

Upper Secondary General & Vocational Education in The Netherlands



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& Macro-efficiency**

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Content

- Short general introduction
- The place of Secondary General & VET in the system
- The institutional landscape of secondary VET
- The characteristics of VET in the Netherlands
- Some outcomes



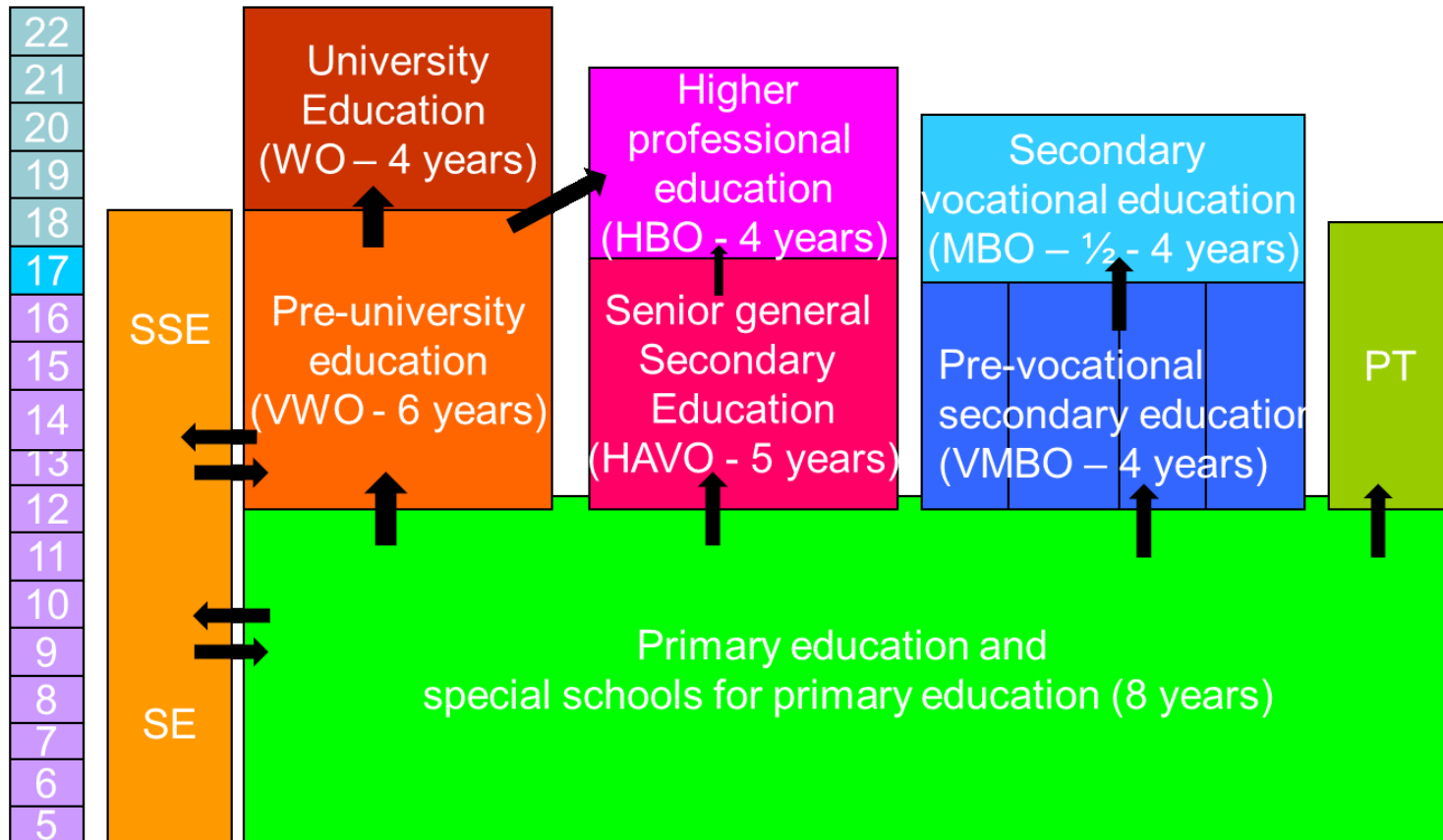
Characteristics of the Dutch Education system

Centralized education policy meets with a decentralized administration & management of schools

- ***Schools have a great deal of autonomy*** in organizing, teaching, and teaching material
- **Freedom of schools is bounded by:**
 - a. Attainment of teaching targets
 - b. Minimum of teaching hours (f.i. in VET: 800 / 200)
 - c. Examination requirements (secondary education)
 - d. Occupational requirements (vocational education)
 - e. Professional standards for teachers
- **Both public and private education is funded by the government**
 - Article 23 Constitution: freedom of education
 - Right to found schools & provide teaching based on religious, ideological or educational beliefs
 - Public and private schools: equal financial footing

