

The Dutch VET system



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Vocational Education & Training

Four levels of secondary vocational education training:

- ▶ Assistant level (EQF 1)
- ▶ Basic vocational training (EQF 2)
- ▶ Professional training (EQF3)
- ▶ Middle management training (EQF 4)

Vocational Education & Training

Two pathways on all four levels:

- ▶ School-based vocational training (BOL)
- ▶ Work-based vocational training (BBL, apprenticeships)

Both pathways lead to the same type of diploma

Graduates of apprenticeship programmes have higher employment rates, and are more likely to find a substantial job and earn more.

Work placement

- ▶ Work placement is an important part of vocational education and training and mandatory for students in upper secondary VET to get a formal qualification.
- ▶ Apprenticeships have a higher share of work placement (60%-80%) than students who follow the school-based pathway (20%-60%).

Role of social partners

- ▶ Strong central coordination at national level by the SBB, Foundation for Cooperation on VET and the Labour Market
- ▶ Board: 50% social partners and 50% VET schools
- ▶ nine bi-partite sectoral chambers

Objective:

- ▶ Students receive the best possible practical training and companies can employ the professionals that they need
- ▶ Tasks: (national and sectoral level)
 - ▶ Advice on VET policy
 - ▶ Updating qualification framework
 - ▶ Labour market information and research
 - ▶ Accreditation of work placement

Accreditation of work placement

- ▶ National VET law: companies that want to offer work placements to students need to be accredited. The SBB has the legal task to accredit the companies. The requirements for work placement trainers for school- or work-based learning (apprenticeships) are the same.

Two types of trainers

- ▶ VET teachers within schools. VET schools are responsible for the quality and professionalization of the VET teachers.
- ▶ Work placement trainers in the company. The companies are responsible for the quality of the in-house workplace trainer.
 - ▶ The SBB organizes training and competence development for the workplace trainers.
 - ▶ The SBB formulates the cross-sectoral criteria for the work placement and the profile of work placement trainers.
 - ▶ The SBB organizes a monitor to evaluate the quality of work placements

Role of the social partners - the quality of work placement

- ▶ Joint agreements (national and sectoral) in the SBB about the quality of work placements and the qualifications for work placement trainers
- ▶ Joint agreements in the SBB about sectoral criteria, support and training for work placement trainers in the companies
- ▶ Advice on the content of training for work placement trainers

Role of the social partners - the quality of work placement

- ▶ Extra support by sector Training & Development Funds (*O&O-fondsen*). These funds are created by sectoral social partners. They organize training programs and skills development pathways in a variety of industries.
- ▶ Training funds support for VET
- ▶ Extra support for the competence development of the work placement trainers and trainings materials
- ▶ Support for creating apprenticeships for BBL students
- ▶ Extra support for BBL students in time of crises

Agreements to improve the quality of internships and apprenticeships (Stagepact mbo 2023-2027)

- ▶ Improve supervision by companies and VET-schools
- ▶ Eliminate discrimination and support by discrimination
- ▶ Realise sufficient internship places
- ▶ Offer appropriate compensation

Role of social partners - stagepact

- ▶ Social partners, employers and SBB; to create sufficient work placement places.
- ▶ Apprenticeships for adults
- ▶ Apprenticeship (BBL) students receive an employment contract and (collective labor agreement) wage. (at least what is legally established)
- ▶ Appropriate compensation for interns. Every collective labor agreement contains agreements on an appropriate internship compensation.

Results

Result:

- ▶ Students are better prepared for the labour market
- ▶ Bridge the gap between school and labour market
- ▶ Qualified workers
- ▶ Low unemployment

Role of trade unions for VET students

- ▶ Special membership rates for students
- ▶ Interactive information service
- ▶ Visits to training centres
- ▶ Magazine and website
- ▶ Bonus (some sectors)
- ▶ Collective agreements (working conditions)

Role of employers for VET students

- Practical Learning Environment
- Mentorship and Supervision
- Skill Development
- Workplace Integration
- Performance Evaluation
- Collaboration with Educational Institutions
- Career Opportunities

Challenges for social partners

- ▶ More flexible pathways for adults
- ▶ More possibilities for lifelong learning
 - modular structure
 - accreditation of prior learning
 - work based learning
 - sectorial cooperation

Thank You

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