

**School based and dual tracks as equivalent
pathways in Dutch VET:
the ultimate form of flexibility?**

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➤ Flexibility in Dutch VET

1. Strategies to enhance flexibility in Dutch VET
2. Origin of the two pathways
3. Facts and figures; how does it work in practice?
4. Perspectives and Challenges



1 Strategies to enhance flexibility in Dutch VET

The foundation of *Regional* VET Colleges (+/- 20.000 students each), authorized to develop school based curricula co-validated by regional companies

Standard features of Dutch VET: 2 pathways and 4 levels (EQF 1-4)

Both tracks provide facilities for workplace learning in accredited companies (50% of all Dutch companies)

2016: introduction of optional parts in national qualifications; to be selected by the Colleges - in response to regional labour market needs

➤ 2 Origin and concept of the pathways

Regional Colleges are founded in 1996, as the outcome of a merging process involving:

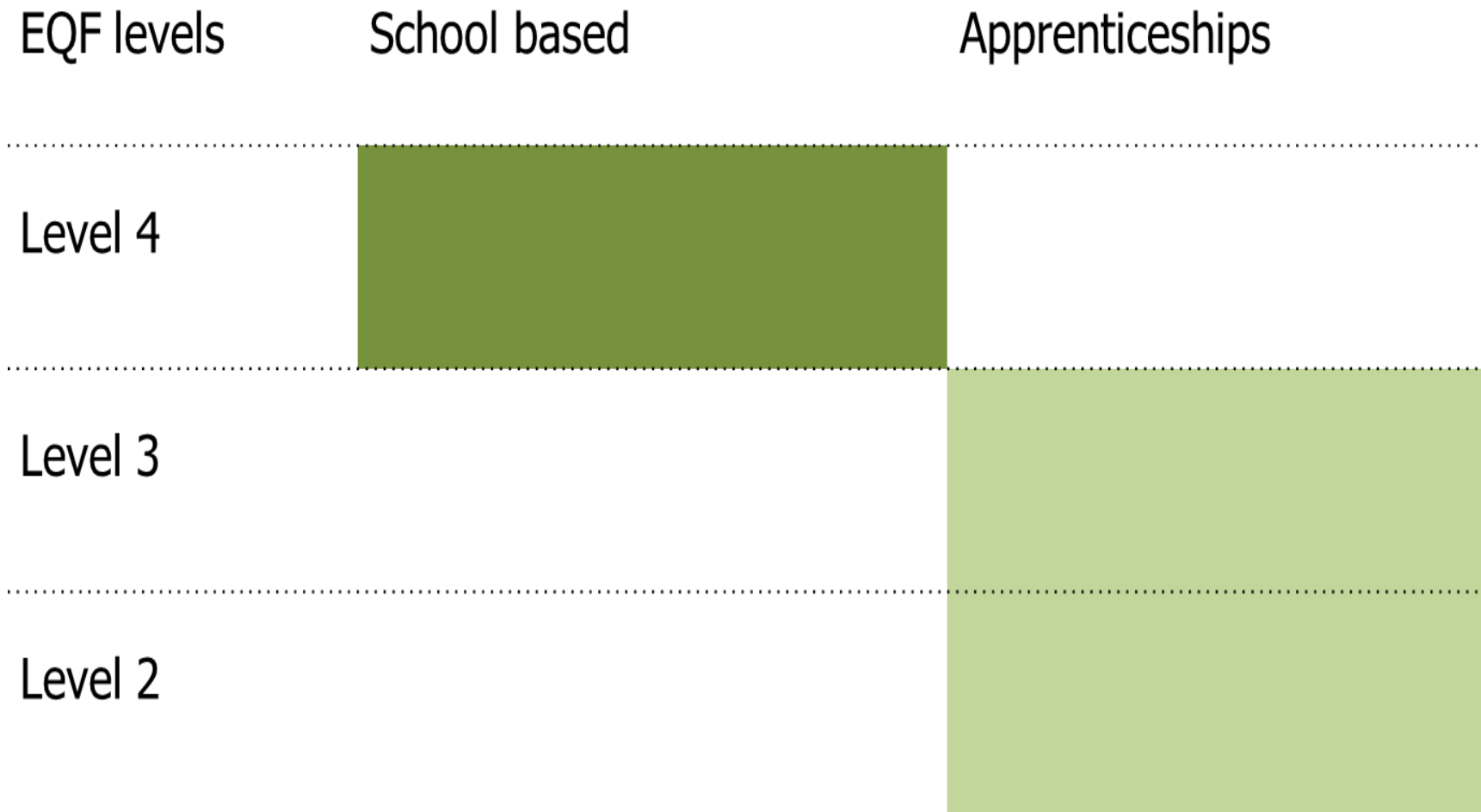
- sector-based schools for full time VET
- sector-based apprenticeships schemes