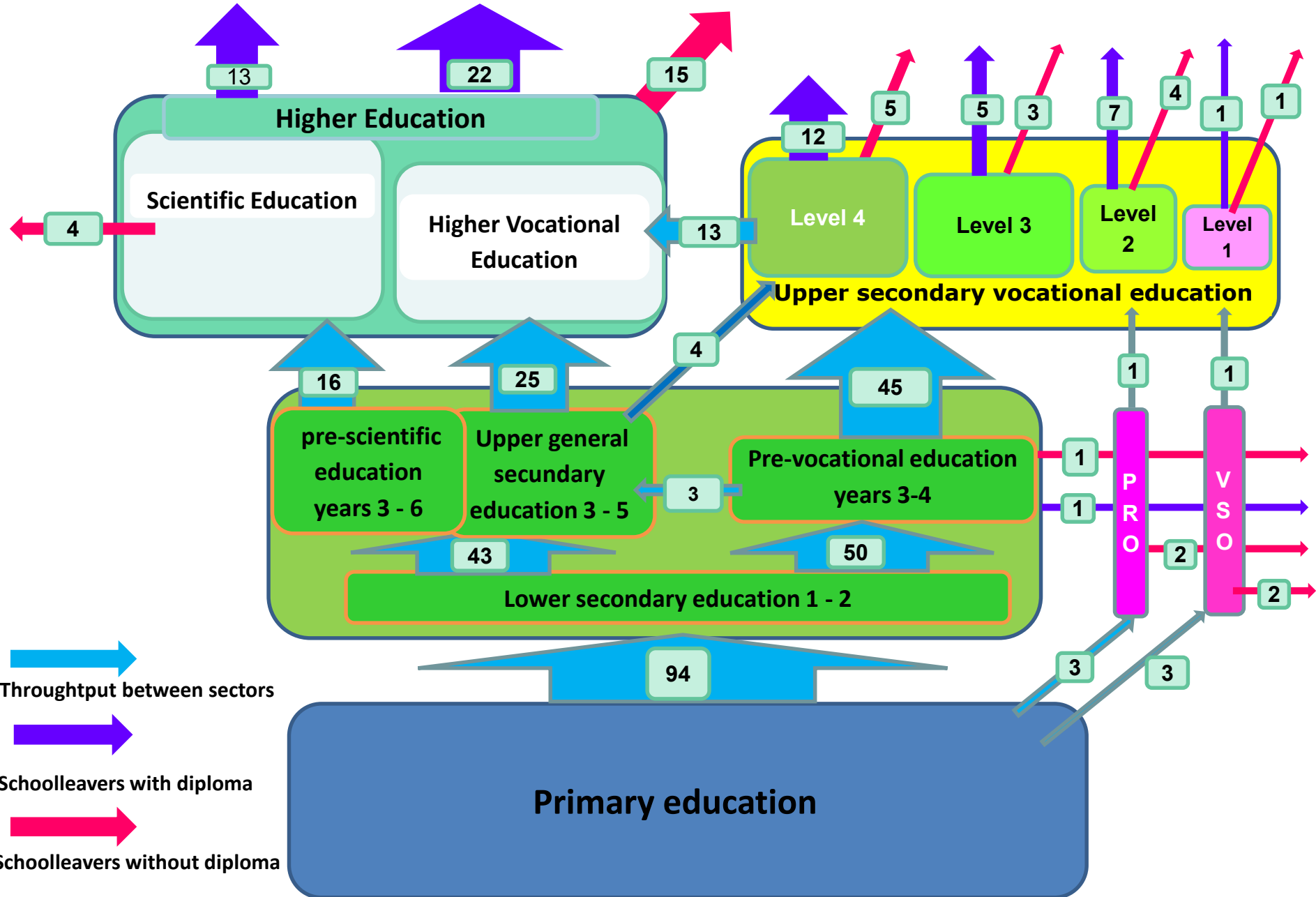


The Dutch Education system



Transitions in education

In percentages of a cohort pupils leaving primary education

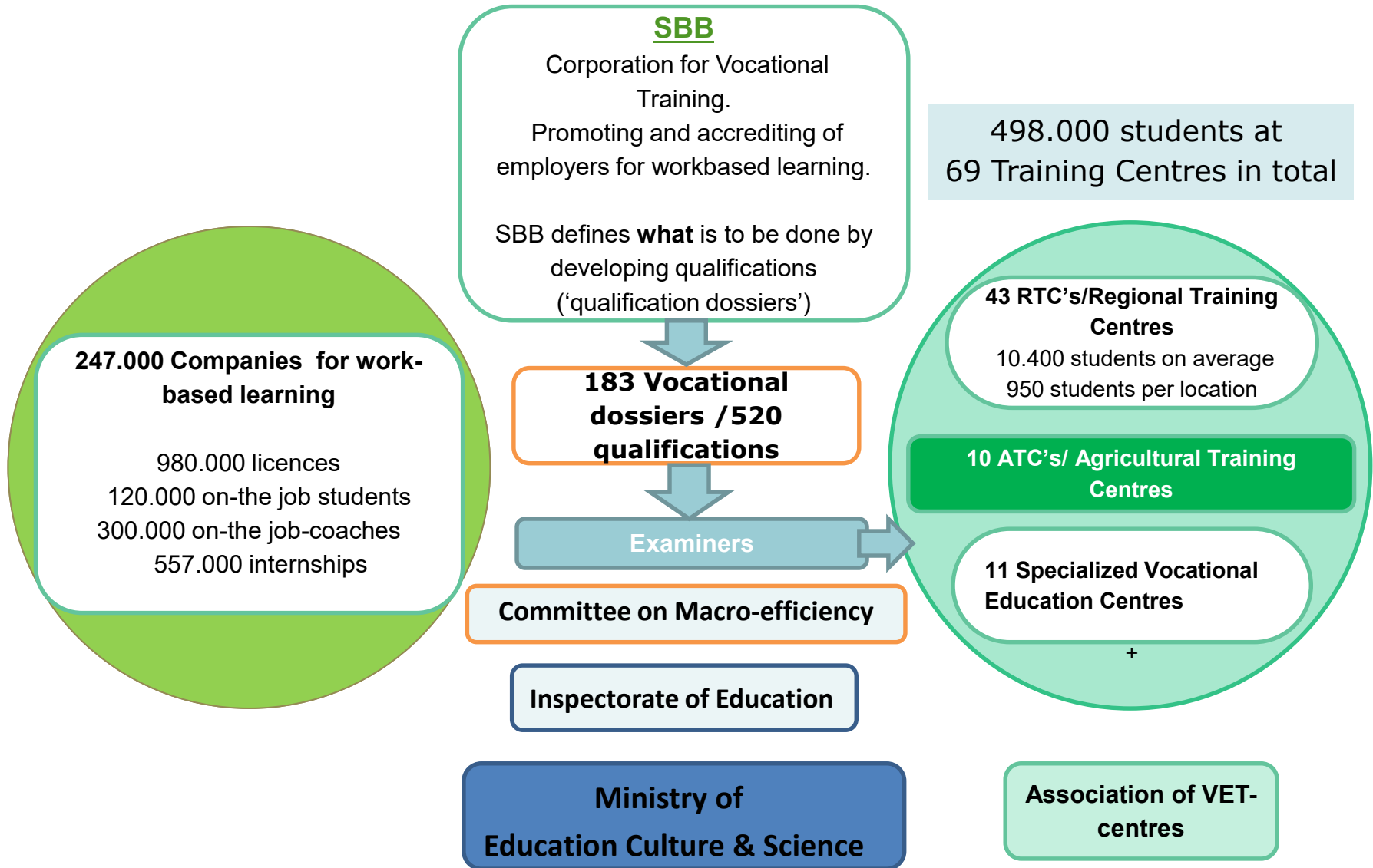




Characteristics of Secondary Education

- In particular the first two years of lower secondary education there is still flexibility on type of education, **but pupils have to make choices quite early on in their school-career.**
- In upper secondary general education and pre-vocational education students choose a so-called **profile**;
 - Profiles on average contain 7-8 subjects (with focus on i.e. Math. Chemistry and Science, Economics & Administration, Modern Languages.
 - Profiles in pre-vocational education (12) focus on i.e. construction, electronics, trade & administration, catering industries etcetera.
- **Pre-vocational education has three types of schooling:** basic, mixed and theoretical

Institutional landscape of upper secondary vocational education





Qualifications

- 183 'qualification dossiers' containing 520 specific occupations each of which describing what a student has to know and which skills he or she has to master.
- Its using the concept of 25 key competences.
- A students' qualification contains a basic part, a profile part (together 85%) and a part is reserved for individual choice (15%).
- There are 1000 "Choice-subjects" from which to choose in order to enhance flexibility for future labour market changes



Characteristics Of Upper Secondary VET

- ❑ Dual system (school based & work based) alongside
 - Within school based system compulsory apprenticeship; about 6 weeks per year up to 8 months in a 3-4 year (level 4) training
 - Within work based system general components (Dutch, Math, Eng, Citizenship) 1 day school based; 4 days on the job

