



Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	The Netherlands
Date	21 november 2008
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Contributors to the report	VSNU, HBO-raad, ISO, LSVB, NVAO, Nuffic

1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

-A short cycle within the first cycle has been introduced as a pilot from 2006-2010 and is regulated by law since 2007. The short cycle degree is called "Associate degree" and values a minimum of 120 ECTS. Pending the results of the evaluation of the short cycle, the pilot-phase might be shortened to 2009 after which the short cycle will be fully implemented.

-The Lisbon Recognition Convention is ratified in 2008 and corresponding legislation implemented. The principles of admission of students are put into practice in line with this LRC.

-The National Qualifications Framework Higher Education has been drafted. The international selfcertification process takes place in November 2008 under the leadership of the NVAO.

-A legislative proposal to enable institutions to set up "joint degrees" will be sent to Parliament before the end of 2008.

-The number of enrolments in Higher Education is still increasing (596.400 in 2007)

-The number of HEI's has slightly decreased due to mergers.

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

-The "regie groep" a "conducting" co-operating committee consists of representatives of the government (ministry of Education, Culture and Science), the rectors conferences (VSNU and HBO-Raad), the private institutions branche organisation (PAEPON), the student organisations (ISO and LSVb), the quality assurance organisation NVAO, the employer organisations (VNO-NCW and MKB) and the employee organisations (via AOb) and a representative of the Bologna Experts. The Committee follows developments and signals strength and weaknesses in implementation of the process. It also advises on new focus. This Committee is chaired and administered by the government.

-Decisions on implementation of the process take place during regular meetings at chief executive level.

-The Bologna experts, who have been selected on the basis of their experience with the Bologna Process, play a stimulating and coaching role towards institutions regarding the implementation of aspects of the Bologna agreements.

-On request of the government, Nuffic is providing information on the state of the art of internal Bologna reforms within Higher Education institutions.

a) Does your country have a national working group for Bologna follow-up ¹

Yes No

b) Does your national Bologna follow-up group include representatives of

Ministry Yes No

Rectors' conference Yes No

Academic staff Yes No

Students Yes No

Staff trade unions Yes No

National Quality Assurance Agency Yes No

Employers Yes No

Other (please specify) :

-Rectors' conference includes three rectors' conferences (VSNU, HBO-raad en PAEPON)

-Representative of the Bologna Experts group

c) Does your country have a Bologna promoters' group²

Yes No

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

- d) Does your national Bologna promoters' group include representatives of
- | | | |
|---|---|--|
| Ministry | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Rectors' conference | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Academic staff | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Students | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Staff trade unions | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| National Quality Assurance Agency | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Employers | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Other (please specify) <u>NUFFIC/EnicNaric: yes</u> | | |

Please add any additional comments if necessary:

The Dutch Bologna Experts have applied for a shared tender with the UK Bologna experts

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

100%

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
total 2007: 584980	In 2007: 566176 in 2-cycle degree. (18804 students are still enrolled in the old "undivided" studies).	96.8%

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

-The degree structure is fully implemented.
-Evaluation of the degree structure took place in 2008, five years after implementation.
-Outcome of the evaluation: in academically oriented programmes emphasis on proper finalisation of ba-degree, and clear entrance requirements for ma-programmes is needed.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

-In The Netherlands, on average roughly 60% of the doctorates awarded are for doctoral candidates which have followed their doctoral programmes in a graduate or research school as an employee of the research university. The other 40% is awarded to so-called 'external PhD's', who have been working on their PhD-thesis at home or while employed by an organisation outside the university.

-The normal length of a PhD-programme is 4 years and candidates take on average 5 years and 3 months to complete the programme.

-Doctoral candidates are for the greater part employees of the university. The programmes comprise a few taught courses (6-12 months). The major part of the programme is devoted to independent and guided research.

-While the PhD-programmes contain only partly taught courses, credits points are not used, nor is a Diploma Supplement issued for the third cycle. In the nearby future an ECTS- system will not be introduced here.

-The candidate is supervised by his promotor (professor) and other experts within the field of research. The programme and the mutual agreements are laid down in the Training and Guidance Plan (Opleidings-en begeleidingsplan, OBP) for each PhD at the university. A serious assessment of the PhD's progress and ability to complete the programme is carried out by the promotor after the first year of the programme.

