ETF Working together Learning for life

European Training Foundation

Capacity Building for the future Renewable Energy (RE) Sector Skills Council

OCCUPATIONAL STANDARDS

ETF Working together Learning for life

European Training Foundation

Capacity Building for the future Renewable Energy (RE) Sector Skills Council

PEER LEARNING VISIT

Objectives of the visit

- Expose members of the newly established Sector Skills Council (SSC) for the Renewable Energy to **relevant skills dialogue practices in the renewable energy sector** and provide opportunities for **peer learning and networking**
- Enhance common insights in the principles for **effective implementation and continuous development of the SSC**
- Provide **inspirational insights into international practices**
- Strengthen technical, methodological and more generic social dialogue capacities at individual and organisational level
- Discuss and prioritise key functions and activities for the SSC

Thematic focus

- ollection, analysis and elaboration of labour market and skills intelligence
- Development and updating of sectoral labour market and skills reports
- Design and review of occupational standards
- Approaches to cooperation between VET and the private sector

ETF Working together Learning for life

European Training Foundation

SECTION 1

THE EDUCATION LANDSCAPE IN THE NETHERLANDS

Epke Vogel

10 February 2025

Overview of the Dutch education system

- Coordinated by the Dutch Ministry of Education, Culture and Science at national level and at local level by municipalities
- The education system is supervised by the Education Inspectorate
- The Ministry validates the rules, which prescribe:
  - Subjects to be studied
  - Expected Learning Outcomes
  - Content of the national exams
  - Number of teaching days/hours per year
  - Qualifications required of teachers and planning and reporting obligations

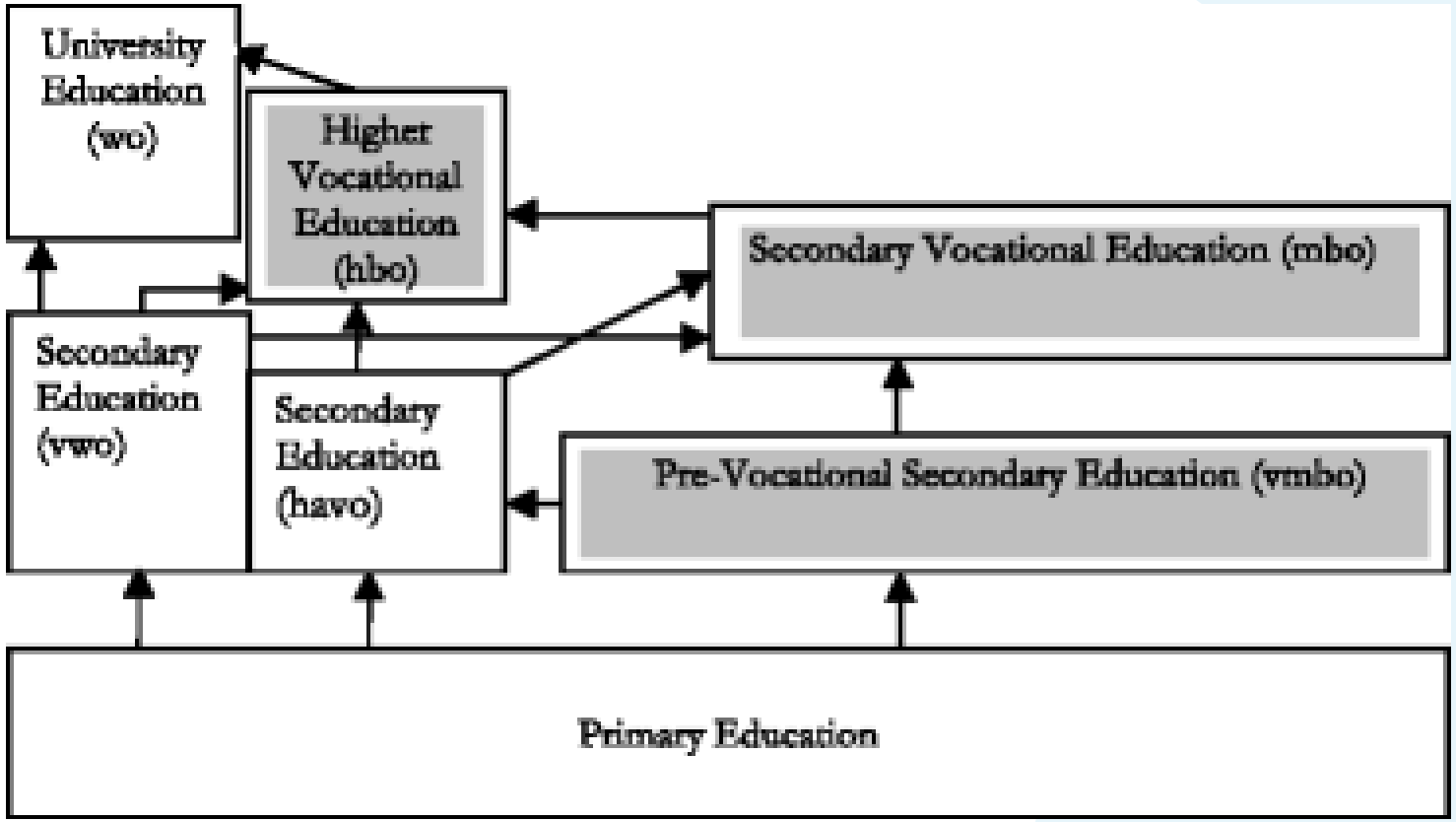
Students have a voice in school affairs through student councils