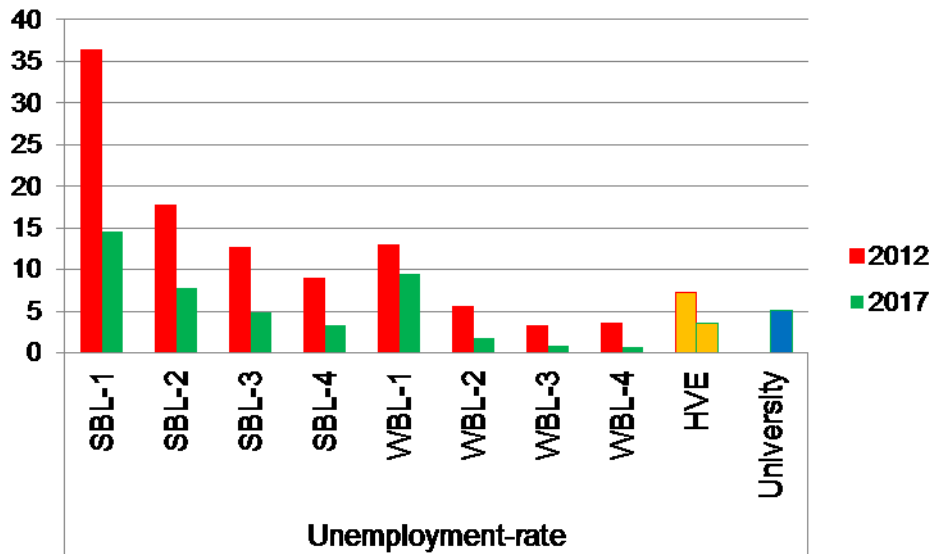
- ❑ 4 levels of Secondary VET
 - Lower secondary VET
 1. **MBO level 1:** Assistant level: 'entry training' without threshold (since August 2014)
 2. **MBO level 2:** Basic vocational training: **starting qualification for the labour market**
 - Upper secondary VET
 3. **MBO level 3:** Professional training
 4. **MBO level 4:** Middle-management / specialist training

- ❑ Not a modular or credit based system! But we are experimenting with it.

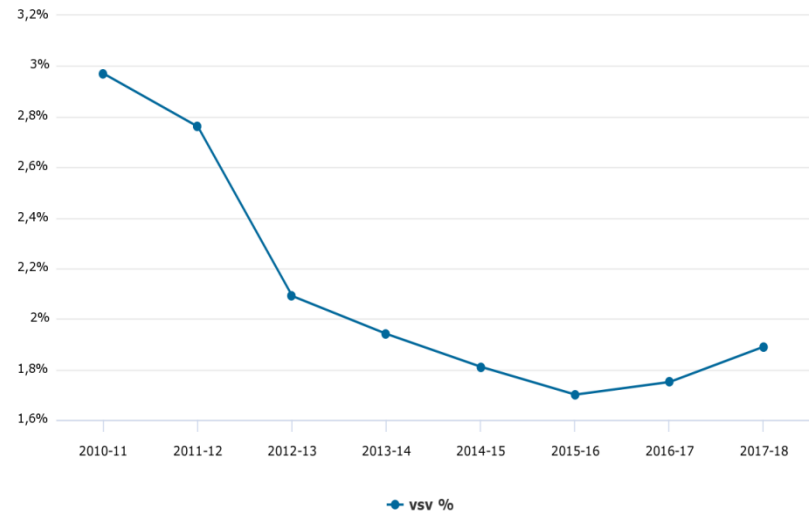
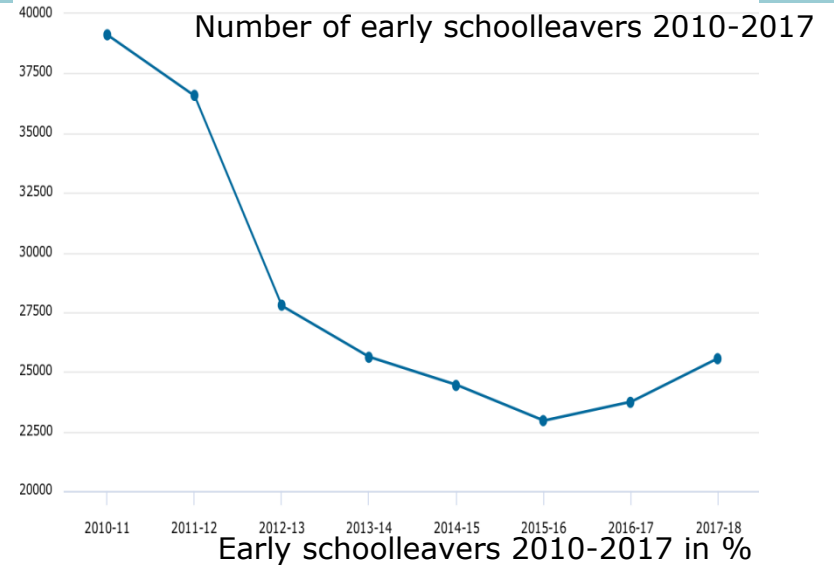
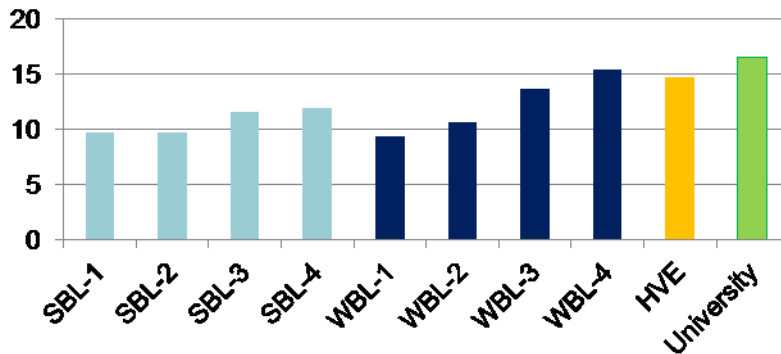