-The final assessment of the doctorate programme is carried out by the promotor, a team of peers and finally concluded by the approval of the Doctorate Board of the institution.

-In 2004, the universities have established a number of desirable competencies for the doctoral candidate in Hora Est, Renewal of Doctoral Education in The Netherlands (www.vsnu.nl). The quality of the programmes within research schools is part of the voluntary accreditation of research schools (a specific kind of research organisation, which are mostly a cooperation of several universities.

Up to 2008 there was a voluntary agreement yet, but from 2008 onwards the doctoral programmes are a mandatory element in the research assessment of research programmes of universities, through which also non-research school programmes will be assessed.

-As part of the discussion about differentiation of the 3rd cycle, a further introduction of transferable skills has been argued. Also, the majority of universities have introduced graduate schools for doctoral candidates and research master students. Through the graduate schools, interdisciplinary training, transferable skills and the cohesion of master- and PhD-training will be stimulated and strengthened. A small number of universities, have created these 'graduate programmes' of master+PhD and other universities are discussing this opportunity.

In 2009, the discussion on differentiation of the 3rd cycle will be continued. It concerns amongst others, the relation with the second cycle (master) and the diversity in doctoral programmes as a means to meet the societal demand for researchers trained more for the broader labour market (and less only focussed on academic careers). Concerning this last item, an initiative is taken by the universities to further explore the possibilities for 'dual PhD's', which are employed by partly the university and another organisation.

- The Universities of Technology in the Netherlands offer, besides the conventional 4-year research oriented (doctorate) study leading to a doctorate degree, a post-graduate (professional doctorate of engineering, PDEng) programme. This programme within the third cycle has a very different philosophy and objective and is focused on solving complex real-life industrial tasks taking into account the necessary integration of knowledge and modern computer skills for such purpose. This 2-year full-time program results in a Professional Doctorate in Engineering (PDEng) degree.

-On a small scale the government would like to experiment with research training trajects via "graduate schools that are in line with the American model". This means: a fixed time of entry, a strong focus on training in the curriculum and

an orientation year within the research school, followed by the choice of a doctorate subject and a professor.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

-The Strategic Agenda for Higher Education, Science and Research (nov 2007) emphasizes the creation of an excellent research climate by strengthening the leading role of independent and pure scientific research in a limited amount of disciplines;

-Increase of research funds provided by research councils and distribution of resources on the basis of competition, with excellence as the sole criterion;

-Increase the central role of the talented researcher by giving more freedom on deciding their subject, their institution and their professor ;

-Dutch research universities tend to score very well in European Research Schemes for grants (eg. ERC);

-In conversation with government authorities, businesses and civil organisations research at HEI's will be brought in line with social and economic needs in view of a knowledge economy, also in an international context;

-Proper interaction between courses, research and employers improves the quality of education and professional practice. Also, entrepreneurship in education is encouraged via Centres of Entrepreneurship

-HEI's give attention to so called 'valorization' (measures to utilize or exploit scientific knowledge and measures to stimulate demand-driven education).

-practically-oriented research by universities of applied science is stimulated by government. Practical-oriented professors (lectoren) are appointed to connect knowledge with conceivable consumers from business and society. Via the RAAK-investment knowledge exchange is encouraged between HEI's and research intensive SME's.

-Universities of applied sciences agreed among themselves on a code of conduct for assessing via peers the quality of practical-oriented research as a whole within the universities of applied sciences.

Investments:

-€150 million to continue the Innovational Research Scheme (Veni-Vidi-Vici).

Research Universities do not have to match the grants anymore since 2008;

-€20 million up to 2011 for big research facilities. A national road map is issued to map out priorities for large research facilities; This road map is leading in decisions on expenditures on these and extra investments (natural gas assets).

-€50 million structural investment for practical-oriented professors at universities of applied sciences as per 2008

-€11 million structural investment in RAAK to encourage knowledge exchange between HEI's and SME's.

-€27 million euros up to 2012 for the further development of the Federation of 3 technical universities (3TU-Federatie).