Education is compulsory from 5 to 16 years old

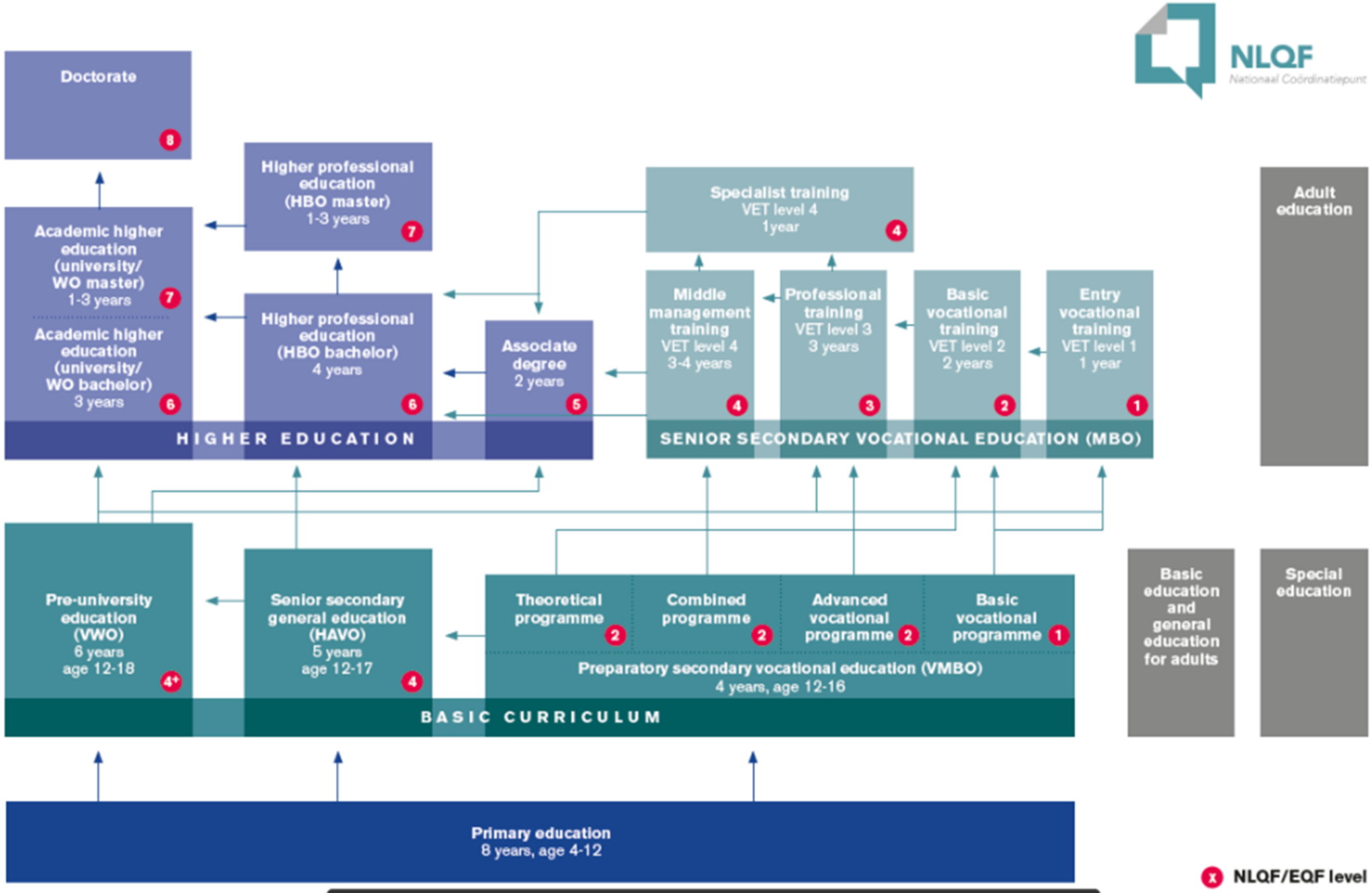
From 16 to 18 years of age there is a "qualification obligation"

Levels of education

- Primary education
- Secondary education
  - General
  - Pre-vocational
- Vocational Education and training
- Higher education:
  - Higher Profesional Education provided by Universities of Applied Science
  - Higher Academic Education provided by Academic Universities



OVERVIEW DUTCH EDUCATIONAL SYSTEM



Secondary education

At the age of 12, children go to one of the following types of secondary education:

1. **Preparatory vocational secondary education (VMBO) - 4 years in duration**
   - VMBO TL: theoretical learning path
   - VMBO GL: mixed learning path
   - VMBO KTL: equal emphasis on theory and vocational practice
   - VMBO BBL: mainly vocational training, practical-oriented learning path
2. **Senior general secondary education (HAVO) - 5 years in duration**
3. **University preparatory education (VWO) - 6 years in duration**

