

## References

**Strategic Fund for Establishing International Headquarters in Universities  
FY 2005 Overseas Survey Report**

Implementation Period: February 12 (Sun) to 19 (Sun), 2006

Country: France and the Netherlands

Persons sent for the survey:

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**France**

**1. Directorate General for International Cooperation and Development, French Ministry of Foreign Affairs**

<http://www.diplomatie.gouv.fr/en/>

Interviewees: Andre Siganos, manager responsible for interuniversity scientific exchange  
Michel-Louis Pasquire, officer in charge of international exchange

**Background**

- Introduced by the division responsible for interuniversity exchange in the French Embassy in Tokyo, Japan. Mr. Siganos was formerly a cultural counselor at that Embassy and has considerable insight into academic trends in Japan and JSPS projects.

- In partnership with the French Ministry of Foreign Affairs, JSPS is implementing support projects for collaboration among young researchers (SAKURA and CHORUS) as a means to promote academic exchange between Japan and France.

JSPS also implements the Japan-France Joint Doctors' Course Program (student exchange between consortiums) as an interuniversity exchange initiative under the "Advanced Student Exchange Pilot Project Support Program" (completed in FY 2005) of the Japanese Ministry of Education, Culture, Sports, Science and Technology.

**International Activity Utilizing French "Local Clusters"**

- The French government initiated "Competitive Clusters" in 2005 as a government-wide initiative to support the development of characteristic local clusters through cooperation among universities, research institutes, and private enterprises. The French government plans to use these local research bases as hubs for promoting international collaboration. The government envisages that the project will operate for a period of six to ten years.

Examples: cancer research in Lyon, nanotechnology in Grenoble, and aerospace engineering in Toulouse

- The underlying purpose of this project is to form local science and technology communities and achieve broader recognition of priority research fields by promoting collaboration among research institutes regardless of the sectors in which they operate. The clusters are also expected to play a part nurturing and attracting young researchers, as well as providing an efficient and intensive means to enhance France's overall research capabilities in the field of science and technology.

- The central government (Ministry of Youth, Education and Research, Ministry of Foreign Affairs, Economic Reform Agency, etc.) and local governments provide financial support.

**Presence of France in Global Competition and Europeanization**

- It is important for the government to enhance the "attractiveness of France."

- Support measures must be developed so that students from French-speaking African

countries and former French colonies will maintain connections with France after they return home.

- By providing education and research training in these countries as part of international development assistance, the French government can promote greater autonomy in African countries (support for capacity building) and enhance the value of France itself.
- In the field of international cooperation, the French government is seeking to develop support projects involving multiple countries such as European and Asian countries including Japan.

## **2. International Affairs Bureau, Ministry of Youth, Education and Research**

<http://www.education.gouv.fr/index.php>

Interviewees: Elie Cohen, advisor for the Ministry of Youth, Education and Research  
Marc Melka, officer responsible for the Asia Pacific region

### Background

- Introduced by the division responsible for interuniversity exchange at the French Embassy in Tokyo.
- France's higher education system was reformed as a result of introduction of the Bologna Process designed to form a European higher education zone.
- Agence Nationale de la Recherche (ANR) was established in February 2006 to promote and develop of France's priority research fields. The ANR secretariat is located in the Ministry of Youth, Education and Research.

### Recent Issues in French Higher Education

- Reform of France's higher education system: A licence / master / doctorat (LMD) system has been introduced (three-year undergraduate course, two-year master's course, and three-year doctorate course). Universities and grandes écoles will both shift to new credit and semester systems etc. from the next university year.
- Students' mobility: The number of foreign students decreased for a period during the 1990s. The French government has strengthened international strategy since 1998. As a result, the number of foreign students increased from just over 130,000 to more than 260,000 at present, accounting for approximately 14% of the total student population.
- EU network: The number of French students who participate in the Erasmus Project remains unchanged.
- Language: Balance between use of French and English

Rather than simply setting French language proficiency as a requirement for admission, there must be a shift in attitude and positive measures to promote the idea of developing proficiency in French as an outcome of study in France, as well as highlighting the idea of "study in Europe (not only in France)" (opportunities to study in other European countries while studying in France). This is particularly crucial to recruiting highly talented students at master's and doctoral levels. It is also necessary to promote the French language itself overseas and provide more support for foreign students to learn French while studying in France.