€30 million euros from 2008-2011 for the Centres of Entrepreneurship

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

-Priority in the Strategic agenda for Higher Education, Science and Research is to make use of research results;

-Investments in demand-driven education and valorisation improves the relation between science- and innovation policy;

-Concrete measures for this:

-demand-driven research (vraagsturing) will be fully introduced at TNO and the large technical institutes (LTIs)

-the federation of three technical universities

-the creation of centres of excellence and competences

-the creation of Centres of Entrepreneurship

-Stimulating practice-based research within universities of applied sciences in order to improve innovation at SME's. (RAAK-investments)

-With the aid of the new Knowledge and Innovation Programme department, this cabinet is working on an overall, inter-departmental strategy to strengthen the relationship between knowledge (education and research), innovation and entrepreneurship.

-Apart from innovation in businesses, the cabinet focuses on innovation in social sectors, within government and in entrepreneurship.

Percentage of GDP total: 1,73 (2006) of which

from public funds: 0,67 (government), estimate

from private funds: 0,85 (estimate)

from other sources: 0,22 (estimate) (other national sources and abroad).

Total annual national research expenditure: € 9,256 million, of which

from public funds: € 3,410 million (estimate)

from private funds: € 4,596 million (estimate)

from other sources: € 1,250 million (estimate) (other national sources and abroad)

Percentage of research carried out in HE institutions: 27.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

-Some universities apply a tenure track system which includes in some cases an up-or-out-decision after every five years.

-Data-collection on employment of doctoral graduates has recently started in cooperation with universities and CBS.

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

100%

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

b) any first cycle qualifications that do not give access to the second cycle (please specify)

not applicable

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

-It is dependent on the content of the programme

d) any further special requirements for access to a second cycle programme in the same field of studies

-It is dependent on the content of the first cycle programme and the content of the second cycle programme.

-In case of doubt Accreditation of Prior Learning is applied

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
holders of particular first cycle qualifications	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

100%

b) any second cycle qualifications that do not give access to the third cycle (please specify)

not applicable

c) any measures planned to remove obstacles between cycles

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

Research universities:

-96.6% = percentage of employed graduates from research universities

-64% = percentage of graduates at research universities that is employed 1.5 year after graduation at least at the qualification level of their studies.

Universities of applied sciences:

-96.9% = percentage of employed graduates at universities of applied sciences.

-85% = percentage of graduates at universities of applied sciences that is employed 1.5 year after graduation at least at the qualification level of their studies

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes No In some cases

If no, or in some cases only, please explain the current situation:

-This is not applicable as public service profession is not regulated. A HEI qualification is usually asked in recruitment procedures.

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment

If the answer to d) is Yes, please answer the following questions:

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment It is set by law to issue a Diploma Supplement. The issue of the Diploma Supplement by European format has not (yet) been set by law.

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed Started, but not yet completed Not yet started

Comment The NQF is drafted and has been sent out for verification to an international panel. The international panel gathers in november 2008.

i) Has the self-certification report been published?

Yes No

Comment the draft report has been published.

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

The NVAO (Accreditation Organisation of the Netherlands and Flanders) has been positively reviewed by an external international panel in 2007

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives:

- Other measures

Yes No

If Yes, please outline these measures

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

⁸ <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

-All recognised HEI's and NVAO accredited programmes have an internal quality assurance system. The internal quality assurance system is being assessed through programme accreditation, and a positive assessment is required for accreditation.

-The implementation of this internal quality system differs between universities. It will become more important with the modification of the current accreditation system, to be introduced in 2010. Part of the modification is the introduction of an institutional audit, which comprises a review of the institutional internal quality assurance system.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

- systematic review of every programme, every 6 year, as preparation for accreditation
- student evaluations
- awards for best students, best students from underrepresented groups
- awards for best lecturers
- institutional research (data/research)
- teacher training ("basic qualification in education")
- quality handbooks
- exit interviews

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

-Learning outcomes are an integral part of the programme accreditation. The way universities assess students in order to measure their achievements differs between HEI's and programmes.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs

Most HEIs

Some HEIs

No HEIs

Additional information if necessary

-An information system funded by the ministry and checked by an independent committee maintains and updates a database on quality indicators of all programmes in the Netherlands (www.studiekeuze123.nl or www.studychoice123.nl). Programmes are provided in Dutch and English.

