

Netherlands

Adult Education: A Dutch perspective

- Province capital
- Railroad
- Expressway
- Road

Vocational education

Continuing vocational education is focused on societal functioning in professions and/or occupations. All levels are included. Mainly focused on labour market and occupation.

Corporate education

Training and development, coaching, (career) counseling and consultancy. Focused on organizational learning and change, organizational development and human resource development.

Social and moral education

Education focused on active citizenship, to foster equality, self reliance, tolerance and democracy.

Cultural and arts education

Focused on culture and arts in its broadest meaning.

	Vocational education	Corporate and functional education	Social and moral education	Cultural and arts education
1. Legal situations	Law education and vocational education (WEB) and Law professions in education (BIO)	No legal situations. There are some ethic codes	No legal situations	Subsidy for developing new systems to test the quality of institutions for art education and amateur art
2. Structures, types and professional standard. For types see the table above	Structure: Levels of qualification. Professional standard: Laws WEB & BIO	Structure: Differs per corporate educator. Professional standard: Ethical and moral codes	Variations in professional training and content of the curriculum	Internal and external tests of professional standards and quality
3. Statistical data	Proportion of persons with a start qualification in the labour market	Core numbers corporate education	Participation in adult education by branch of industry in 2002	Participants in artistic activities and number of graduates at higher professional education
4. Concepts and plans	Law BIO A new law in higher vocational education is expected in September 2007. DutchFlemish accreditation organisation (NVAO)	Professionalisation through year topics and conferences	DutchFlemish accreditation organisation (NVAO)	The new system for quality testing must give an insight to the field. In 2008 there will be a complete overview of all qualified institutions
5. Status of professionalisation	Law BIO facilitates competence profiles for adult educators within the field of vocational education	A debate in respect of competence profiles is necessary in the Netherlands. Within the corporate education there is no overall competence profile	Professionalisation mainly rises by competence profiles set by higher professional education institutes	Certification by the external foundation and internal quality check

Law education and profession education. (WEB)

Since januari 1996. This law brought the education and adult education together into one system. In this law capability requirements for teachers in the vocational and adult education are given.