- High labourmarket participation rates (overall 95 percent 2017)
- Low numbers of early schoolleavers
- Substitution in times of economic crisis between WBL en SBL
- Internationally a high level of attainment
- High througput to VET levels 3 and 4 and higher education

Key Figures



hourly wage (€)

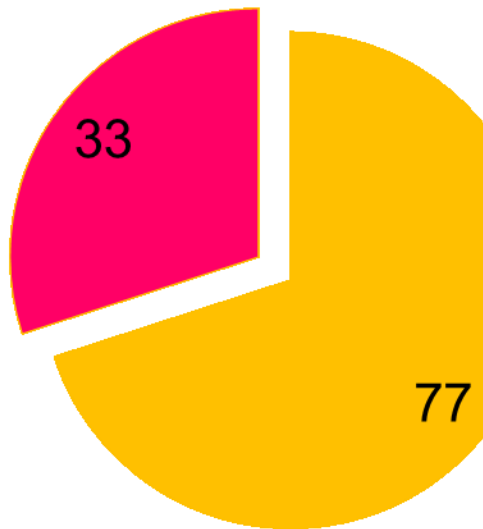


Dual System

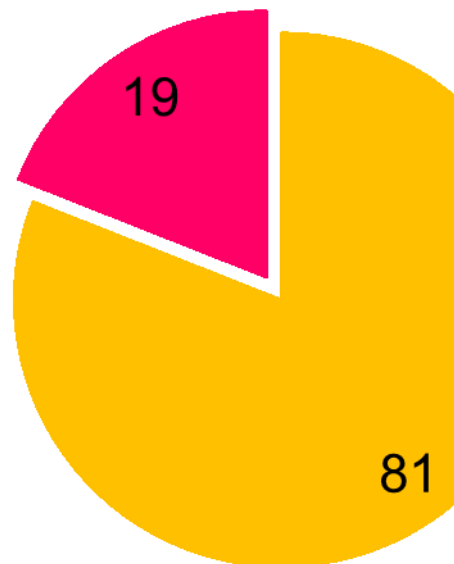


- School based system (BOL), 20-60% practical training 378.000 students
- Apprenticeship system (BBL), at least 60% in practical training 120.000 students of which some 40% over 27 y.o.a.