The school based track: 20-60% of the program is dedicated to work based learning

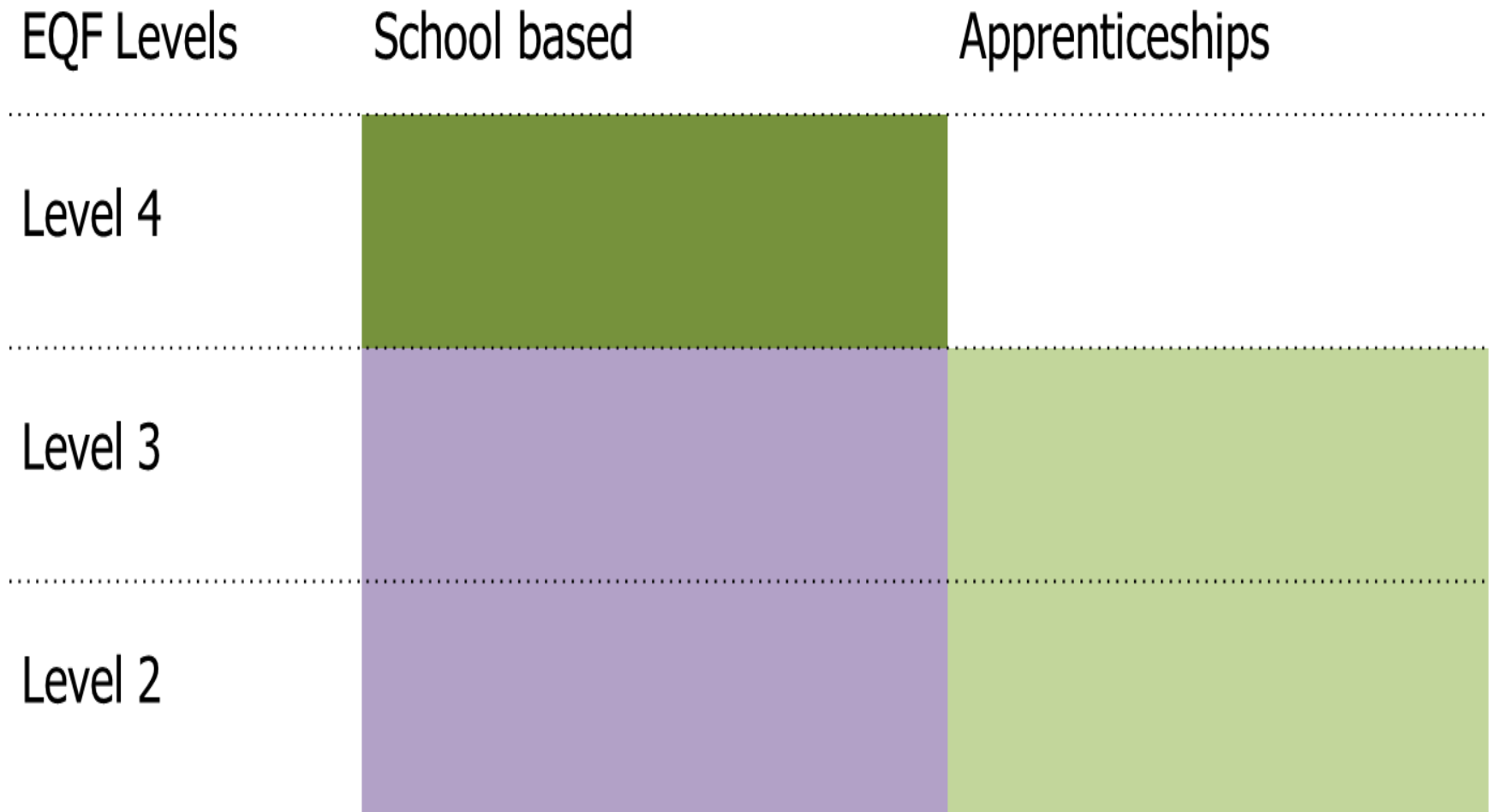
The apprenticeship track: a minimum of 60% of the program is dedicated to work based learning and work

