

Tiziana D'Amico

Looking at the Netherlands for designing best solutions to the Italian reality to contain the drop-out rate and promote inclusion

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Content

The study

The Netherlands as a focus: why?

Unexpected findings

Root causes of the issue

Insight and implemented policies



The study

This study is part of a wider search by the "Training Systems" Department of INAPP aimed at investigating dynamics and contexts of the best VET systems in the European Union. This in order to understand to what extent it could be really possible to reinvent education and vocational training in Italy, looking at the best practices and outcomes of the other European countries.



The Netherlands as a focus: why?

- The symbiotic relationship of the country's VET system with the business world;
- The perfect combination of IVET and CVET;
- The achievement of the ET 2020 benchmarks in 2018;
- Its international reputation of being an emblem of equal opportunities;
- Its historical tradition as a multiethnic and intercultural society;
- 24.7% of about 18 million residents has foreign origin: 10% has non-Western origin and 46.2% of foreigners are second-generation immigrants.



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- The Turkish community is the most represented, with about 420,000 inhabitants, 52.7% of which are third generation;
 - Morocco, Suriname, Indonesia, Germany and Poland are the foreign countries most represented after Turkey;
 - In the last year about 220,000 people have immigrated;
 - Only 16% are of Asian origin and 0.7% are from Africa;
 - Every year about 18,000 asylum-seekers are received.



Unexpected findings

- A more challenging situation than that represented outside the country;
- Critical issues such as marginalization and blatant discrimination of young non-Europeans for traineeships and internships unlike their native peers;
- Increased education of non-European pupils is not significantly reflected in employment;
- The greatest drop-out rates concern vocational education.



Root causes of the issue

- The low level of schooling of students' families and their knowledge deficiencies;
- Gaps never closed in primary education or caused by a limited schooling in the home countries of pupils;
- The lack of linguistic competence in Dutch;
- The low level of general culture in secondary vocational education and training.



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- The low linguistic competence decisively conditions workplace dynamics, relational balances and productivity;
 - The increase of early drop-out rates fosters a parallel illegal offer of vocational training and jobs;
 - Decreased number of students;
 - The business world runs the risk of not finding sufficient workforce and skills, because of the demographic decline and the difficulty of integrating non-European immigrants.



Insight and implemented policies

- Fostering integration means safeguarding security and social peace;
- Building multi-ethnic neighborhoods is a good solution to promote the bridging between different cultures;
- Transferring the thorny problem of integration from an ideological plan to an utilitarian one is convenient;
- Immigrants need the Netherlands as much as the Netherlands need them.



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- Vocational education and training are the main tools to help immigrants become active participants in the Dutch society and its productivity;
 - Implementing all the measures needed helps solve the problems in the present and for the future;
 - Reducing drop-out rates and promoting inclusion: it means reducing welfare costs and easing financial pressure on squeezed middle class.



Measures put in place

- The simplification and acceleration of the flows within education and vocational training paths;
- Support programmes for children aged 2.5 to 5 at risk;
- 2.5 million Euro for laptops for distance learning;
- Whole care for foreign families by municipalities;
- The study of non-European cultures in CVET, to prevent marginalisation and intolerance in the workplace.



Is it possible to look at the Netherlands as at a model in Italy?

- Economic resources, a good governance and above all an efficient accountability system are needed;
- Many abandoned municipalities could come back to a new life on the model of Riace, to which all the world has looked with keen interest;
- Adequate offer of apprenticeships and strengthening vocational education and training have to be supported.



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- IVET and CVET could interact with each other in a more flexible way;
 - The lifelong learning could take shape as concrete opportunities, especially for disadvantaged groups, helping to reduce drop-out rates, with particular reference to young people of foreign origin.
 - Reinventing education means creating a new model of society, which should consider every human being as an asset.





Thanks for your attention



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