

# Global Policy Fellows Programme The Netherlands

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# Main access and equity issues in tertiary education in the Netherlands

- Completion rates for non-western immigrant populations remain lower than for other populations.
  - Tracking students at the age of twelve (“early tracking”) makes it difficult for them to change curricula in secondary school.
  - Early tracking more disadvantageous for pupils with a low social economical status.
  - Current policy is aimed too much at traditional age college students with good preparatory training.
- The number of students above 30 remains low.
  - Full-time students who complete their degrees quickly are favoured over part-time students
  - Students who do not start their studies before age 30 lose both institutional and student subsidies.



# Scope

- Lifelong learning policy in relation to equity and access in tertiary education (European and national concerns)
- Ethnicity and social economical status in relation to equity and access within the Dutch educational system.
- Activities



# Introduction



EUROPEAN  
COMMISSION



- *“Most competitive knowledge-based economy in the world by 2010”*

At the Lisbon summit in March 2000, European Union leaders set out a new strategy, based on a consensus among Member States, to modernize Europe. This became known as the “Lisbon Strategy. After initially moderate results, the Lisbon Strategy was simplified and relaunched in 2005.



# Growth and jobs

- Agreed in 2000
- 2000 – 2005 moderate results
- Relaunch in 2005
- First cycle: 2005 – 2008
- Midterm evaluation of the first cycle in 2007
- Second cycle: 2008 – 2011
- Annual progress report



# Main targets

- Before 2005 there were too many disparate targets
- After the relaunch in 2005 two headline targets:
  1. total (public and private) investment of 3% of GDP in research and development by 2010
  2. an employment rate (the proportion of Europe's working age population in employment) of 70% by 2010.



# European concerns on education and labour market needs

- Europe has a shortage of 800.000 researchers
- NL will have a shortage of employees of 700.00 in 2040
- Already serious shortage of employees in the transport and logistics sector
- 80 mln Europeas have no starting qualification
- Consistent functional analphabetism (less then 2 years of scholing)
- Digibitsm
- Ineffective and inefficient national education systems

(source presentation at Neth-ER June, 2008)



# Lisbon strategy & education

- Raising the standard of learning in Europe
- Making access to learning easier and more widespread at all times of life
- Updating the definition of basic skills for the knowledge society
- Opening education and training to the local environment, to Europe and the world
- Making the best use of resources
- Developing a new partnership with schools



# Main targets on lifelong learning

- In 2010 12,5% of people aged 25-64 should be enrolled in learning or training activities.
- The Dutch target is aimed at 20%.



# European aims on lifelong learning

- Moving from initial to lifelong learning
- Moving from elitarian to equal opportunities
- Moving from public financed education schemes to mixed finance schemes
- Working towards validation of informal and non-formal learning
- More interest in intersectoral mobility

(source: Neth-ER presentation June, 2008)



# National concerns on lifelong learning

- The Netherlands scores low on adult learning compared to EU average. This is mainly because students above 30 do not receive the same financial support as traditional age college students.
- The increase of students above thirty has been slow

- *" .. the Netherlands rate of enrolment beyond age 30 is roughly half of the OECD average. This spells trouble for a country that aspires to be a leader in a knowledge based world, as knowledge bases are in continual change and leading countries are likely to be those that provide lifelong tertiary education to their populations"*  
(OECD, 2007)



# “Leren en Werken”



O N D E R  
N C S I M  
L T U U R  
N E T E M  
S C H A P



# Lifelong Learning & Working in the Netherlands (1)

- In 2005 the Ministry of Education and the Ministry of Social affairs and Employment started an interdepartmental Project unit for Learning & Working (PLW).
- 2005 - 2007
- Evaluation 2007
- 2008 – 2011
- Main targets & programs



## Lifelong Learning & Working in the Netherlands (2)

- The goal of PLW is to stimulate lifelong learning. Lifelong learning is seen as an important instrument to strengthen the relationship between higher education (especially *hogescholen*) and the labour market, which is necessary given the need of a highly educated workforce.



# Lifelong Learning & Working in the Netherlands (3)

- A few major programme lines have been set up:
  - Stimulating work-based learning and accreditation of prior learning, especially by stimulating the development of collaboration agreements concerning these issues between employers, education providers and local governments in regions.
  - Providing information on lifelong learning-possibilities to citizens and employers by means of an internet portal, a campaign aiming at reaching the general public, etc.
  - Trying to find innovative initiatives concerning LLL and to apply them on a larger scale.



# Equity within primary, secondary and tertiary educational levels

- Primary education: Gewichtenregeling – since 2006 education level of parents main determinate of extra financial support to schools (before also occupation and ethnicity of parents included).
- Secondary education: Regeling Leerplus Arrangement & Nieuwkomers VO – since 2006 living area (when at least 30% of the enrolled studentpopulation of a certain school lives in certain “poverty cumulationareas” for 2 years in a row) is the main determinate to grant extra money to the school but there are plans to change to include educational and income-level of parents and “tracking record” of individual students once the infosystems can be combined.
- Tertiary education: diversity policy.



## Equity and diversity policy within tertiary education

- How the government stimulates the development of talents with a migrant background:
  - Agreements MoE-HEIs
  - Ministry's ambition to increase the study success of students with a migrant background
  - ECHO initiative
  - UAF
  - Mozaiek programme



## Access and social economic status

Student support system considers:

- Income of parents
  - Parental income below a certain level entitles the student to supplementary grants from the government. In 2008 the student is entitled to a maximum additional allowance of € 2736 per year in the case of a parental gross income below € 32.000.
- Family situation (number of children)



# Main policy gaps

- Different definitions of disadvantage and different policies in different levels
- Lack of communication, chain responsibility and coherence among different policy on different levels
  - Strengthened by the system of “system responsibility”: the minister lacks power to interfere with the content of education, he is only responsible for the functioning of the system.
- Lack of political commitment to change the system
  - Segregation in education somewhat taboo and resistance to change



# Influencing policy (1)

- Round table session in September on the importance of adult learning and APL in specific from an economic perspective:
  - The role of government in stimulating adult learning
  - Connection between demand and supply within the educational system
  - Profile of future employees



## Influencing policy (2)

- Speeddate for policymakers at different educational levels
  - creating a network of professionals



# Final thoughts

- Operating in networks of experts
- Pro-active & hands-on