At the same time, there is need for an increase in double/joint degree programs and development of programs taught in an English language medium.

- It is not believed that there will be any decrease in demand for and attractiveness of the French language in the labor market. The demand for human resources with competency in English, French, and another language is thought to be high.

### Application of the French Government's Programs to a Contract System

- To respond effectively to changes in the higher education system, the Ministry of Youth,

Education and Research and universities need to develop a shared appreciation of objectives and goals. As a tool to achieve this, a (four-year) finance and management contract system between the ministry and universities is being utilized. The system itself has been in use since the 1980s.

- The contract covers all matters related to university management such as education, research, international activities, student services, personnel affairs, finance, and facilities.
- The ministry and a university discuss a contract based on a proposal (plan, outcome indicators, and implementation period) prepared by the university. Before finalizing the agreement, the parties engage in ongoing negotiation to ensure that it will reflect the government's key measures and the objectives and goals for higher education, including focused allocation of financial resources.

Recent contract renewals, in particular, have positioned "internationalization" as one of the key issues.

- Matters included in the contract are subject to evaluation at completion of the contract period.

#### Efforts to Promote Researcher Mobility

- The French government submitted a bill to amend the Immigration Control Law in early February and intends to enact it quickly in March. The objective of the amendment includes extension of the period of stay, simplification of changing visa status to working visa after graduation, etc. aimed to promote students' (primarily doctor's course students') and researchers' mobility.

- The French government plans to recruit approximately 3,000 new researchers over the next three years in addition to the fixed positions at universities, etc. as one of measure (to be enshrined in law) to develop careers and improve compensation for young researchers. All universities, research institutes, and laboratories jointly established by a research institute and a university will be covered by this measure.

In the case of universities, young researchers who are employed under this system will be hired as full-time faculty members depending on their performance after the provisional year (one-year probation period). However, their promotion process is complex because university faculties are public employees. In the case of the National Center for Scientific Research (CNRS), on the other hand, researchers are recruited directly.

- Another measure taken by the French government is encouraging French researchers to return home. The government is implementing projects for postdoctoral-level young researchers and the "Chaires d'Excellence" (project for researchers who have achieved internationally recognized results). In the latter, the number of senior researchers increased from five at the beginning to fifteen.
- The government is paying attention to Asia and particularly China, in addition to former French colonies, in its regional strategies.

### 3. Université Paris 1 Panthéon-Sorbonne

<http://www.univ-paris1.fr/index.html>

Responders: Yvonne Flour, vice president (responsible for academic activities)  
 Rosalind Greenstein, researcher  
 Francois Gaudu, professor

#### Background

- Introduced by the division responsible for interuniversity exchange of the French Embassy in Tokyo.

#### Positioning of Internationalization

- International activities are basically pursued by respective departments and researchers.

- The university has a sense of crisis about promoting university-wide internationalization under globalization and recognizes the necessity of establishing the image of an “international university” to enhance its prestige.

#### Educational Programs

- Regular curricular programs are basically taught in French. However, the major of Applied Mathematics of the Economics and Fiscal Science Course offers a curriculum for foreign students where lectures are given in English in the first year and a master’s program is provided in French in the second year (a transition diploma structure). The first-year curriculum includes intensive French classes.
- The university focuses on quality rather than quantity in accepting foreign students. It emphasizes recruiting higher-level students.
- Recently, the university opened a master’s course in Romania and a diploma course in China.

#### Organizational Structure

- The International Affairs Department is placed under the Vice President with three to four staff members. The department handles student exchange programs in an intensive manner, but daily support for foreign students is provided by each department.

#### 4. **École Centrale Paris (ECP)**

[http://www.ecp.fr/index\\_html\\_en](http://www.ecp.fr/index_html_en)

Interviewees: Daniel Grimm, Professor, Vice President

Emile Esposito, Professor responsible for policy measures

Jean-Hubert Schmitt, Professor, Director of Research

Barbara Catalano, Director of the International Exchange Department

Fouad Bennis, Director of international exchange at the Nantes Campus

#### Background

- ECP is one of the France’s grandes écoles in the field of engineering. It is a high-level professional education institution with a small number of students.
- To enter a grande école requires completion not only of the baccalaureat (certification of high school degree) but also the scientific baccalaureat. Students need to pass the competitive examination of each grande école after completing two-year grande école preparatory classes. (Number of students reaching baccalaureat age: 760,000; number of students admitted by ECP: 1,200)

Grandes écoles are “elite” training institutions in France.

