Whereas the introduction program differs per city, they're usually a combination of both practical information sessions and social activities to get to know each other and the city better. In some cities the introduction program is offered by the educational institution itself, whilst in other cities organizations like ESN play a major role in organizing the introduction program. In a few cities, like Arnhem and Rotterdam, is a program specifically aimed at students from the Dutch Caribbean. Those programs are usually organized by Caribbean student organizations within that city.

*Buddy programs* - In pretty much every city, a buddy program is offered. Just like with the introduction periods, it differs per city who is involved in organizing the buddy program (e.g. the educational institution or a third party like ESN). Buddy programs aim at making incoming international students at home, as soon as possible. They try to do so, by coupling a student from the home university with an incoming international student. Most buddy programs are set on both practical information, such as help with a public transport plan and both social activities. In the cities of Arnhem and Nijmegen, buddy programs for students from the Dutch Caribbean exist. This program is specifically aimed at offering new students an intensive support that can help and motivate them when needed.

*Digital preparation programs and guidance* - The offered guidance to incoming international students can be divided into guidance prior to departure, guidance during the exchange and guidance after exchange. Some Dutch universities offer digital preparation programs prior to departure to the Netherlands. Most of those preparation programs exist of an online webinar, in which the most important information is provided and where upcoming students can ask questions. The university of applied sciences Rotterdam offers a digital preparation program for students from the Dutch Caribbean. This digital preparation program consists of chat sessions, information sessions and brochures. The guidance during the semester is, at most universities, mainly based on the needs of the students. When they're encountering difficulties they can get help through the study advisor of the international office. There is a great opportunity for student organizations to play a bigger role in student guidance during the semester. The guidance for the students after their exchange is in most cases arranged by their home universities.

*Student associations* - In every city there is a student association specifically for international students. Some of these are a part of the university, whilst others are established especially for the international students. In most cases there is also an extensive collaboration between the two. Those student associations are often involved from the moment the students arrive in the Netherlands, as they offer airport pick up services. During the semester the student associations offer social and practical activities. Examples of social activities are amongst others, city trips, holiday celebrations and lectures. The practical activities could be helping out with arranging a public transport card, sim card or helping the students how to make their way around the university. Some Dutch universities have a student association that aims specifically at students from the Dutch Caribbean. At those students' associations, students from the Dutch Caribbean can meet each other and share their experiences about living in the Netherlands. This is being experienced as really helpful, which will be elaborated in further detail in the next paragraph.

*Scholarships* - When looking for scholarships for students from the Dutch Caribbean, it was really hard to get an overview as most scholarships were on an on-off basis or were expired. Besides, sometimes it was unclear whether students from the Dutch Caribbean are being classified as internationals and therefore are eligible for scholarships for international students. However, there are no structural scholarships specifically aimed at students from the Dutch Caribbean, to study for a semester or a short period of time at a Dutch HEI.

*Conclusion* - In this paragraph the main findings per topic from the desk research have been discussed. The results from this desk research can be a starting point for setting up a pilot program. When doing so there are four recommendations that need to be taken into consideration: I) the status of students from the Dutch Caribbean in the Netherlands needs to be clarified, II) housing options are really limited III) some universities have a student association aimed at students from the Dutch Caribbean which can be helpful in the guidance of those student and IIII) there are no structural scholarships available for students from the Dutch Caribbean for student exchange. In the remainder of this paragraph, experiences from former exchange students will be discussed.

### 2.3.3. Needs

In this paragraph we elaborate on the guidance students need in order to have a successful exchange experience. We interviewed several former exchange students from the Caribbean and asked them about their experiences abroad. The online interviews were structured along the topics that have emerged from the desk-research.

It is evident that all respondents valued going abroad and that they have developed themselves on a personal- and professional level. They mentioned that they learned to interact and collaborate with students from different backgrounds. Besides, they indicated that going abroad gives you the opportunity to learn how to be (financially) independent and take care of yourself. The respondents also underlined that participating in an exchange program offers new perspectives. It helps with the orientation for further study possibilities, such as choosing a master course.

*"An exchange offers you the opportunity to try things you would never do otherwise. I had never cycled in my own country "*

Exchange student in Ghent

#### Preparation and guidance

*Guidance from the partner institution* - Generally, all respondents indicate that the International Office from the partner institution contacted them. The future exchange students all got a mentor assigned. All respondents look positively back on the contact they had with the International Office. Multiple respondents had the opportunity to use an 'online mobility platform'. The students could communicate with the partner institution via this platform, see all their documents needed for their application and view an extensive list of courses provided with a detailed description of the content of the program.

*"There must be a good mentor at the host university, because you can really experience a hard time when you just have moved to a new place".*

Exchange student in Sweden

*Guidance from the home-university* - The respondents mentioned that the home-university mainly provided general practical guidance. When the application is completed and the partner university is assigned, they will point out things that the exchange students needed to arrange next. The home-university organizes a meeting where the students could receive information about living abroad and chat with students that already have been on an exchange.

Several respondents indicate that they were not informed about the culture of the country and for example cultural differences in terms of education. The students stated that it is important to receive information about cultural differences and for example inform and prepare them for the well-known culture shock. However, one of the respondents had to do preliminary investigation on the country prior to departure, she indicates that this is an essential aspect of a successful exchange. Good preliminary investigation ensures that you know what you may encounter.

*"What needs to be included in such an exchange program is something where a student can learn about a culture and learn something that you otherwise would not know about. For me is the cultural aspect very important".*

Exchange student in Gent

In a research report from Stephanie S. Everon (2020)<sup>4</sup> on study success of Aruban students in the Netherlands with attention to their well-being, commissioned by 'Stichting WeConnect', comparable findings have emerged. She highlighted that the preparation and the support from the home- and partner higher education institutions is mainly focused on practical matters, but not sufficiently enough on the emotional matters such as the culture shock and aspects like the expected active

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<sup>4</sup> Everon, S. (2020) *Welbevinden en studiesucces*.

study attitude. She stated that by investing in good preparation, unnecessary stress can be prevented. This allows students to fully focus on their studies, leading to better study performance and results.

### Financial contribution

All respondents indicate that some form of financial contribution is an essential aspect of the exchange, since not all students have the resources to pay for it themselves. In addition to that, they state that making a good budget is necessary. One of the respondents commented that despite having a well-prepared balanced budget, there were many unforeseen expenses. The respondent indicates that this could be remedied by providing more extensive (financial) information.

Most respondents used the Erasmus+ grant. This grant was for most respondents the main source of funding for their exchange semester abroad. The grant was divided in two parts. The respondents received a certain percentage prior to their exchange and a (smaller) percentage when they were back. Opinions differed about this distribution method. On the one hand, some of the respondents indicate that it is better to receive the grant (almost) all at once prior to departure, so that you have enough resources to pay for large expenses such as flight tickets to the exchange destination. On the other hand, a respondent mentioned that it would be better to receive the money monthly. According to the respondent, receiving the money monthly makes students more aware of their expenses.

*"Although I had made a good budget before departure, I ran into many unexpected costs at destination. It would be good to receive information about this before departure."*

Exchange student Prague

### Curriculum

Almost all respondents look positively back on how their study program at the host institution was constructed. Most of them had to choose their courses prior to departure. The courses were mentioned in a so-called 'learning agreement', which the home university had to accept. However, they did have the opportunity to switch courses when they for example found out the schedule of the courses overlapped. This flexibility was appreciated by the respondents. One of the respondents underlines the importance of a good curriculum. He mentioned that it would be good to have the opportunity to attend courses your home-university does not offer.

### Housing

Finding suitable housing is, according to all respondents, the biggest challenge in the preparation of the exchange. Most respondents received information from the partner university considering accommodation options in town, however none of the partner universities offered guaranteed housing. The respondents highlight that it is crucial to start looking for accommodation in an early stage, actually directly after the acceptance letter from the partner university. This is confirmed by the fact that some accommodations have a "first come, first serve" policy, which increases the chance of housing if you register in time. A respondent stated that it is really hard to focus on your exchange experience when you do not have a place to feel at home. They also appoint the importance of having accommodation nearby the education institution, since it is for example easier to go to the library or participate in social activities. Moreover, a respondent suggests to provide detailed information on accommodation options and mention that it is hard to find housing and important to start early.

*"The university should play a role in providing housing. Some of my friends did not find anything after three months and moved from Airbnb to Airbnb".*

Exchange student in Berlin

### Social matters

The respondents' experiences with regard to the social part of their exchange varied. This is partially due to the supply and partially due to personal preferences. The respondents' answers

indicate that activities were mainly organized by associations as ESN, the International Office itself or the faculty of the higher education institution. The respondents mentioned that the introduction period, a buddy program, places like the sports campus and the accommodation were important sources for social interaction.

