



## Melline Somers

**Date of birth:** 21/07/1990 | **Nationality:** Dutch | **Gender:** Female | **Email address:**  
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**Address:** Tongersestraat 49, 6211 LM, Maastricht, Netherlands (Work)

### WORK EXPERIENCE

#### RESEARCHER AND PROJECT LEADER – MAASTRICHT UNIVERSITY, RESEARCH CENTRE FOR EDUCATION AND THE LABOUR MARKET (ROA) – 01/02/2019 – Current – MAASTRICHT, NETHERLANDS

I conduct research at the intersection of education and the labour market, with a particular focus on vocational education and training (VET).

#### PHD STUDENT – MAASTRICHT UNIVERSITY, TOP INSTITUTE FOR EVIDENCE BASED EDUCATION RESEARCH (TIER) – 31/12/2014 – 30/12/2018 – MAASTRICHT, NETHERLANDS

I conducted research on (mis)match between education and the labour market. I also taught the course research methods and supervised students in the Master of Evidence Based Innovation (MEBIT).

#### PARTICIPANT - NATIONAL THINKTANK – NATIONAL THINKTANK – 31/07/2016 – 30/11/2016 – AMSTERDAM, NETHERLANDS

In a multidisciplinary team of 22 selected PhD and master students, I worked on visionary and practical solutions for a future proof Vocational Education and Training system in the Netherlands.

#### PARTICIPANT ERASMUS FOR YOUNG ENTREPRENEURS – OFFICINA CREATIVA - MADE IN CARCERE – 30/09/2012 – 30/01/2013 – LECCE, ITALY

Made in Carcere is a non-profit organization that provides a second chance to female inmates by offering training and a job with the aim of final reintegration into society and civil work. During this exchange programme I was responsible for the production process and marketing.

#### INTERN HR DEPARTMENT – DIEP VU CO., LTD. – 30/04/2012 – 30/08/2012 – VIENTIANE, LAOS

I professionalized the HR systems of this foreign investment textile company by creating a production skills matrix for 200 sewing operators to facilitate objective grading and define their career path potential.

### EDUCATION AND TRAINING

31/08/2013 – 30/08/2014 Maastricht, Netherlands

#### MASTER OF SCIENCE IN MANAGEMENT OF LEARNING (CUM LAUDE) Maastricht University, School of Business and Economics

**Address** Tongersestraat 51, 6211 LM, Maastricht, Netherlands

31/08/2008 – 02/2012 Maastricht, Netherlands

#### BACHELOR OF SCIENCE IN ECONOMICS AND BUSINESS ECONOMICS Maastricht University, School of Business and Economics

**Address** Tongersestraat 51, 6211 LM, Maastricht, Netherlands

**Address** Via Columbia 2, 00133, Rome, Italy

## ● COURSES

### Courses

#### **Maastricht University, UMIO**

April-December 2025: Fast Forward Leadership Development Trajectory

#### **University of Zurich - Swiss Leading House Economics of Education**

16-20 July 2018: Randomized Experiments in Economics of Education by Prof. Bettinger, passed

28 May-1 June 2018: Apprenticeship Training: Institutions and Markets by Prof. Mühlemann, Prof. Ryan and Dr. Renold, passed

5-9 March 2018: Personnel and Labor Economics for Education Economists by Prof. Eriksson and Prof. Westergaard-Nielsen, passed

9-12 October 2017: Microeconomic Foundations of Economics of Education by Prof. Woessmann, passed

#### **KU Leuven, Faculty of Economics and Business**

02/2016 – 06/2016: Advanced Applied Micro-econometrics by Prof. Czarnitzki, passed

#### **Maastricht University, Faculty of Economics and Business**

09/2015 – 10/2015: Empirical Econometrics by Prof. Mohnen, passed

#### **Maastricht University, Language Centre**

04/2015 – 06-2015: Academic Writing for PhD and Master Students (PhD-1), passed

## ● LANGUAGE SKILLS

Mother tongue(s): **DUTCH**

Other language(s):

	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken production	Spoken interaction	
<b>ENGLISH</b>	C2	C2	C2	C2	C2
<b>ITALIAN</b>	B1	B1	B1	B1	B1

Levels: A1 and A2: Basic user; B1 and B2: Independent user; C1 and C2: Proficient user

## ● PUBLICATIONS

2026

### [\*\*Increasing the working hours of nurses and teachers: Evidence from a discrete choice experiment.\*\*](#)

Somers, M., Stolp, T., Burato, F., Groot, W., van Merode, F., & Vooren, M. (2026). Increasing the working hours of nurses and teachers: Evidence from a discrete choice experiment. *PLOS ONE*, 21(1), Article e0337581.