- Sixty percent of the budget of the four universities of École Centrale Intergroup (Lyon, Nantes, Paris, and Lille) is publicly funded, while 40% is privately funded.
- The group has 650 doctor’s course students, 260 full-time researchers, 600 full-time faculty members, and 1,950 part-time instructors (chiefly engineers playing an active role on the business front).

#### Educational System

- ECP emphasizes basic ability in science and mathematics through a five-year integrated educational program (two-year preparatory class, two-year grande école core course, and one-year grande école advanced study). It aims to develop well-rounded engineers with deep understanding of theories and concepts.

A master’s degree is awarded upon completion of ECP. Students who hope to earn a doctoral degree continue to engage in research activities at ECP.

ECP believes that its system is incompatible with the two-cycle system (three-year

undergraduate course and one- to two-year master's course) advocated in the Bologna Process.

- Internships is a compulsory element of the core course. The period of internship is between six weeks and three months including six-week overseas internship. ECP sends students to IHI Corporation in Japan.

In addition, full-time internship is mandatory in the advanced study stage.

#### Double Degree Program at Master's Level

- ECP is promoting double degree programs at master's level, utilizing a consortium named T.I.M.E. (Top Industrial Managers for Europe) established by ECP in 1989. (<https://www.time-association.org/>)

This system is aimed to provide ECP students with an opportunity to study abroad without interrupting the five-year integrated program, and to accept the most distinguished students from abroad.

- Regarding the student exchange programs, both ECP and partner universities operate compulsory foreign language courses and students must acquire sufficient foreign language ability. This is a measure based on recognition that learning foreign languages and acquiring the ability to adapt to and understand different cultures will contribute to development of human resources who can respond to globalization in a real sense.

- Learning English is essential because English is frequently used as a tool for communication in the faculty's actual research activities and communication with faculty and foreign students at laboratories. However, ECP thinks that teaching its programs in French (the local language) will enhance understanding.

- Keio University and Tohoku University in Japan are members of the consortium. ECP is currently negotiating with other universities.

- Regarding students from Japan, ECP has difficulty evaluating (academic) ability. ECP cannot judge whether the student has the academic ability required by ECP due to differences in subject/course descriptions, evaluation terms, etc.

- ECP is considering requiring students who do not participate in the double degree program to participate in other international activities.

#### Research Activities and Collaboration with Other Universities, etc.

- ECP is deploying various research activities with a primary focus on eight laboratories under collaboration with the National Center for Scientific Research (CNRS) and industry.

- ECP opened a research master's course in collaboration with other universities in 2004. This course enables students to learn basic research methods, etc. and plays a role of supplemental education for students who hope to advance to the doctoral course.

#### Organization for International Activities

- "Internationalization" has been the top-priority issue over the past 20 years.

ECP's internationalization policy is developed based on surveys of trends in higher education institutions overseas conducted by the faculty of the International Affairs Division, as well as industry needs. ECP is developing a specific implementation plan, and its missions, etc. penetrate throughout the institution.

- The International Affairs Department that controls international operations is located under the director of the Educational Affairs Department. However, actual international affairs are handled by each department.

- "Internationalization" is naturally envisaged under the contract with the Ministry of Youth, Education and Research. ECP receives other government research funds in addition to the funds provided by the ministry.

## **5. Institutional Management in Higher Education (IMHE), Organization for Economic Co-operation and Development (OECD)**

[http://www.oecd.org/department/0,2688,en\\_2649\\_35961291\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/department/0,2688,en_2649_35961291_1_1_1_1_1,00.html)

Interviewees: Jacqueline Smith, IMHE officer responsible for EDU/EMI

Hiroyuki Hase, Education and Training Policy Division

Accompanied by: Ei Takeuchi, First Secretary of the Permanent Delegation of Japan to the OECD

### Recent Activities related to Internationalization

- In 1998, OECD/IMHE conducted a survey of internationalization and quality assurance in higher education. Contexts and meanings of “internationalization” vary by country and there are a variety of different efforts, activities, and backgrounds to internationalization in higher education.