*Introduction period* - All respondents look positively back on the introduction period, the students really enjoyed interacting with people from different countries. The respondents indicate that the introduction period was usually based on a combination of academically and socially oriented activities. During the introduction period, the students had the opportunity to get to know their way around the higher education institution. Attention was often paid to getting to know the university, lecturers and the manner of examination. In addition to that was the introduction period focused on getting to know other exchange students and their cultures. One of the respondents stated that the introduction period is a 'real icebreaker'.

*"The International Office organized activities such as the introduction week, but also a tour of Berlin to get to know the city. This was very valuable because everyone is in the same situation and new to the city."*

Exchange student in Berlin

*Buddy program* - The buddy program is generally known as a program at which a (domestic) student gets assigned an exchange student and introduces the exchange student to the way of life in the country. Not all respondents got the opportunity to participate in a buddy program. At some HEIs, a buddy program was not present. At the HEIs where a buddy program was available for exchange students, received the respondent's information on this topic via e-mail or a study association such as ESN. One of the respondents stated that it was a really pleasant experience to participate in the buddy program, since she got in contact with someone who knew how everything worked and who was able to help her. However, another respondent told us that she got assigned a local buddy, but that the contact was very limited. She indicated that if the buddy program had been better implemented, that she would have had more contact with local students.

Generally, multiple respondents agreed that a buddy program is an essential aspect to a successful exchange program, since it is important to be in contact with a person that they can count on if they have questions or want to know something about the city that they live in.

#### Digital exchange

The importance of the option of a digital exchange program was endorsed by all respondents. They believe it would be a good alternative, in case there is no possibility for a physical exchange. However, the respondents indicate that a digital exchange lacks several important aspects, including discovering the culture, learning to be independent and the social interaction with students. According to the respondents is socializing with other students face-to-face an important aspect of an exchange. They emphasize the added value of studying in another country. Moreover, they indicate that a digital exchange would be more focused on academic development rather than social development. A digital exchange would still offer the opportunity to take online courses at other higher education institutions and the classes are facilitated by other professors. Multiple respondents state that it should be required to have the possibility to interact with other students instead of solely attending online classes.

*"In a digital exchange program, it would be important to still have contact with other students and not just take classes."*

Exchange student in Prague

The fact that not all students currently have the same opportunities to study abroad is partly due to socioeconomic factors: children of highly educated and wealthier parents often have more opportunities. Focusing on internationalisation at home is one way to offer international experiences to greater numbers of students, producing more opportunities for all and cultivating a

better-educated workforce of even more competent rebels. The need to look more into digitalisation is acknowledged by several HEIs in Europe. In the beginning of 2020 83% of the HEIs in Europe said that over the past three years they made progress when it comes to digital, online and blended learning. There is even 38% of the HEIs that says they made significant progress regarding ways of digital learning (EAIE, 2019)<sup>5</sup>.

#### Short-term Mobility

The added value of short-term mobility programs has been confirmed by two respondents that went on a field-trip abroad. The respondents gained many insights about the cultural differences between the country they went to and their home country. One of the respondents went on a six-week trip to Costa Rica for a research project. At the country of destination, she was also enrolled in Spanish classes to develop her language skills. According to the respondent, the added value of the short-term mobility program was that she had to get out of her comfort zone. The respondent had to arrange everything herself and had to plan the trip with people she did not know very well before going. She highlights that she gained new social skills. Even with short-term mobility programs, the respondents highlighted the importance of good preparation. One of the respondents expressed this as: *"when you plant a seed, what you give the seed will define how it grows."* It is crucial to pay attention to aspects such as budgeting and culture. The value of short-term mobility has also been confirmed by an article called "Short-term placements for long-term impact" written by the European Association for International Education (2018). The article elaborates on Irish vocational students that went abroad for short-term work placements. According to the article the students began to realize that they were capable of surviving away from their homes. Furthermore, going abroad boosted their self-esteem and helped them to expand career horizons (EAIE, 2018)<sup>6</sup>.

#### **2.4. Conclusions**

When looking at the needs of the HEIs and the students, a couple of observations stand out. One of the most important, is that there are already quite a few ties between the four parts of the kingdom in higher education and that there is strong willingness to deepen and strengthen those relations. Currently, as shown in paragraph 2.1., the balance in mobility is strongly in favor of the HEIs in the European part of the kingdom, sending significantly more students on mobility than they are receiving. One of the main obstacles for a more evenly balanced mobility between the HEIs is the financial support for students from the islands.

Furthermore, the current Covid-19 situation may offer opportunities to diversify the mobility options through virtual and blended mobility. Due to the constraints of Covid-19, many HEIs are developing virtual alternatives for physical mobility. The benefits of this type of activities will outlast the current crisis and will make mobility more inclusive to individuals who are facing difficulties to go on semester mobility. Also, this type of mobility will take into account both the goals of the HEIs in terms of both internationalization as well as sustainability.

When looking at the current collaboration between the four parts of the Kingdom, quite a few practical arrangements are unclear. The status of the mobility contracts between institutions are not always up to date, nor easy to find. As a result, the support services offered to international exchange students are most of the time not available to students from Aruba, Curaçao and St. Martin, while they have a clear need for those services. Furthermore, the status of these students at HEIs in the European part of the Kingdom is unclear. Sometimes these students are seen as Dutch students, thus not in need of the support services for international students, or their status is unclear at all, making them fall through the cracks of the system. This issue can be addressed quite easily and quickly. Finally, the information for students about the exchange opportunities and support services should be more aligned and aimed towards the students. Currently, this

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<sup>5</sup> European Association for International Education (2019). *The EAIE Barometer. Internationalisation in Europe: Money Matters.*

<sup>6</sup> European Association for International Education (2018). Unexpected Internationalisation. *Forum Member Magazine.*

information is scattered and hard to find, which most likely has to do with the previous point concerning their status.

## 3. Scenarios

With more options available for students to go on exchange in the Netherlands, the Bachelor programs available on the island will become more attractive to students and an alternative for doing their Bachelor's in Europe. In this way, students can stay closer to home at first, while getting used to higher education and making it easier to choose the right program. The exchange options will provide the necessary experience and opportunity for social and professional development for the students. The students can still do their Master's away from the islands to specialize, but are more likely to return thus contributing to the capacity in the public and private sector on the islands.

### 3.1. Three Scenarios

Based on these observations and based on the outcomes of the need analysis in the previous chapter, various scenarios for mobility schemes are possible. These models run from a basic translation of the Erasmus+ mobility program to more sophisticated schemes with more variation in the types of mobility and user groups tailored to the institutional characteristics of the Dutch Caribbean and to the needs of students and staff.

#### ***Scenario 1: Regular mobility contracts***

The simplest scenario is a Kingdom Mobility Program with regular mobility contracts between HEIs, with a fund to provide travel grants to contribute to the travel and living expenses of the individuals going on mobility. This scenario builds upon the common practice in many HEIs. The HEIs in the various parts of the Kingdom set up mobility contracts, just like the exchange agreements with HEIs outside the Kingdom. These agreements should cater for semester mobility, internships and possibly short term mobility to Summer or Winter schools. In terms of financial support, a scholarship program will be established to support individuals going on mobility within the Kingdom. With regard to the guidance of individuals going on mobility within the program, they will be offered the same services and information as individuals going on mobility outside the kingdom. This will be arranged and guaranteed through the exchange agreements.

#### ***Scenario 2: Consortium model***

In the second scenario, HEIs from the various parts of the Kingdom will form a consortium to facilitate mobility among the consortium partners. This scenario is more selective and exclusive than the first scenario. In the consortium model, we foresee that HEIs in all parts of the Kingdom express their commitment to the mutual mobility by joining one consortium, which provides the infrastructure for mobility among all partners rather than between just two HEIs. The consortium will take ownership for the Kingdom Mobility program and will have a secretariat for the execution of the program. In the consortium model, all individuals going on mobility will still benefit from the same services as individuals going to other destinations. On top of these services, the consortium will provide specific information and guidance on inter Kingdom mobility, for instance through online preparation sessions, the consortium website and possibly a Kingdom Mobility app, preparing individuals on specific cultural and educational elements of the exchange in order to improve the experience and success rate of the mobility.

#### ***Scenario 3: Differentiated mobility***

The third scenario is a differentiated mobility model, which includes the physical mobility from the first two scenarios, but also includes virtual mobility and will stimulate the development of joint educational activities between the HEIs. Adding virtual and blended mobility to the Kingdom Mobility Program, the program will provide an answer to recent challenges posed by Covid-19 and is in line with the sustainability goals that many HEIs have formulated. Moreover, it makes the differentiated mobility model the most inclusive of the three, since it enables students unable to go on exchange physically to take courses at other HEIs. Virtual or blended mobility will have different effects than the regular exchange, which therefore needs to be available as well, but it is an improvement in comparison to the current situation. Furthermore, blended mobility may well be the incentive that immobile students need to show them that regular mobility is an option for



them. Finally, virtual and blended mobility offers options for Life Long Learning, including professionals in the courses. In this way, the connection between education and society will be strengthened and new options for personal and professional development will be available to professionals working in the Caribbean part of the Kingdom.