- In the last phase of HAVO/VWO they choose between: science and technology; science and health; economy and society; and culture and society
- A little more than 50% goes to the VMBO and the other 50% is divided equally between the two general education branches HAVO and VWO

Professional profiles in the last 2 years of VMBO

For the three practical itineraries:

- Construction, Housing & Interiors
- Manufacturing, Facilities & Energy
- Mobility and transport
- Media, design and ICT
- Maritime & Engineering
- Health and Wellness
- Economy and business
- Hospitality, bakery and leisure
- Green
- Services and products

For the theoretical itinerary:

- Technology
- Health and Wellness
- Economy
- Agriculture (Green)

Vocational Education and Training (VET) - MBO

- For access: VMBO secondary school diploma
- Practically-oriented
- Goals:
    - Qualifying for the labour market
    - Qualifying for further education
    - Qualifying for good citizenship

- In total there are 700 national qualifications

Higher education

Two types:

- Higher professional education (HBO)
- Acadamic and research-oriented education (WO)

Credit system:

- Degree programmes and periods of study are quantified in terms of the European Credit Transfer and Accumulation System (ECTS)
- 60 credits represent 1 year of study and 1 credit represents 28 hours of study

Higher professional education (HBO)

- To access HBO, you need the HAVO secondary school diploma or VET Level 4
- Provided by Universities of Applied Sciences (about 40 in the Netherlands)
- With both theoretical and practical orientation (e.g. internships in a company)
- Lead to:
  - Bachelor's degree: 4 years
  - Master's degree: 1-2 years

Higher Academic Education (WO)

- To access WO, you need VWO secondary school diploma or HBO bachelor's degree or completed first year at HBO
- Academic Universities (around 15 in the Netherlands)
- Theoretical and research oriented education
- Lead to:
  - Bachelor (BSc): 3 years
  - Master (MSc): 1-2 years
  - PhD (dr.): 4 years

ETF Working together Learning for life

European Training Foundation

SECTION 2

VOCATIONAL EDUCATION AND TRAINING

Two VET pathways

1. **The school-based pathway (BOL),** with a minimum number of hours of directed classes and on-the-job learning (the latter accounts for approximately 20% to 60% of learning)

2. **The work-based pathway (BBL),** with approximately four days of on-the-job learning and one day at school)

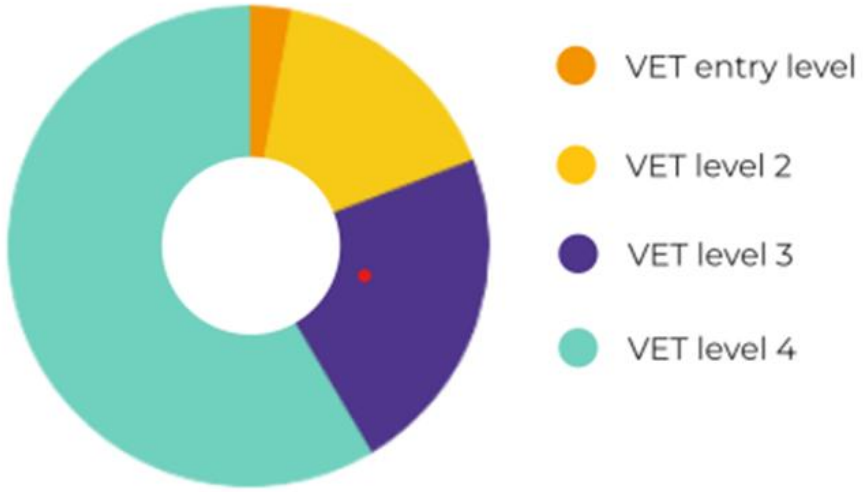
- In total, around 480,000 students participate in VET
- 72% in the BOL and 28% in the BBL
- Both pathways lead to the same national MBO diploma

VET levels

Duration of VET-programmes varies from 1 to 4 years, depending on the level and requirements:

- Level 1: entry level (1 year)
- Level 2: basic vocational training (2 years)
- Level 3: full-professional training (2-3 years)
- Level 4: middle-management and specialised training (3-4 years)

MBO diploma or MBO certificate



Additionally, it offers two supplementary forms of training:
1 contract education
2 adult education:
- secondary general adult education (vavo)

