



Historic change in role models: The Ministry of Education, Culture & Science in the Netherlands

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Wissenschaftsministerien von morgen – Rückzug oder neue Aufgaben?

CHE Symposium 3-4 February, dbb-Forum, Berlin



Shifting governance style in public sector

Concepts like:

- Autonomy
- Steering at a distance
- New public management
- Communicative planning
- Network governance
- Market mechanism ('Marktwirkung')



International mixture

German model:

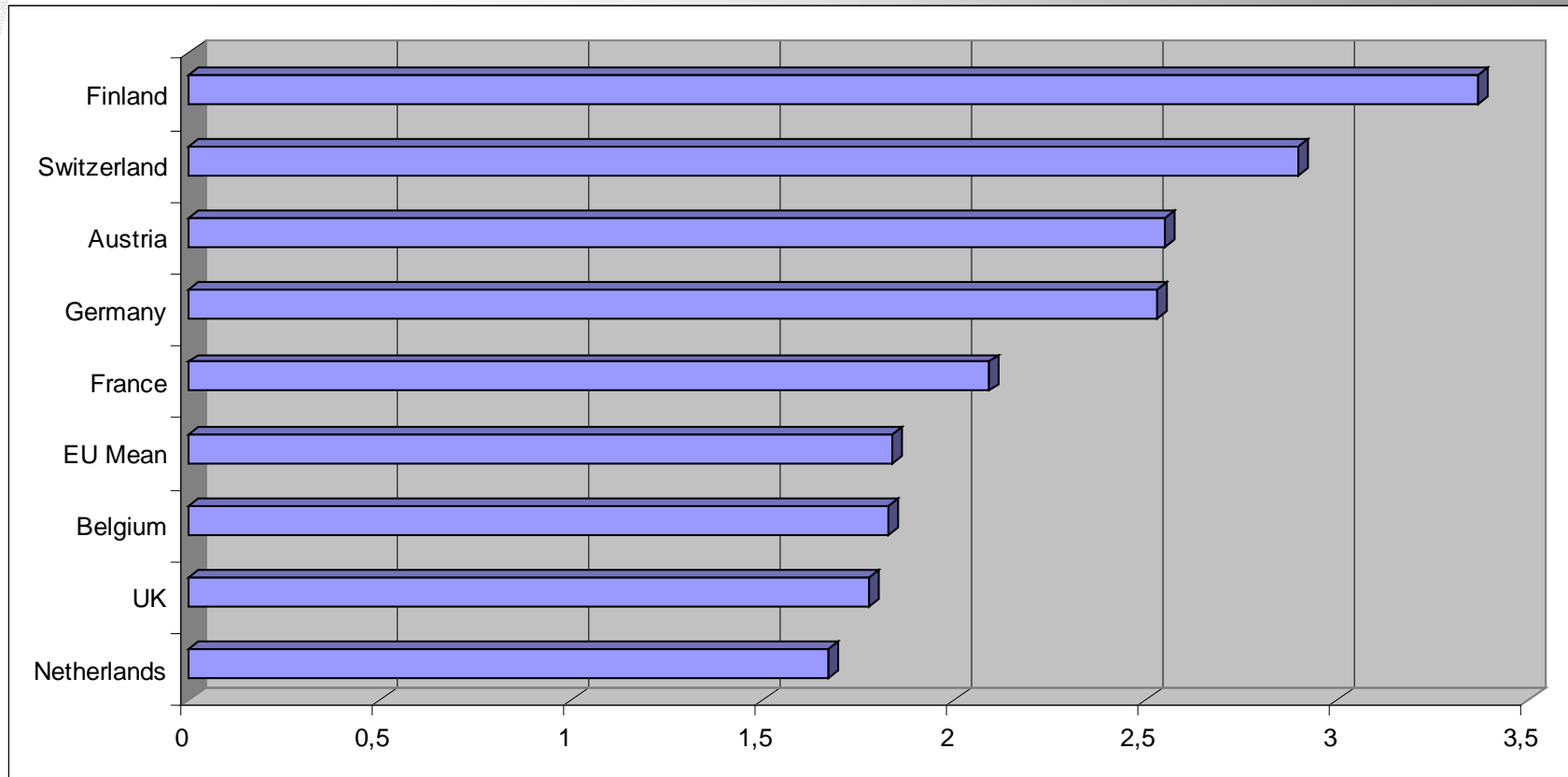
- Emphasis on academic-scientific formation / Chair system/ strong professional autonomy
- Binary system

Anglo-Saxon model:

- Quick adoption of the BaMa structure
- Shortening of university programs prior to Bologna
- New university governance structure to Anglo-Saxon model