2026

### [\*\*Types of Tracking and Upward Mobility: Causal Effects on \(Social Inequality in\) Educational Attainment in The Netherlands.\*\*](#)

Bles, P., Somers, M., & Wessling, K. (2026). Types of Tracking and Upward Mobility: Causal Effects on (Social Inequality in) Educational Attainment in The Netherlands. *European Journal of Education*, 61(1), Article e70451.

2025

### [\*\*\(Un\)conditional Basic Income and Participation Income: A Review of its Micro- and Macro-Economic Effects.\*\*](#)

Somers, M. A., Muffels, R. J. A., & Kuenn-Nelen, A. (2025). (Un)conditional Basic Income and Participation Income: A Review of its Micro- and Macro-Economic Effects. *De Economist*, 173(1), 205-244.

2025

### **The Effectiveness of Interventions to Increase Employment in Education and Healthcare: A Systematic Literature Review.**

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Fleck, L., Somers, M., Stolp, T., Groot, W., van Merode, F., & de Vries, R. (2025). The Effectiveness of Interventions to Increase Employment in Education and Healthcare: A Systematic Literature Review. *De Economist*, 173(1), 1-45.

2025

### **The Practice-Oriented Approach of the German Education System: Lessons for the Netherlands.**

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Somers, M. (2025). The Practice-Oriented Approach of the German Education System: Lessons for the Netherlands. ROA. ROA Reports No. 002

Factsheet: <https://doi.org/10.26481/umarof.2025001>

2025

### **Bouwen aan de basis: Resultaten en reflecties op vier jaar Sterk Techniekonderwijs (STO). Eindrapport monitor- en evaluatieonderzoek Sterk Techniekonderwijs 2025.**

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Muskens, M., Jacobs, B., Derks, I., van Helvoirt, D., Voncken, E., van Casteren, W., Groot, A., Somers, M., Baumann, S., van Guilik, N., Bakens, J., Prevoo, T., van der Ven, K., & Pritsch, D. (2025). Bouwen aan de basis: Resultaten en reflecties op vier jaar Sterk Techniekonderwijs (STO). Eindrapport monitor- en evaluatieonderzoek Sterk Techniekonderwijs 2025. KBA Nijmegen.

2025

### **The hidden reserve of nurses and teachers in the Netherlands.**

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Somers, M., Fleck, L., Groot, W., & van Merode, F. (2025). The hidden reserve of nurses and teachers in the Netherlands. *International Journal of Manpower*, 46(7), 1337-1355.

2025

### **Hbo'er met migratieachtergrond vindt sneller baan dan voorheen.**

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Somers, M., Hendrikse, A., & Belfi, B. (2025). Hbo'er met migratieachtergrond vindt sneller baan dan voorheen. *Economisch Statistische Berichten*.

2025

### **Arbeidsmarkttuitkomsten van hbo'ers naar migratieachtergrond: De rol van interetnisch contact en het sociaal-culturele klimaat in de regio.**

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Belfi, B., Havermans, W., Hendrikse, A., & Somers, M. (2025). Arbeidsmarkttuitkomsten van hbo'ers naar migratieachtergrond: De rol van interetnisch contact en het sociaal-culturele klimaat in de regio. ROA. ROA Reports No. 001

2024

### **Slack Is Needed to Solve the Shortage of Nurses**

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Van Merode, F., Groot, W., & Somers, M. (2024). Slack Is Needed to Solve the Shortage of Nurses. *Healthcare*, 12(2), 220.

2024

### **Stille reserve voldoende om personeelstekort onderwijs op te lossen**

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Short article in *Economisch Statistische Berichten* (accepted and published online).

2024

### **The hidden reserve of nurses in the Netherlands: A spatial analysis**

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Van Merode, F., Groot, W., van Oostveen, C., & Somers, M. (2024). The Hidden Reserve of Nurses in The Netherlands: A Spatial Analysis. *Nursing Reports*, 14(2), 1353-1369.

2024

### **Gemengde brugklassen kunnen nadelen vroege selectie ondervangen**

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Somers, M., Bles, P. & Wessling, K. (2024). Gemengde brugklassen kunnen nadelen vroege selectie ondervangen. *Economisch Statistische Berichten*, 109(4834), 268-271.

2023

### **Technology and jobs: A systematic literature review**

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Hötte, K., Somers, M., & Theodorakopoulos, A. (2023). Technology and jobs: A systematic literature review. *Technological Forecasting and Social Change*, 194, 122750.