550 VET programmes are divided into 8 sectors

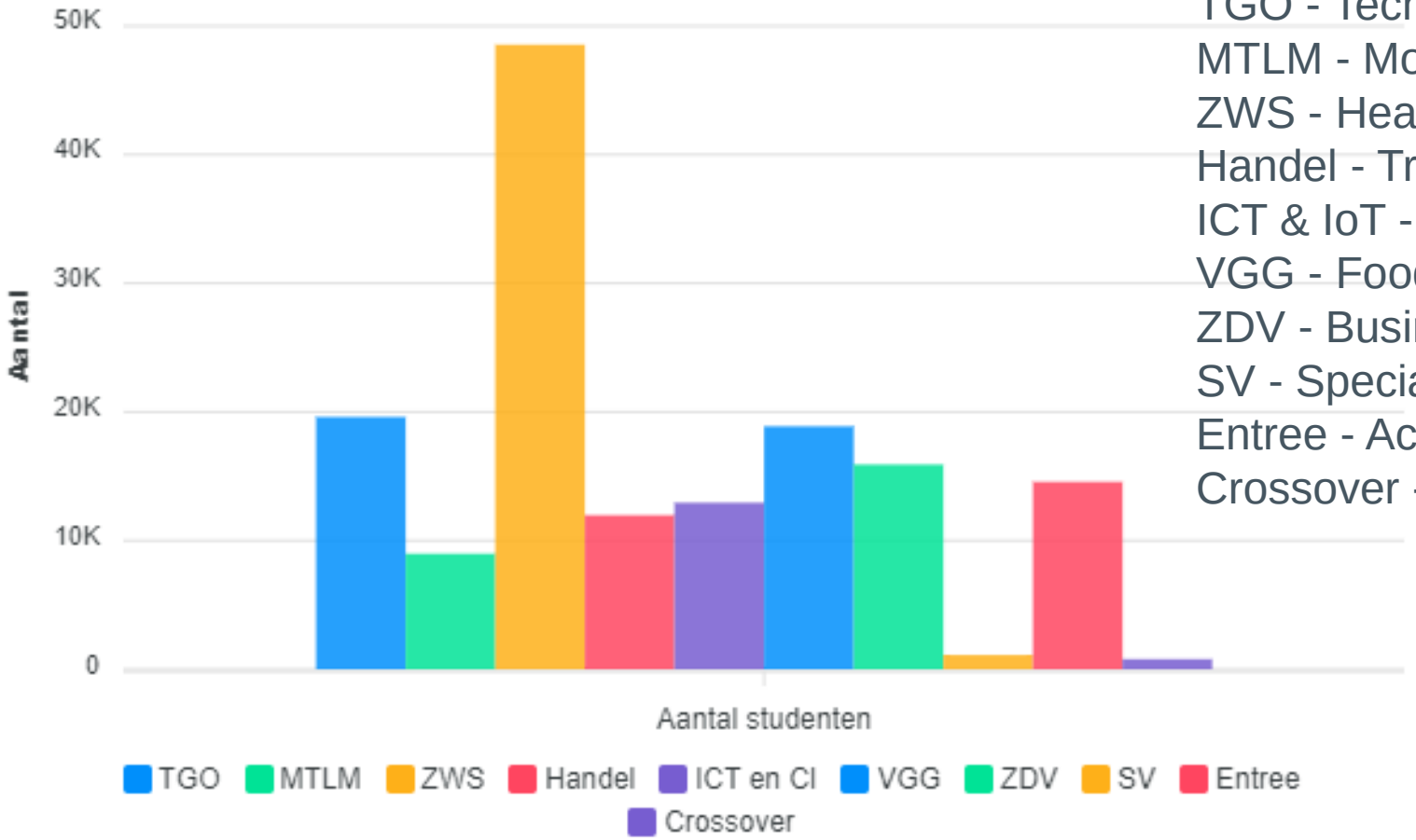
- Commerce
- ICT and the creative industry
- Mobility, transport, logistics and maritime
- Specialized crafts
- Technology and Built Environment
- Food, ecology and hospitality
- Business Services & Security
- Health, well-being and sport

Other Programs:

Entree - Access Courses

Crossover - Combinations

Enrolment in 2023



TGO - Technology and Built Environment
MTLM - Mobility, Transport, Logistics and Maritime
ZWS - Health, Wellness & Sport
Handel - Trade
ICT & IoT - ICT & Creative Industries
VGG - Food, Ecology & Hospitality
ZDV - Business Services & Security
SV - Specialized Crafts
Entree - Access Courses
Crossover - Combinations

VET providers

The Dutch VET sector consists of 70 VET centres

- Regional Vocational Training Centres (ROCs): multidisciplinary centres offering VET in all sectors
- Agricultural Institutes: Offer VET in Agriculture and Food Technology
- Specialised VET centres: offer VET for a specific branch of industry, such as graphic design and transport (STC)

In addition to public centers, there are multiple private centers that offer online courses or specialized courses