The results of the survey are compiled in a publication entitled *Quality and Internationalisation in Higher Education (1999)*. Efforts in the International Quality Review Project (IQRP) are described in the publication as research on methods to evaluate internationalization in higher education.

- This publication is a sequel to *Strategies for Internationalisation of Higher Education – A Comparative Study of Australia, Canada, Europe, and the United States of America (1995)* and *Internationalisation of Higher Education in Asia Pacific Countries (1997)*.

By reading the three publications together, readers can gain a better understanding of the meanings of and efforts towards internationalization made by higher education institutions around the world, as well as differences in backgrounds and incentives. The publications also reveal differences in how internationalization efforts are evaluated.

- OECD/IMHE is currently conducting a statistical survey of faculty and researchers from a demographic viewpoint, and is interested in the issue of researchers’ mobility in the field of science and technology.

## **6. Université Paris-Sorbonne Paris IV**

<http://www.paris4.sorbonne.fr/en/sommaire.php3>

Interviewees: Flora Blanchon, Professor responsible for Asia

Sylvie Guichard-Anguis, Researcher (former JSPS fellow)

### Positioning of Internationalization

- The university is promoting internationalization with the aim of becoming a world-class research and education institution, based on the scheme formulated by the European Higher Education Area.

- The faculty and staff believe that international exchange will promote the traditional research and academic strengths of the university and bring benefits to students from around the world by the introduction of the three-cycle system of undergraduate, master’s, and doctoral courses based on the Bologna Process.

### Organizational Structure

- In 2004, the International Affairs Division became independent of the Educational and Academic Affairs Division and set up an office (International Relations Division with eight personnel) directly linked to the staff under the President.

In December 2005, the university established the Internationalization Promotion Steering Committee under the leadership of the President. The committee is responsible for development and implementation of the university’s internationalization policy.

- Each of the 20 faculty members on the committee is assigned responsibility for a particular region. The International Relations Division, as the only administrative organ involved in

internationalization, is in charge of the administrative affairs of the Internationalization Promotion Steering Committee, collects technical data and materials related to internationalization, and keeps in close communication with the Scientific Policy Board as well as the Board of Directors, which is the top organ in the university.

Contract with the Ministry of Youth, Education and Research

- Integration of foreign students/researchers and French students/researchers is a basic goal of the current four-year contract (2006-2009).

Specifically, the university aims to simplify the application system for foreign students as soon as possible. It also plans to establish a French language learning support system for foreign students and promote study abroad programs for French students in response to the expansion of the Socrates/Erasmus Program.

- The Ministry of Youth, Education and Research evaluates French universities every two years. The ministry compares and ranks the universities. However, the evaluation results are not made available to the general public.

Educational Programs

- The university opened an extension campus in Abu Dhabi and is providing education in the French language. There are some high schools in Abu Dhabi that teach their curriculums in French, and it is expected that graduates from these high schools will enter the university.

- The university hopes to activate cooperation and exchange with Japanese universities in the fields of humanities and social science. It has agreements with Hiroshima University, Nagoya University, and Waseda University.

- Many universities in Paris do not have their own accommodation. The issue of accommodation is an impediment to accepting foreign students.

## **The Netherlands**

### **7. Nuffic (Netherlands Organization for International Cooperation in Higher Education)**

<http://www.nuffic.nl/>

Interviewees: Jindra Divis, Director of the Dutch NARIC/ENIC

Dirk Haaksman, Deputy Director of the Centre for International Recognition and Certification

Astrid Scholten, Manager responsible for evaluation, Centre for International Recognition and Certification

Marijke Blom-Westrik, Centre for International Recognition and Certification

Janina Victor, international academic exchange policy advisor

Jacques van Vliet, Manager of the International Marketing Department

Accompanied by: Masahiko Chiseki, Osaka University Groningen Center (until February 17, 2006)

Background

- Nuffic was founded in 1952 by Dutch universities. It originates from an institution that was responsible for educational and development projects in Indonesia. Nuffic is currently a government-affiliated nonprofit organization composed of the following four departments.

Development Cooperation:

Cooperation for development of higher education in developing countries based on EU and Dutch government funds

International Marketing:

Support for Dutch universities' foreign student recruitment activities

Nuffic has offices in China, Indonesia, and Vietnam at present and plans to increase the number of offices to ten in the future. It also has affiliated offices in Hong Kong and Taipei.