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

-An accreditation procedure is obligatory for all new and existing programmes since 2003. NVAO accreditation is necessary for all bachelor (including associate degrees) and master programmes.

-An accreditation is needed for government recognition of degrees, government funding and the right of students to obtain governmental student support.

-A yes or no decision on continuing the accreditation is needed before six years has passed after the previous accreditation procedure.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

The third cycle programmes are not accredited but their quality is verified by peer review organised by research universities.

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date Nov 2007) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes No In some cases
- b) as full members in external review teams Yes No In some cases
- c) as observers in external review teams Yes No In some cases
- d) as part of the decision making process for external reviews Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes No In some cases
- g) in preparation of self-assessment reports. Yes No In some cases
- h) in follow-up procedures: Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

-11a: Students are in the advisory board of the QA, a doctoral student is member of the Board.
-Student organisations are involved in legislation making process

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes No In some cases
- b) the external evaluation of national quality assurance agencies Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes No In some cases
- d) membership of ENQA Yes No In some cases
- e) membership of any other international network Yes No If **Yes**, please specify:

ECA and INQAAHE

Please add any additional comments, especially if there is no international involvement in any of the aspects:

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

-By Dutch law, all HE institutions are required to issue a Diploma Supplement. However, the EU/CoE/UNESCO format is not mandatory (yet) and is not used by all institutions.

-This became clear when the team of Bologna Experts carried out a survey on the Diploma Supplements issued by Dutch higher education institutions in 2006. It is expected that the situation has improved, but that the majority of institutions still does not use the EU/CoE/UNESCO format.

-The government will start a policy consultation with the HEI in order to stimulate the issue of the European format .

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* English and Dutch
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment

-The experience in HEI's is that not many foreign qualification holders present a Diploma Supplement when applying for admission to a higher education institution. It does not appear to be widely used as yet.

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment

-There is hardly any experience in the Netherlands yet with presenting a Diploma Supplement by international students

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment yes, they do not need.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved: 7.30d artikel WHW inserted

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved:

ii) Recommendation on the Recognition of Joint Degrees

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

Yes No

If Yes, please demonstrate how it is achieved: no distinction is made, it goes for all degrees

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved:

- the practice of Quality Assurance
- the Dutch Code of Conduct for institutions
- the accreditation requirements
- incidental checks by the Inspectorate

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level

- by exam committees and the existence of appeal procedures
- when required: evaluation of foreign qualification based on the LRC criteria by the Dutch ENIC

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level

- the application of the principles of the LRC in the law and by institutions
- the exam committees
- the existence of appeal procedures

lii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level

- the application of the principles of the LRC
- the exam committees
- the existence of appeal procedures

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice :

- www.studychoice123.nl or www.studiekeuze123.nl
- www.studyin.nl

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

nationally:

-advisory role at the request of hei

-information role when approached by individuals, such as

-information on the application of criteria for recognition in line with the LRC

-information on the actual recognition in the Netherlands at system level of diplomas and degrees of LRC-countries

internationally:

-comparison role

-information role, such as

-information on the application of criteria for recognition in line with the LRC

-information on the actual recognition in the Netherlands at system level of diplomas and degrees of LRC-countries

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

-clear description of entry requirements of each master programme

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits

100% 75-99% 50-75% <50%

b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

¹² Please refer to definitions in the ECTS User's guide,

http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

No In some programmes In the majority of programmes
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain:

- The Netherlands participates in the AHELO feasibility study of the OECD;
- Nuffic/EnicNaric participates in an international project on the understanding and specific description of learning outcomes;
- The NVAO and Bologna Experts plan to organise an event on the understanding of learning outcomes.
- The Netherlands actively participates in the Tuning-project.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain:

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain:

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify:

-Recognition of Prior Learning (RPL) is an essential element of the lifelong learning policy of the Netherlands.

-The Dutch government is stimulating and subsidizing the development of a national infrastructure for RPL.

-The APL Knowledge Centre, established by the government, supports this process.

-RPL-procedures are used to formally recognize and accredit competences developed through formal, informal and non-formal learning. The government also started a national campaign (TV, radio, internet) promoting RPL.