Vocational education and training

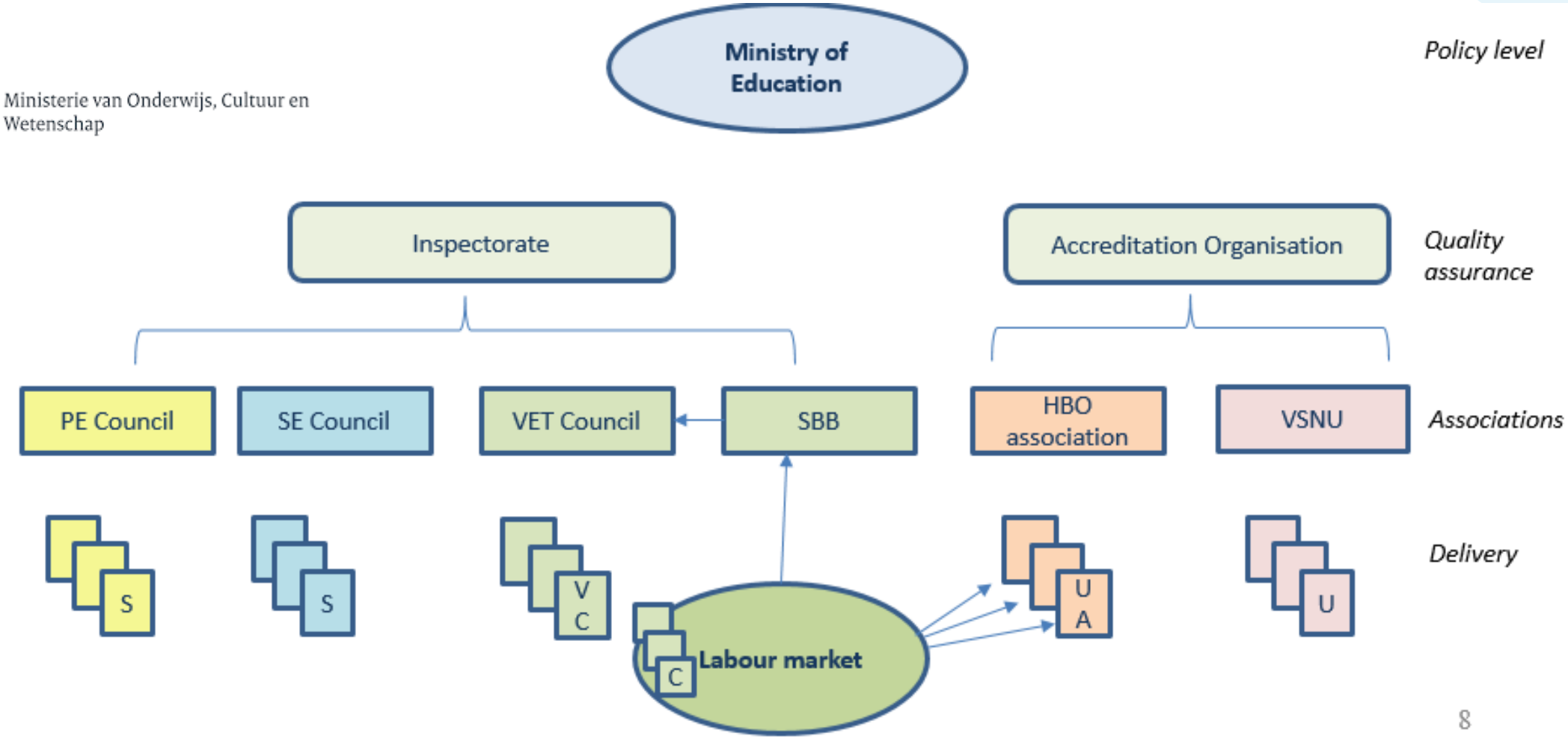
- 480,000 students and 48,000 staff (28,000 teachers)
- 40% of Level 4 students continue studying in higher professional education
- 40% of the Dutch workforce has a VET diploma
- 700 qualifications (200 qualification profiles)
- 257,000 accredited training companies (7,600 international companies - 80% Europe) and 300,000 practical instructors in the company

VET stakeholders

- **Ministry of Education**
- **SBB:** support and coordination of cooperation between VET institutes and the labour market, so that students receive the best education based on labour market demands and have good chances of finding work. Management of sector committees.
- **Actors representing stakeholders at the national level:**
  - MBO Council; represents public VET institutes
  - NRTO; represents the private institutes (formal and non-formal qualifications a
  - JOB; VET student association
  - VNO/NCW; national employers association

Institutional setting

Ministerie van Onderwijs, Cultuur en Wetenschap



Legislative and financial framework

- **Legislation:** The VET Act sets out a broad framework outlining the basic elements.
- **Funding:** The Ministry of Education, Culture and Science funds public VET providers. The financing is granted in the form of a lump sum.
  - ✓ More additional funding based on quality agreements between the provider and the ministry.
- The Dutch VET system does not distinguish between initial and continuous VET. Both consist of publicly and privately funded centres. The quality assurance system applies to the VET sector as a whole.

National VET qualifications

- **Crebo: central VET register. When a VET programme based on qualification profiles is registered, the education inspectorate will monitor and assess its quality.**
- **Qualification standards** frame the national qualification structure:
  - The labour market and VET institutes together determine the teaching outcomes, validated by the Ministry of Education.
  - All VET institutes use qualification standards to design their education and exams.
  - The VET providers themselves determine which programmes they offer. This is based on local demand, within legal requirements and by mutual agreement or in competition.