The figures below give a schematic overview of the activities in the three scenarios. The table provides an overview of which activities are included in each scenario. The figure below is a business model canvas of the Kingdom Mobility Program, providing an overview of the value proposition of the Kingdom Mobility Program, the various target groups, key partners and key activities, as well as a breakdown of the cost structure and revenue stream

	<b>Regular mobility</b>	<b>Consortium Model</b>	<b>Differentiated model</b>
Student mobility CAS-NL	yes	Yes	Yes
Student mobility NL-CAS	Yes	Yes	Yes
Student mobility inter CAS	Yes	Yes	Yes
Staff mobility CAS-NL	Yes	Yes	Yes
Staff mobility NL-CAS	Yes	Yes	Yes
Staff mobility inter CAS	yes	Yes	Yes
Central support & guidance		yes	Yes
Virtual mobility activities			Yes
Development joint educational activities			Yes
Development joint research activities			Yes

Based on the responses from the various stakeholders, we recommend the third scenario for the Kingdom Mobility Program. We expect the biggest impact on the issues the Kingdom Mobility Program intends to address, as outlined in the introduction and in chapter 2. We will explore this model in more depth in terms of activities and timeline in this chapter.

In chapter four the governance and organisation of this scenario are outlined. Since the differentiated mobility model includes the mobility elements of the first two scenarios, these scenarios are not off the table, but they will not be addressed in the next chapters. During the pilot phase of the Kingdom Mobility program, we envision a continuous feedback process, allowing for adjustments in the set-up of the program along the way, as will be explained in chapter 4 on the governance and chapter 5 on the evaluation criteria.

### **3.2. Outlining a Differentiated Mobility Scenario**

#### **3.2.1. Physical Mobility**

In terms of physical mobility, the Kingdom Mobility Program will support mobility among the four countries in the Kingdom, for both students and staff. As shown in chapter 2, the balance of this mobility is currently off, with many more students going from the European part of the Kingdom to the islands. In order to restore this balance, the Kingdom Mobility Program will start with supporting mobility from the islands. This can be semester exchange, internships or short term programs such as summer schools and winter schools.

The physical mobility will allow students to do internships or take courses in other parts of the Kingdom that are not available at the home institution. This type of mobility will widen the education options for students. Furthermore, it will develop their social and professional skills such as intercultural awareness. In terms of financial support, the Kingdom Mobility Program will follow the rationale of the Erasmus Program, offering support in travel expenses and a monthly allowance for living costs. The amounts of the grants are specified in chapter 4.

- Students going on exchange through the Kingdom Mobility Program will be allowed to take all courses that are open to exchange students. Furthermore, the participating HEIs will identify additional courses in Dutch.

- Students will be able to use the Kingdom Mobility Program to go on internships. The HEIs in the consortium will offer guidance. A combination of an internship and study during the same exchange is potentially possible as well.
- Apart from the regular semester exchange, the Kingdom Mobility Program will also support short term exchanges, such as Summer school courses. This type of short term mobility will enable students who are unable to go abroad for longer periods of time due to financial restraints or family situation, to have an international mobility experience as well.
- Staff exchange is an essential part of partnerships and an important condition for knowledge circulation on innovation in higher education and where necessary aligning higher education practices. Currently this is partly funded by CAS HEIs. Funds however seem less and less available. A Kingdom Mobility Program can fill this gap, also distributing the costs more evenly among the partners. This staff exchange will include both academic and support staff.

### 3.2.2. Virtual Mobility

In the wake of the Covid-19 crisis, virtual mobility among HEIs is developing rapidly now physical mobility is not possible. Students can follow online courses at their host institutions that are not available at their home institutions and attend an online international class room. The merit of this type of mobility will outlast the Covid-19 crisis, since virtual mobility also supports the sustainability goals of many HEIs and can include students who are unable to go on physical exchange. Therefore, the HEIs in the Kingdom Mobility program will offer their already available online courses to the students of all participating HEIs. Furthermore, seed money will be made available to develop more online courses, since designing state of the art online courses involves more than just giving a regular course in a digital environment.

A downside of virtual mobility is the lack of the intercultural experience that comes with physical exchange. Therefore, seed money will be made available to design blended courses, including online components, as well as short term physical mobility. The seed money can be used to prepare blended mobility projects, funded under the new Erasmus program by the European Union.

The virtual and blended mobility can also create opportunities for Life Long Learning activities, thus strengthening the relation between education and society, improving the quality of public organisations and stimulate brain gain on the islands.

### 3.2.3. Guidance

Students going on exchange under the Kingdom Mobility Program will be regarded as international students by both the sending and the host institution, giving them the same rights and services available to exchange students. Depending on the receiving institution this includes assistance in finding suitable housing, introduction programs, information on the educational system, intercultural aspects of the exchange and social activities.

Apart from the services offered by the HEIs before, during and after the mobility, the Kingdom Mobility Program will provide additional guidance by offering an overview of all services available and additional information on practicalities that are specific for inter Kingdom mobility. This can be done through a Kingdom Mobility Program website that refers to the relevant information offered by the various stakeholders or through an app. Special attention will be given to language support, since language proficiency has a major impact on the exchange experience.

### 3.2.4. Joint educational activities

As mentioned above under Virtual mobility, seed money will be made available to support the development of virtual and blended courses. Furthermore, there are various joint educational activities between the HEIs on both sides of the Atlantic that currently fall through the cracks of the financial support structures. For instance, the development of minors on Kingdom Relations, Education & Diversity, Multilingualism in Education or (part-time) Masters programs in the field of management of public organisations. This kind of initiatives will have a strong positive impact on the capacity of public organisations on the islands and will expand the educational options for both

initial students as well as professionals looking for further development. Therefore, the Kingdom Mobility Program will support these kinds of joint initiatives for educational activities as well with seed money. This seed money can be used to mature the projects to a stage that additional funding can be secured, for instance through the Erasmus program or other funds.

### 3.2.5. Joint research activities

One of the main characteristics of higher education is the strong relation between research and education. In order to support this element in the further development of the higher education on Aruba, Curaçao and St. Maarten, the Kingdom Mobility fund will make seed money available to develop joint research proposals to secure funding through NOW, the H2020 funding schemes or funding for applied research through SIA-NWO.

### 3.2.6. Expected effects and outcomes

In this scenario the Kingdom Mobility Program will have a number of direct effects, and is likely to have a number of secondary effects in the longer run as well. As a rule of thumb, the expected effects will occur in all scenarios, but will likely be stronger with scenario 3 than scenario 1, due to the higher intensity of collaboration, greater variety in activities and higher level of inclusion of the third scenario.

The direct effects that are expected from the Kingdom Mobility Program are:

- A more balanced exchange of students and staff between the various parts of the Kingdom;
- An increase in the number of students from Aruba, Curaçao and St. Martin going on exchange, since the opportunities to do so will be improved, both in terms of support as well as types of mobility, fitting their situation;
- More positive study experiences for students from the islands in the European part of the Kingdom;
- Spin-off effects based on these positive experiences, including more students that otherwise would not have considered going on exchange;
- The exchange period functioning as an orientation period for Master's programs, simultaneously preparing students for life away from the islands, making them better equipped to pursue a degree overseas after their Bachelor's on the island;
- Enhanced social and professional skills for students going on exchange;
- Greater understanding between the various parts of the Kingdom;
- Create brain-gain for the islands, since students have more alternatives than just leaving the islands for their Bachelor's program if they want an experience away from the islands.

The Differentiated Mobility Scenario matches with other policy initiatives to improve advancement in higher education that probably will mutually reinforce one another. Secondary effects expected from the Kingdom Mobility Program along the lines of this scenario are therefore:

- Higher study success;
- Less drop-outs and higher academic yield;
- Less disappointed students returning to the islands without a degree and with study loans;
- Improved capacity and quality of public and private organisations on the islands.

### 3.2.7. Timeline

In order to make sure the Kingdom Mobility Program serves the needs of the students and staff going on mobility, and to ensure the program's goals are met, we suggest a three year pilot period to implement the program, including a continuous feedback loop. This pilot period will allow for adjustments along the way.