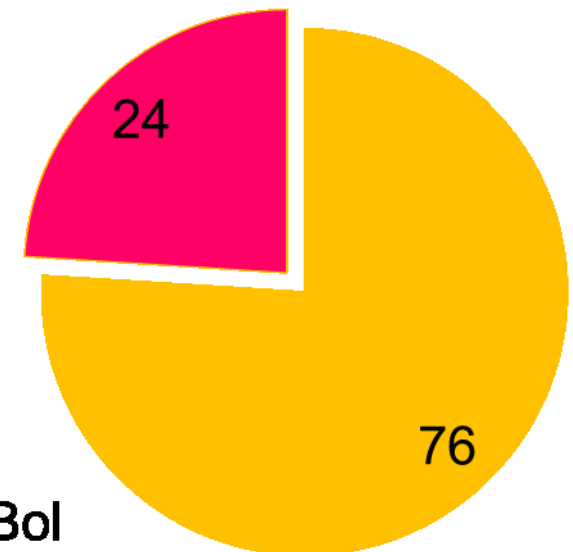
2008



2013



2018

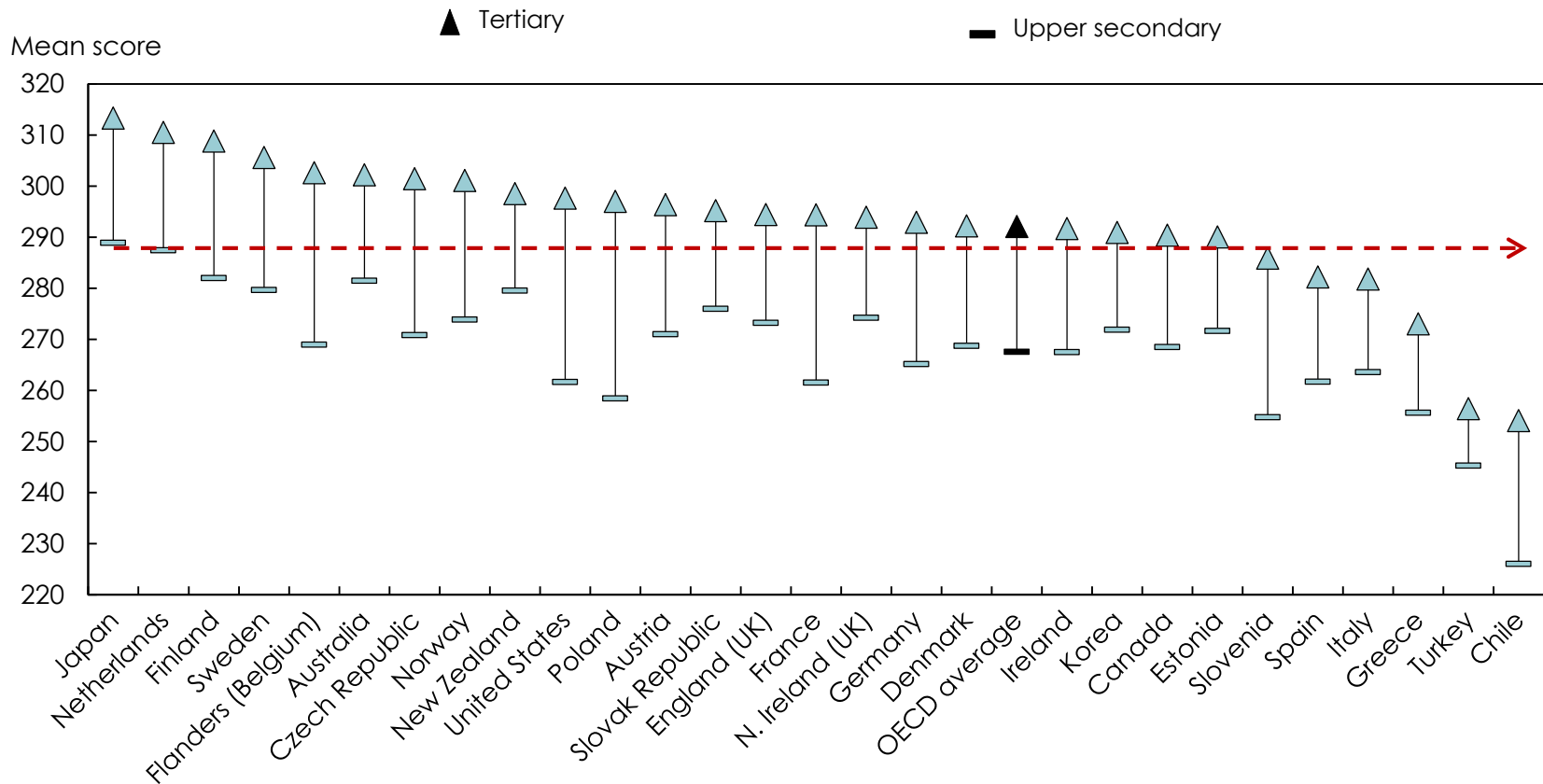


■ Bol

■ BBL

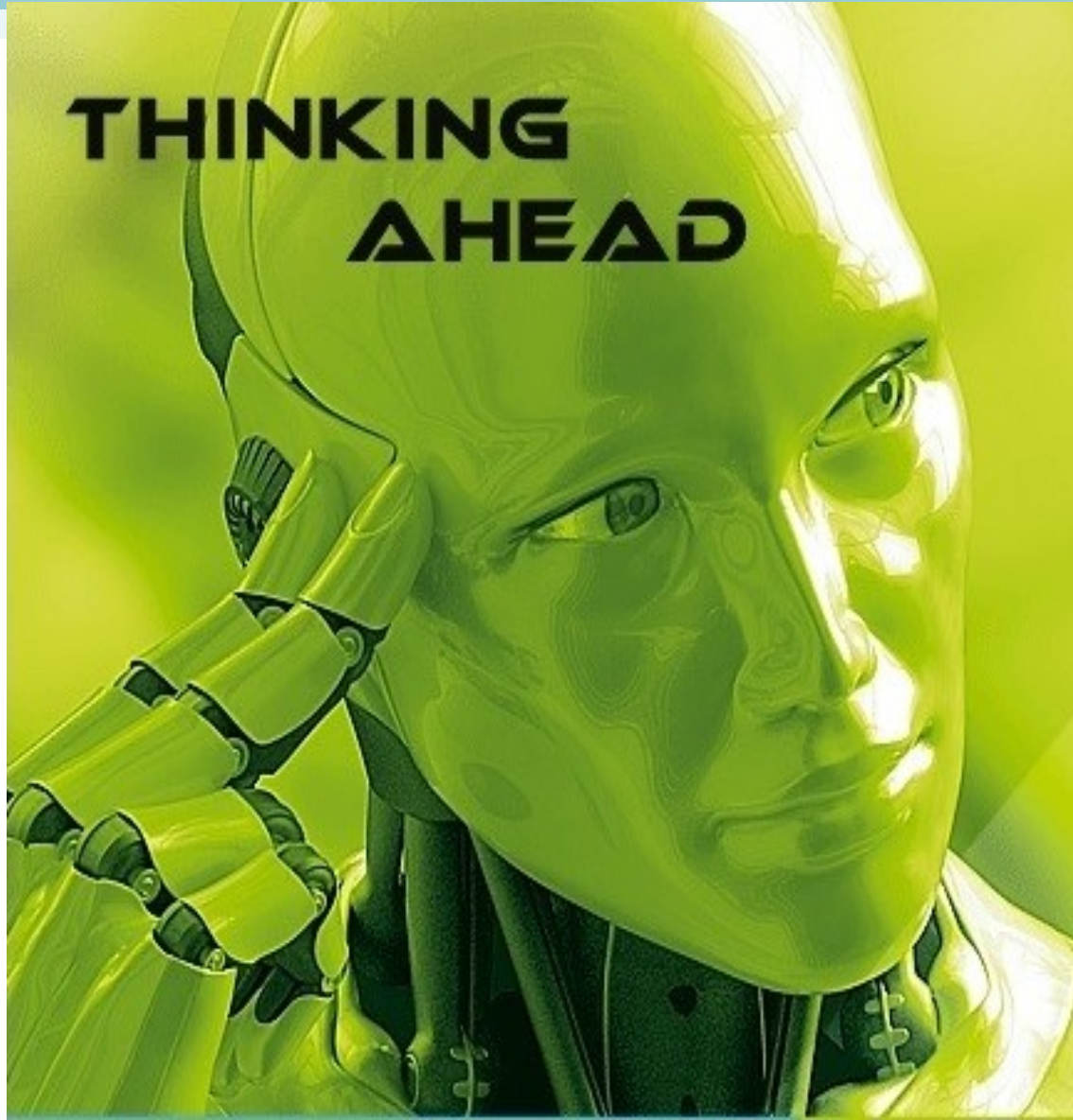
TERTIARY EDUCATION CAN HELP BUILD STRONG SKILLS, BUT IT IS NO GUARANTEE

Mean literacy score of adults by educational attainment, 25-65 year-olds



Part 2

Recent Developments, Challenges & Experiments in US-VET





CHALLENGES: PAST & PRESENT

- **Early School-leavers**
- **Flexibility/responsiveness to changes in demand**
 - A big body of vocational trainings <> the ability of schools to organise
 - Freedom of choice versus mismatch
 - Ownership of teams and regional employers
- **Gradual decline of Work Based Learning**
- **Adult Education**



I Early School-leavers



The Issue!

- ❑ 2002 increasing awareness at national and EU level. NL: 71.000 ESL each year. Long term negative effects
- ❑ Parliament decision: priority, extra money (150 mln), targets
- ❑ 2005 start of programme. Repeating 4 year-covenants
 - 2014 connected to combat of youth unemployment
 - 2016 extension of target group, end of covenants
- ❑ 2019 **structural** approach by national law, obligatory



Programme strategy

- ❑ **National AND regional** /local approach (39 regions)

Cooperation through Golden triangle:
Government

Schools

Municipality

- ❑ **Target group:** 12-23 year olds in secondary education and (pre) vocational education.
- ❑ **Priority is obtaining diploma (BQ).**

Key elements



Monitoring! Data!
At individual level

Create appropriate fundament
(Govt)

Close cooperation school – municipality – other parties

Reduce risk of ESL around school transfers

Special facilities for
youngsters with
multiproblems

Close guidance, coaching,
“being noticed” , special
support

Early warning: truancy
/absence

Regional plan with measures.
Fit to regional circumstances

Key elements (2)



Clear target goal, public results, benchmark

**Priority is diploma,
otherwise customized
solution**

**More cooperation between
education and labour market domain
(also within municipality, RMC and
social domain)**

**Dropped out? NEETs
monitored till age 23 and
even 27, guidance and
support offered**

Regional safety net for all young people!