Tracks are equivalent: prepare for the same degree and should operate as communicating vessels, allowing VET to respond to volatile economic conditions

➤ Dutch VET in 1980



➤ Extention of Dutch VET 1995-1996



➤ Dutch VET since 1996

EQF Levels

School based

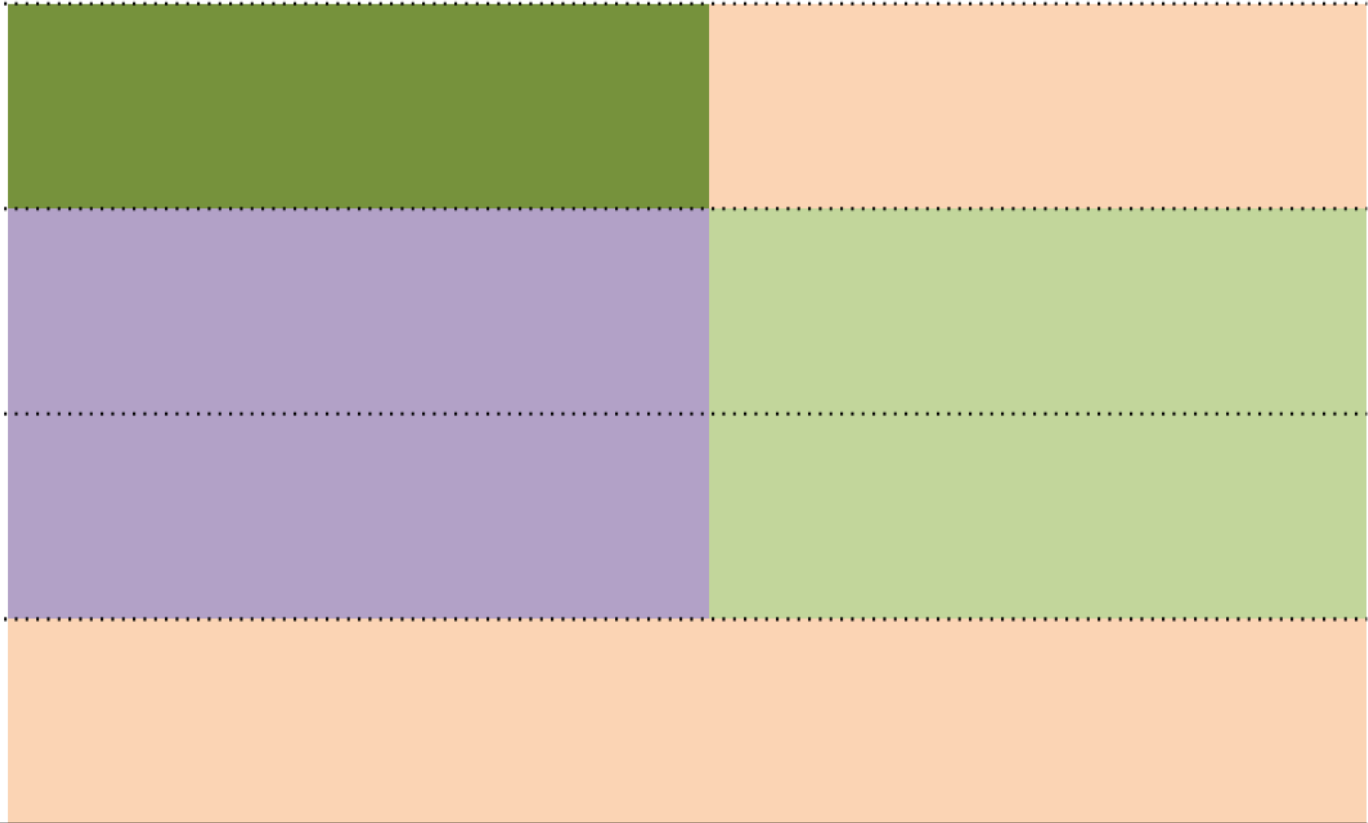
Apprenticeships

Level 4

Level 3

Level 2

Level 1





3 Facts & figures

Enrolment by track & level in % (2008)

EQF Level	2008 school based	2008 apprenticeships
