

EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



THE NETHERLANDS NATIONAL REPORT



EUROPE ENGAGE SURVEY
OF CIVIC ENGAGEMENT & SERVICE-LEARNING ACTIVITIES

2016



Funded by the
Erasmus+ Programme
of the European Union



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This report offers an independent analysis of the “*Europe Engage - Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*” [Reference 2014-1-ES01-KA203-004798].

This project was funded in 2014 by the Erasmus+ Programme of the European Union. The final publication only reflects the author’s view and the Agency and the European Commission are not responsible for any use that may be made of the information it contains.

Europe Engage logo designed by Miguel Ángel Tejedor.

Report designed by Héctor Opazo.

Typeset in Garamond.

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The Europe Engage Survey of civic engagement and service-learning activities was undertaken in 2015 to map policy, practice, funding and strategic vision for civic engagement and service-learning within the partner countries among universities. The following report represents the country report for civic engagement and service-learning activities within the Netherlands. This report is composed on behalf of Europe Engage, and written by Prof. Dr. Lucas Meijs¹ and Stephanie Maas MSc². from the Department of Business-Society Management at Rotterdam School of Management, Erasmus University.

1. INTRODUCTION

Within the Netherlands higher education can be largely divided into two sections: Schools of Applied Science (in Dutch: *Hogescholen*) and universities.

Schools of Applied Sciences are aimed at providing higher professional education. They perform design- and development activities and perform research aimed at professional practice. They provide in any case Bachelor programs in higher professional education, and provide master's in higher education where appropriate, furthermore they contribute knowledge to benefit society in any case. They contribute to the development of occupations to which their teaching is geared. Universities are aimed at providing scientific or academic education and conducting scientific or academic research. In any case, they provide initial study programs in science education, carry out scientific research, they provide the training for scientific research or technological designers, and disseminate knowledge to benefit society (Tweedekamer, 2015).

1.1. Schools of Applied Science

There are 60 Schools of Applied Sciences within the Netherlands (Tweedekamer, 2015) in which approximately 445.000 students are enrolled in 2014 (Onderwijs in Cijfers, 2015a). Any information regarding the amount of students per School of Applied Science was unavailable and could unfortunately not be retrieved for the purpose of this country report. The following Schools of Applied Science have been identified and are listed in alphabetical order (See table 1).

Of these 445.000 students, approximately 388.600 students are enrolled in a full-time program, 47.400 in a part-time program and 9.900 students are enrolled in a dual-program in which the student on the basis of an educational-labour agreement is employed with a company within a function that is relevant for his/her study program. Students within Schools of Applied Sciences can be enrolled within a variety of sectors or industries. About 61.800

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students are enrolled to a study program focussed upon education, 77.800 students within Schools of Applied Sciences follow a technical study, 44.200 students are enrolled to a program entailed with healthcare, 164.000 students within Schools of Applied Sciences are enrolled in an economic study, 70.200 students follow a program directed towards behaviour and society, 16.700 students follow a study program relating to language and culture, and the remaining 10.500 students within Schools of Applied Science are enrolled in a study program directed towards agriculture and natural environments (Onderwijs in Cijfers, 2015b).