RPL-procedures in the Netherlands are not nationally established, but are developed 'bottom up', by providers of RPL-procedures. These providers are educational institutions (both government funded and private) and specialized RPL-companies. In the Netherlands there is an open market for RPL.

-In November 2006 a national quality code for RPL was established and agreed on by all stakeholders. The providers of RPL-procedures are assessed according to the national quality code for RPL, in order to receive accreditation for their RPL-procedures. Accreditation (by the national Knowledge Centre on RPL) is required to be registered in the national RPL-register. Registration is needed in order to allow the clients to benefit from the tax measures the government provides for RPL. Only RPL-procedures based on national learning outcomes (secondary vocational education and higher education) can receive accreditation and registration.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

-Exam committees of the educational institutions have the authority to determine how many credits are allocated to the qualifications in the nationally established learning outcomes.

-There are no nationally established educational programmes in higher education nor nationally established rules for the allocation of credits towards qualifications.

-Within the context of accreditation of programmes exam committees need to

justify their decisions on allocation of credits. This is required by national legislation.

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

-same situation as described in b) applies

-National legislation entitles the exam committees to allocate credits for exemption from programme requirements and holds them responsible and accountable for this.

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

-It is up to the institutions to apply RPL. Most institutions have procedures in place and implement RPL when approached by students.

-Universities of applied sciences are currently developing and implementing flexible learning paths, to offer tailor-made programmes to RPL-participants who wish to obtain a formal degree.

-In 2007 over 4.200 participants were involved in RPL-procedures in universities of applied sciences.

-In research universities the Colloquium Doctum procedure is in place, which involves RPL. The 'Open Universiteit' (Open University) has free entrance.

-In the Netherlands, participants (or their employers) pay the RPL procedures and participants can benefit of tax measures.

-There are still challenges though, such as recognition and acceptance of RPL-assessments by other institutions.

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

-The government promotes the development and implementation of flexible learning paths by subsidizing projects in higher professional education, in which tailor-made programmes for work-based learning are established.

-The target group for these programmes are mainly working adults who participated in a RPL-procedure and aim to obtain a formal degree at higher professional education level.

-Most institutions offer educational programmes in a modular structure, but those modular programmes don't offer the flexibility required to accommodate the needs of working adults and to offer tailor-made programmes in which all previously acquired competences are really accredited. In their project proposals institutions need to make clear what the demand in the labour market in their region is for those flexible learning paths.

-Criteria for a government subsidy for flexible learning paths is evidence of a substantial demand by the labour market. No criteria as to the kind of participants are applied for these projects.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation

-The flexible learning paths developed in projects as described above are required to lead to formal degrees at the level of associate degree, bachelors degree or masters degree.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

-The (temporary) funding of the projects is used to develop and/or hire expertise on development and implementation of flexible learning paths. The national expertise center on RPL and the government body for 'working and learning' facilitate exchange of expertise and offer (advisory) support to the projects.

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

-Potential students are entitled to RPL-procedures

-The entry requirements are not changed or flexible, but through RPL additional forms of assessment are introduced. RPL-procedures are financially encouraged.

These RPL-instruments are aimed at widening participation in higher professional education, mainly of working adults.

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

-A large variety of methods are used. Modular systems, e-learning, tailor-made work based learning, blended learning (and combinations).

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

-All HEI's offer modular structures. As mentioned above modular structures are not the answer to the demand for flexible tailor-made programmes, in which the workplace of the participant is used as a place where (part of) the learning activities take place (workbased learning).

-To achieve wider participation of working adults, flexible tailor-made learning paths are necessary and subsidized.

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

-The current 15 projects in higher professional education started in January 2008. The objective of these projects is to realize a total of 3.750 participants in those tailor-made programmes for workbased learning. The project results will be reported to the Dutch government by May 2009, they are not available yet.

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

-Joint programmes are fully allowed. They have been encouraged at the border regions. Obstacles consist in practicalities such as the entrance level requirements, differences in tuition fees, counting the students in formula-funding.

ii) awarding joint degrees?

Yes No

If No please explain what are the obstacles

-Up to the present there is no regulation regarding joint degrees but it is not prohibited. To ensure and stimulate the possibility, specific legislation enabling joint degrees will be sent to Parliament before the end of the year 2008.