Trends in the Dutch VET system

- Focus on lifelong learning in formal VET institutesde
- Reducing the number of qualifications and towards a broader professional base
- Improving the culture of quality
- Increased cooperation between VET institutes
- Flexibility of education
- Teams of teachers and trainers at the forefront
- Learning innovation: hybrid teaching with strong sector participation
- Basic and 21st century skills, including green and digital skills
- Increased focus on measuring employer and alumni satisfaction

ETF Working together Learning for life

European Training Foundation

SECTION 3

LIFELONG LEARNING (LLL) IN THE NETHERLANDS

The wide Dutch landscape of qualifications

Formal qualifications	Non-formal qualifications
• **Regulated** by law • Part of the formal education system • Under the supervision of the Dutch Inspectorate of Education • Over 4.000 qualifications; >700 VET, >3500 HE • Funded and non-funded	• **Not regulated** by law • Not part of the formal education system • Estimated 14.000+ providers, yearly 1.3 million participants, turnover, turnover 3.9 billion • Non-funded

Formal v.s. non-formal education

Participants LLL, age 25 - 65 years: NL 26.6%, EU 10,8%

64.1% participate annually in training, in the EU this is 43.7%

Formal:

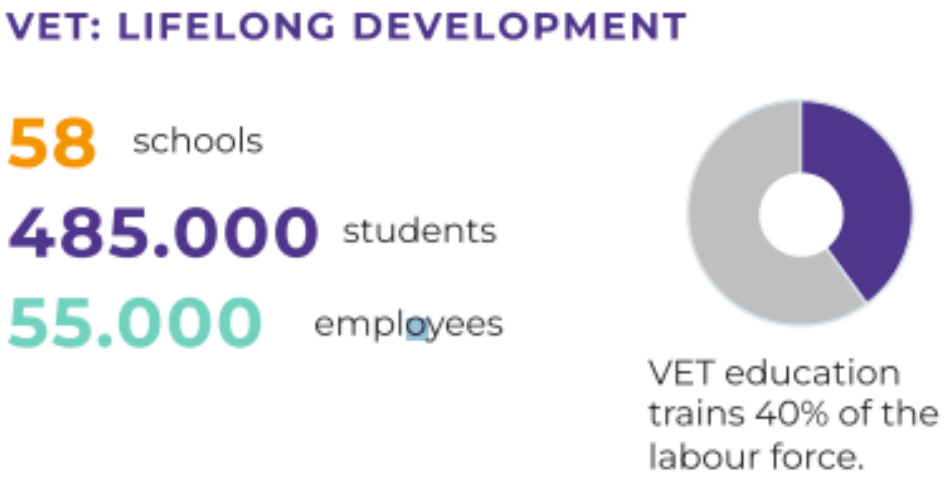
- VET > 700 qualifications
- HE > 3500 qualifications

Non-formal:

- Yearly, 1.5 million people participate in post-initial learning (15.5% of the population)
- 84% of adult learning takes place in the private or non-formal sector
- More then 12.000 private providers

What, why, how LLL?

- Urgency for lifelong learning: shortage of labour, fast change in demands of skills by employers
- Focus: stimulation of a learning culture. Schools (VET, HE) contribute by offering flexible educational programmes by both formal and non-formal education partners
- Shared responsibility of three different departments of the government in collaboration with social and educational partners
- Goal: establishing a flexible, sustainable on skills orientated labour market