	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>
Student mobility CAS-NL	Preparation	25 students	30 students	50 students
Student mobility NL-CAS	Preparation	Preparation	30 students	50 students
Student mobility inter CAS	Preparation	10 students	20 students	20 students
Staff mobility CAS-NL	Preparation	5 staff members	10 staff members	15 staff members
Staff mobility NL-CAS	Preparation	5 staff members	10 staff members	15 staff members
Staff mobility inter CAS	Preparation	5 staff members	10 staff members	15 staff members
Central support & guidance	Preparation	Kingdom mobility app, virtual guidance sessions, buddy program, activities by student organisations	Kingdom mobility app, virtual guidance sessions, buddy program, activities by student organisations	Kingdom mobility app, virtual guidance sessions, buddy program, activities by student organisations
Virtual mobility activities	- 3 virtual courses with 5 external students from consortium each.	- Design of new virtual courses - 6 virtual courses available	20 virtual courses available	- 30 virtual courses available, - students can do a blended semester exchange
Development joint educational activities	Preparation	Seed money for blended courses/virtual mobility	Seed money for blended courses/virtual mobility	Seed money for all types of educational activities
Development joint research activities	Preparation	Preparation	Seed money for joint research activities	Seed money for joint research activities
Annual conference	Fall	Fall	Fall	Fall

## 4. Governance and budget

### 4.1. Governance of the pilot

The success of this pilot stands or falls with the commitment of the various stakeholders. This is why we chose an inclusive approach in exploring the opportunities for the Kingdom Mobility Program and we would suggest to continue this approach in the pilot itself. Consequently, we propose the following design of the governance structure.

*Commissioning body:* The Ministers of Education of the four countries. During the four country summits, the Steering Committee of the Kingdom Mobility Program will report on the progress of the pilot.

*Program manager & secretariat:* One of the participating HEIs will function as the program manager for the pilot Kingdom Mobility Program, hosting the secretariat of the pilot program as well. We suggest to take a similar approach as in this study, with one organisation receiving the assignment from the commissioning body, but working closely together with a HEI across the Atlantic, for instance UU and UA. These institutions will serve as *primus inter pares* among the other participating HEIs. The secretariat will manage the budget of the Kingdom Mobility Program, along the same lines as the Erasmus Program. Documents from Erasmus, such as the exchange agreements and learning agreements will form the basis of the Kingdom Mobility Program administration, so this will align with existing work procedures.

*Steering Committee:* For the evaluation of the pilot program, we suggest to form a steering committee, consisting of one representative of a HEI from each part of the Kingdom and a representative of each professional strategic committee from each of the islands, to ensure the connection of the pilot project with the various economic sectors on the islands. The secretariat of the steering committee will be provided by the program's secretariat. Alternatively, the secretariat of the program could be managed by NUFFIC, given their experience with other mobility programs. For the pilot phase, we recommend to allocate the secretariat at a HEI to maintain flexibility in adjusting the program, with the underlying goal to transfer the program to NUFFIC after the pilot phase.

*Participating HEIs:* since the involvement of the various stakeholders is key for the success of this pilot program, there will be an annual conference of all participating HEIs and other stakeholders. This meeting will not function as a general assembly, but will be a hands-on working conference for match making, sharing best practices, addressing issues and finding solutions to solve those issues together. This approach will ensure that the whole of the Kingdom Mobility Program will be more than the sum of its parts, consisting of bilateral projects. We recommend that all HEIs involved obtain the Erasmus Charter as a seal of quality, if they do not have the charter already.

### 4.2. Organizational structure

All HEIs participating in the Kingdom Mobility program will join a consortium, signing a consortium agreement covering all responsibilities and aspects of the mobility program. Students going on exchange on these contracts will be regarded as international students by both the sending and the host institution.

One of the consortium members will be selected as a *primus inter pares* to chair the consortium and provide the secretariat of the consortium. This secretariat will coordinate the activities in the consortium and manage the budget of the Kingdom Mobility Program.

Each participating HEI will provide support services to incoming students and prepare outgoing students for their exchange in terms of culture, language, study environment and practicalities, similar to the services provided to international exchange students. Per outgoing mobility, financial organisation support will be provided to ensure the availability and quality of these services, similar to the Organisational Support the Erasmus program offers to HEIs. Furthermore, the participating

HEIs will provide central information and guidance about going on exchange within the Kingdom as well. These efforts will be coordinated by the program's secretariat.

### 4.3. Budget

For the pilot phase of the Kingdom Mobility Program, we foresee a growth model, gradually increasing the activities and consequently the budget for the program. This allows for intermediate evaluation and adaption of the activities when necessary. Below, an overview of the budget is provided, with a brief explanation of the cost structure.

#### 4.3.1. Costs

##### *Mobility*

To determine the mobility costs we have followed the rationale of one of the major mobility programs in the world, the Erasmus program of the European Commission. The height of the Erasmus grants is based on the travel costs and living costs in the host country. Based on the Erasmus grants:

- Students from Aruba, Curaçao and St. Martin will receive 800 euro travel grant and 850 euro living allowance per month with a maximum of 6 months when going on exchange to the European part of the Kingdom
- Students from the European part of the Kingdom going to the islands will receive a monthly allowance of 650 euro with a maximum of 6 months, which will also cover their travel expenses.
- Students from Aruba, Curaçao or St. Martin going on mobility to one of the other islands will receive 200 euro travel grant, 250 euro monthly allowance with a maximum of 6 months.
- For each of the student mobility categories, we assume that 80% of the students will go for a semester mobility or internship of 6 months and 20% will participate in a short program of 1 month.
- Staff members can visit partners up to 2 weeks for teaching (minimum of 8 hours per week) or staff training.
- Staff members from Aruba, Curaçao and St. Martin will receive 800 euro travel grant and 160 euro daily allowance when going on exchange to the European part of the Kingdom.
- Staff members from the European part of the Kingdom going to the islands will receive 800 euro travel grant and 160 euro daily allowance.
- Staff members from Aruba, Curaçao or St. Martin going on mobility to one of the other islands will receive a daily allowance of 60 euro and a travel grant of 200 euro.
- Organisational support: the Erasmus program provides sending institutions with 400 euro organisational support per mobility for the first 100 mobilities, and 200 euro for each mobility on top of that. This budget is to be used for the administrative arrangements, as well as on the support of outgoing and inbound students. Since it is unlikely for the pilot phase to have one individual HEI to send over 100 mobilities, we have based the budget on 400 euro per mobility.

##### *Seed money*

- Education: 5 projects per year, 8000,- euro each, including virtual and blended mobility.
- Research: 5 projects per year, 8000,- euro each

##### *Secretariat*

- Project manager 0,4 fte, scale 10 VSNU UFO profile
- Activities include central guidance 10k material costs.

##### *Annual conference:*

- Travel expenses for 2 persons per HEI at Aruba, Curaçao and St. Martin, 8\*1250
- 2000 organisational costs

	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>
Student mobility CAS-NL		25 students	30 students	50 students
		126.500 euro	151.500 euro	252.500 euro
Student mobility NL-CAS			30 student	50 students

			97.500 euro	162.500 euro
Student mobility inter CAS	10		20 students	20 students
		15.000 euro	30.000 euro	30.000 euro
Staff mobility CAS-NL	5		10	15
		15.200 euro	30.400 euro	45.600 euro
Staff mobility NL-CAS	5		10	15
		15.200 euro	30.400 euro	45.600 euro
Staff mobility inter CAS	5		10	15
		5450 euro	10.900 euro	16.350 euro
Organisation support	40*400		110*400	165*400
		16000 euro	44.000 euro	66.000 euro
Seed money education	- 5 projects		- 5 projects	- 5 projects
		40.000 euro	40.000 euro	40.000 euro
Seed money research	- 5 projects		- 5 projects	- 5 projects
		40.000 euro	40.000 euro	40.000 euro
Secretariat	- project manager - material costs		- project manager - material costs	- project manager - material costs
		30.000 euro	30.000 euro	30.000 euro
Annual Conference	- travel expenses - organizational costs		- travel expenses - organizational costs	- travel expenses - organizational costs
		12.000 euro	12.000 euro	12.000 euro
<b>Total</b>		<b>315.350, - euro</b>	<b>516.700, - euro</b>	<b>740.550, - euro</b>

#### 4.3.2. Funding sources

Finding coverage for this budget will be part of the decision making process after this report is published. One of the options could be, to make new funds available to finance the Kingdom Mobility Program, another option would be to redirect some of the funding in the regional funds.

Either way, we recommend a model that allows for redistribution of the funds, similar to the way the Erasmus Program is funded. By doing so, the program will be more than the sum of its parts, which would be the case if each country would just fund its own outbound mobilities.