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100%

50-75%

25-50%

1-25%

0%

ii) joint programmes

75-100%

50-75%

25-50%

1-25%

0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle?

None

Little

Widespread

In the second cycle?

None

Little

Widespread

In the third cycle?

None

Little

Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

-life sciences and technology/molecular sciences and technology
-medical sciences
-economics

e) Estimate the number of joint programmes in your country

-about 100 (single degrees, double degrees, multiple degrees, Erasmus Mundus programmes in which Dutch HEI's participate etc).

f) Describe any actions being taken to encourage or allow joint programmes.

-participation in Erasmus Mundus

-legislation is prepared

g) Are there any specific support systems for students to encourage joint degree cooperation?

no, but promotion for mobility grants is set up (Erasmus Mundus)

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Institutional: varies per institute.

Amongst the instruments that exist are: scholarships, joint/dual degree constructions, information providing on existing opportunities; recognition of ECTS obtained in other countries; building in "free space" in the curriculum for mobility; in some courses a period abroad is obligatory; a code of conduct signed by all HE institutes guarantees the quality of education offered to international students; housing projects to accommodate foreign staff and students; programmes to accommodate the family of incoming staff; highly equipped/experienced international offices to guide both incoming and outgoing students; validation of experience abroad in HRM; etc.

Governmental: portability of student support, various scholarships, code of conduct, NESO's abroad (promotion/information), surveys on mobility and obstacles, transparency of quality of study programmes (www.studychoice.nl)

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

Measures have been taken to speed up the visa, residence and work permit process for students and staff who want to study/work in the Netherlands.

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

Worldwide portability of student support for Dutch students and in restricted cases as well for European students. In addition to that, Dutch higher education institutions participate widely in EU mobility programmes and in national scholarship programmes. Some institutions have their own scholarship programmes.

d) Are study periods taken abroad recognised?

Yes No

Please add appropriate comments to describe the current situation:

The recognition of credits obtained during a study period abroad is a fully accepted practice in Dutch higher education, although there may be occasional problems at an individual level.

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation:

Dutch higher education institutions which recruit foreign students or receive foreign exchange students have taken appropriate measures to provide accommodation for incoming students and staff. Due to the shortage on the housing market in some cities, however, institutions are not always able to guarantee accommodation.

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation:

Both at national and institutional level, student and staff mobility is promoted. In recent years the grant subsidy schemes of the government for incoming and outgoing students have been increased.

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants. Portable student support is introduced in 2007. Dutch student support can be taken to a training anywhere in the world which in terms of level and quality is comparable to a training in the Netherlands, for which a student is eligible for student support.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.
As part of the student support loans are portable worldwide.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy
"European Higher Education in a Global Setting"

-Excellence Scholarship Programme "HSP"
-Investment in multiple NESO's (Netherlands Educational Support Offices) in 10 countries in the World.
-Set up of a studyin.nl brand
-Study visits to various countries such as USA, Canada, Australia
-ministerial visits and/or trade missions
-Government and HEI's issued a white paper on international strategy of HE (nov 2008)
-code of conduct of HEI's
-HEI's are allowed to provide scholarships to non-EU students out of state funding.
-participation at HEI Fairs

b) What has your country done to:

i) improve information on the EHEA outside Europe?

-Facilitate the Bologna Secretariat for the period 2007-2010
-Study visits
-ministerial visits and/or trade missions

-In 2008, NVAO has taken over the secretariat of the world-wide network of quality assurance agencies INQAAHE. Part of this work concerns meetings and projects which are funded by UNESCO and the World Bank.

NVAO receives many delegations from different parts of the world (e.g. Indonesia, Malaysia, Ethiopia, Argentina, Surinam, Russia, Uzbekistan etc.). Moreover, NVAO has been involved in setting up an accreditation system in Tunisia (TEMPUS project), and has contributed to meetings on (starting) accreditation in e.g. Kazakhstan and Kyrgyzstan.

-NVAO has signed mutual recognition agreements with other European accreditation organisations, and has also communicated this through international meetings and conferences. Together with its ECA partners NVAO has taken the initiative to set up the website Crossroads (<http://www.grossroads.eu>). This website aims at international students, institutions and recognition authorities (both European and non-European) who want to have more information on accredited programmes, institutions, and on higher education systems, recognition of degrees and qualification frameworks in Europe.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

-ensuring to offer high quality study programmes by accreditation.

