



SolidinEdu yEUth NL

22nd- 26th Nov
Athens Greece



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Erasmus+

dutch education system

social identity

diversity and inclusion

reflection

solidarity

volunteerism

solidinedu

Two questionnaires:

- 50 students - university/secondary/alumni

- 11 experts interviews



Elif
sociologist



Alexia
Psychology
graduate

**add the team members and
their professions**

Dutch Education System

 The Dutch School System explained

Watch later  Share

BACHELOR (WO)

RESEARCH UNIVERSITY



3 years

Level

Watch on  YouTube

Dutch Education System

Children in the Netherlands are required to go to school at the age of 5 and must do so at least until 16.

Primary school is the first they go to which takes 8 years to complete and takes them through groups 1 until 8.

After primary school follows high school which is divided in different levels that take a different amount of time to complete.

Depending on the level a student graduated, he or she can go to either college or university.

The levels are shown in the table below listed from highest to lowest level and the possibilities after.

- VWO/gymnasium (6 years) – university
- HAVO (5 years) – university of applied sciences
- VMBO theoretical – MBO level 4 (college)
- VMBO kader – MBO level 3
- VMBO basis – MBO level 1/2



Section I: Personal Information Students

- status : 82% uni student
14% alumni
secondary pupils
- age: 65% (18-22), 23% (23-26) & 12% (26-30)
 - gender: 60% female – 40% male
 - Life Obstacles: - 70% no obstacles
16% faced cultural obstacles and 6% economic difficulties

Section I: Personal Information Experts

- Profession

8 Tutors, 1 University professor, 1 University Lecturer.

Type of educational institute:

9 university, 1 university association & private company.

Section II: Diversity & inclusion

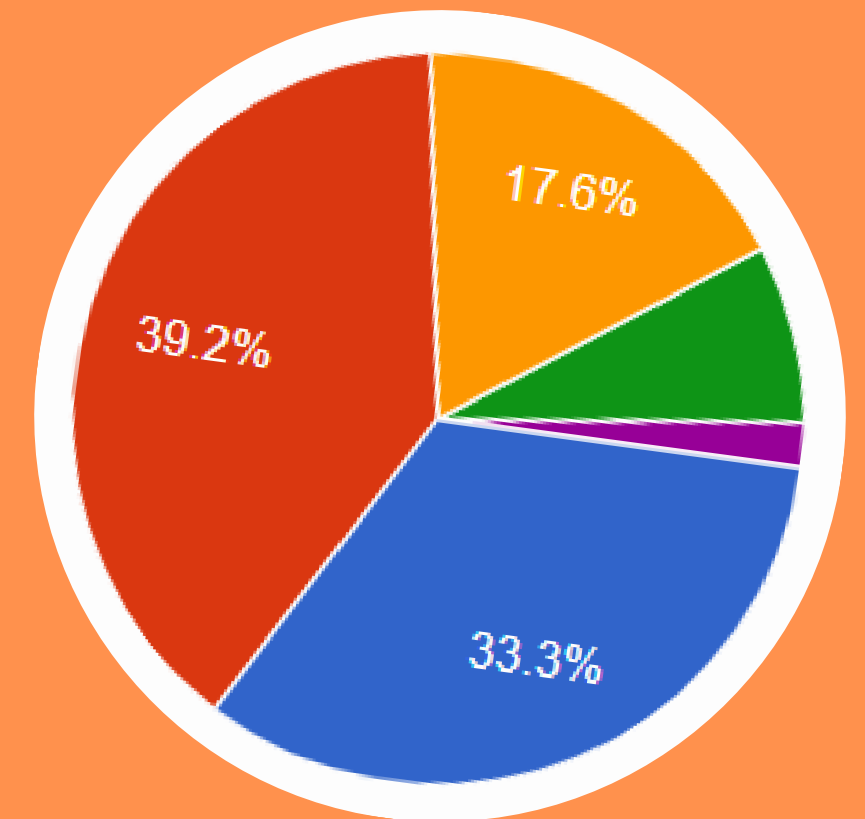
Underrepresentation & social obstacles

The majority (37%) not feel underrepresented at an educational institute, the rest distributed in middle values

47% no special obstacles impeding on education

why? sample bias

Frequency of reflection on diversity:
less than twice per semester (39%)
never (33%),
2-3 times per semester (17%)



Evaluation of the support measures offered by institutions :

"feeling treated equally and respected"

fellow pupils treated equally and respected

specific procedures for considering students' views

approaching educational difficulties

physical mobility difficulties

mental health - psychologist, counsellor etc.

code of non-discrimination

learning on different cultures & social backgrounds

Agree (24) & Fully Agree (17)