2023

### **De zorgsector heeft een aanzienlijke stille reserve**

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Somers, M. A., Van Merode, F., & Groot, W. (2023). De zorgsector heeft een aanzienlijke stille reserve. *Economisch Statistische Berichten*, 108(4826), 474-475.

2023

### **De effectiviteit van financiële prikkels om lerarentekorten aan te pakken. Een systematisch literatuuroverzicht**

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Stolp, T., Somers, M., Fleck, L., Groot, W., & Van Merode, F. (2023). De effectiviteit van financiële prikkels om lerarentekorten aan te pakken. Een systematisch literatuuroverzicht. *Over.Werk, Tijdschrift van het Steunpunt Werk*, 33(1), 37-46.

2022

### **Technological Progress and Changes in the Occupational Structure of the Dutch Labour Market.**

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Somers, M., & Fouarge, D. (2022). Technological Progress and Changes in the Occupational Structure of the Dutch Labour Market. *Technequality Policy Brief No. 6. Horizon 2020-Technequality*.

2021

### **Analytische vaardigheden worden steeds meer beloond**

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Somers, M. A., Cabus, S. J., Groot, W., & Maassen van den Brink, H. (2021) Analytische vaardigheden worden steeds meer beloond. *Economisch Statistische Berichten*, 106(4797), 216-219.

2020

### **The Effect of a Five-Day Intervention on STEM Enrolment in Vocational Education and Training - Evidence from the Netherlands.**

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Somers, M. A., & Cabus, S. J. (2020). The effect of a five-day intervention on STEM enrolment in vocational education and training – Evidence from the Netherlands. *House of Skills Working Paper Series*. ISBN 978-90-830241-4-1.

2019

### **Horizontal Mismatch between Employment and the Field of Education: Evidence from a Systematic Literature Review.**

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Somers, M. A., Cabus, S. J., Groot, W., & van den Brink, H. M. (2019). Horizontal mismatch between employment and field of education: Evidence from a systematic literature review. *Journal of Economic Surveys*, 33(2), 567-603.

2019

### **The Changing Demand for Skills in the Netherlands.**

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Somers, M. A., Cabus, S. J., Groot, W., & Maassen van den Brink, H. (2019). The changing demand for skills in the Netherlands. *House of Skills Working Paper Series*. ISBN 978-90-830241-1-0.

2019

### **Scenarios for the impact of intelligent automation on work**

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Levels, M., Somers, M.A., Fregin, M-C. (2019). Scenarios for the impact of intelligent automation on work. Technequality Paper Series No. 2019/2.

2019

### **Database with country-specific automation risk assessments for occupations (description)**

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Somers, M.A., & Fouarge, D. (2019). Database with country-specific automation risk assessments for occupations (description). Technequality Paper Series 2019/1.

2018

### **Mismatch between Education and the Labour Market in the Netherlands: Is it a Reality or a Myth? – The Employers' Perspective.**

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Cabus, S. J., & Somers, M. A. (2018). Mismatch between education and the labour market in the Netherlands: is it a reality or a myth? The employers' perspective. *Studies in Higher Education*, 43(11), 1854-1867.

2018

### **Horizontale Mismatch tussen Studierichting en Werk: Evidentie van een Systematische Literatuurstudie. Over.Werk.**

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Somers, M. & Cabus, S. (2018). Horizontale mismatch tussen studierichting en werk: evidentie van een systematische literatuurstudie. *Over.Werk. Tijdschrift van Steunpunt Werk*, 28(2), 91-98.

2018

### **Jongeren Moeilijk te Overtuigen om Techniek-Opleiding te Volgen.**

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Somers, M. & Cabus, S. (2018). Jongeren moeilijk te overtuigen om techniek-opleiding te volgen. *Economisch Statistische Berichten*, 104(4769), 37-39.

2017

### **Zijn we Klaar voor de Veranderende Arbeidsmarkt? Nederland en België Vergeleken.**

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Somers, M. & Cabus, S. (2017). Zijn we klaar voor de veranderende arbeidsmarkt? Nederland en België vergeleken. *Over.Werk. Tijdschrift van Steunpunt Werk*, 27(2), 18-25.

2017

### **Werknemers Beter Toegerust voor de Eisen van het Werk.**

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Somers, M. A. & Cabus, S. (2017). Werknemers beter toegerust voor de eisen van het werk. *Economisch Statische Berichten*, 102(4749), 205-207.