Table 1.
Schools of Applied Science

Agrarische Hogeschool Larenstein	Fontys Hogeschool Sittard	Hogeschool Edith Stein	Hotelschool Den Haag
Amsterdamse Hogeschool voor de Kunsten	Fontys Hogeschool Tilburg	Hogeschool Helicon	Iselinge
ArtEZ, Hogeschool voor de Kunsten	Fontys Hogeschool Venlo	Hogeschool INHOLLAND	Katholieke PABO
Avans Hogeschool	Fontys Pedagogische Hogeschool Eindhoven	Hogeschool IPABO Amsterdam/Alkmaar	Marnix Academie Prot. Chr. hogeschool Lerarenopleiding basisonderwijs
Christelijke Agrarische Hogeschool	Fontys Pedagogisch Technische Hogeschool Nederland	Hogeschool Leiden	NHTV Internationale Hogeschool
Christelijke Hogeschool Ede	Gereformeerde Hogeschool	Hogeschool Rotterdam	Noordelijke Hogeschool Leeuwarden
Christelijke Hogeschool Windesheim	Haagse Hogeschool	Hogeschool Thomas More	Saxion Hogescholen
Codarts, Hogeschool voor de Kunsten	Hanzehogeschool Groningen	Hogeschool Utrecht,	Stenden Hogeschool
Design Academy	HAS Den Bosch	Hogeschool van Beeldende Kunsten, Muziek en Dans	Stenden Hogeschool Drenthe
Fontys Hogeschool Eindhoven	Hogeschool van Amsterdam	Hogeschool voor Beeldende Kunst en Vormgeving (Gerrit Rietveld Academie)	STOAS Hogeschool
Fontys Hogeschool 's-Hertogenbosch	Hogeschool van Arnhem en Nijmegen	Hogeschool Zeeland	Van Hall Instituut
Fontys Hogeschool Roermond	Hogeschool Domstad Katholieke lerarenopleiding basisonderwijs	Hogeschool Zuyd	

1.2. Governance of Dutch Schools of Applied Science

Dutch Schools of Applied Science are governed by a University Board (In Dutch: College van Bestuur). The University Board consists of no more than three members, including the chairman. A member of the University Board can't be a member of a University Board from another School of Applied Science at a simultaneous time. The University Board establishes executive- and management regulations to govern the governance, administration, management and organization of the School of Applied Science. In the regulations the rules are established for realization the teaching and examination regulations. These rules at least concern the designation of the body that determines the education and examination regulations. When the School of Applied Science consists of multiple faculties or multiple organizational units, the administrative and management regulations must contain:

- Which departments or units there are and which study programs they set out;
- Which responsibilities the University board has delegated to the Faculty Board or the board of the organizational unit in question;
- The composition and operation of the Faculty Board or Board of the organizational unit in question;
- The relation of the Faculty Board or Board of the organizational unit in question with the University Board.

For every study program an Education Committee is established. The committee has the following responsibilities and tasks:

- Give advice regarding the teaching and examination regulations before the University Board adopts the rules;
- Annual assessment of how to implement the teaching and examination regulations
- Give solicited and unsolicited advice to the subcouncil, the Faculty council or the organizational unit in question – or the University Board when the School of Applied Science does not contain any faculties – on all matters concerning the education in a given study program.
- Within Schools of Applied Science there is a separation of management and supervision. Schools of Applied Sciences have a Supervisory Board that monitors the implementation of activities and the execution of powers by the University Board, and advises the University Board. Responsibilities of the Supervisory Board include:
 - Appoints, suspends, dismisses and determines the remuneration of the members of the University Board;
 - Approves the executive and management regulations;
 - Approves the budget, annual accounts, management report and strategic plans;
 - Supervises compliance by the University Board of statutory obligations and dealing with the industry code;
 - Oversees the lawful acquisition and the efficient and legitimate destination and use of resources of the School of Applied Science;

- Appoints and auditor who will report to the Supervisory Board;
- Is responsible to the university's management reports that deals with the annual accountability of the duties and the execution of responsibilities.

Members of the Supervisory Board do not have any direct interests within the university. The composition, duties and powers of the Supervisory Board are such that the board can exercise a proper and independent supervision. The University Board provides the Supervisory Board of functional independent administrative support.