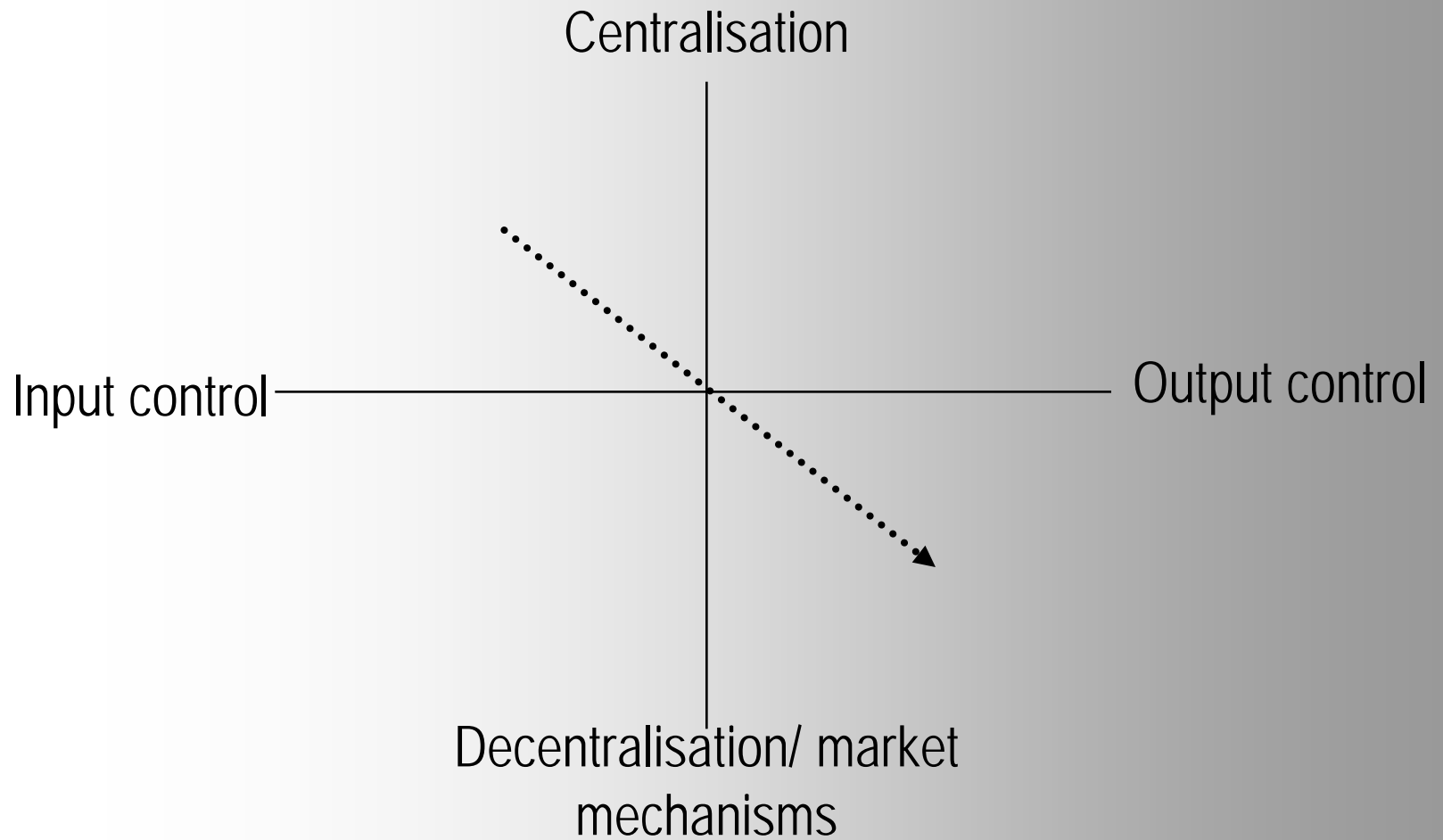
Expenditures for Scientific Research & Development as % of GNP



Source: European Commission 2009



Evolving steering model





Extension of stakeholders

- Ministry of Economic Affairs (output performances; commercialisation/ valorisation of research)
- Ministry of Finance: accountability of public funding
- National Agencies: Advisory Council on Science and Technology; Central Planbureau; Innovation Platform
- Interest groups: student unions, trade unions, employers' associations
- Self-regulation power of HE institutions (institutional management)



Pluralist steering model

- Increased dependence of research on separately budgeted funds
- Increased dependence on policies by the research council (less block grant for research)
- Growing influence of central university and faculty management level to allocate research funds internally
- International influence (EU) on the national policy agenda



Current role of the Dutch Ministry

Output steering:

- quality output, study duration, number of degrees awarded (BA, MA, PhD), graduate employability, research output

Steering by objectives/ long-term agreements:

- More excellent students; more students from ethnic minorities
- Specific policy for HBO (personnel policies; applied research, professional master) through covenants
- Research funding for specific innovative areas and to stimulate careers of young researchers
- More differentiation in the HE system



Conclusion

- Continuing emphasis on partial issues?
- A total vision on higher education and research (Committee Veerman)?
- Convergence on international level and abandoning subsidiarity principle for HE?
- Continuing negotiation and consultation in the polder landscape?

