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Dual learning in Flanders: professionalisation of teachers - project supported by the European Commission's Directorate-General for Structural Reform Support (DG REFORM)

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Consolidated final report

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Abbreviations

BBL	Work-based learning pathway (Beroepsbegeleidende Leerweg)
BOL	School-based learning pathway (Beroepsoriënterende Leerweg)
BPV	Work-practice component in VET (Beroepspraktijkvorming)
BSO	Secondary Vocational Education (Beroepssecundair Onderwijs)
CPD	Continuous professional development
DBSO	Part time secondary Vocational education (Deeltijdsberoeps Secundaironderwijs)
DI	Danish Industry
EQF	European Qualifications Framework
ESF	European Social Funds
EUC	Erhvervsuddannelsescenter (Training Center)
FH	Fagbevægelsens Hovedorganisation (Danish Trade Union Confederation)
KD	Qualification file (kwalificatiedossier)
KP	Københavns Professionshøjskole (University College of Copenhagen)
MBO	Vocational education and training (Middelbaar Beroepsonderwijs)
NQF	National Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
PDG	Teacher Certificate (Pedagogisch-Didactisch Getuigschrift)
PES	Public Employment Services
ROBO	Regional consultation business and education (Regionaal Overleg Bedrijfsleven Onderwijs)
ROC	VET college (Regionaal Opleidingscentrum)
SBB	Foundation for Cooperation on Vocational Education, Training and Labour Market (Stichting Beroepsonderwijs Bedrijfsleven)
SRSP	Structural Reform Support Programme
TSO	Technical Secondary Education (Technisch Secundair Onderwijs)
VDAB	Flemish Public Employment Service (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding)
VET	Vocational education and training
VKS	Flemish Qualification Framework (Vlaams Kwalificatiestructuur)
ZIC	Health-care and innovation centres (Zorginnovatiecentrum)

1. Introduction to Directorate General for Structural Reform Support (DG REFORM) project in Flanders

1.1 Objective of DG REFORM support in Flanders

The Flemish Community of Belgium is undergoing a reform of the VET system and is shifting from an apprenticeship model to a dual learning system. The Decree which outlines the legal framework for dual learning entered into force in September 2019¹. Some of the major components of this reform are the following:

- In dual learning, more emphasis will be placed on the learning of students and acquiring new skills and competences, both at the workplace and at the schools.
- The former apprenticeship system was only accessible in 54 specific educational centres in Flanders. Dual learning, by contrast, can also be followed in fulltime vocational schools - which will significantly broaden its scope, will facilitate students' choice of alternative pathways and will raise the attractiveness of those alternative pathways.
- The dual courses will be based on the professional qualifications framework, to better align the courses to the needs of the labour market. From 2024 onwards, courses from the non-dual VET will be based on the same framework.

In preparation of the legislative process for the implementation of dual learning, a series of pilot projects started in 2015 to experiment the concept of dual learning. One of the major needs that has been identified in the context of these pilots is that teachers experience a shift in their role in dual learning compared to their role in school-based VET. In this respect, teachers require support in this role change, in particular with regard to evaluation of students, guiding them in their individual learning trajectory² and enabling pupils to learn in different contexts.

In order to respond to the requirements of the new dual VET learning environment, the Flemish Department of Education and Training (which has a facilitating responsibility with regard to the professionalisation of teachers) requested support from the Structural Reform Support Programme (SRSP)³, to allow the education providers (*pedagogische begeleidingsdiensten*) in Flanders together with the concerned Ministry to develop a systematic approach to professionalisation of their teachers in dual learning, other than ad-hoc workshop/training that are currently offered to respond to some of the training needs of the teachers. The aim is to develop a long-term support that can be offered to all schools and their teachers in dual learning.

The focus of this project was on identifying the challenges for VET school teachers and the dual learning teacher⁴. These dual learning teachers, within the dual Learning context, will fulfil the role of linking pin between the school, the employer and the learner. The project focused on

¹ Vlaamse Overheid (2018), Decreet betreffende duaal leren en de aanloopfase 30 maart 2018.