#### International Academic Relations (internationalization) (Scholarship Unit and Policy/Expertise Unit):

Promotion of scholarship programs for both inbound and outbound students, international interuniversity exchange and cooperation, and improvement of the environment for accepting foreign students/researchers

#### Credential Evaluation:

Evaluation of academic credentials and diplomas issued by foreign institutions and submitted by foreign applicants who hope to study at a Dutch university, and evaluation of immigrants' job qualifications and academic/expertise certificates.

#### Credential Evaluation

- As a result of the promotion of mobility of students and workers including researchers within the EU, it has become more important to ensure correct understanding and evaluation of academic credentials, diplomas, and various certificates of qualification issued in foreign countries. To respond to this need, the National Academic Recognition Information Centres (NARIC) and the European Network of Information Centres (ENIC) have been established as networks of information centers in the EU related to evaluation of credentials and qualifications.

Nuffic is serving as the Dutch center for both these networks.

- Twelve evaluators (full time/part time) are in charge of different areas, languages, and educational systems (U.S. and U.K. types), and give advice to universities based on the results of their evaluations.

#### Effects of the Bologna Process

- The Netherlands initiated reform based on the Bologna Declaration as early as September 1, 2002. It plans to complete the shift to the Bologna Process (three-year undergraduate course and one- to two-year master's course) in 2005 or 2006 at undergraduate level, and in 2006 or in 2007 at master's level.

- In terms of students' mobility, diploma mobility (global mobility of degree-seeking students) is increasing among students undertaking a master's or doctor's course, while credit mobility (studying abroad for one to several semesters, transferring the credits earned during this period to the home university, and graduating from the home university) is increasing among undergraduate students. In respect of diploma mobility, in particular, major impetus is being provided by the Erasmus Mundus scholarship that allows students to study at multiple universities and earn a master's degree (joint degree program).

- Universities in Europe expect that student exchange centered on joint degree and double degree programs will be expanded in the future because the universities do not want to lose their home country students permanently.

#### Response to Researcher Mobility

- Helpdesk activities: ERA-MORE

Nuffic set up a helpdesk for people associated with Dutch universities and foreign students/researchers. Many people are using it for immigration control procedures.

The helpdesk for researchers functions as an ERA-MORE (the European Network of Mobility Centers: European Research Area-Mobile Researchers) portal. Establishment of these portals is promoted by the EU Commission in the Netherlands. The commission plans to further develop the portal over the next three years.

The helpdesk provides practical information on matters such as health insurance, pension insurance, family affairs and accommodation, in addition to information on researcher job vacancies, fellowships, and research grants. Nuffic is currently creating a database of such information.

Nuffic is strengthening networking with industry to involve corporate researchers in addition to those attached to universities..

- Provision of training programs for university staff

Nuffic holds training for administrative personnel who are newly assigned to international exchange, training on immigration control procedures (on a fee-paying basis), and individual seminars to support improvement of international affairs at universities.

- Survey activities

Nuffic conducts periodical surveys of students'/researchers' mobility in the Netherlands. It also conducts surveys commissioned by the Dutch government on impediments to the researcher mobility scheme suggested by the EU Commission.

#### Government-level Internationalization Efforts

- Nuffic noted the following four points as characteristic of internationalization in the Netherlands.

- a. The country is fully prepared for introduction of the new student exchange system within Europe.

- b. A growing number of German students are coming to the country seeking to earn master's degrees.

- c. The number of privately financed foreign students increased until 2003 but began to decrease subsequently. This is probably a rebound from the rapid, short-term increase in foreign students that exceeded capacity in Dutch universities.

- d. There has been a steady increase in the number of curricular programs taught in English by Dutch universities (1,300 programs at present).

- The Ministry of Youth, Education and Research published a policy paper on internationalization in November 2004. The ministry publishes these papers every several years. The key points of the most recent policy paper are as follows:

- a. Strengthening the scheme of the European Higher Education Area

Strengthening quality assurance and authorizing use of scholarships abroad to promote student mobility

- b. Mainstreaming internationalization

- c. Strengthening the shift from quantity to quality

- d. Promoting brain circulation

Consideration of a new scholarship system

Establishment of a university "Code of Conduct" – A code related to accepting foreign students is currently under development.

