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# Reforms in The Netherlands and the wider European perspective

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# Content

- The MBO Raad
- Reforms in the Netherlands; new Act on VET in 1996
- Link between VET and the labour market
- How did the reforms work out
- Challenges for Europe



# The MBO Raad

*The MBO Raad is the Dutch association that represents all government funded educational institutes for secondary vocational training and adult education in the Netherlands*

- 470.000 VET students
- 160.000 Adult education
- 70 member institutions
- 100% representation



# The MBO Raad unites the VET sector (1)

- Promotes collective interests of the sector, supports common activities of institutions and acts as an employer' organization
- Intermediary between the VET-colleges and government, professional branch organizations, industries and others



# The MBO Raad unites the VET sector (2)

- Provides colleges with guidance and advice of their consultants
- Promotes innovation in education

***As the representing organisation,  
the MBO Raad is the voice of the  
VET colleges at the heart of the  
sector.***



# Situation before 1994

- Shattered landscape of VET-providers
- Institutions for apprenticeship training
- Institutions for school based training
- Training through Employment services
- Sector based Knowledge Centers (ITOs?), but only for apprentice system
- No mutual relationships
- Different Ministeries



# Objectives WEB = Vocational and Adult Education Act (1996)

- VET more in line with the demands of the labour market
- Linking adult education to VET
- Assimilation and social integration migrants; combating marginalization
- Creating one single and coherent qualification framework for VET
- Raising the quality
- Efficiency in using resources





# How to achieve this ?

- Deregulation
- Decentralisation, 'regionalisation'
- Large Regional Education & Training Centre's (ROCs) through mergers
- More autonomy towards the central government
- Lump sum financing
- Increasing professionalism of school management



# Connection with the labour market, after the WEB

- Better alignment of education & employment through knowledge centres and parity commissions
- Clear qualification structure (BBL & BOL)
- Focus on practical training at companies
- Triple qualification; labour market, follow up study, citizenship (unique in VET)
- Tailor-made courses for companies (“private funded”)



# 17 Knowledge Centers (KCs)

- Sector based
- Responsible for the qualifications and qualification profiles (the 'what')
- They represent industry, trade unions and representatives of education in specific sectors
- Responsible for the accreditation of training companies (before the WEB only in the work based training)



# Parity Commissions

- After research of the KCs on qualification profiles proposal goes to the Parity Commissions (PCs)
- PC = 50% Education, 50% Industry
- PC concludes the qualification profiles
- Ministry of Education confirms.



# Qualification Structure

- Introduced in 1997
- The courses are divided in 4 levels
- 2 learning pathways leading to the same qualification with possibility of changeovers; School based (BOL) and Work based (Apprenticeship/BBL)
- Preferences are influenced by the economic situation. But there is always the possibility to enroll



# Challenges for VET in Europe

- Greying society
- Although crisis at the moment, demand for highly skilled workers remains, but for low skilled it goes down
- % low qualified workers is too high
- Problem for economic development and for social cohesion in Europe
- Creation of more and better jobs
- Better match of demand and supply throughout Europe



# European Qualification Framework (EQF)

- Based on learning results
- Covering formal learning, non-formal learning and informal learning
- Covering general Education, VET and Higher Education
- Learning results are defined in Knowledge, Skills, Competences
- 8 levels; Are the VET levels the lower ones (1-4/5) or can VET also reach into the higher levels?



# New Skills for New Jobs

## Communication from the European Commission

- Anticipating and matching labour market and skills needs
- Stresses the need to acquire transversal key competences;
- to participate in Lifelong Learning
- Need to reform the education and training systems.





# End of the presentation

Thank you very much for your attention

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