Every School of Applied Science has a body that entails participation arrangements (in Dutch: medezeggenschap). When a School of Applied Science has multiple faculties or multiple organizational units, every faculty or organizational unit has a subcouncil with participation arrangements. Every subcouncil exerts the rights of consent and advice towards the board of each faculty of other organizational unit, as far as it concerns matters that are relevant to that part of the School of Applied Science in particular. A School of Applied Science with less than 750 students, should have a council with at least 10 members, with 750 to 1250 students the council should have at least 14 members, and with 1250 students or more the council should have at least 24 members. The council will for 50% exist of and chosen by staff members, and the other half will exist of and be chosen by students. Members who are part of the University Board, supervisory Board, Faculty Board or board of any organizational unit cannot be part of this council. The Supervisory Board consults at least twice a year with the body within the School of Applied Science that entails participation arrangement. This body (consisting of teaching staff and students) is given the opportunity to prove the supervisory Board with advice. The council should be given at least twice a year the opportunity to discuss general affairs of the School of Applied Science with the University Board. The council is allowed to discuss all matters concerning the university and to make the University Board proposals.

The University Board needs approval from the work council and the body that entails participation arrangement for making decisions on the adoption or amendment of: the institution plan, design of the quality systems, proposed policies in light of the results of the quality, rules related to working conditions, student charters, executive and management regulations, teaching and examination regulations, and the outline of the annual budget which allocated the resources between the policy areas education, research, housing and investment and personnel, decisions for possible mergers.

The body that entails participation rights is also requested by the University Board to give advice relating to goals of the School of Applied Science, survival and proper course of affairs within the institution, as well as the annual budget which includes the institutional tuition fees and student tuition fees, and the general personnel- and appointment policy.

The University Board also allows staff members and students to set up an independent staff committee or separate staff committees for different staff categories or groups, and student committees. Such committees can upon requests or on their own initiative advice the body that entails participation arrangements regarding matters that concern the committee in particular.

For a complete overview of the Law on Higher Education and Academic Research, please see (in Dutch): http://wetten.overheid.nl/BWBR0005682/volledig/geldigheidsdatum_05-12-2015

1.3. Dutch Universities

There are 13 Dutch universities and the Open University (with 18 local study centres) (Tweede Kamer, 2015). These Dutch universities enlist approximately 253.600 students in 2014 (Onderwijs in Cijfers, 2015c). 247.400 Students are enrolled within a full-time program, whereas the remaining 5.700 students are enrolled within a part-time program. In addition, students at Dutch Universities can be enrolled to programs directed towards a variety of sectors and industries. The largest group of students (48.000) follow a study program related to behaviour and society. About 39.200 of the students enrolled in a university are enlisted to a study program related to economics, and 35.400 students are enrolled in a technical study program. 33.000 Students follow a study program related to healthcare, whereas 27.400 students are enlisted to a study program within the sector of law. 29.400 Students follow a program related to languages and culture, 24.100 students are enrolled in a study related to nature, 8.900 students are enrolled within a program focused upon agriculture and natural environments, and 1.900 university students follow a study program related to education. The remaining 6.300 students are enlisted within cross-sector programs (Onderwijs in cijfers, 2015c).

A list of Dutch universities (in alphabetical order), and the amount of students per Dutch university (Mijn Studentenleven, 2015) can be found below (See table 2).

Table 2.
Dutch universities

University	Students
Erasmus Universiteit	20.941 students
Open Universiteit	*
Radboud Universiteit Nijmegen	19.103 students
Rijksuniversiteit Groningen	27.955 students
TU Delft	17.530 students
TU Eindhoven	7.118 students
Universiteit van Amsterdam	29.783 students
Universiteit Leiden	20.712 students
Universiteit Maastricht	15.916 students
Universiteit Tilburg	13.579 students
Universiteit Twente	9.193 students
Universiteit van Utrecht	30.499 students
Vrije Universiteit Amsterdam	24.517 students
Wageningen Universiteit	7.121 students

1.4. Governance of Dutch Universities

Both Schools of Applied Sciences and Dutch Universities are submissive to the “Law on Higher Education and Academic Research” (In Dutch: Wet op het hoger onderwijs en wetenschappelijk onderzoek, 1992).