Another line of thinking that was mentioned during our research, was to make co-funding by employers, either in cash or in kind, possible. This will allow employers to contribute to the fund, to invest in the education of their current and future employees, stimulate Life Long Learning and cement the relationship between educators and employers in their sectors. The Regional Investment Fund MBO is an example of how educators, regional governments and employers can successfully work together, using co-funding as an instrument.

Furthermore, we would like to emphasize that the Kingdom Mobility Program is likely to create synergies with other funding sources, like the beforementioned Horizon program, NWO and SIA. Given the alignment in focus on digital education, digital readiness and blended learning between the Kingdom Mobility Program and Erasmus, it seems likely that the Kingdom Mobility Program will help the HEIs involved to position themselves well on these topic, allowing them to apply for additional funding from Erasmus together with other European HEIs, thus creating crossovers and a multiplier effect.

#### 4.4. Conclusion

In this chapter, we provided an overview of the potential governance structure of the Kingdom Mobility program, for which we recommend that the HEIs involved form a consortium to implement the pilot Kingdom Mobility Program, with the program management assigned to one of the HEIs.

Furthermore, we recommend a budget that will grow over the three year timespan of the pilot, allowing for adjustments during the pilot based on annual evaluations. This budget covers physical mobility, virtual mobility, seed money for educational and research collaboration, as well as the guidance of the students and program management. The allocation of the funding is part of the decision making process following the publication of this report. We strongly suggest however, to make sure there is a redistribution mechanism in place, to make sure the Kingdom Mobility Program truly benefits the students, staff and HEIs from all parts of the Kingdom.

We recommend to implement the entire package as presented in this chapter, since the various elements are closely interlinked and strengthen each other. However, it is at the discretion of the commissioning body to put more emphasis on specific elements over others.



## 5. Evaluation criteria

Since the Kingdom Mobility Program will be a pilot for the first three years, thorough evaluation of the program is important. Therefore, we recommend three evaluation moments in the pilot as shown in timeline in next chapter. Based on these evaluations, adjustments can be made in the pilot program. Goal of the evaluations is to guarantee that the Kingdom Mobility Program addresses the issues it is supposed to tackle as outlined in chapter 2. Furthermore, these evaluations will allow the program to mature during the pilot phase and can provide lessons learned. When successful, the program can easily be extended into a regular Kingdom Mobility Program. The evaluation criteria are to be set by the commissioning body. We recommend to include at least the following qualitative and quantitative indicators:

### Qualitative indicators

We recommend to address the following topics in the evaluation, based on the experience of the participants of the Kingdom Mobility Program, the program directors and international officers of the HEIs involved as well as other stakeholders (the respondent list of this report could serve as a basis).

- Housing
- Preparation and guidance (by both home and host institutions)
- Social matters, including introduction programs and buddy programs
- Language support
- Financial support
- Digital exchange
- Short term exchange
- Collaboration and communication between HEIs involved
- Experience of the participants

### Quantitative indicators:

- Number of students participating in the program, including the mobility balance between the various parts of the Kingdom
- Number of virtual and blended courses available through the program
- Number of education projects
- Number of research projects
- Study success figures of CAS students at HEIs in the European part of the Kingdom. Most likely, in the first years it will be too early to see an effect. Nevertheless, this is an important indicator that should be forgotten.

## 6. Timeline

At the start of this project, we envisioned the Kingdom Mobility Program Pilot to start in the second semester of academic year 2020/2021. Due to the Covid-19 situation, this timeline is no longer feasible. Therefore, the following timeline is suggested instead. This timeline allows for ample time for the decision making process as well as for arranging the practicalities. However, we suggest to use the additional time available in academic year 2020/2021 effectively, and ask the HEIs involved in the pilot to already get together and start the preparations for the Kingdom Mobility Program and get together to align the various initiatives between the HEIs in all four parts of the Kingdom.

### *Proposed timeline Kingdom Mobility Program*

November 2020	Report Kingdom Mobility Program ready
December 2020	Kingdom Mobility Program conference
January 2021	Four countries summit, decision on Kingdom Mobility Program pilot
Spring 2021	Based on decision during Four countries summit: allocating budget for the pilot program as of 2022.
Spring 2021	First students to go on virtual exchange, taking courses at host HEIs
Fall 2021	Kingdom Mobility Program conference
Spring 2022	First physical mobility
Fall 2022	Kingdom Mobility Program conference
Spring 2023	First evaluation
Fall 2023	Kingdom Mobility Program conference
Spring 2024	Second evaluation
Fall 2024	Final evaluation of the pilot

## 7. Conclusions & recommendations

### 7.1. Conclusions

Despite the long standing and often warm relations between HEIs in the four parts of the Kingdom of the Netherlands, it is currently rather difficult for students and staff to go on exchange in the various parts of the Netherlands. One of the main barriers is the lack of financial support for these exchanges and there is also room for improvement in terms of guidance. With this proposal for the pilot Kingdom Mobility Program we are looking to fill this void in order to address a number of issues, ranging from student study success, capacity building and stimulating more collaboration between the various parts of the Kingdom, thus creating a better mutual understanding.

The needs analysis in chapter two shows a clear imbalance in the current exchange mobility, with many more students from the European part of the Kingdom going to Aruba, Curacao and St. Martin than vice versa. However, this does not mean there is no demand from students on the islands to go on exchange. There is a number of barriers though, that prevents students from going on exchange or which make them struggle when they do. The most important one, is the lack of financial support. Studying in the European part of the Kingdom is very expensive in comparison to the Caribbean parts. Furthermore, the home situation of students or work does not always allow them to go abroad for a half year, which is the timeframe of many exchange programs on offer. Virtual exchange, blended courses and short term programs would create a more inclusive offer, allowing those students to gain an experience overseas.

When looking at the guidance offered by HEIs to the students, there is room for improvement as well. This guidance ranges from preparation for an exchange, housing, social matters like introduction programs, language support and cultural guidance. Many of the HEIs in the Netherlands do have such services for international students, but due to unclarity about the status of students from other parts of the Kingdom, these services are not offered.

Finally, the needs analysis shows a strong willingness in all parts of the Kingdom to enhance the collaboration between the various parts of the Kingdom and to address the issues students are currently facing. Based on the desk research, surveys and interviews in the needs analysis, we have developed three scenario's for a Kingdom Mobility Program, with an increasing intensity and complexity. In line with the feedback from all stakeholders, we have elaborated the third scenario, the differentiated mobility model. This model includes physical mobility (semester and short term), virtual mobility, seed money for education and research projects and support and guidance for those going on mobility.

The reason for the preference for the differentiated mobility model is quite clear, since this model focusses on the partnership between the HEIs and is most likely to deepen the collaboration in a sustainable way. Furthermore, this model will have the biggest impact on students and staff. The expected effects are:

- A more balanced exchange of students and staff between the various parts of the Kingdom;
- An increase in the number of students from Aruba, Curaçao and St. Martin going on exchange, since the opportunities to do so will be improved, both in terms of support as well as types of mobility, fitting their situation;
- More positive study experiences for students from the islands in the European part of the Kingdom;
- Spin-off effects based on these positive experiences, including more students that otherwise would not have considered going on exchange;
- The exchange period functioning as an orientation period for Master's programs, simultaneously preparing students for life away from the islands, making them better equipped to pursue a degree overseas after their Bachelor's on the island;
- Enhanced social and professional skills for students going on exchange;
- Greater understanding between the various parts of the Kingdom;

- Create brain-gain for the islands, since students have more alternatives than just leaving the islands for their Bachelor's program if they want an experience away from the islands.

In chapters four and five, we have outlined the governance structure, the budget and the evaluation criteria for the pilot. Given the strong ownership and involvement of all stakeholders over the course of this project, we strongly suggest to build on this commitment and take a bottom up approach in the pilot, putting the HEIs themselves in the lead.

## **7.2. Recommendations:**

- Establish a pilot Kingdom Mobility Program to provide mobility grants to Higher Education students and staff to go on exchange within the Kingdom. This program should be designed along the lines of the Erasmus program, both in terms of procedures as well as funding arrangements.
- Facilitate the collaboration between HEIs in the Kingdom Mobility Program with seed money for education and research projects.
- Give specific attention to the development of virtual and blended courses. This will most likely include students who otherwise would not be involved in any educational programs overseas. Also, this focus aligns with other programs like Erasmus, as well as with the strategies of many individual HEIs.
- Let the pilot program grow over time, starting small and increasing the activities and budget over the time period of three years.
- Make sure that all HEIs acknowledge students from other parts of the Kingdom as international students, offering them the same services in terms of guidance.
- Develop Kingdom mobility specific guidance through the Kingdom Mobility Program to address the specific issues that come with mobility within the Kingdom of the Netherlands.
- Use a bottom up approach in the governance of the pilot, by putting the HEIs themselves in the lead for the pilot phase.
- Evaluate the pilot annually and adjust the pilot where necessary to meet the pilot's goals.

