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# Three points

- State of the art of outcome-oriented curriculum reforms in VET
- Main characteristics of new curricula: strengths and weaknesses
- Benefits for the learner













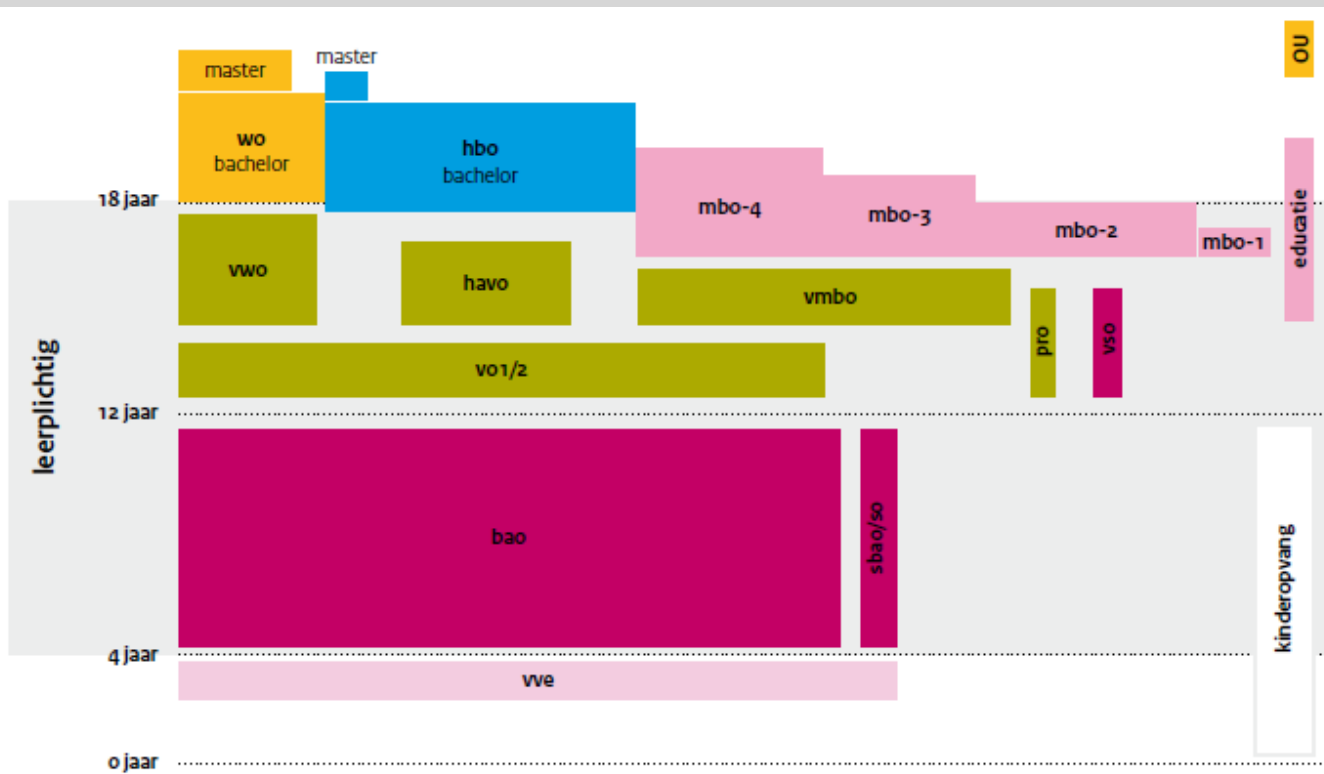








# Dutch educational system



**VET**

**vmbo**

Pre-vocational education

**Mbo**

Upper secondary  
vocational education:  
Dual system

**hbo**

Higher professional  
education



# State of the art

- 2004 experiments with competency-based qualification frameworks
- August 2010 Obligatory implementation
- August 2011 Postponed date of obligatory implementation
- August 2010 Implementation National reference levels languages and calculation
- 2014-2015 Central examinations languages and calculation

# National Competency-based Qualification frameworks

- Dutch concept of competence includes and transcends the knowledge and skills dimension
- There are 237 frameworks containing 643 qualifications. These frameworks consist of:
  - Descriptions of qualifications
  - Core processes/tasks of a profession
  - Process-competencies-matrix

## *Example*

- Core task: Coordinates and participates in the reception and storage of goods
- Working activity: Coordinate the reception and storage of goods
- Competence: Plan and organise
- Components: Plan activities, Organise time & Assess progress
- Performance indicator: 'The logistics team leader plans, regulates and monitors logistics activities for the receipt and storage of goods, and ensures that goods are stored properly and according to work priorities. He does this based on realistic time estimations and the effective and efficient use of available capacities.'



# Stakeholders

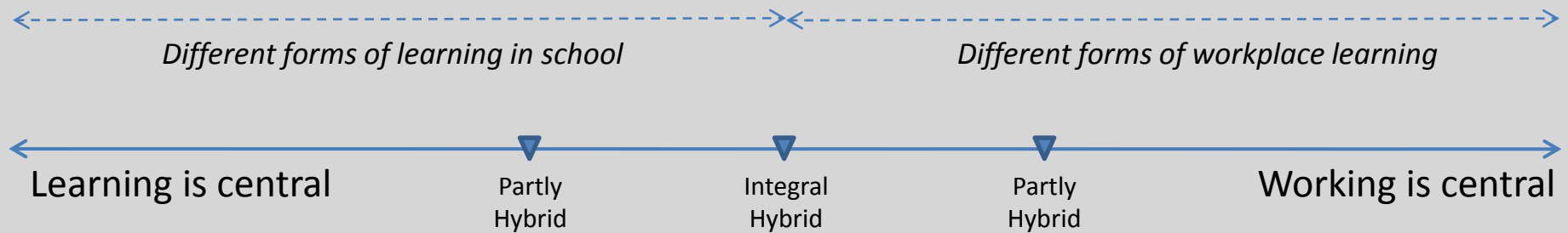
- Ministry of Education, Culture & Science (and Ministry of Agriculture for those domains)
- National coordination point to facilitate process
- Sector centres of expertise: liaison between professional practice of business & industry
- Educational institutes
- Others like: Association of VET schools (MBO Raad), sector organisation green education (AOC Raad), association of sector centres of expertise on VET and labour market (COLO), Interdepartmental Project Learning & Working

# Main characteristics curricula

- More integral, real-life, authentic tasks or projects as part of the curriculum
- Learning in professional practice more important
- Closer collaboration with professional practice, (regional) businesses and institutes
- Emphasis on self-directed and collaborative learning
- Role of teachers is shifting towards coaching and facilitating learning-to-learn



# From learning to working



## **Strenghts**

- Learners experience relevance → increased motivation
- Bridge the gap between school and work
- Learner-centred, flexible approach helps to match education with diverse learner population

## **Weaknesses**

- Theory/knowledge more limited role
- Learning to learn tips the scale
- Teacher as coach diminishes role as expert
- Teachers are expected to stay up-to-date of business & industry



# Benefits for learners

- Our current research in form of monitor/survey does not show effects of the implementation of competency-based approach
- Comparisons between experimental and non-experimental educational institutes show similar results (drop-outs, flow to higher education and certificates of qualifications)
- Teachers and learners do report benefits: increased motivation, different competencies, close collaborations with local business & industry