Dutch universities have a University Board (In Dutch: College van Bestuur), who governs the university. The University Board performs those functions as assigned to this governing body by the Law on Higher Education and Academic Research. The chairman of the University Board represents the university in and out of court. The University Board consists of no more than three members, including the rector magnificus of the university. The University Board determines the executive and management regulations to govern the administration, management and organization of the university. The executive and management regulations includes a university's faculty or faculties. These regulations also includes which study programs are set out in these faculties. Furthermore, the University Board is accountable to the Supervisory Board (In Dutch: Raad van Toezicht). The University Board shall provide the Supervisory Board with any information requested concerning its decisions and acts. Moreover, the University Board shall provide the Dutch Minister of Education, Culture and Science with any information requested from the university.

The Supervisory Board consists of at least three and at most five members and are appointed by the Dutch Minister of Education, culture and Science. Members of the Supervisory Board do not have any direct interests within the university. The composition, duties and powers of the Supervisory Board are such that the board can exercise a proper and independent supervision. The University Board provides the Supervisory Board of functional independent administrative support.

The Supervisory Board supervises the implementation of activities and the execution of responsibilities of the University Board, and advises the University Board. Furthermore the Supervisory Board:

- Appoints, suspends, dismisses and determines the remuneration of the members of the University Board;
- Approves the executive and management regulations;
- Approves the budget, annual accounts, management report and strategic plans;
- Supervises compliance by the University Board of statutory obligations and dealing with the industry code;
- Oversees the lawful acquisition and the efficient and legitimate destination and use of funds;
- Appoints and auditor who will report to the Supervisory Board;
- Is responsible to the university's management reports that deals with the annual accountability of the duties and the execution of responsibilities.

The Supervisory Board should at least twice a year consult with the university council, the work council and the body within the university that virtues the participation arrangements (In Dutch: medezeggenschapsregeling). The Supervisory Board is accountable to the Dutch Minister of Education, Culture and Science and shall provide the Minister any information concerning its actions upon request.

The actual provision and the practice of science are executed by the faculty. At the head of every faculty is an appointed faculty Dean. The Dean of a faculty is appointed by the University Board and is responsible for the general management of the faculty. The Dean is also responsible for the governance, administration and organization of the faculty's education and science. The Dean takes part in the governance of the university by consulting with the University Board in respect of the preparation of the strategic plan and the budget among other things. The Dean also further governs the faculty by making the faculty regulation that needs to be approved by the University Board. The Dean has many other obligations as well, such as:

- Determining the teaching and examination regulations, as well as the regular assessment of these regulations;
- Establishing general guidelines for the practice of science;
- Determining the annual research program of the faculty;
- Supervising the implementation of the teaching and examination regulation and the annual research program, and regularly reporting to the University Board;
- Setting examiners and committee, as well as appointing members of the committee.

The Dean is accountable to the University Board and provides the University Board with any information that is requested from the faculty.

For every study program or group of study programs an education committee is established. This committee is responsible for:

- Advice on the course and examination regulations;
- An annual assessment of how to implement the teaching and examination regulations;
- Solicited or unsolicited advice to the Board of Education and the Dean on all educational matters in the study program(s).

Dutch universities have a so-called “medezeggenschap” (participation arrangements) within faculties. The bodies within the university that virtues the participation arrangements can be divided into two: University Council and the Faculty Councils. The University Council is the central council of the university, consisting of teaching staff and students. The University Council has at least twice the opportunity to discuss the general state of affairs with the University Board. The University Council can make proposals to the University Board regarding all matters concerning the university. The University Board requires the approval of the university Council concerning the decisions regarding at least the adoption or amendment of: the institution plan, design of the quality systems, student charters, executive and management regulations and rules regarding working conditions. Every faculty also has its own Faculty Council. The faculty council enacts the right of consent and advisory powers in respect to the Dean of the faculty, insofar as it concerns matters to the faculty in particular. The Dean requires consent of the Faculty Council for every decision that at least regards

the adaptation or amendment of faculty regulations or the teaching and examination regulations.