Disagree - Agree 15

Neutral 19 - Agree 14

Agree 21

Neutral 19 - Agree 18

Agree 19 - Neutral 14

Neutral 18 - Agree 15

Fully Agree 15 & Neutral-Agree 11

List the three main ways that educational institutes use to deal with special needs of the pupils/ students

Educational difficulties, mental health, treating students equally with respect

List the three least used measures for dealing with special needs

Set procedures to consider all students' views, physical mobility (emergencies), other pupils being treated equally with respect

Most important measures of inclusion of students/pupils belonging to vulnerable groups

Awareness, sensitivity

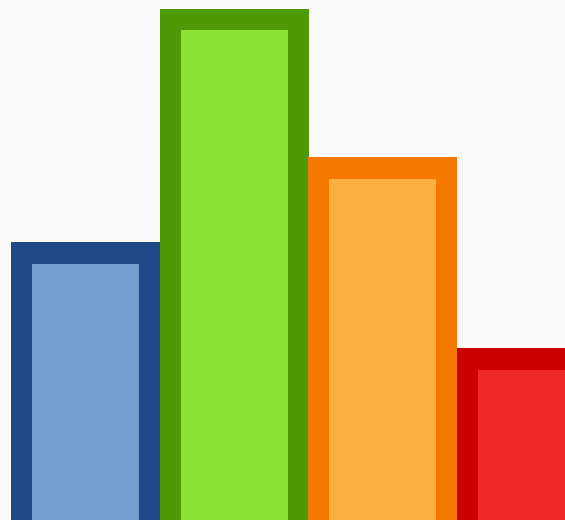
Equal treatment by staff, no abuse of power, respect rule of conduct, multiculti staff

Less focus on grading

Cooperation with students to resolve issues such as discrimination, drop-out rate

Empathy, understanding, acceptance, listening, dialogue, ethics and human rights courses

Economic help, scholarships



Section II: Diversity & inclusion

Experts

Obstacles of students due to their special educational or other needs:

None: 1

Physical/Mental health: 3

Language barrier: 3

Cultural reasons: 3

Preparation about inclusive education that the national education system provides to the educators:

- No preparation: 10

**Although there is preparation on the different learning styles & access to resources.

Main gaps in terms of Inclusive
education:

Not appropriate infrastructure:

2

Lack of specific training & resources:

4

Incapability to deal with the students'
needs (cultural, individual, special):

3

Three best practices educators use in order to support the students with special needs :

Create open & safe & inclusive environment for dialogue:

3

Mental health days:

1

Classroom adjustments (respect & awareness of students' needs):

4

Section III: Solidarity, Empathy & Democratic Culture

-Schools/universities as a safe space of expression?

- o Neglected perspective – majority neutral 39% , disagreed 29%

- Teachers and classmates as active listeners?

- o Teachers support – majority neutral 45%, agreed 33%

- Opportunities provided by education institutes to discuss about the social and political issues?

- o Majority less than twice per semester 39% + never 29%

The methods used to facilitate human rights education and democratic principles/democratic culture in the curriculum

- Exposure to role models.
- Occasions for analyzing current events & issues
- Students active in classroom governance formally & informally
- Opportunities for involvement through clubs, associations, etc
- Learning about human rights
- Being taught about safety at school
- Curriculum allows analysis of different perspectives
- Frequent teamwork projects
- Learning about effective teamwork and good communication
- Positive climate

Neutral 22 - Agree 11

Agree 21 - Neutral 15

Agree 21

Agree 23 - Fully Agree 15

Neutral 22

Disagree 18

Agree 18 - Disagree 11

Fully Agree 18 - Agree 16

Agree 18 - Neutral 12

Agree 21 - Neutral 15

Overall effectiveness of formal education in promoting solidarity and empathy, as well as quality learning in democratic culture

No - focus on grades, facts, sensitive topics not actively discussed, material and syllabus not always up to date

Democratic values not taught and promoted, debates & lectures emphasized

Depends on course - e.g. European studies

Empathy lacking a lot.

Yes - but more formal, environment to speak about concerns or issues.

Solidarity only through teamwork, class discussion or readings.

Students fostering solidarity among them.

Staff training.