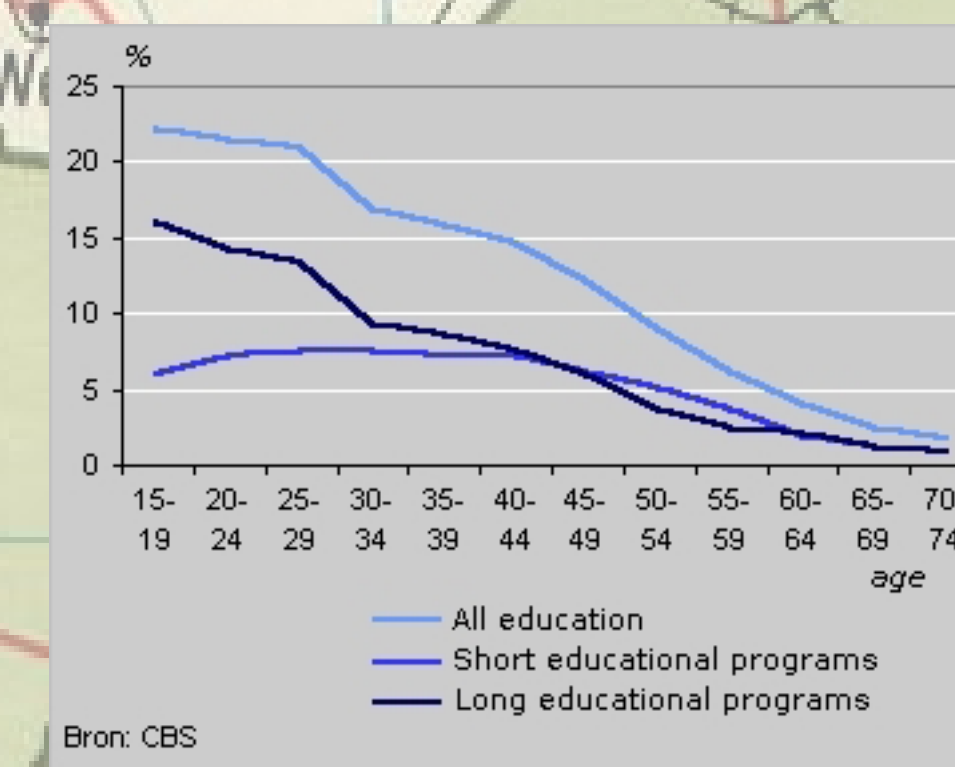
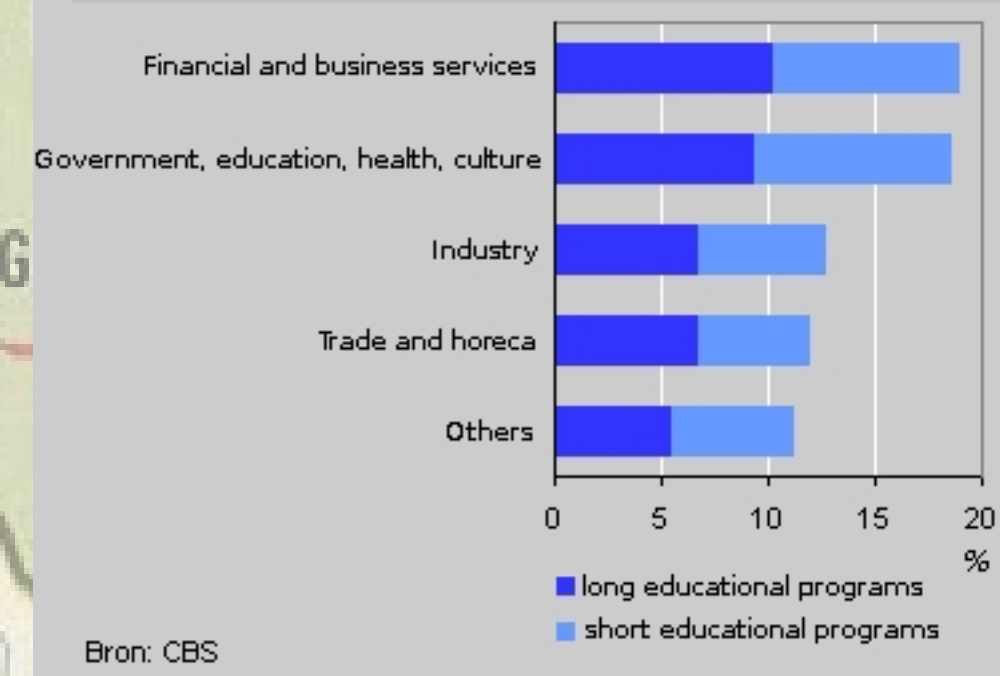
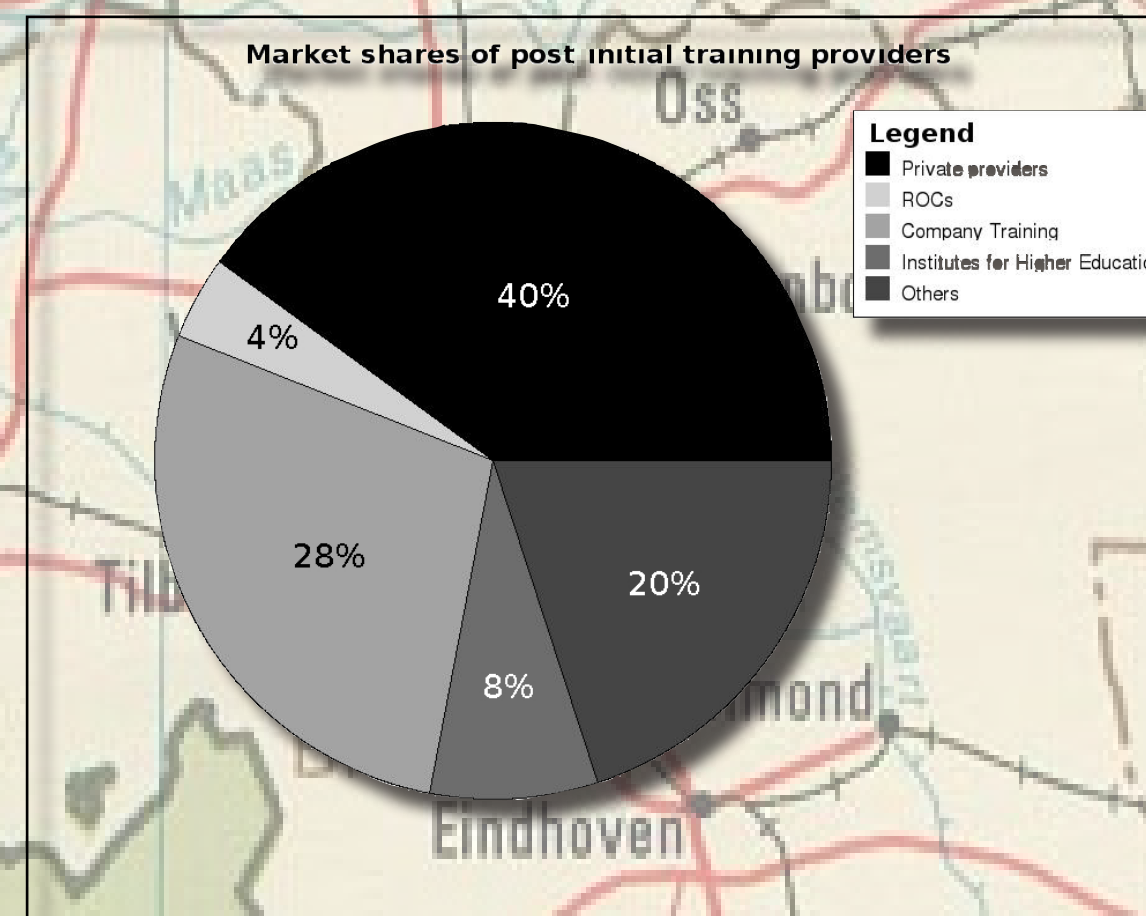
Law Vocation in the education. (BIO)

Since august 2006. The quality of the teachers is the core of this law. The law provides a competenceprofile wich gives expression to these qualities.

Competences from law BIO:

- Inter personal competence
- Pedagogical competence
- Subject content and didactic competence
- Organisational competence
- Competent in cooperating in a team
- Competent in cooperating with the environment
- Competent in development and reflection

Level 1: Assistants training	For ones that have no level 2, to let them go on the labour market with a diploma.
Level 2: Basic professional education	Basic startup qualification matches primary being apprentice and 2 year MBO education.
Level 3: professional education	Matches former secondary being apprentice education
Level 4: specialist education	Respective comparable with 4 year of MBO education and it former tertiaire being apprentice education



Van Dellen
Van der Kamp
Van der Ploeg & Westenberg
2007



RuG