For a complete overview of the Law on Higher Education and Academic Research, please see (in Dutch): http://wetten.overheid.nl/BWBR0005682/volledig/geldigheidsdatum_05-12-2015

2. BACKGROUND TO SURVEY

To evaluate policy, practice, funding and strategic vision for civic engagement and service learning within the Netherlands a national short survey was developed within Europe Engage and administered using an on-line tool.

As the overall aim of “Europe Engage” will be to promote service-learning as a pedagogical approach that embeds and develops civic engagement within higher education, students, staff and the wider community, the researchers of this report have apprehended a specific definition of service learning. Service learning is defined as: “Service Learning (sometimes referred to as community based or community engaged learning) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students’ academic credit for the learning that derives from active engagement within community and work on a real world problem. Reflection and experiential learning strategies underpin the learning process and the service is linked to the academic discipline”. Service-learning is therefore a pedagogical approach that promotes students attainment of knowledge, values, skills and attitudes associated with civic engagement through a structured academic experience within the community. Thus there is a difference between service-learning (linked to the academic discipline) and general community service. When distributing the national survey within the Netherlands the researchers have strictly adhered to the definition of service learning and disregarded general community service, as this was not the scope of the research.

As a first step desk research has been conducted regarding all the identified Schools of Applied Sciences and Dutch Universities to examine whether they offered any service-learning activities within the institution of higher education. This resulted in a small list of Schools of Applied Sciences who offered service-learning activities in the past (i.e., Avans Hogeschool, Christelijke Hogeschool Windesheim, Saxion Hogeschool and Stenden) and two Dutch University who seemed to offer service-learning activities (i.e., Universiteit van Amsterdam, Universiteit van Leiden). The next step was to identify any individuals related to these activities in order to send them the national short survey that was developed within Europe Engage using an on-line tool. Nevertheless, as the service-learning activities within Schools of Applied Sciences were mostly outdated and could be considered as isolated institutional experiences, no contact details could be verified. The on-line survey has been sent out to the general email accounts of multiple Schools of Applied Science, but no response is received. Contact-details were traced for individuals related to the service-learning activities within the Universiteit van Amsterdam and Universiteit van Leiden. Only Universiteit van Leiden responded positively on our request to fill in the short national survey, and no response was received from the individual at the Universiteit van Amsterdam.

Furthermore, the researchers contacted Movisie. Movisie is a Dutch national institute and consultancy agency for applicable knowledge, advice and solutions to address social issues in the field of well-being, participation, social care and social security. The researchers reached out to Movisie as Movisie can be seen as the actor that introduced and stimulated service-learning within the Netherlands from 2007 onwards. Nevertheless, when contacting Movisie it turned out that Movisie is not anymore engaged with service-learning. The researchers inquired if Movisie would have any insights into the level of service-learning within higher education in the Netherlands or potentially would have any contact persons within educational institutions the researchers could contact to distribute the national short survey, Movisie could not give any of the requested information.

In the process of obtaining contact details of relevant and knowledgeable individuals and identifying institutions within Dutch higher education to send out the national survey, Prof. Dr. Lucas Meijs personal network resulted in two more contact persons at two Dutch Universities (Vrije Universiteit Amsterdam; Radboud Universiteit Nijmegen) that were connected to service-learning. Multiple reminders were sent to encourage the contact persons to complete the service. One response was received stating that the Radboud Universiteit Nijmegen would have to answer every question with “no” or “don’t know/not applicable” as they announced they have a very different approach to service-learning in comparison with the approach in the survey and that they could thus not complete the survey. As Prof. Dr. Lucas Meijs had a meeting with the individual(s) who seemed to be responsible for the service-learning activities within Radboud Universiteit Nijmegen, it actually appeared that they are not offering any-service-learning activities yet. Rather they are considering making policy regarding service-learning within their university. A response of Vrije Universiteit was not obtained within the given timeframe. Nevertheless, after a meeting between Prof. Dr. Lucas Meijs and the individual(s) who seemed to be responsible for the service-learning activities within the Vrije universiteit, one may conclude that the Vrije Universiteit is not offering any service-learning activities, but rather general community service and therefore falls outside the scope of this research.

