



City of
Amsterdam

The role of local municipalities and labor market regions in adult education: monitoring quality

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Topics for today

- Local perspective: what does the Amsterdam population look like?
- Change in Adult Education Act 1-1-2015: implications
- Tools for ensuring quality: public tenders and monitoring





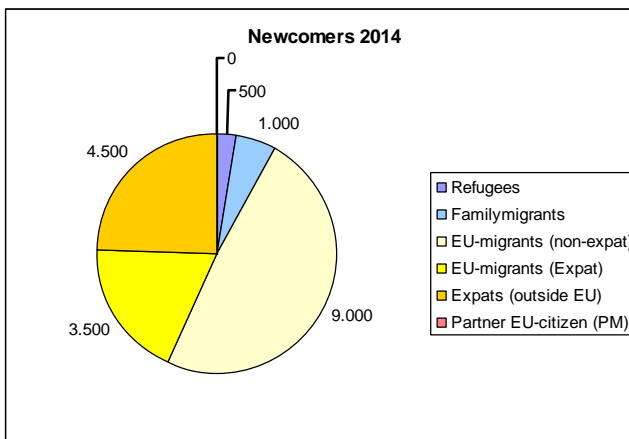
Adult education from a local perspective: the population of Amsterdam

	1st generation	2nd generation	Native Dutch	Total
Surinamese	36.632	29.991		66.623
Antillian	6.801	5.324		12.125
Turkish	21.741	20.617		42.358
Moroccan	34.116	40.094		74.210
Other non-Western	59.026	31.074		90.100
Total non-Western	158.316	127.100		285.416
Western	78.003	56.121		134.124
Native Dutch			402.732	402.732
Total	236.319	183.221	402.732	822.272

Amsterdam population by origin, O&S 2015



Newcomers to Amsterdam





Language is key to integration

- Amsterdam considers learning the Dutch language as a keyfactor to enduring integration
- ± 70.000 citizens have a need to learn or improve the Dutch language (PIAAC 2012)
- Our policy is aimed at different groups:
 - Newcomers to the city
 - Existing migrant groups and native Dutch lacking basic skills



Eberhard van der Laan,
Mayor of Amsterdam

"Amsterdam wants to be an economically, culturally and socially vital city. Amsterdam remains a trading-town with an open mind to Europe and the world. New immigrants who are here for a short or long time to stay are welcome to settle here and to contribute to the city."



Adult Education Act

- Change in national Adult Education Act 1-1-2015:

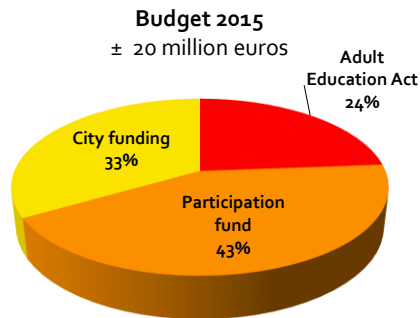
- Collaboration of municipalities in labor market **regions**
- Gradual introduction of a **free market** for adult education

Groot
Amsterdam





Financing Adult Education in Amsterdam



Challenge: more than 75% of the annual budget is subject to local political priorities



Experience with Adult Education on a free market

- Implications of a free market situation are not new to Amsterdam
- 1) Public tenders: content and demands
 - 2) Monitoring quality





Public tenders



- We try to maximise our influence on the content and quality of courses, by requiring:
 - Officially qualified teachers
 - Competence-based learning with a focus on practical skills
 - Monitoring progress through a combination of tools: portfolio and tests



Example: “Language and personal financial administration”



- Challenge:
 - Due to the language barrier large groups of debtors cannot join regular courses and debt counseling
 - New political focus on prevention of debts
- Recently developed:

Competence-based course focused on improving:

 - Dutch language
 - Numeracy skills
 - Digital skills
 - Knowledge of regulations





Monitoring quality



- Quality control
 - A team of municipality officials checks the language schools based on key performance indicators
- Measuring and developing quality by using a tool for self-evaluation
 - KET-KIT: quality tool language education



Quality tool language education (KET-KIT)

- This online tool offers a means for teachers and language schools management to evaluate and improve the quality of their education.
- It focuses on different aspects: didactics, student coaching, facilities and management.
- The language school reflects on how it assures quality in present and future.
- A certificate is provided when the result of this digital evaluation and the outcome of professional observation is positive.
- The evaluation process has a continuous cycle of two years.





Adult Education policy in Amsterdam: 3 dimensions