-facilitating entrance of foreign students and researchers. Adjustments are made in the Dutch migration policy which anticipates a complete overhaul.

-Invest in research facilities to ensure excellence in research in various fields in order to attract students, scholars and early stage researchers

iii) strengthen cooperation based on partnership in higher education?

-enabling legislative reforms to stimulate and facilitate joint programmes and joint degrees

iv) intensify policy dialogue with partners from other world regions?

-Study visits

-NESO's

v) improve recognition of qualifications with other world regions?

-ratification and implementation of the Lisbon Recognition Convention

-participation in ENIC/Naric network

-In 2008, NVAO has taken over the secretariat of the world-wide network of quality assurance agencies INQAAHE and this enables the transfer of information on quality of education.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

-The NVAO has been involved in developing the OECD/UNESCO guidelines and adheres to it. Accreditation includes control of quality assurance of provisions by a Dutch institution abroad. Such accredited programmes are in principle of the same content and quality as the provision in the Netherlands.
-HEI's signed a Code of Conduct on how to deal with incoming foreign students.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied

-The NVAO verifies if the cross border education offered by Dutch recognised institutions is in principle in accordance with the education and the quality of it as the provision in the Netherlands.

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied

-Incoming higher education provisioners can be registered as being assured of quality, provided the offered programme(s) is/are accredited by the NVAO.

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

-The main goals Higher Education in the Netherlands have been written down in the Strategic Agenda for Higher Education, Research and Science in November 2007. The long-term challenge is to build up a Higher Education system that is

internationally attractive and competitive, that has an international quality reputation and that is closely connected to modern societal needs.

-The central challenge in the Dutch higher education system for this cabinet is to create an ambitious learning culture, in the sense of motivation, effort, attitude and challenge combined with an educational quality that is fundamentally sound. At the same time, the demand for more highly educated people means that participation, yield and the number of diplomas awarded will have to increase.

Important elements in this respect are:

-widening participation in HE by improving the study success, enhancing the access to HE and improving the flexibility of HE in view of LLL;

-enhancing quality and excellence in higher education and research (teaching and learning)

-The short term challenges for the Bologna Process consist of general of finalising the initial Bologna agenda:

-certify the NQF and profoundly implement it within the institutions

-arrange the possibility of joint degrees in legislation

-make sure the standard use of the Diploma Supplement in European format

The long term challenge for the Bologna Process is to further develop the European Higher Education Area. This challenge will consist of three main points:

-enhance quality and accreditation throughout Europe (ensure visibility of quality of Dutch HE, create conditions for aggregation of (clusters of) toptalent, recognise mutual accreditation;

-improve transparency and institutional diversity via classification and mapping (in order to make profiles and missions of institutions more visible so that they are able to spot their peers and to compare)

-improve mobility of students, staff and researchers (attract toptalent, ensure joint degrees, create international learning environment, recognise qualifications, ensure portability of student support) and make sure all existing obstacles are taken away;

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

A. Ethnic minorities are still underrepresented in HEI's, but the number of ethnic minorities increased in the last ten years.

-Ethnic minorities consist of persons born in another foreign country or persons with at least one parent born in a foreign country. In Dutch policy distinction is made between western- and non-western ethnic minorities. The policy on ethnic minorities is only aimed at non-western migrants because of their socio-economic background and their migration history.

-The main obstacles of ethnic minority students can be captured in three main reasons:

1. Lack of academic integration: eg. students are not well prepared for the academic environment. Examples are lack of academic skills or language skills.

2. Lack of social integration: eg. students do not feel at home in the universities, because of the culture or environment.

3. Choice of study: eg. Student tend to choose for studies with high status, such as law, economy, business etc. These choices are not always intrinsic and this can have an effect on student behaviour such as switching between studies and dropping out.

B Persons with disabilities:

-8% of the student population has a kind of disability (source: Studentmonitor 2007).

-Main obstacles are:

1. HEI's drew up policies to facilitate students with disabilities. HEI's also encourage staff to discover disabilities and give appropriate and agreed support. However HEI's sometimes do have difficulties in practice to arrange necessary facilities at the proper time and place.