In conclusion, the following table 3 with the approached Dutch universities and the completion of the national short survey are listed below:

Table 3.

Dutch University	Completed: Yes/No	Reason
Universiteit van Amsterdam	No	Unknown
Universiteit van Leiden /Leiden University College ³	Yes	
Radboud Universiteit Nijmegen	No	Considering policy making regarding service-learning (not yet active in offering service-learning)
Vrije Universiteit Amsterdam	No	Community service instead of service-learning

3. Furthermore it should be acknowledged that the answers in the completed survey are about Leiden University College, rather than Universiteit van Leiden as a whole. Leiden University College The Hague, an international Honours College of Leiden University. This highlights once again the isolation of service-learning activities within the Netherlands.

Lastly, we would like to acknowledge that the researchers have not translated the national short survey developed by Europe Engage into Dutch, as it was assumed that individuals in higher education would have sufficient levels of English proficiency to complete the survey in English.

Lastly, as we had only one response to work with, we decided to also include our own survey response in this country report, as both the Erasmus University and Universiteit van Leiden apparently make up the landscape of service-learning within the Netherlands.

3. LIMITATIONS AND OPPORTUNITIES OF THE SURVEY

As could be derived from the previous section, various limitations, problems and challenges have been encountered to identify individuals and institutions in Dutch higher education to which the researchers could send the survey. Therefore it has been a rather difficult process to find Dutch institutions in higher education that are committed to service-learning. Furthermore, when identified response rates were low due to various reasons.

Nevertheless, it was already known by the researchers that within the Netherlands that several Schools of Applied Sciences have offered service-learning programmes and activities in the past. However, nowadays Schools of Applied Sciences are not actively involved in offering service-learning activities anymore. What we do acknowledge is that, especially within Schools of Applied Science, the service-learning activities have made room or have been replaced by social internships (in Dutch: maatschappelijke stages). Erasmus University was a frontrunner and leader within service-learning in the Netherlands. There has been a lot of attention towards service-learning in the Netherlands (and the Erasmus University) up to about five years ago. Service-learning is therefore not very common in the Netherlands and you can find it only on in a limited amount of institutions, in isolated ways on a very limited scope. The attention towards service-learning in the past did however lead to an influx in community service. Nevertheless, community service and service-learning are two separate streams. Therefore, obtaining one completed survey was therefore not unexpected.

4. UNIVERSITY CULTURE AND IDENTITY

Civic engagement and global citizenship are woven into the identity of the Leiden University College, and gets mention on Leiden University College's website, in brochures, and in recruitment presentations. In the last year, they have begun an "Engage The Hague" programme that fosters 1) student-led volunteering; 2) faculty-student research collaboration applied to local questions and needs; and 3) service-learning. Right now their service-learning course is tagged to their "global citizenship" requirement, but they would like to explore ways to include it throughout the curriculum.

That civic engagement and global citizenship are interwoven with the identity of the institution is also apparent from their mission statement:

"LUC The Hague is founded on the belief that the efforts of individuals can make a difference in the world. Its creative and flexible curriculum aims to provide each student with the

best possible route to fulfil their intellectual potentials and to contribute towards resolving the global challenges that we all face today. At LUC we aim to recognise excellence and talent both within, outside, and between the boundaries of conventional disciplines, believing that students are capable of scholarly innovation and creative insight. LUC seeks to nourish its students towards these goals by creating a highly fertile, international and cosmopolitan environment for motivated students and dynamic staff, who work together in small groups to help build knowledge for a better world.”

Within Leiden University College, there is not yet formal acknowledgement of service learning, but rather for and civic engagement and global citizenship. Some formal acknowledgements can be found in the university mission statement, program or discipline strategic plans, university website, university publication, university marketing materials and public lectures. Also some formal acknowledgement can be found in the university strategic plans, and it has been known that after a one-year pilot programme in service-learning, Leiden University College plans to be expanding attention to service-learning. Nevertheless, “global citizenship” has been part of their programme from the beginning (2009).