2017

### **Jongeren verbeteren de aansluiting tussen onderwijs en arbeidsmarkt.**

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Cabus, S. & Somers, M.A. (2017). Jongeren verbeteren de aansluiting tussen onderwijs en arbeidsmarkt. *Over.Werk. Tijdschrift van Steunpunt Werk*, 27(1), 24-30.

2017

### **Mismatch tussen Onderwijs en Arbeidsmarkt eerder Feit dan Fictie.**

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Cabus, S. & Somers, M.A. (2017). Mismatch tussen onderwijs en arbeidsmarkt eerder feit dan fictie. *Sociaal Bestek*, 5, 29-31.

2024

### **Skill Matters: Curriculum updates and Labor Market Outcomes. Skills2Capabilities.**

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Zhu, Z., Fouarge, D., Belfi, B., & Somers, M. (2024). *Skill Matters: Curriculum updates and Labor Market Outcomes. Skills2Capabilities*. ROA External Reports.

## ● CONFERENCES AND SEMINARS

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### Presentations at conferences and seminars

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#### 2025

- ECER 2025, Belgrade
- 19th Belgian Day for Labour Economists
- Presentation of Embassy Science Fellowship Programme "The Practice-Oriented Approach of the German Education System: Lessons for the Netherlands"- at Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven (May 27) and MBO Raad (February 5)

#### 2024

- 9th LEER Conference on Education Economics

#### 2023

- 18<sup>th</sup> Belgian Day for Labour Economists (BDLE)
- LEARN! and EducationLab Conference!
- 8th LEER Conference on Education Economics

#### 2022

- XXX Meeting of the Economics of Education Association (AEDE)

#### 2021

- 33rd European Association of Labour Economists Conference (EALE)

#### 2019

- Tenth International Workshop on Applied Economics of Education (IWAEE)
- 16<sup>th</sup> Belgian Day for Labour Economists (BDLE)
- Lunchseminar at the GSBE Seminar on Learning & Work

#### 2018

- Final International Conference on Education Economics (EdEN)
- ROA Workshop on Dynamics of Skills Supply and Demand
- 33<sup>rd</sup> Congress of the European Economic Association (EEA)
- 32<sup>nd</sup> European Society for Population Economics Conference (ESPE\_
- Ninth International Workshop on Applied Economics of Education (IWAEE)
- 15<sup>th</sup> Belgian Day for Labour Economists (BDLE)
- Fourth Workshop on Education Economics (LEER)
- Lunchseminar at Expertisecentrum Beroepsonderwijs

#### 2017

- II Workshop on Empirical Research in Economics of Education
- Centre for Vocational Education Research Conference (CVER)
- XXVI Meeting of the Economics of Education Association (AEDE)
- Seventh International Workshop on Applied Economics of Education (IWAEE)
- Instituut Gak Symposium on Mismatch between Education and the Labour Market
- Third Workshop on Education Economics (LEER)

#### 2016

- 28<sup>th</sup> European Association of Labour Economists Conference (EALE)
- XXV Meeting of the Economics of Education Association (AEDE)
- Sixth International Workshop on Applied Economics of Education (IWAEE)
- 13<sup>th</sup> Belgian Labour Day for Economists (BDLE)
- Second Workshop on Education Economics (LEER)
- ROA 'Human Capital over the Life Cycle' conference

#### 2015

- 9th Researchersday 'The future labour market' of Instituut Gak
- XXIV Meeting of the Economics of Education Association (AEDE)

## ● WORK IN PROGRESS

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CURRENT

### Papers in progress or submitted to journals

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#### In progress

1. Early tracking and relative age effects in education (with C. Janietz, R. van der Velden and R. Korthals)
2. The effect of educational tracking on performance and inequality (with R. van der Velden)
3. The role of unanticipated labour market conditions in graduates' regret of study choice (with D. Fouarge)

## ● EDUCATION

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CURRENT

### Course coordinator of Future of Work course - MSc Learning and Development in Organisations

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The world of work is changing faster than ever. From AI-driven transformation and hybrid workplaces to shifting skill demands and new expectations of learning, today's L&D professionals are navigating challenges that are complex, open-ended, and constantly evolving. This course provides students the opportunity to step into that dynamic landscape by not just studying it, but by actively shaping it. Students work in teams to explore three real-world L&D challenges sourced from professional practice. They are encouraged to think creatively and critically, to draw on futures literacy to imagine different possibilities, and to experiment with divergent thinking to generate bold and innovative solutions. In this highly interactive, practice-oriented course, students collaborate on structured whiteboard activities, take part in fast-paced hackathons, and pitch their ideas to professionals currently working in the field. They learn how to frame problems clearly, evaluate and develop evidence-based solutions, and communicate persuasively to decision-makers.