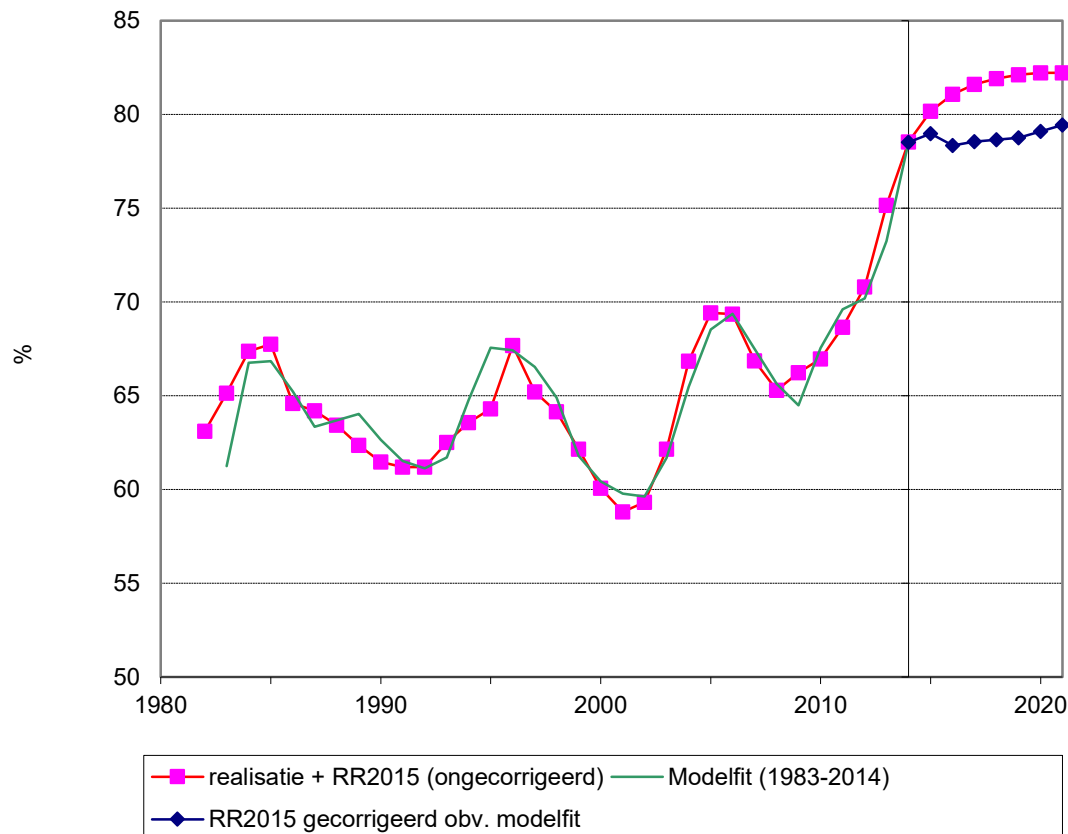


- ❑ ESL 12-23 rates dropped from 71.000 each year (2002) to under 24.000 (2017).
- ❑ EU-indicator (18-25): 8% (under EU-goal)
- ❑ Youth unemployment rates from 13,2% (2013) to 8,9% (2018)
- ❑ More youngsters find a job at appropriate level
- ❑ More graduates and more graduated at higher level



II Reviving Work-based Learning

Aandeel bol/bbl in MBO





- **Campaign**

- attracting training companies (and WBL-jobs) in newly emerging sectors/industries
- Promoting WBL among students
- Improving access of WBL to “older” students
- Improving vacancy-websites

- Introducing **Hybrid Programs** (Gildes)

- In-house training (SBL as well as WBL)

- **Reducing Employers costs**



III Increasing Flexibility & Responsiveness

3 More flexibility in Educational Programs



Cross-overs

Schools and Regional Employers (organisations) can constitute new qualifications based upon existing qualifications i.e. Health Care and ICT (34 schools are experimenting)

Regional occupational curricula/qualifications (just started)

- 60 percent of a curriculum is centrally set;
- schools & their regional partners employers can determine regional profiles (without need for consent of the SBB)
- They can also devise regional choice-subjects
- A chance to introduce a major-minor structure (like HVE)

Mixed Schoolbased and Workbased Schooling

Freedom to switch between WBL an SBL during training (half year/yearly bases).



Introducing Modular Units (starting up): The case of the health care sector

- Objective:
 - tailor made programs,
 - training at own pace
 - Facilitate switch of students (among types of training and schools)
 - Appeal to “older” students
- A number of curricula have been split up in components; each of them are to be examined and acknowledged by all schools providing the educational programmes.
- An intake providing exemptions for students with prior experience or diploma’s.
- Parts of the components or combination will produce certificates (Only elderly students).



Thank you, I hope I have provided some



eyeopeners