² A standard trajectory with the list of all the competences that students should achieve during a specific course exists for each dual course. For each student, this standard trajectory is 'translated' into an **individual learning trajectory** based on the specific context of the company where the student works and the competences this company can teach to the student.

³ https://ec.europa.eu/info/funding-tenders/funding-opportunities/funding-programmes/overview-funding-programmes/structural-reform-support-programme-srsp_en

⁴ In the Flemish context the dual learning teachers are referred to as Trajectbegeleiders ('trajectory guides'). They can take up different tasks related to the organisation and implementation of alternating learning pathways. In this report we use the term 'dual learning teachers' for this position.

what is needed to make this dual learning teacher position in the schools a success, looking both at immediate and long-term training needs and the need for additional support structures for dual learning teachers and VET schools.

The objective of this report is to map what is known about the challenges that teachers (might) face in the dual learning context in Flanders and to draw lessons from the experiences of other EU Member States that have a long-standing tradition in dual learning, namely the Netherlands and Denmark. This should lead to a plan of action for further professionalisation of the dual learning teachers by the education providers (*pedagogische begeleidingsdiensten*).

1.2 Methodological approach

In order to support the Flemish government in this project, DG REFORM (formerly Structural Reform Support Service) organised a series of events (workshops, study visits and expert missions) with peers from other, more experienced dual VET systems. These events are implemented through the Commission's TAIEX instrument⁵. Below, an overview is provided of the different activities implemented in the framework of the project.

Workshop report 21st May 2019

The objective of the first workshop was to present the Flemish reform and the experiences of targeted member states - namely Denmark and The Netherlands - on professionalisation of teachers in dual learning / vocational education and training (VET).

Expert mission to Flanders 25th-26th September 2019

The SRSP project entailed an expert mission to Flanders to facilitate discussions with the main stakeholders on the role, responsibility, competences and support for dual learning teachers, to facilitate the further development of the dual learning system in Flanders. The aim of the expert mission was to gather information on how the Flemish system is currently working, what role teachers play in supporting apprentices and what improvements are needed (in terms of competences, additional support).

Study visit in the Netherlands 4th-5th December 2019

The purpose of the visit for the Flemish delegation was to get informed about how teachers in the Netherlands are trained and prepared for their work in vocational education and training. The study visit took place on the 4th and 5th of December 2019, in Tilburg. ROC Tilburg hosted the Flemish delegation and ensured a programme fitting the learning needs of the delegation. Besides ROC Tilburg and its different schools, also the Foundation for Cooperation on Vocational Education, Training and Labour Market (SBB); Fontys university of applied science (the teacher education institute); a company (Hoppenbrouwers, Udenhout) and the entrée college (the education and training pathways at lower levels for students that face learning challenges) were involved in the implementation of the programme.

Study visit in Denmark 6th-7th February 2020

The study visit took place on the 6th and 7th February 2020, in Copenhagen and Holbaek. The University College of Copenhagen (National Center for Research in Vocational Education and training of Vocational Teachers) (KP) hosted the Flemish delegation. The programme development was further supported by: Danish Industry (DI), which facilitated a part of the

⁵ TAIEX-SRSP Peer 2 Peer is an instrument managed in cooperation with the Directorate General for European Neighbourhood Policy and Enlargement Negotiations (DG NEAR) to implement part of the SRSP of DG REFORM. The instrument allows experts from national administrations to exchange expertise through expert missions, study visits and workshops.

programme on social partners' engagement in VET; and by EUC Nordvestsjælland in Holbaek, which organised the programme in the enterprise (carpentry; EBHByg) and the VET school.

Presentation of the preliminary project outcomes during Conference 11th February 2020

On Tuesday 11 February 2020, SYNTRA Flanders (the Flemish Agency for Entrepreneurial Training) and the Flemish Ministry of Education and Training organised a symposium on dual learning in Leuven. The symposium aimed to provide a state of play of the implementation of dual learning so far and to discuss possible future directions. The symposium was attended by around 300 participants representing VET schools; education providers (*pedagogische begeleidingsdiensten*); policy makers; (foreign) experts and companies. On a dedicated website⁶ the content of the symposium is presented together with a video, summaries and all the presentations. During this symposium, the project supported by SRSP was presented, together with an example of how one of the education providers (*pedagogische begeleidingsdiensten*) support professionalisation of those VET teachers involved in dual learning.