2. lack of information at students side about the right to ask for adaptations and the lack of knowledge on the kind of adaptations to ask for.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

Ethnic minorities and first generation students:

- grants and loans for every student up to 30 years to finish one bachelor and one master degree programme.

- support for ethnic minorities

- incentives for higher education institutions to take action to widen access and participation.

- retention measures

Disabilities:

-Anti-discrimination-law since 2003 , legal prescriptions for HEI's to supply disabled students with examination-provisions. Structural supplementary grants for students with progress-delay due to a disability, technical/material assistance (eg. special computerequipment)

-structural financial support for an Expertisecentre with the task to support HEI's and students,

-temporal financial support for HEI's to develop structural organisation to facilitate disabled students, surveys to identify students bottlenecks, best practices, and costs involved.

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

Ethnic minorities:

A. From 2006 to 2008 the government financed (pilot)projects in 21 HEI's (in the whole country), the budget was 4,5 million euros. The goals of the projects were to increase the number of ethnic minority students and to improve the study succes of these students.

B. From 2008 to 2013 the government is financing the univerisities of applied science in the four big cities and from 2011 the research universities in the big cities to improve the study succes of ethnic minority students. The budget available in 2008 is 4 million euros and will build up in 2011 to 20 million euros per year. The focus will lie on the big cities, because the majority of these students live and study in the big cities.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

Yearly student monitor: It provides data for analysing situations regarding ethnic minorities and disabled persons providing evidence at the level of disciplines

Ethnic minorities: 13% of studentpopulation (source: Studentmonitor 2007)

- Monitor IMES: from 2006 until 2008 (21 HEI's).

IMES is the Institute for Migration and Ethnic studies, an interdisciplinary research institute that focuses on issues related to migration and integration from an international and comparative perspective.

- Statistics of CFI and CBS (of student administration: ethnic minority groups, number of participants, drop out rates, retention)
- Research done bij ECHO, the agency supporting ethnic minority students

Disabilities: 8% of the student population (source: Studentmonitor 2007).

-Evidence on the size of the group of students with disabilities and numbers involved in specified obstacles, based on surveys by Verweij-Jonker Institute in 2002 and 2005.

-Indications/evidence on delay and drop-out and student satisfaction for students using special provisions, based on student-monitor 2002.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

Ethnic minorities

- By 2013 the study success of ethnic minority students is at the same level as native (Dutch) students.

Disabilities

- 1) By 2010 more facts and figures on the situation of disabled students at HEI's.
- 2) By 2010 or 2011 a standard for minimum provisions at HEI's is being developed
- 3) By 2011 Quality assurance of educational provisions for disabled students is integrated in the general quality assurance system

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by

students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

Ethnic minorities:

- The government finances projects of HEI's to strengthen academic and social integration and to facilitate adequate study choices of ethnic minority students.
- The government has made output/target agreements with the universities.

Disabilities:

- Structural guarantee by HEI's for students with disabilities, on information and all kinds of educational support.
- Data provision by HEI on participation and success of disabled students.

Regarding formal and actual influence of disabled students: Student influence on educational programmes etc is regulated by law. Disabled students could use this possibility, but in practice this scarcely happens.

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

Ethnic minorities:

2008: € 4 million

2009: € 8 million

2010: € 12 million

2011: € 20 million

2012: € 20 million

2013: € 20 million

Disabilities:

-above mentioned structural financial support for Expertisecentre, yearly € 750.000 up to 2011

-Subsidy for development of standard for minimum provisions € 180.000

d) is there a timeline for action? If yes, please provide details.

Ethnic minorities: 2008-2013 (see c.)

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

Ethnic minorities:

-The results of the two projects (from 2006-2008 and 2008-2013) are monitored by IMES.

-Disabilities: continuation of student survey on participation and success

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

Authority:

- Ministry of Education, Culture and Science, Department for Higher Education and Student Support (contact person Trinh Ngo)

Stakeholders involved:

-Agreements on targets between ministry and HEI's.

-The organisation ECHO (for ethnic minorities) is involved in all policy development and target setting.

-Handicap & Study (for disabled students) is involved in all policy development and target setting.

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?