There is to some extent also some formal acknowledgement in graduation requirements for students, as well as general academic awards to students as students are required to have 10 credits in “global citizenship”, nevertheless this is not service-learning per se. Furthermore Leiden University College has an annual “global citizenship” award. Within the course and examination requirements for students the following is stated, in which the global citizenship becomes clear in the course and examination requirements:

“LUC The Hague graduates: a. Accept and act upon their social and civic responsibilities in a respectful and ethical way; b. Have acquired building blocks allowing them to make a positive contribution to world peace, security, and sustainability, at local, national or global level; c. Have an open mind towards the world they live in, acknowledging that they will have to continue to reflect critically upon their own values and beliefs while coming into contact with others; d. Are able to work and live in different cultural environments.”

Within the Erasmus University there is some formal acknowledge in the university’s mission statement, website, university publications, marketing materials and there is some formal acknowledgement in general academic awards to students that includes a civic or service component. In the past there has been substantial effort to stimulate service-learning within Erasmus University. Now that service-learning is present within the university the effort to formally acknowledge service-learning is much less.

Regarding the acknowledgement of civic engagements and service-learning in formal documents, both the survey results of Erasmus University and Leiden University College draw mostly upon the course syllabus of the offered service-learning course within that university. The learning goals within Leiden University College are either described in some details or emphasized or promoted. This is the same for Erasmus University. Nevertheless, the connection and reflection upon the service-learning activity within Leiden University scores relatively low (mentioned or noted, but not described) in comparison with the Erasmus University. Also the student’s contributions of the service-learning activity are described

in some detail or are emphasised or promoted at the Erasmus University, whereas they are mentioned or noted but not described within Leiden University.

Both universities have a senior management that is to some extent somewhat supportive of civic engagement and service-learning activities, nevertheless it can be said that Leiden University is a bit more supportive as senior management as a coordinating unit is created (Engage The Hague) and senior management supports the attendance at civic engagement and service-learning events and the funding of civic engagement and service-learning events. Within the Erasmus University a project called: “Erasmus 4 Rotterdam”, has been established which is seen as a gift from the university to the community and society of Rotterdam. Within this project students as well as employees of the Erasmus University are encouraged to volunteer for social issues. Nevertheless, this is more about civic engagement in general than directly directed towards service-learning.

Moderate efforts are made within Leiden University College to make staff aware of civic engagement and service-learning in terms of conferences (the individual responsible for the service-learning course is funded to attend various conferences such as the International Human Rights Education conference, COMPACT and an education innovation conference at Leiden University College itself). There is also a dedicated website (<http://engagethehague.nl>). Within the Erasmus University there is the believe that some efforts are made to make staff aware regarding all the elements, but examples are more directed towards civic engagements in general and not service-learning in particular (e.g. Erasmus 4 Rotterdam).

There are no career promotion policies within both universities that explicitly take into account civic engagement and service-learning activities.

There are some organizations structures dedicated exclusively to civic engagement and service-learning present within Leiden University College The Hague. Nevertheless, there is one individual who is the main point person and who works with students to foster mostly community engagement. Nevertheless, they like to see it grow into a more formal institutional structure involving more colleagues. Also at Universiteit van Leiden it is known that there are many scattered engagement programmes (i.e., work with “pre-university” students, some volunteerism promoted by the Introduction Week events for new students, and certain honours college classes). Nevertheless, this might be more seen as more community service, and is very isolated. The aim is to pull things more university-wide together in the coming years.

Within the Erasmus University there are also some organizational structures in place to co-ordinate civic engagement within Erasmus University (Erasmus 4 Rotterdam). However, no organizational structures are in place to co-ordinate service-learning.