## 8. Attachments

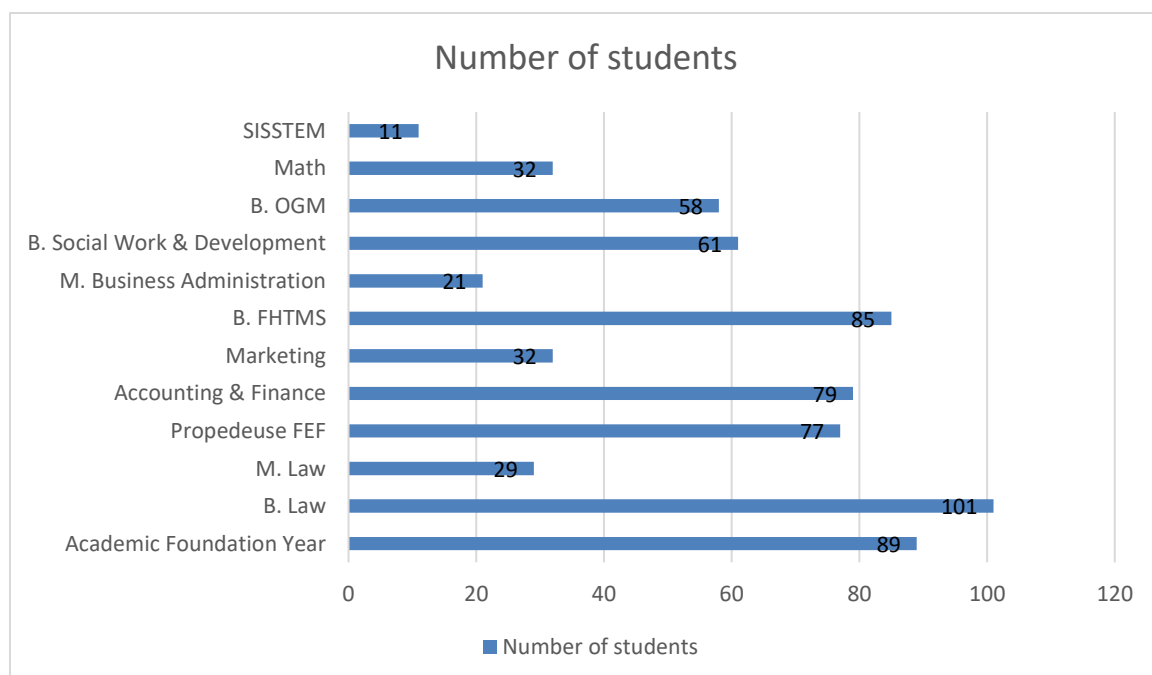
### Appendix A. Specified information of the institutions and additional overviews

#### Degree programs and student numbers

##### University of Aruba programs

<b>Bachelor programs</b>	<b>Masters programs</b>
1. Aruban Law	1. Aruban law
2. Accounting & Finance	2. Business Administration
3. Marketing	
4. Hospitality and Tourism Management (FHTMS)	
5. Social Work & Development	
6. Organization, governance and Management (OGM)	
7. Lerarenopleiding Wiskunde	
8. Sustainable Island Solutions through Science, Technology, Engineering and Mathematics (SISSTEM)	

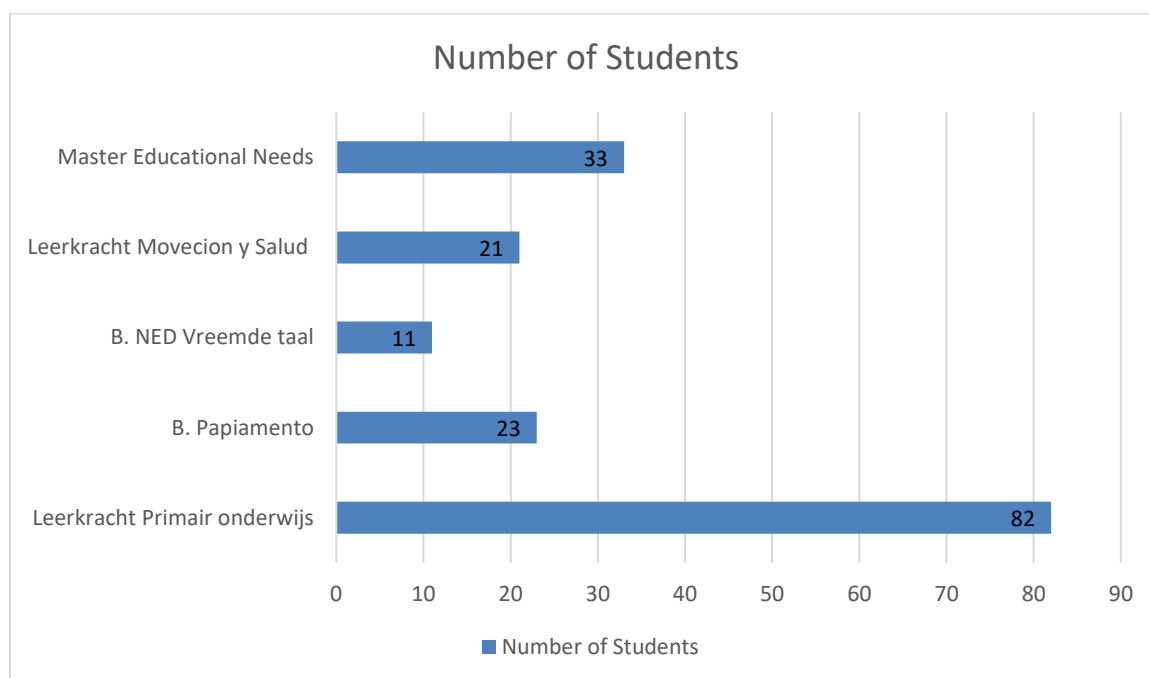
#### Number of students enrolled per program



*IPA Programs*

<b>Bachelor programs</b>	<b>Masters programs</b>
1. Leerkracht Primair Onderwijs	1. Educational Needs
2. Papiamentu	
3. Nederlands als Vreemde Taal	
4. Movecion y Salud	

IPA offers an international minor that is geared towards the wider concept of Sustainable Inclusive development with there in a focus on Globalization, Cultural and Ecological Diversity, Multilingualism and Education on Aruba and the region.

**Number of students enrolled per program**

The results show that students at the IPA are mainly enrolled in the Primary Education Teacher program.

*University of Curaçao programs*

<b>Bachelor Applied Sciences</b>	<b>Master of Science</b>	<b>Bachelor of sciences</b>	<b>Master of Science</b>
1. Education in English	1. Education in English, Spanish, Dutch and Papiamentu	2. Accountancy &Controlling	1. Accountancy
2. Spanish		3. Law	2. Law
3. Dutch			
4. Papiamentu			
5. Foundation Based Education			
6. Architecture			
7. Civil Engineering			
8. Electrical Systems			
9. Information & Communication Technology			

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10. Industrial Technology
  11. Social Work
  12. Human Resource Management
  13. Finance & Control
  14. Business Management Studies
  15. Applied Psychology
- 

### Number of students per program

University of Curaçao has 1425 students divided over 5 faculties

#### *University of Sint Martin programs*

<b><i>Associates of Arts programs</i></b>	<b><i>Bachelor programs</i></b>	<b><i>Master</i></b>	<b><i>PhD</i></b>
1. General Liberal Arts	4. Education	1. Education	1. Education
2. Hospitality Management	5. Hospitality Management		
3. Business Management	6. Business Management		

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### Number of students per program

Fifty students per degree program (except for hospitality which has 15).

## 2. Overview of years in which students allowed to go abroad per institution

<b><i>Institution</i></b>	<b><i>Year when students are allowed to go abroad</i></b>
<b>UA</b>	Differs per degree program*
<b>IPA</b>	3rd year during second semester
<b>UOC</b>	2nd year field trip 2nd, 3rd or 4th year exchange
<b>USM</b>	2nd year

\*The University of Aruba provided more detailed information when students are allowed to go abroad.