ETF Working together Learning for life
European Training Foundation

ETF Working together Learning for life

European Training Foundation

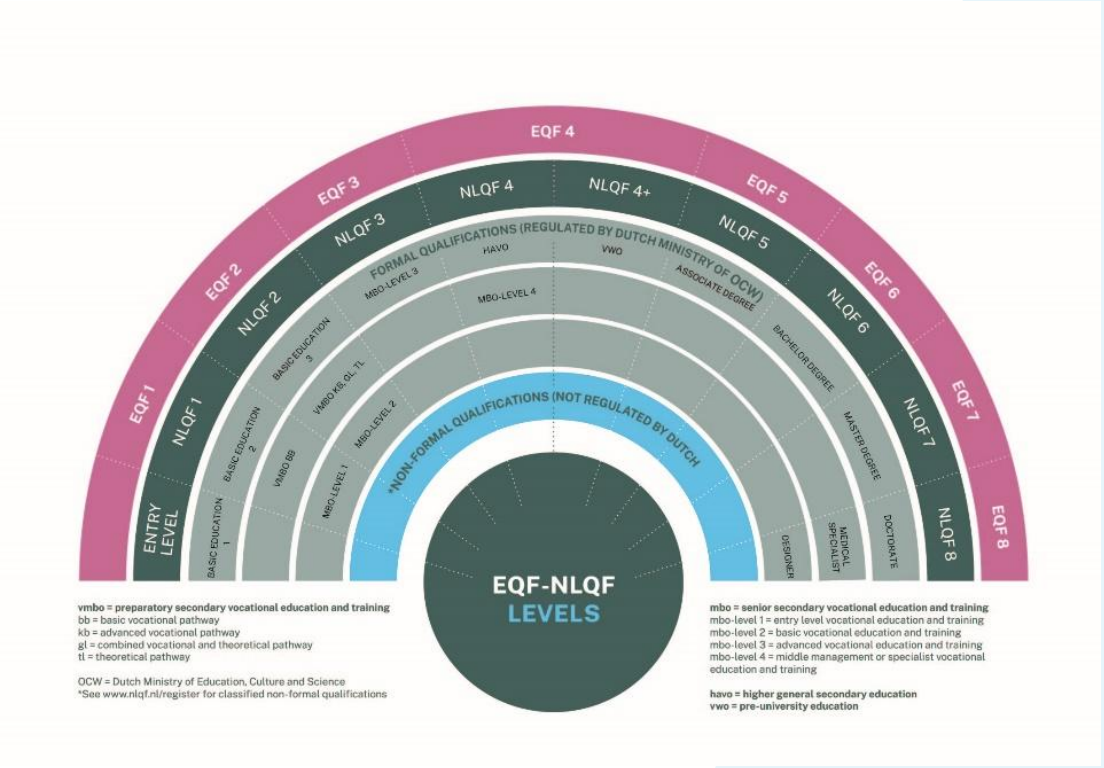
SECTION 4

NETHERLANDS NATIONAL QUALIFICATION NETWORK (NLQF)

LLL & NLQF

NLQF: instrument for transparency on LLL:

- Stimulates and motivates to participate in lifelong learning education
- Offers clarity for employers and employees on the level of learning outcomes
- Builds bridges between formal and non-formal education

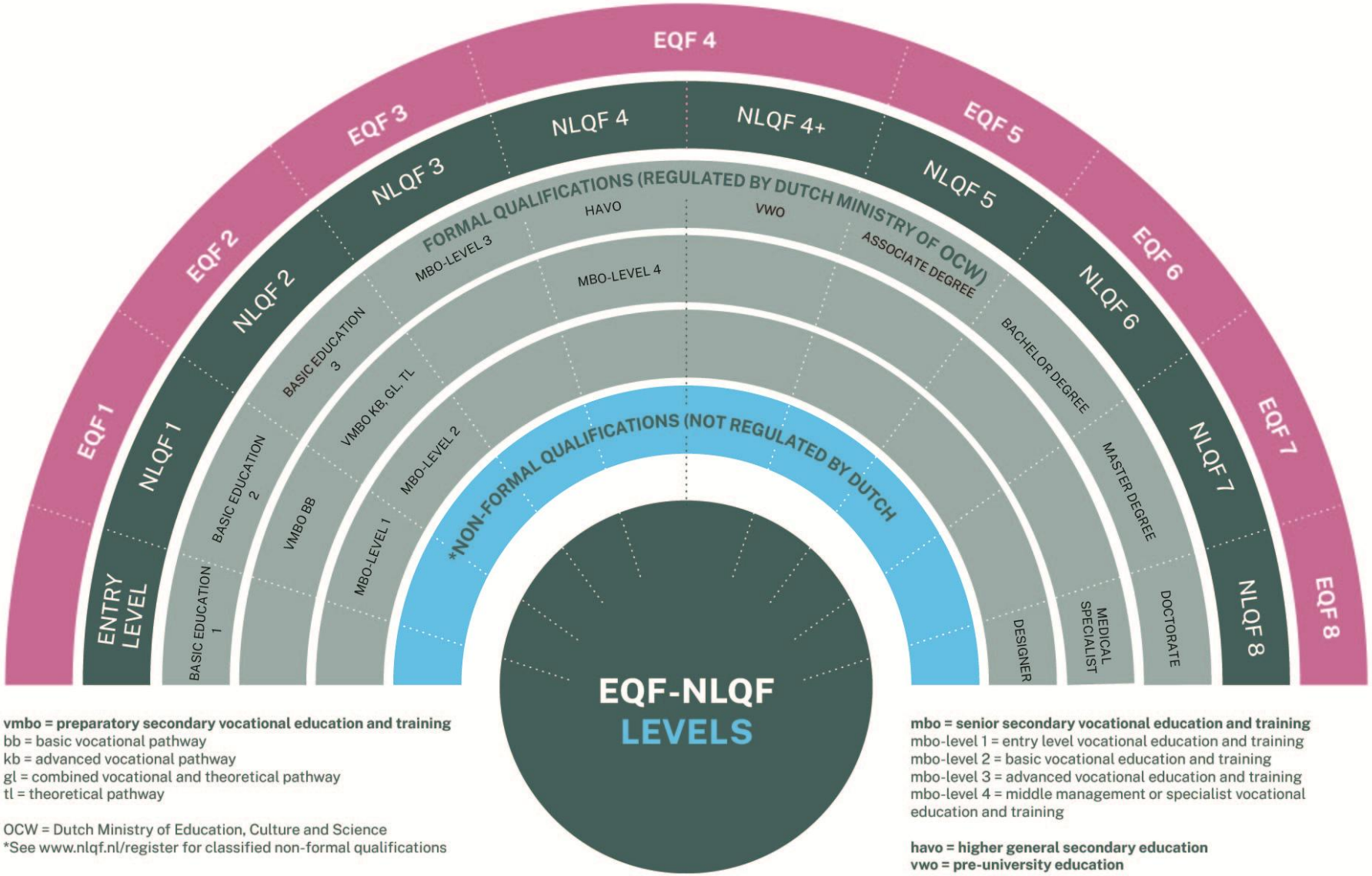


ETF Working together Learning for life

European Training Foundation

NLQF structure

- Comprehensive framework for secondary education, VET and HE
- Systematic organisation of all existing qualification levels in the Netherlands
- Entry Level followed by 8 levels, Level 1 being the least complex and Level 8 the most complex
- Fully compatible with QF: European Higher Education Area



