

The Netherlands

Overview of / introduction on National vet system

General description

The Dutch education system combines a unified education system, regulated by central laws, with decentralized administration and management of schools. Overall responsibility for the public-private education system lies with the State, represented by the Minister of Education, Culture and Science, and the legislative power of the Dutch Parliament. The Ministry is headed by a Minister. Two State Secretaries (junior ministers) are also appointed for parts of educational and for cultural policy.

The central government controls education by means of laws and regulations in accordance with the provisions laid down in the Constitution. The prime responsibilities of the Ministry of Education, Culture and Science relate to the structuring and funding of the system, the management of publicly run institutions, inspection and examination procedures and financial aid to students. Control may be exercised by imposing qualitative or quantitative standards for the educational process in schools and/or for the results they produce, and by means of arrangements for the allocation of financial and other resources, and the imposition of conditions to be met by schools. The Ministry of Education, Culture and Science lays down conditions, especially in primary and secondary education, relating to the types of schools that can exist, the length of courses, compulsory and optional school subjects, the minimum and maximum number of lessons to be given and their length, the norms for class division, the examination syllabus and national examinations, and standards of competence, salaries, status and teaching hours of teaching staff. The Ministry does not set up schools, but does determine norms for their establishment. These conditions apply to both public and private education (Eurydice, Cedefop, ETF, 2003).

CREBO and CROHO

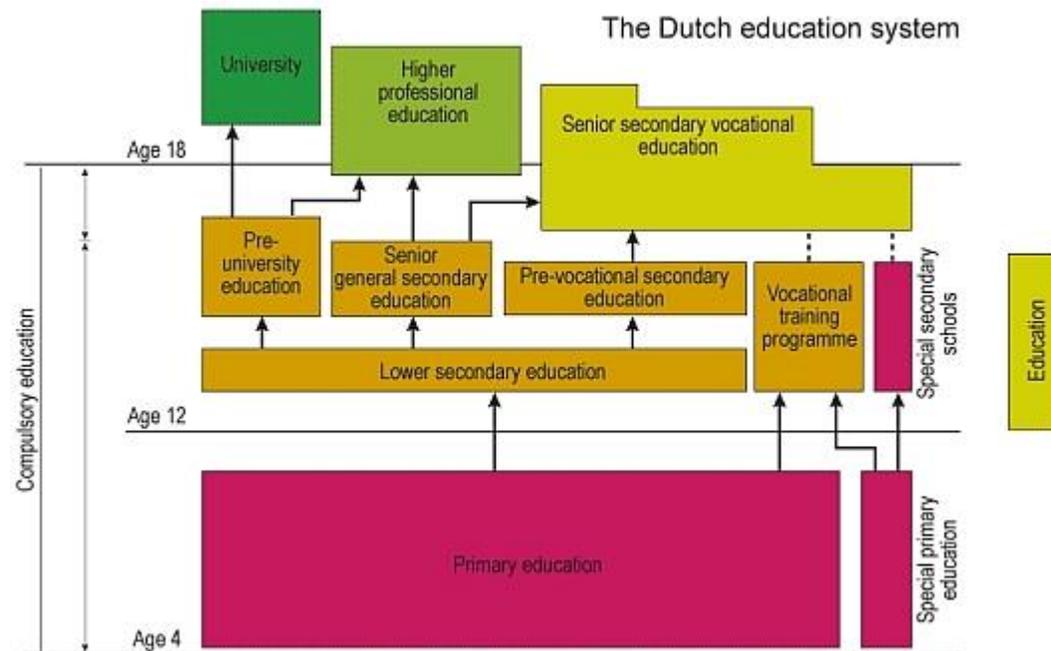
A guaranteed standard of higher education, and alignment with the Qualifications Framework for the European Higher Education Area, is maintained through a national system of legal regulation and quality assurance, in the form of accreditation. The Ministry of Education, Culture and Science is responsible for legislation pertaining to education and the agriculture and public health ministries play an important role in monitoring the content of study programmes in their respective fields. Quality assurance is carried out through a system of accreditation, administered by the Accreditation Organisation of the Netherlands and

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Flanders (NVAO, Nederlands-Vlaamse Accreditatieorganisatie) (www.nuffic.nl).

All courses in the vocational secondary education are entered in the Central Register of Vocational Courses (CREBO, Centraal Register Beroepsopleidingen). This register records which institutions provide which courses, what the exit qualifications are, which learning pathway is involved and which of the partial qualifications awarded are subject to external validation. It also indicates which courses are funded by the government and which bodies are authorised to validate examinations.

All accredited programmes in the higher education are listed in the Central Register of Higher Education Study Programmes (CROHO, Centraal Register Opleidingen Hoger Onderwijs). Besides the accreditation of degree programmes, the Netherlands has a system by which the Ministry of Education, Culture and Science recognizes higher education institutions by conferring on them the status of either 'funded' or 'approved' (Eurydice, Cedefop, ETF, 2003). 'Funded' indicates that the institution is fully financed by the government while 'approved' indicates that the institution does not receive funds from the government and has to rely on its own sources of funding. All programmes must be accredited and registered in CROHO.