Bachelor of Law: 3rd year, second semester

Master of Law: anytime

Faculty of Economics and finance:

- 3rd year, first semester internship
- 4th year, first semester exchange

FHTMS: third year, first semester

FAS: third year, second semester

Math: 3<sup>rd</sup> and 4<sup>th</sup>

### 3.Partnerships

#### University of Aruba

<i>Dutch Partner institutions</i>	<ol style="list-style-type: none"> <li>1. Maastricht University</li> <li>2. University College Utrecht</li> <li>3. Groningen University</li> <li>4. The Utrecht School of Governance</li> <li>5. Hanze University of Applied Sciences</li> <li>6. The Hague University</li> <li>7. Windesheim University of Applied Sciences</li> </ol>
<i>Erasmus+ Partners</i>	<ol style="list-style-type: none"> <li>1. University of Valladolid, Spain</li> <li>2. Deggendorf Institute of Technology, Germany</li> <li>3. EBC Hochschule, Germany (ISM Hochschule)</li> <li>4. Frankfurt University of Applied Science, Germany</li> <li>5. University of Applied Science Landshut, Germany</li> <li>6. Stuttgart Hochschule der Medien, Germany</li> <li>7. Artevelde University College Gent, Belgium</li> <li>8. Thomas More, Belgium</li> <li>9. KU Leuven, Belgium</li> <li>10. Karel de Grote University College, Belgium</li> <li>11. University of Greenland, Greenland</li> <li>12. South West College, Northern Ireland</li> <li>13. Czech University of Applied Science Prague, Czech Republic</li> <li>14. Maribor University, Slovenia</li> <li>15. Dalarna University Alexandru Loan Cuza University of Iasi, Romania</li> <li>16. FH Wien, Austria</li> <li>17. University of South Carolina, USA</li> <li>18. Western Carolina University, USA</li> </ol>
<i>Other non-Dutch partner institutions</i>	-

#### University of Curaçao

<i>Dutch Partner institutions</i>	<ol style="list-style-type: none"> <li>1. Hogeschool Rotterdam</li> <li>2. Hogeschool Leiden</li> <li>3. Hanze Hogeschool</li> <li>4. Hogeschool Arnhem en Nijmegen</li> <li>5. Hogeschool Utrecht</li> <li>6. Hogeschool Amsterdam</li> <li>7. Haagse Hogeschool</li> <li>8. Fontys Hogeschool</li> <li>9. RUG, Erasmus Universiteit</li> </ol>
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## 10. UvA, Radboud Universiteit

<i>Erasmus+ Partners</i>	<ol style="list-style-type: none"> <li>1. Hogeschool Artevelde</li> <li>2. Loyola University Sevilla</li> <li>3. Universidad Pontificia Comillas</li> <li>4. Universidad Da Coruña</li> </ol>
<i>Other non-Dutch partner institutions</i>	-

**IPA**

<i>Dutch Partner institutions</i>	<ol style="list-style-type: none"> <li>1. Hogeschool Rotterdam</li> <li>2. Haagse Hogeschool</li> <li>3. Hogeschool Arnhem en Nijmegen</li> <li>4. Marnix Academie</li> <li>5. Hogeschool Thomas Moore</li> <li>6. InHolland Hogeschool (Alkmaar en Haarlem)</li> <li>7. andere Pabo's die onder Radiant Lerarenopleiding vallen</li> </ol>
<i>Erasmus+ Partners</i>	*Currently applying for Erasmus+ Charter
<i>Other non-Dutch partner institutions</i>	<ol style="list-style-type: none"> <li>4. Universidad de Barcelona</li> <li>5. Steinhardt NYU</li> <li>6. Universidad Nacional de Costa Rica</li> <li>7. Instituto de formacion de docente nr 19 y 35 (Argentinië)</li> <li>8. Universidad de Puerto Rico</li> </ol>

**4. Selection and application procedure**

The chart below indicates the responsible person/department per institution and the outlined step-by-step plan for this procedure.

<b><i>Institution</i></b>	<b><i>Responsible person/department</i></b>	<b><i>Selection procedure</i></b>
<b>University of Aruba</b>	The Office of International Affairs coordinator: Ms. Rushella Tromp	Outgoing Erasmus Students: <ol style="list-style-type: none"> <li>1. Search, choose &amp; apply for a destination</li> <li>2. Application denied/approved</li> <li>3. Gather necessary documents</li> <li>4. Discuss proposed exchange plan with the department coordinator of your faculty</li> <li>5. Complete learning agreement and grant application</li> <li>6. Submit complete application including all documents</li> <li>7. Acceptance by host university and payment of the grant</li> <li>8. Arrange health and travel insurance</li> <li>9. Take the language assessment license and possible language courses</li> </ol>
<b>IPA</b>	Bureau Internationalisering (BURINT), coordinator: Ms. Ingrid Captain.	Incoming students: apply to participate in a minor programma via the following website: <a href="https://www.ipaaruba.com/index.php/international">https://www.ipaaruba.com/index.php/international</a>

		Outgoing students: Mandatory one month internship abroad as part of the third year programme 'Perspectiva Munidal'.
<b>University of Curaçao</b>	The International office, Erasmus+ coordinator: Ms. Elica Ras-Fullinck	Outgoing students: <ol style="list-style-type: none"> <li>1. Submit an application at <a href="http://www.uoc.cw/erasmus">www.uoc.cw/erasmus</a></li> <li>2. First selection based on selection criteria</li> <li>3. Faculty approval on potential outgoing exchange students</li> <li>4. Student gets informed about approval and starts preparation program.</li> </ol>
<b>University of Sint Martin</b>	Office of Admissions and Marketing admissions officer: Ms. Shobhan Giterson	-

## 5.Guidance for students per institution

### 5.1 Guidance for outgoing students per institution

<b>Institution:</b>	<b>Information prior/during exchange</b>	<b>Student involvement in guidance</b>	<b>Current lack in guidance:</b>
<b>University of Aruba</b>	<ul style="list-style-type: none"> <li>- International day: official information from the international office and experiences from previous exchange students and current international exchange students</li> <li>- General sessions: faculty specific information sessions for eligible students</li> <li>- Office hours: opportunity for students to ask questions and help in decision making regarding courses etc.</li> <li>- Other: providing help with learning agreement or during time abroad</li> </ul>	<ul style="list-style-type: none"> <li>- Both students and alumni are involved in providing information</li> <li>- Students and alumni help planning activities for outgoing and incoming students</li> </ul>	<p>Prior to departure:</p> <ul style="list-style-type: none"> <li>- Information on cultural differences</li> <li>- Budget management</li> </ul> <p>During mobility:</p> <ul style="list-style-type: none"> <li>- More checkups with students and host university</li> </ul> <p>Upon return:</p> <ul style="list-style-type: none"> <li>- Check if all documents are properly filled in</li> <li>- Create a report on their experiences</li> </ul>
<b>IPA</b>	<ul style="list-style-type: none"> <li>- Information session in second year and at the start of the third year about exchange possibilities and finances</li> <li>- Counselors from both home and guest university are available</li> </ul>	<ul style="list-style-type: none"> <li>- Senior students give information to second year students about their exchange</li> <li>- Guidance is handled through</li> </ul>	<ul style="list-style-type: none"> <li>- No lack, partners offer great programs and guidance to the students</li> </ul>

	<ul style="list-style-type: none"> <li>for questions during exchange</li> <li>- Counselor from home university goes abroad for a few days</li> <li>- Students post on Facebook daily during their exchange</li> </ul>	university counselors	
<b>University of Curaçao</b>	<ul style="list-style-type: none"> <li>- Different meetings and information sessions through the international office</li> </ul>	<ul style="list-style-type: none"> <li>- Returning students function as buddies to outgoing students</li> <li>- Students attend the information sessions and interact through an available digital platform as well.</li> </ul>	<ul style="list-style-type: none"> <li>- When it comes to the Netherlands, housing is a big problem. Arranging housing would be impossible without help of the partner institution.</li> </ul>
<b>University of Sint Martin</b>	<ul style="list-style-type: none"> <li>- Working together with Erasmus partner in providing information</li> </ul>	<ul style="list-style-type: none"> <li>- Student government is involved</li> </ul>	<ul style="list-style-type: none"> <li>- Funding</li> </ul>

## 5.2 Guidance for incoming students

<b><i>Institution:</i></b>	<b><i>Information and guidance prior/during exchange</i></b>	<b><i>Student involvement in guidance</i></b>	<b><i>Current lack in guidance:</i></b>
<b>University of Aruba</b>	<ul style="list-style-type: none"> <li>- Both semesters start with two orientation days with activities, both practical and social</li> <li>- University provides information on housing</li> <li>- University arranges visa&amp; tourist permit</li> <li>- For nonacademic issue they can contact the international office</li> </ul>	<ul style="list-style-type: none"> <li>- Local students help organizing the orientation days</li> <li>- Former local exchange students share their exchanges with</li> </ul>	<p>Prior to departure:</p> <ul style="list-style-type: none"> <li>- Greater emphasis on Aruban culture</li> </ul> <p>During mobility:</p> <ul style="list-style-type: none"> <li>- Create a formal buddy system</li> </ul> <p>Upon return:</p>