5. SERVICE-LEARNING ACTIVITIES

Leiden University College offers the course: “Multicultural Education in The Hague”, an interdisciplinary course in “education studies” – history, sociology, pedagogy, policy analysis. This course has been launched in 2014/2015. 20 Students have been involved and one academic staff member contributed to the service-learning course.

Erasmus University offers the course: “Learning by doing – Consulting to Social entrepreneurs”. This course originates from 2005/2006. Students will design and execute a consulting project with an organization in order to resolve one or more concrete problems. This will allow students to apply the skills and knowledge that they have gained thus far and are going to develop throughout the course to a real-life situation. In addition, the work the students will be doing is intended to benefit themselves, their client organizations and the larger community. In this course students will become familiar with important issues and theories involving the non-profit sector, small businesses and organizational consulting; develop skills in the application of theoretical concepts to real-life situations; gain experience with actual issues that arise in the course of a consultancy project; gain experience in finding, evaluating and applying relevant literature to the specific situation of a client organization; develop and strengthen teamwork, presentation and writing skills. In 2013/2014 21 took part in the course, and two academic staff members were involved.

6. CONCLUSION

Within this conclusion a general synopsis on the current landscape of civic engagement and service learning within the Netherlands can be found.

Erasmus University was a frontrunner and leader within service-learning in the Netherlands. There has been a lot of attention towards service-learning in the Netherlands (and the Erasmus University) up to about five years ago. Movisie (a Dutch national knowledge institute) was a stimulator of service-learning within the Dutch higher education as well. In the past, several higher education institutions in the Netherlands– especially Schools of Applied Science – have demonstrated practice in the area of service-learning and civic engagement. Nowadays, there are only a few exceptions where service-learning activities are still offered within Dutch higher education. Both the terms service-learning and experiential learning are not or rarely used. Within the research the researchers could identify four Dutch universities in which it seemed that service-learning activities were offered to students: Vrije Universiteit Amsterdam, Radboud Universiteit Nijmegen, Universiteit van Leiden and Erasmus University. The Vrije Universiteit Amsterdam is actually engaged with community service instead of service-learning, whereas the Radboud Universiteit Nijmegen considers policy-making concerning service-learning and are not actively offering service-learning activities yet. Therefore, only two out of the initial four universities have direct experiences with service-learning: Erasmus University and Universiteit van Leiden (Leiden University College). Rather, both service learning activities are isolated institutional experiences and are offered on a very limited scope.

- Erasmus University offers the bachelor course within the discipline of Business Administration: “Learning by doing: consulting to social entrepreneurs”. This course originates from 2005/2006. Students will design and execute a consulting project with an organization in order to resolve one or more concrete problems. This will allow students to apply the skills and knowledge that they have gained thus far and are going to develop throughout the course to a real-life situation. In addition, the work the students will be doing is intended to benefit themselves, their client organizations and the larger community. In this course students will become familiar with important issues and theories involving the non-profit sector, small businesses and organizational con-

sulting; develop skills in the application of theoretical concepts to real-life situations; gain experience with actual issues that arise in the course of a consultancy project; gain experience in finding, evaluating and applying relevant literature to the specific situation of a client organization; develop and strengthen teamwork, presentation and writing skills.

- Leiden University College offers the course: “Multicultural Education in The Hague”, an interdisciplinary course in “education studies” – history, sociology, pedagogy, policy analysis. This course has been launched in 2014/2015.

Given that Radboud Universiteit Nijmegen is considering policy making regarding service-learning, and Leiden University College has established a course last academic year. It may seem that service-learning is slightly on the rise within the Netherlands, and this might offer some fruitful opportunities to stimulate service-learning in the Netherlands.

The attention towards service-learning in the past lead to an influx in community service and other civic engagement initiatives. You can find community service initiatives on many Schools of Applied Sciences and universities. Those initiatives are both stimulated inside and outside formal education. Furthermore, many high schools also Schools of Applied Sciences in the Netherlands offer so-called social internships (maatschappelijke stages) to their students.

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