### **8. University of Amsterdam**

<http://www.english.uva.nl/>

Interviewee: Mariette J. J. Diderich, international exchange/academic measures advisor

#### Organizational Structure

- The University of Amsterdam is implementing international activities as one of the basic activities in the mainstream of the university's education, research, and management/operation, adopting a system where each department promotes internationalization individually (a mainstream model).

- The internationalization policy of the university is incorporated into the university-wide policy on education and research and plans are developed every four years. Internationalization policy is determined at a meeting of the executive board composed of the university's directors and deans.

- "Internationalization" is positioned as a high-priority issue under the strong leadership of the president.

The university attaches more importance to internationalization from educational aspects than to research aspects and encourages incorporation of international elements into the curriculum.

- Internationalization is reviewed as part of accreditation by the government (Ministry of Education). The processes of accreditation and quality assurance review (evaluation) are integrated and also linked to the evaluation of plans and goals conducted every four years using a benchmarking approach.

#### Educational Programs

- Upon the introduction of the Bologna Process, the former four-year first degree programs were reorganized into three-year baccalaureate degree and one-year master's degree programs. This made the overall curricular structures tight and inflexible, preventing students from spending a year abroad, so study abroad patterns have been changing recently. An increasing number of students now apply for joint or double degree programs to avoid wasting time.

#### New Scholarship System

- The Dutch government abolished financial support for students from non-EU countries in 2008. Funds previously used for this support have been transferred to new foreign student scholarship programs. Therefore, each department is required to have a clear policy and a concrete plan for accepting foreign students.
- With regard to financial support for the Socrates/Erasmus Program, the European University Association (EUA) is lobbying the EU Commission on behalf of universities.

### 9. Leiden University

<http://www.leiden.edu/>

Interviewees: Robert Coelen, Vice President International

Hendrik Jan Hobbes, Manager responsible for international collaboration

#### Organizational Structure

- "Leiden World Wide", an organization auxiliary to the university, was previously responsible for international activities, chiefly the recruitment of foreign students. The system was reviewed in 2005, with personnel reshuffled and international operations were re-incorporated into the main internal university structure with personnel.
- The university appointed Dr. Robert Coelen, a Dutch researcher who has 13-year experience as an executive officer, etc. at an Australian university, as Vice President International and established a headquarters system directly subordinate to the President (central office).
- The role of the Vice President includes not only management of the university-wide strategy but also a planning/consultancy function, examining past results and current research/educational activities in each department and exploring how they can be developed into new international activities.

#### Background to Reorganization

- In conjunction with the launch of the university-wide five-year plan for 2005 to 2010, Leiden University began to consider a new international strategy in March 2004. It developed and announced the strategy "Focusing on Talent" (original title in Dutch) in April 2005.

Based on the ideal of "aiming to become a world-class research university", the university confirmed that it would endeavor to enhance the quality of activities in recruiting distinguished human resources and accepting talented foreign students, as well as improving the quality of education and research.

- The university recruited a large number of foreign students under the initiative of the executive office before the new international strategy was developed. In doing so, however, the university did not give sufficient consideration to the opinions of its departments and faculty members in terms of assuring the quality of foreign students and educational programs. This increased discontent within the university.

#### Current Efforts

- Leiden University is considering an action plan to realize international strategy under the initiative of the President and Vice President. However, it is necessary to develop a master plan based on an understanding of internationalization needs and intentions of each department. To this end, the university is promoting internal coordination with the Vice President playing the role of consultant.

- The headquarters (central office) is responsible for comprehending the current state of internationalization (position of Leiden University in Europe and the world) and determining the future direction, vision, and plan.

- In reality, research universities have difficulty implementing unified university-wide international programs. Therefore, it is necessary for each department to develop international activity programs based on its characteristics and needs.

- The headquarters (central office) needs to enhance motivation and give incentives to each department to engage in international research/educational activities.

- The university plans to teach all master's course curriculums in English within several years (in line with the Netherlands' reform of the higher education system).

This is a measure based on the judgment that students in the EU will be able to select a master's course program at any university within the EU after completing the undergraduate curriculum, and that Leiden University will need to offer the curriculum in English if it is to recruit many students from both the Netherlands and other European countries.