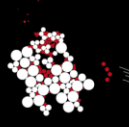


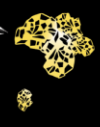

UNIVERSITY OF TWENTE.

## Access and Life Long Learning in The Netherlands



Presentation for the EQUNET/CEPS Symposium

Leon Cremonini, CHEPS  
Ljubljana, 23-24 November 2010


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### Education and Inequality

- An important avenue for social mobility for people from lower social strata who can not inherit privilege
- Contributes to the transmission of inequality between generations since it is unequally distributed between strata

*Ensuring access is critical, but what access?*

*It is important to comprehend the role of expansion in shaping inequality in educational opportunity, because expansion is an important policy tool that governments use in attempts to reduce IEO between social strata*

(Yossi Shavit, Meir Yaish, and Eyal Bar-Haim, 2007)

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### Defining Access

- Access with participation:
  - Ensuring that students are granted entry and acceptance at a higher education institution
- Access with success:
  - Need to monitor and enable students' success in their studies

*In the Netherlands students with the appropriate secondary qualification are entitled to enter tertiary education.*



*Entry with participation is not the biggest problem*

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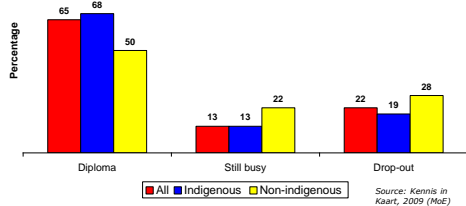
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**Performance in Higher Ed (After 6 years, HBO)**

2001 Cohort Performance (HBO)



Source: Kemmis in  
Kokars, 2009 (M&E)

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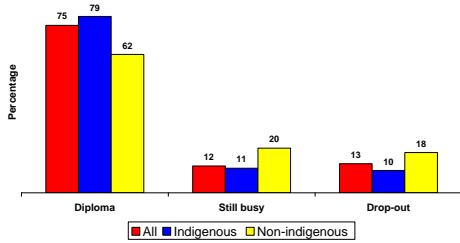
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**Performance in Higher Ed (After 7 years, WO)**

2001 Cohort Performance (WO)



Source: Kemmis in  
Kokars, 2009 (M&E)

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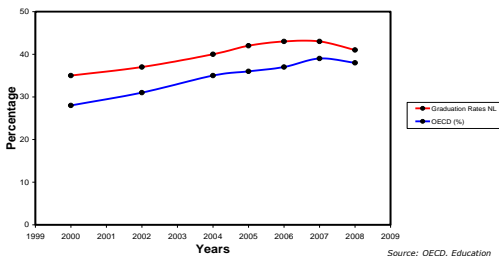
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**Graduation Rates in NL/OECD (2000-2008)**



Source: OECD, Education  
at a Glance, 2001-2010

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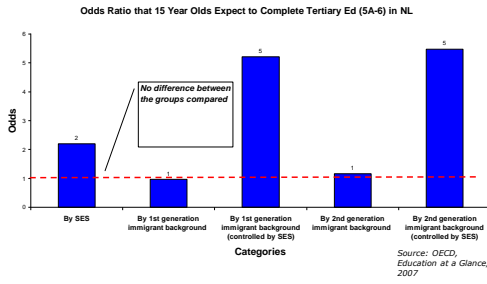
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## Expectations at Age 15

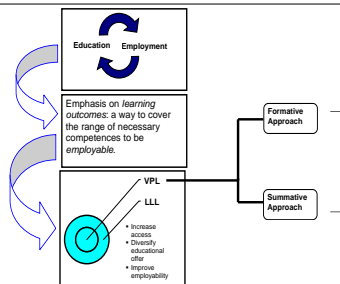


## Key Access Issues in the Netherlands

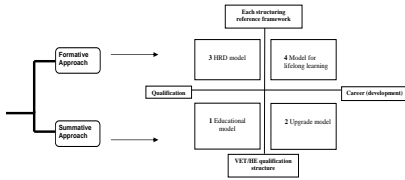
- Drop-outs
- Differentials in access among different groups in society
  - Immigrant vs. non-immigrant background
  - Socio-economic status
  - "Mature" students vs. "traditional" age cohorts
- *Early tracking is an issue that will have to be addressed*
- *If the Netherlands wants to be a knowledge-based society and effectively contribute to the Lisbon objectives, its efforts in Life Long Learning (LLL) should be intensified*

(OECD, 2008)

## Life Long Learning...



## ... And Valuation of Prior Learning



Source: Focantia, et al. 2003 (taken from Devickot, R., 2008)

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## What is Valuation of Prior Learning (VPL)?

VPL is the process of :

- Assessing and matching personal competencies within the socio-economic context, including the HE system
- Offering a personal development-strategy
- Creating the **learning triangle** individual/organisation/learning system

*A way to expand participation (with success) in Higher Education*

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## VPL in Dutch Higher Education

- On Bachelor-level: project EVC in HBO
- Master-level: pressure from companies
- Connecting VPL with EQF
- Arranging knowledge circulation between business and university
- Building a peer-assessment system
- Building up new learning route for LLLers

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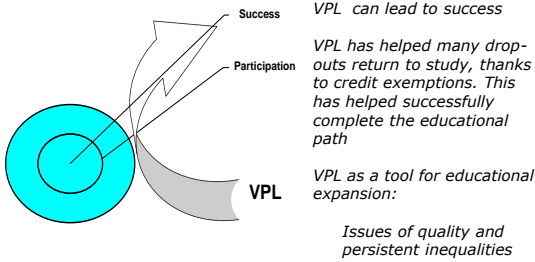
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### VPL and Access



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### Example of VPL Process

- Candidate fills in application form
- Candidate gets personal information
- Candidate builds up showcase/portfolio
- Assessors perform pre-assessment
- Actual assessment
- Valuation & advice
- Validation & offer learning made-to-measure

(Duvekoot 2007, EVC centrum – HvA)

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### Example: Bachelor 'Social-Legal Advisor'

Seven competencies:

1. Implementing laws and regulations
2. Informing citizens on rights, appeal, etc.
3. Advice & support in social-legal procedures
4. Indication and linking to legal services
5. Assisting clients and representing them
6. Developing policy and innovation
7. Supporting professionals and volunteers

(Duvekoot 2007, EVC centrum – HvA)

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**Example: Bachelor 'Social-Legal Advisor' (cont.)**

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Example of Accepted evidence:

- Case-reports
- PR-plans
- Client-dossiers or legal advice
- Appeals
- Policy-plans
- Coaching programmes

(Dovekoot 2007, EVC centrum – HvA)

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**Does VPL Reduce Inequality in Higher Ed?**

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- Dispersion of education and saturation
  - Does expansion in Higher Ed favour immigrants or lower SES groups?
  
- Postponed selection and differentiation
  - New inequalities in the odds of placement in the more selective track and subsequent transitions?

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**THANK YOU FOR YOUR ATTENTION !**

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**Contact Information**

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