	<ul style="list-style-type: none"> <li>- For academic issues they can contact the departmental coordinator</li> <li>- Office of student affairs is in charge of social activities</li> </ul>	<ul style="list-style-type: none"> <li>- prospective students</li> <li>- Informal social activities organized by local students</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement of the TOR procedure</li> </ul>
<b>IPA</b>	<ul style="list-style-type: none"> <li>- A representative of BURINT goes to The Netherlands every year to provide information at partner institutes</li> </ul>	<ul style="list-style-type: none"> <li>- Buddy program in which incoming students are coupled up with an IPA student</li> </ul>	<ul style="list-style-type: none"> <li>- Incoming students are doing great</li> <li>- It's hard to contact the career counselors from the partner institutions</li> </ul>
<b>University of Curaçao</b>	<ul style="list-style-type: none"> <li>- Incoming students receives information regarding housing, visa, the university, introduction programs.</li> </ul>	<ul style="list-style-type: none"> <li>- There is a buddy system for incoming students</li> </ul>	<ul style="list-style-type: none"> <li>- Better preparation on local culture, especially about hygiene and dress code</li> </ul>
<b>University of Sint Martin</b>	<ul style="list-style-type: none"> <li>- Information sessions together with the Erasmus partner</li> </ul>	<ul style="list-style-type: none"> <li>- Student government is involved</li> </ul>	<ul style="list-style-type: none"> <li>- Funding</li> </ul>

## 6. Need for mobility programs with Dutch partners

<b><i>Institution:</i></b>	<b><i>Programs that would be interested in a mobility program:</i></b>	<b><i>Types of mobility the programs would be interested in:</i></b>
<b>University of Aruba</b>	<ul style="list-style-type: none"> <li>- All faculties</li> </ul>	<ul style="list-style-type: none"> <li>- All types of mobility</li> </ul>
<b>IPA</b>	<ul style="list-style-type: none"> <li>- Teacher primary education</li> <li>- Dutch as a foreign language</li> <li>- Teacher physical education</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Exchange program of one month minimum, one semester maximum</li> </ul> <p>Staff:</p> <ul style="list-style-type: none"> <li>- Job shadowing</li> <li>- Providing blended courses</li> <li>- Expertise exchange: research, professional development</li> </ul>
<b>University of Curaçao</b>	<ul style="list-style-type: none"> <li>- All faculties</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>- Short term exchange (max 3 months)</li> <li>- Semester exchange</li> </ul>

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		Staff:
		- Max 2 weeks for teaching and training purposes
<b>University of Sint Martin</b>	- Erasmus and Erasmus+	- Student and faculty mobility

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## Appendix B. Survey questions

### 1. Degree programs and student numbers

- *Name all the Bachelor and Master programs at your Institution?*
- *How many students are enrolled at your Institution per program?*

### 2. Types of mobility and student numbers

- *What type of mobility is currently available at your institution?*
- *How many students per program go abroad per year per mobility type?*
- *In which year(s) and in what semester are the students allowed to go abroad?*
- *Is there a direct transfer of credits from the partner institutions to your own programs?*

### 3. Partnerships

- *Can you name the Dutch Partner Institutions that your institution has for mobilities of students?*
- *Can you name the Erasmus+ partners that your Institution has for mobilities of students?*
- *Can you name your other non-Dutch partners your institution has for mobilities of students?*

### 4. Students incoming/outgoing

- *How many students do you send and receive from Dutch Partner Institutions yearly?*
- *How many students do you send and receive from Erasmus+ partner Institutions yearly?*
- *How many students do you send and receive from other Non-Dutch Partner Institutions yearly?*

### 5. Staff mobility

- *How many staff do you send and receive from Dutch partner institutions yearly?*
- *How many staff do you send and receive from Erasmus+ partner institutions yearly?*
- *How many staff do you send and receive from other non-Dutch partner institutions yearly?*

### 6. Selection and application procedure

- *Who handles the Erasmus+ program or comparable mobility programs at your institution?*
- *How is the selection process regarding mobility for students being done at your institution?*

### 7. Guidance for outgoing students

- *What kind of information, introduction, support and guidance does your institution offer to outgoing students prior to departure and during mobility?*
- *Are your students and/or alumni involved in providing information and guidance to outgoing students at your institution, and if so how?*
- *Based on your experience, what need is lacking in support of outgoing students prior to departure, during the mobility and upon return?*

### 8. Guidance for incoming students

- *What kind of information, introduction, support (for example on housing) and guidance does your institution offer to incoming student?*

- *Are your students and/or alumni involved in providing information and guidance to incoming students at your institution, and if so how?*
- *Based on your experience, what need is lacking in support of incoming students prior to departure, during the mobility and upon return?*

9. Need & Capacity for mobility programs with Dutch partners

- *Which programs would possibly be interested in a mobility with a Dutch Partner Institution?*
- *For what type of mobilities is there, based on your experience, a need at your institution for students and staff?*
- *How many students do you realistically expect, based on your experience, to take part in the first year of a pilot mobility project?*
- *How many Dutch students do you believe the programs of your institution can receive in the first year of a pilot mobility project?*

10. Best Practices, additional comments or suggestions

- *Based on your experience, can you give examples of institutions/programs where the support of the students is well organized prior to departure, during the mobility and upon return?*
- *Do you have any additional comments or suggestions that haven't been addressed yet?*

## Appendix C. List of participants

### Interviews students

Adaeynah Bohorquez,	Student Instituto Pedagogico Aruba
Destiny Maduro,	Student University of Aruba
Justin Mohamed,	Student University of Aruba
Lugena Boekhoudt,	Student Instituto Pedagogico Aruba
Luis Gonzalez Briceno,	Student at University of Curaçao
Kelly-An Mertosentono,	Student University of Aruba
Kimberly van Loon,	Alumni University of Aruba
Karina Whadhani,	Student University of Aruba
Victoria Gil,	Student University of Aruba
Ria Khudan,	Alumni University of Sint Martin
Jarrelis Pieterz,	Student University of Curaçao
Roberto Hoyer,	Student University of Aruba
Jessica Chang,	Student University of Curaçao

### Interviews stakeholders

Guilfred Besaril	The Minister Plenipotentiary of Aruba
James van der Linde	Department of Educational Affairs at The Cabinet of the Minister Plenipotentiary of Aruba
Anthony Begina	The Minister Plenipotentiary of Curaçao
Henco Cecilia	Deputy director the cabinet of the Minister Plenipotentiary of Curaçao
Annemarie de Ruiten	Nuffic
Karen Bakhuizen	Nuffic
Eddy van Veghel	Ministry of Health, Welfare and Sport
Gerda Brondijk	Hogeschool Rotterdam

### Focusgroup Dutch Higher Education Institutions

Afke Bruinsma	Coordinator Funding Programmes NHL Stenden
Anja de Vries	Policy Officer University of Groningen
Anouk Gijsbrechts-Wanmaker	Staff Mobility Coordinator
Casper de Bok	Policy Advisor Internationalisation Utrecht University
Cindy van Dijk	International Officer Radboud UMC
Ester Alake	TuenterCoordinator Internationalisation PABO
Fiona Walram	International Relations Manager Rotterdam
Jeroen Ouburg	Senior Advisor Internationalisation Wageningen



Jolien van der Vegt	AEF Associate Partner
Lammert Been	Advisor Internationalisation
Max Bueno de Mesquita	Ministry of Education Culture and Science, Erasmus Coordinator
Nick Adriaans	Erasmus Coordinator Fontys
Petri van de Vorst	Exchange Coordinator TU Eindhoven
Rob van Leeuwen	Mobility Coordinator Radboud University
Stephan van der Raad	Law lecturer University of Applied Sciences Leiden
Willem Sanchez	Program Manager Saxion University of Applied Sciences
Willemijn Soetekouw	Policy Advisor Internationalisation PABO
Yvonne van der Meijs	Director international relations HAN

### **Focusgroup Caribbean Higher Education Institutions**

Elica Ras-Fullinck	Manager International Office University of Curaçao
John Wardlaw	FHTMS Dean University of Aruba
Francis de Lanoy	Rector University of Curaçao
Gregory Richardson	International Officer Caribbean & Central America IPA
Ingrid Captain	International Officer Netherlands/Belgium & Minor Programs IPA
Marilynn Hermans	Student Representative University of Aruba
Marilynn Richardson	General Director Instituto Pedagogico Aruba
Moira de Castro	Dean University of Curaçao
Shanella Hijmering	Student Instituto Pedagogico Aruba
Rolinda Carter	Dean of Academic Affairs University of Sint Martin
Rushella Tromp	Coordinator International University of Aruba
Sergio Tromp	International Officer Spain & South America IPA
Shobhan Giterson	Marketing and Admissions University of Sint Martin
Patrick Arens	Business Director University of Aruba
Paula Kibbelaar	International Officer USA & Canada IPA