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Level 4	98	2
Level 3	89	11
Level 2	62	38
Level 1	74	26

Total	93.300	19.242
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➤ Enrolment by track and level in % (2008 – 2014)

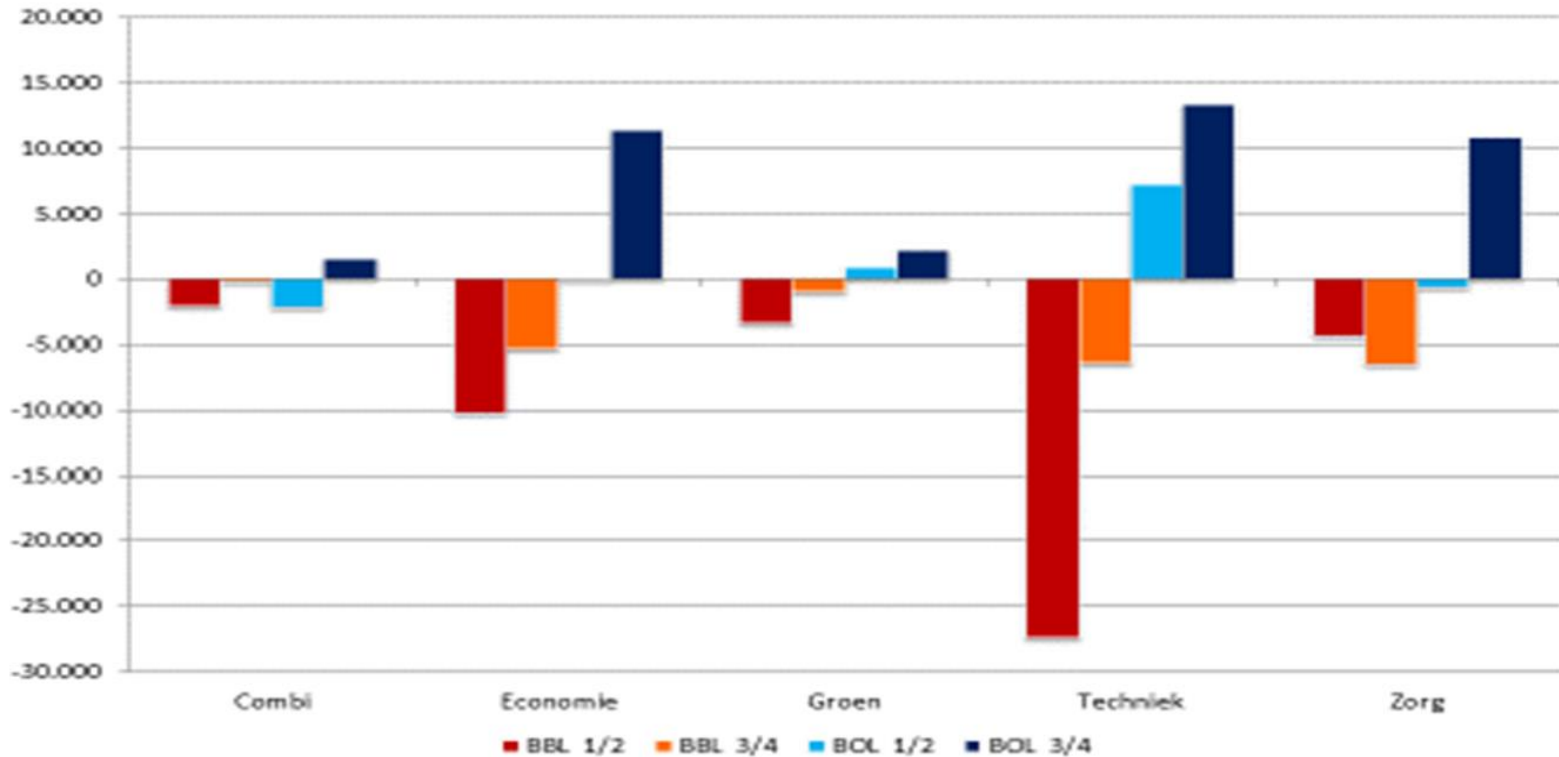
EQF Level	2008		2014	
	school based	apprenticeships	school based	apprenticeships
Level 4	98	2	99	1
Level 3	89	11	89	11
Level 2	62	38	78	22
Level 1	74	26	88	12
Total	93.300	19.242	100.773	8.511