Sources used (refer either to your bibliography or add webadressess used)

Eurydice/Cedefop/ETF (2003). *Structures of Education, Vocational Training and Adult Education Systems in Europe*

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www.graafschapcollege.nl

www.rijksoverheid.nl

www.s-bb.nl

The form and content of qualifications

In the Dutch vocational qualification system, each qualification first describes the professional context with general tasks and then describes core tasks which are divided into work processes. For each core task, the work processes are being crossed with competences (from a fixed list of 25 competences) which are needed for the execution of those work processes. The 25 general competences are used to describe all vocational qualifications.

The competences used (if at all, or alternatives)

<i>Macro competence area</i>	Used competences in (all!) qualifications
<i>I. Leading and deciding</i>	a. making decisions and initiating activities b. directing c. guiding
<i>II. Supporting and cooperating</i>	d. giving attention and understanding e. collaborating and communicating f. acting morally and honourably
<i>III. Interacting and presenting</i>	g. building relationships and networking h. persuading and influencing i. presenting
<i>IV. Analyzing and interpreting</i>	j. formulating and reporting k. applying professional expertise l. using materials and means m. analyzing
<i>V. Creating and conceptualizing</i>	n. researching o. creating and innovating p. learning
<i>VI. Organizing and executing</i>	q. planning and organizing r. focusing on customer satisfaction s. delivering quality t. following directions and procedures
<i>VII. Adapting and coping</i>	u. adapting and responding to change v. managing pressures and coping with setbacks

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VIII. <i>Enterprising and performing</i>	<ul style="list-style-type: none"> w. showing ambition and passion x. acting enterpreneurially and commercially y. acting efficiently and professionally
<p>To build all the separate qualifications in VET, the competences are linked to core duties and work processes, which describe the activities of the occupation at hand, in a so-called competence matrix. That is, a competence is demonstrated by the professional practitioner in the context of the performance of a core duty or work process. An example is added as an annex.</p>	
<p>The training and didactical methods should be described.</p>	
<p>Since only the qualifications are centrally described, all VET schools are free in designing and using training, curricula, didactical methods etcetera. Therefore they cannot be described for the country as a whole.</p>	

State of the art of research on need of transversal competences in research / best practices

<p>General description (You can focus on research either only in mother tongue or referring exclusively or mostly on your country)</p>
<p>Several research centres are focussing on transversal competences, as Cofora did as well in the past ten years. However, referred is mostly to key competences (sleutelvaardigheden) as a general accepted term in the Netherlands. Also much research exists on competences needed to gain access to the Dutch labour market in general. Furthermore both the OECD and CEDEFOP have programs on this subject, here considered to be well known.</p>

What training for teachers / trainers on transversal competences does exist

By identifying training for trainers and teachers in VET on transversal competences and / or transferring transversal competences to students / pupils mention target group, subject, methodology used / what tools are used and which competences are focused on. **Please copy the table and use 1 for each example you wish to describe.**

General remark: Although many training exist on VET teaching (which is a regulated profession), no specific training has been found to train teacher in transferring transversal competences.

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General description
Management of competencies
Focus of training (on transversal competences and / or transferring transversal competences to students / pupils)
Focussing on transversal (and if wanted specific) competences, due to the principal central position of the student. By drafting a personal biography, starting with good memory and moments filled with pride, a complete balance of competences is drafted, by identifying strong and weak points leading to a certain point in life. This red thread then is completed with work and life experiencing. Thus not only competences are discovered, but placed into their context and consequences as well.
Targetgroup
Anybody. Based on the general principle programs have been designed for: <ul style="list-style-type: none"> - trainers in VET; - higher management; - isolated migrant women; - refugees; - early school-leavers; - military (based in Afghanistan); - etc. etc.
Subject
Learning to value experience in terms of competences
Methodology and / or tools used
A rather psychological method focussing on positive memory, placing that in context and in a biographical, chronological personal description
Competences focused on in the training (if possible refer to the list used in the questionnaire)

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Any present competence relevant for the individual
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Validation or assessment including transversal competences

General description
None found. Although in many cases the qualifications are including transversal competences. But TC outside the given qualification are not validated nor assessed.
What tools are used
What is the aim of this procedure (validation and/ or assessment)
How is it used in practice

Conclusions

Identify what are the strong points and where gaps exist that the TrainVet model should address. Please conclude on your own VET system, qualifications, VET trainers training programs and validation practice regarding the position of transversal competences as described above.

Your national VET System

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<p>The Dutch VET system is considered to be one of the best in the world. VET students in test have been compared to students from American universities in some cases.</p>
<p>Qualifications</p>
<p>The qualifications are competences based, build by employers and employees jointly with the department of education.</p>
<p>VET trainers training programs</p>
<p>Focussing rather strongly on didactical concepts as whole, not too much on the results of former students in daily working life.</p>
<p>Validation practice</p>
<p>A solid history in the validation of non-formal and informal learning, however focussing on the formal qualification system, thus leaving out transversal competences by definition, because competences are validated in relation to a specific qualification only.</p>

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WP 2 – Review of existing models

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