Section III: Solidarity, Empathy & Democratic Culture

Experts

Preparation of national education system provides to the experts in terms of solidarity, empathy, and democratic culture:

None: 1

Open access in committees, events, etc: 3

University council: 1

Tasks regarding different cultures: 2

- Main gaps of the national education system in terms of solidarity, empathy, and democratic culture:

Tolerance over acceptance: 2

Lack of courses in basic curriculum: 5

Lack of diversity topics in curriculum: 2

Language barrier: 1

Lack of support by the university: 3

High workload & focus on grades: 2

- Most common teaching practices about human rights and democratic principles/democratic culture, applied by the schools/universities:

Courses about empathy & ethics: 2

The teaching method that gives power to the students: 2

Student bodies & representation: 1

Tutors acting as observers proving a democratic environment: 2

- 3 best ideas to cultivate empathy provided by the experts:

Tutors as role models: 1

Experience and exposure with people through programs,
tasks: 3

Empathy trainings: 2

Support bodies: 1

Enrichment of the lectures and material: 1

Section IV: Sociocultural identity & reflection

- Give a general view of how much the socio-cultural background (e.g. belonging to minorities) affects the students' learning experience
 - 31% no special obstacles of cultural background
 - many values in the midrange
- Help that teachers/professors provide to the students/pupils, who belong in a minority group, in order to integrate
 - Neutral 49%
 - individual differences
 - willingness but also capabilities - training
 - diverse staff
- Implementation of events in order to educate students about socio-cultural differences, perceptions and identity
 - Less than twice per semester 35% , Never 23%, 2-3 times per semester 25%

Describe the level of cultural understanding, minority inclusion and reflection on local and global issues that the educational institutes provide

- Social and cultural issues in the educational courses N & A 14, D 13
- Teachers encouraging reflection on local & global level A 20, N 13
- Textbooks/material include diff cultural perspectives D 16, N 14
- Curriculum teaches contributions of men & women from different cultures N 15, D 13
A 16, D 14
- Multiple approaches from teachers to see understanding N 18, A 15
- Approaches for students to evaluate performance and understand feedback

Section IV: Sociocultural identity & reflection

Experts

support of the national education system provides to the students in terms of socio-cultural identity:

study advisors: 2 ;

skill courses: 3 ;

Language courses/English classes: 2

chance to reflect in-depth on a determined topic (e.g. workgroups): 4

Section IV: Sociocultural identity & reflection

main gaps of the national education system in terms of
socio-cultural identity:

poor educational support: 4 ;
western, non-inclusive teaching: 4 ;
poor cultural support: 3

Section IV: Sociocultural identity & reflection

Capability of instructors to deal with students coming from different socio-cultural backgrounds:

lack of training for teachers: 5 ;

good training for teachers: 1 ;

"self-training" coming from personal experiences: 3

Section IV: Sociocultural identity & reflection

three best practices that the experts use in order to support the students to raise their awareness and self-reflection on their learning experience and outcomes:

coaching groups: 3 ;

assignments designed to meet students' needs: 3 ;

evaluation of the tutors: 1

- Explain to which extent schools/universities are considered a space for improving the engagement in the society/community
 - Neutral 41% – Agree 29%

- Describe the effectiveness of formal education in social and civic skills development, and sense of contribution to the community
 - Agree 41% – Neutral 27%
 - more academically than in practice

- Frequency of special events that are provided by the institution in order to engage young people with the community
 - Less than twice 47%, Never 21% , 2-3 times per semester 17%

Section V: Volunteerism

- Show the extent to which schools'/universities' are means of promoting volunteering opportunities
 - Taught about volunteer values & opportunities: 19 Disagree, 16 Neutral
 - Support for local volunteering projects: 15 Disagree, 14 Neutral, 11 Agree
 - Community groups invited to present & plan workshop for students: 18 Neutral, 14 Disagree
 - Awarding academic credits for volunteering acts: 14 Fully Disagree, Disagree 14, Neutral 13
 - Curriculum includes mandatory volunteering: 22 Fully Disagree
 - Elective courses with volunteering embedded: 15 Fully Disagree, 13 Neutral
- Describe the ways that schools/universities try to encourage young people to actively participate in volunteering activities
 - More theory than practice

- Present the opinion of respondents about whether or not volunteerism should be mandatory

- Yes – encouraging to leave the comfort zone, to embrace the community, to think of others and help them.

It's a good way to push people to do it and they might find sth to appreciate.

Maybe more suitable for school

- No – encouraged, promoted, and facilitated rather than forced!
Should be a choice: motivation needed for volunteering not a chore, resentment could result.

Should be encouraged by uni, allocated specific time

Academic credits would motivate ppl.

Section V: Volunteerism

- Point of view of educators regarding students' involvement in volunteerism:

In favor of being mandatory: 7
Not in favor of being mandatory: 3

- Main ways of encouraging and including volunteerism in educational institutes:

Committees, study associations, organisation of events, activities: 2

Section V: Volunteerism

- How educational Institutions encourage volunteerism: :

No encouragement: 4

Encouragement through student associations, committees: 5

- 3 Main problems/difficulties pointed out by experts in including volunteerism in formal curricula:

Not promoted enough: 1

"Mandatory volunteerism", is not volunteerism:

2

Education promotes different goals and priorities, not enough time for volunteerism: 4

The university will not put in the effort, time money: 1

Thanks!

Q & A