Enrolment by track and level in numbers 2008 - 2014

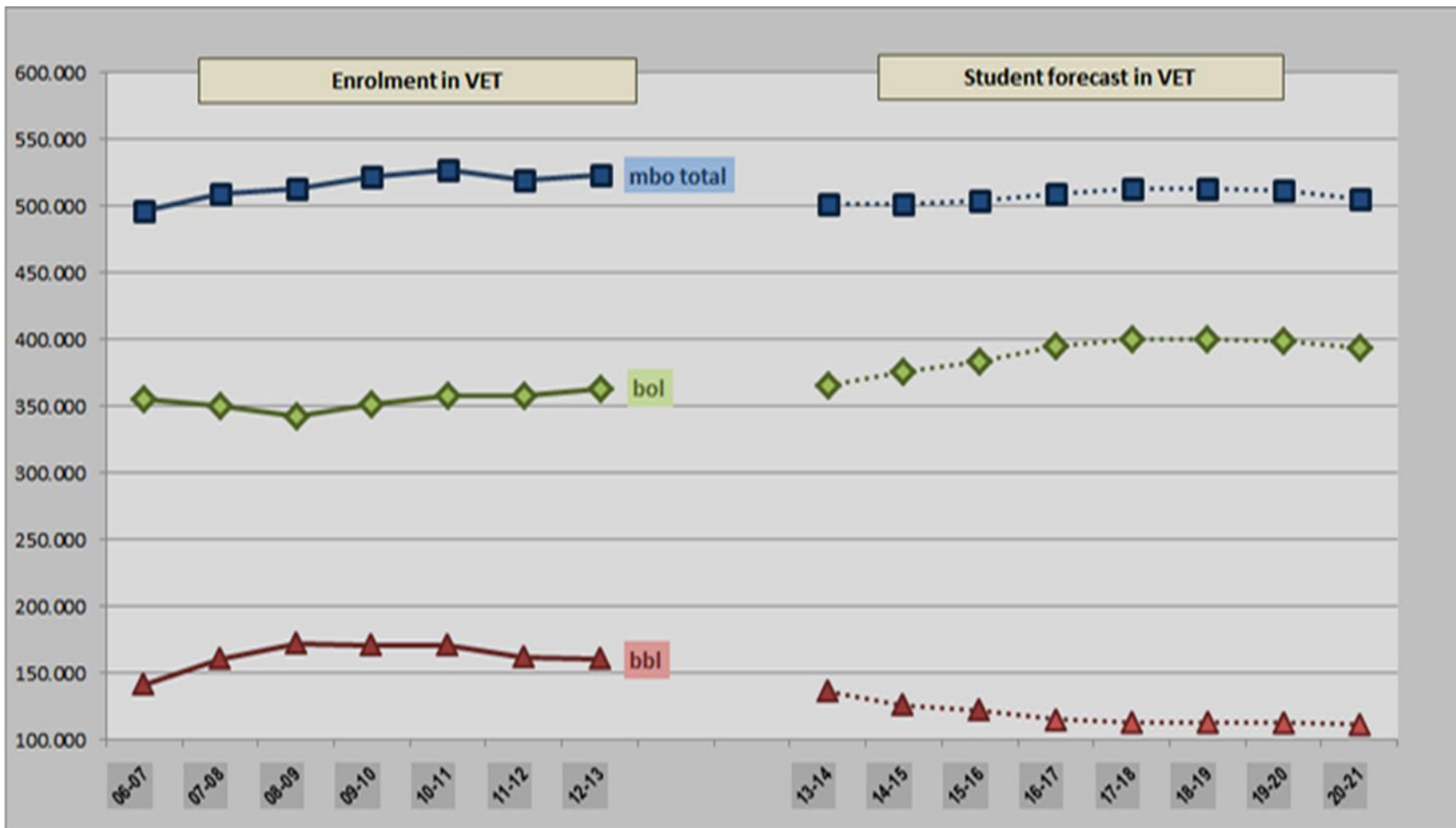
EQF Levels	2008		2014	
	school based	apprenticeships	school based	apprenticeships
Level 4	<u>46.133</u>	933	<u>57.411</u>	670
Level 3	18.880	2.383	15.497	948
Level 2	<u>23.084</u>	<u>14.058</u>	<u>22.070</u>	<u>6.075</u>
Level 1	5.203	1.868	5.795	818
Total	93.300	19.242	100.773	8.511

Participants by pathway, level & sector (changes between 2008 – 2014)