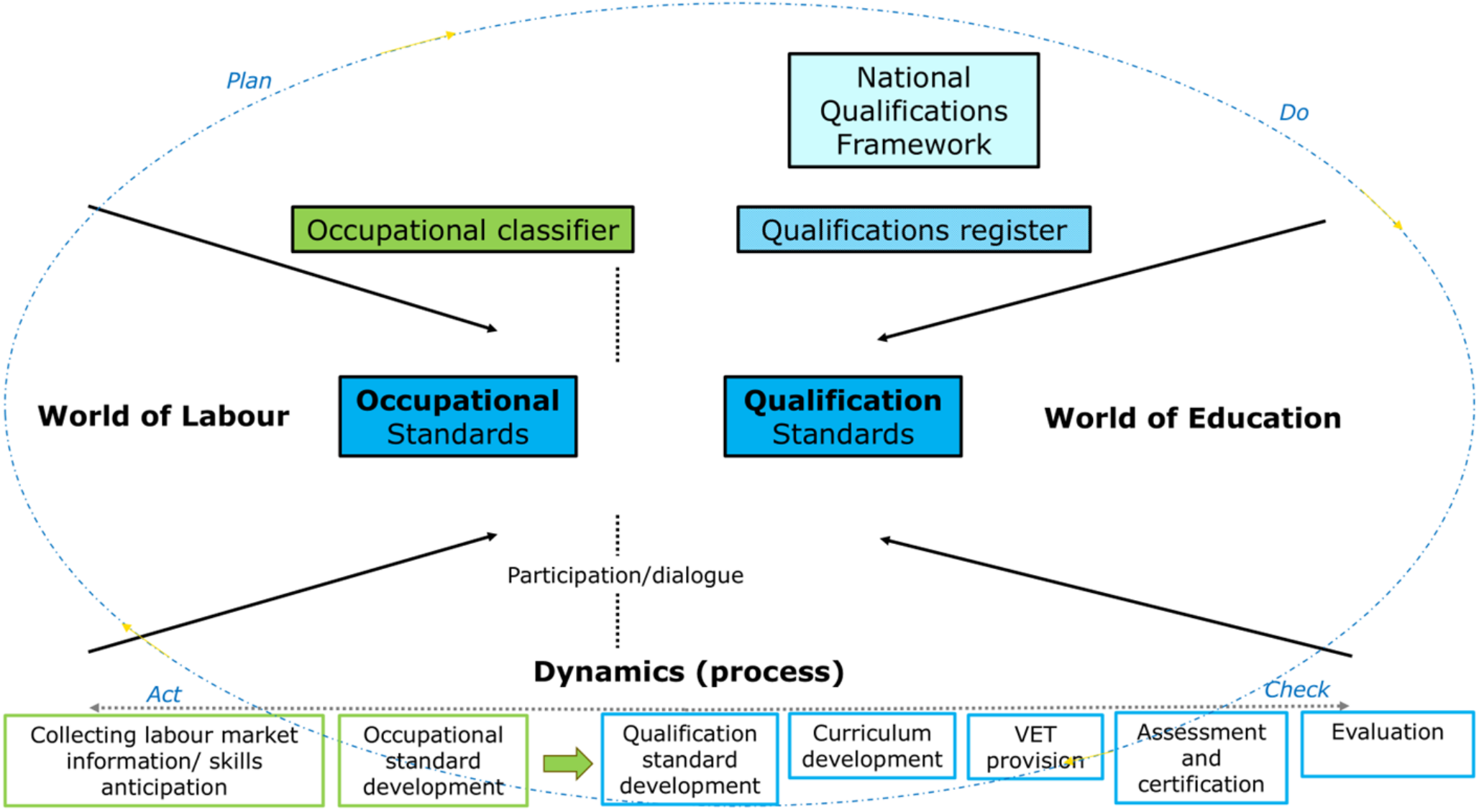
vmbo = preparatory secondary vocational education and training
bb = basic vocational pathway
kb = advanced vocational pathway
gl = combined vocational and theoretical pathway
tl = theoretical pathway

OCW = Dutch Ministry of Education, Culture and Science
*See www.nlqf.nl/register for classified non-formal qualifications

mbo = senior secondary vocational education and training
mbo-level 1 = entry level vocational education and training
mbo-level 2 = basic vocational education and training
mbo-level 3 = advanced vocational education and training
mbo-level 4 = middle management or specialist vocational education and training

havo = higher general secondary education
vwo = pre-university education

Requirements for TVET or skills development systems

- Meet demands of labour market and society and anticipate skill needs
- Engage employers and employees in decision making related to skills development
- Maintain the quality and relevance of training
- Make training accessible to all and
- Prepare all learners for labour market entry
- Provide learning pathways that are transparent and aligned
- Ensure viable and equitable financing mechanisms
- Monitor and evaluate the economic and social outcomes of training

Vocational education and training process