

# Legislative reforms Higher Education, The Netherlands Warsaw 4th November 2004

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Wenn alles schläft und einer spricht,  
das nun, das nennt man Unterricht.

# Three generations reform

- I 1987 WWO  
Law on academic education
- II 1993 WHW  
Law on Higher education and Research
- III 2007? WHO? New paradigm?  
towards more autonomy/deregulation

# Generation I 1987

## WWO on Academic education

- Only academically oriented education
- Autonomy for universities
- Quality assurance introduced by law as responsibility of institutions
- Accountability by yearly reports
- Made an end to professors being appointed by government

# Generation II 1993

## WHW on academic and higher professional education

- Covering traditional universities and institutes for higher professional education
- Quality assurance task of all institutions; public judgements in reviews by peers/external experts; in case of bad performance possibility to withhold funding
- At the same time: block grant funding of institutions (lump-sum) made an end to additional funding throughout the year

# WHW principle targets

Requirements regarding

- Governance of public universities
- Programmes: credits and information for students on the education programmes and the exam requirements
- Exam committees, what persons and duties
- External Quality assurance checks this and the learning process according to the protocol of institutions, via peer reviews
- Inspectorate overall meta-appraisal

# Bologna 1999

## WHW amended in 2002

- Programmes in two cycles
- Credits based on ECTS
- Bachelors 180-240; Masters 60-120 (med 180)
- Access and progression
- Student grants/loans adapted to 2 cycle structure.

# Bologna 1999

## WHW amended in 2002

- Accreditation introduced

Where to draw line between first and second cycle?

Joint problem - joint quality initiative



# Why Accreditation?

- Internationally understood quality guarantee
- More independent judgements about quality of programmes
- On top of this additional arguments because of introduction of Bachelor Master structure
- Which are:

# Why Accreditation?

- One tier programmes up to master to be transformed into two cycle programmes
- Entire system, all programmes at once
- Pressure cooker: Curriculum reform + many new programmes
- Quality had to be good and level had to be secured (also Lisbon targets)
- All programmes (existing and new ones) at least once through a screening of accreditation (6 year schedule)

# Process of legislative reform I

- Draft white paper - new situation
- Discussion with rectors conferences of full universities and universities of professional education, private institutions, with students, with employers
- White paper published and sent to Parliament
- Discussion in Parliament: agreement on direction, views for the future, guarantees asked

# Process of legislative reform II

- Drafting of text of Act
- Discussion with stakeholders
- Act to high(est legislative) Council
- Act to 2nd Chamber of Parliament  
Debate and amendments
- Act to 1st Chamber of Parliament  
yes or no decision

# Legislative reform Bologna

- 1999 Bologna declaration sent to Parliament for information
- 1999 Parliament asked action
- 2000 White papers published
- 2001 Act accepted by 2nd Chamber of Parliament, details amended
- 2002 Act accepted by 1st Chamber of Parliament

# Legislative reform Bologna

- After 2002 some details still had to be changed. Done via amendments in articles of the law.  
Mandatory diploma supplement by 2004
- Practical implications, adjustments
- “clean sweeping broom” act
- Expect new details to be changed in the future, accordance to developments

# Practice

- 2002/2003 90% of university programmes changed; institutes changed faster than ministry asked. Dual system:
- full universities with bachelors as end qualification (or not) and masters building on bachelors (1/3 of enrollments)
- Higher professional education institutions up to bachelor, now also up to master (2/3 of enrollments)  
(competence based learning)
- Paths from one to the other are possible

# Reforms laid down in other regulations, yearly budget law

- Intention of self regulating HE system
- Funding model = yearly division of total budget over publicly funded institutions
- Aspect: competition for students
- Number of students is factor in funding
- Numbers enrolled - numbers graduated - numbers first year student



# New funding model, just agreed, to be implemented 1-1-2007

- More demand driven, learner centred

Yearly division of total budget by

- numbers graduated  
(weight less than before)
- Numbers enrolled per year  
(weighs more than before)  
(acknowledges actual teaching efforts)
- Fees set for the period of the programme,  
longer study - higher fees permitted
- Grant system goes with it.

# Third generation legislative reform

- WHO Law Higher Education 2007?
- Further step towards autonomous institutions as a branch in society, an economic sector
- New paradigm? Student centred? In stead of institution and programme centred?  
Come to think of it.....

# Third generation legislative reform

New paradigm? Student centred? In stead of institution and programme centred?

Come to think of it:

- context of deregulation;
- institutions compete for students,
- more demand driven, student oriented

Conclusion: institutions will remain a very important and decisive factor

# Three generations legislative reform

- Major changes reflected in a complete rewritten law
- Amendments fair instrument throughout years, changing chapters or articles
- Sometimes temporary solution, if context or environment changes
- Best at present (not for eternity)

# Still awake?

- Thank you

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