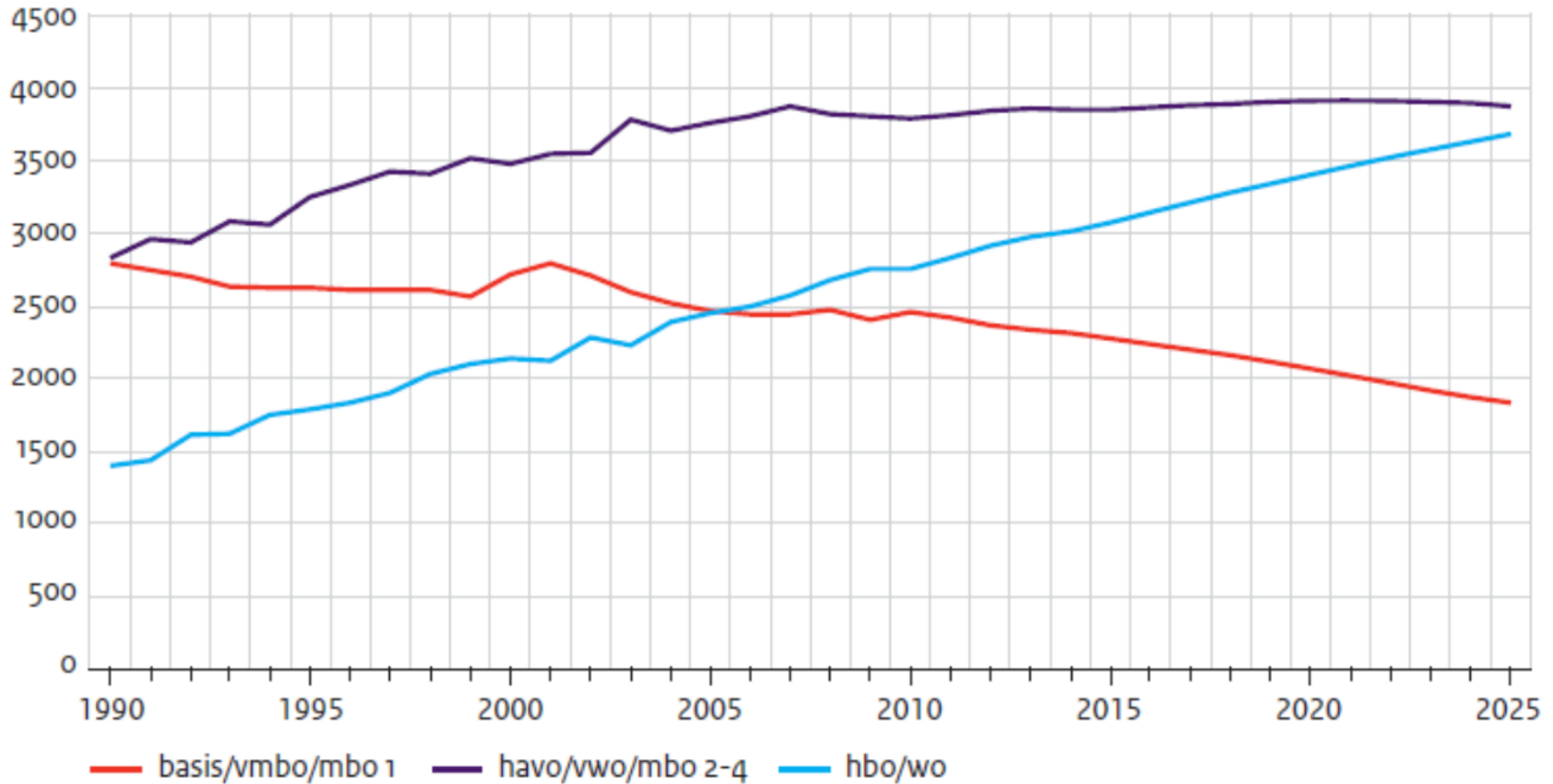


* Exclusief BOL-dt

➤ Trends & prognoses by track 2008 -2021



➤ Trends & prognoses in the supply of labour by level of education (1990-2025)



> 4 Perspectives

The apprenticeship track attracts less students; numbers drop, as do the intermediate switches between the tracks (2%). Searching for explanations:

- a predictable effect of the economic crisis?
- a side effect of an upward mobility trend in the school system?
- an unanticipated effect of the introduction of liberal labour market arrangements?
- an ignored effect of the expansion of school programs in VET: optional parts, citizenship programs, higher performance levels in Dutch language and Maths?
- changing preferences of VET students?
- waning support in the Business community, related to the disappearance of traditional 'apprenticeship' occupations?

> and challenges

Is an intervention needed? Are the differences between the two tracks significant enough to maintain both, even under changing conditions?

A blind spot: differences between students opting for the school based and the apprenticeship track:

- 53% of the school leavers from the school based track against 94% of the apprenticeship track are in employment after Certification
- 43% of the school leavers from the school based track against 3% of the apprenticeship track are studying

.... and more challenges

 The two tracks are similar by name, but not by nature

As the target group for enrolment in the dual track is becoming smaller, as is the family of trades cherishing the tradition of apprenticeships....

... how do we keep VET relevant as a vehicle for labour market transition for students who prefer to combine working and learning, now the apprenticeship-friendly segment of the labour market 'evaporates'?

CONFÉRENCE DE COMPARAISONS INTERNATIONALES

#FormationPro

ORIENTATION, FORMATIONS,
INSERTION : **QUEL AVENIR POUR
L'ENSEIGNEMENT PROFESSIONNEL ?**

Thank you for your attention!

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