Literature review and consolidating analysis

In preparation of the before-mentioned activities, a literature review was conducted on the VET reforms. Furthermore, during the implementation of the activities, various documents were reviewed such as the training plans for professionalisation of teachers in dual learning from the education providers (*pedagogische begeleidingsdiensten*). Finally, all materials gathered during the various activities were analysed and compiled in one consolidated final report.

Final workshop and presentation of the results 26th May 2020

The final outcomes of the project were presented during a final project meeting. During this meeting the outcomes were discussed with a broad group of stakeholders and this resulted in a validated roadmap related to the next steps in terms of policy development and training support to teachers in dual learning.

1.3 Structure of the report

This report is structured as follows:

- **Chapter 2: Dual learning in Flanders: background and key developments:** this Chapter discusses the introduction of dual learning and what can be learned from the different monitoring and evaluation reports on the dual learning implementation.
- **Chapter 3: Development areas for teachers engaged in Dual learning and lessons learned from country visits:** This Chapter highlights what additional skills and competences should be developed for teachers involved in dual learning and what the study visits to the Netherlands and Denmark yielded in terms of insights and reflections on the Flemish system.
- **Chapter 4: Professionalisation of teachers in dual learning:** This Chapter discusses the current provision of specific professionalisation opportunities for teachers in dual learning and how this is organised in the Netherlands and Denmark.
- **Chapter 5: Conclusions and next steps:** This final Chapter discusses the key conclusions and indicates potential next steps.

⁶ <https://odin.syntravlaanderen.be/conferentie-duaal leren>

2. Dual learning in Flanders: background and key developments

2.1 Introduction into vocational education and training in Flanders

Freedom of education and education providers

In Flanders (and the whole of Belgium), freedom of education is a constitutional right, meaning that every (legal) person may organise education and establish schools to that aim. Related to this, schools - governed by school governing boards - have a wide autonomy and can decide freely on their teaching methods; philosophy of life; and staff appointments.⁷ Most schools are member of an education provider. Each education provider represents a certain number of schools, supports/strengthens these schools and takes the concerns of these schools to the Flemish education policy level. The ground support of schools is done by the 'pedagogical support services' (*pedagogische begeleidingsdiensten*)⁸ In the Flemish context, there are five main education providers active in dual learning:

- Katholiek Onderwijs Vlaanderen (Catholic Education Flanders);⁹
- GO! Onderwijs van de Vlaamse Gemeenschap (Community Education Flanders);¹⁰
- Provinciaal Onderwijs Vlaanderen (Provincial Education Flanders);¹¹
- Onderwijskoepel van Steden en Gemeenten (Board of Education for Cities and Communities);¹²
- Syntnum (the provider for the training of self-employed and SME)¹³.

Teachers in vocational secondary education are employed by the schools but receive their salary from the Flemish Department of Education and Training.¹⁴ The education providers play a key role in the professionalisation support for schools involved in dual learning.

Secondary education and vocational- and technical secondary education

In the Flemish context, secondary education is organised for youngsters from 12 to 18 years of age (there is a mandatory school age until 18 year). As described by the Eurydice Network, fulltime secondary education contains three stages and various types of education. In the first stage of secondary education, a common curriculum is offered. From the second stage onwards, four different types of education are offered - in which vocational secondary education is a more practically-oriented type of education through which young people receive general education, but where the focus primarily lies on learning a specific profession.

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⁷ See: https://eacea.ec.europa.eu/national-policies/eurydice/content/belgium-flemish-community_en

⁸ <https://onderwijs.vlaanderen.be/nl/pedagogische-begeleiding>

⁹ <https://www.katholiekonderwijs.vlaanderen/begeleiding>

¹⁰ <https://pro.g-o.be/over-go/organisatiestructuur/centrale-diensten/onderwijskundige-diensten/pedagogische-diensten/pedagogische-begeleidingsdienst>

¹¹ <http://www.pov.be/site/index.php/pbd>

¹² <https://www.ovsg.be/>

¹³ <http://www.syntnum.be/>

¹⁴ <https://www.vlaanderen.be/het-personeelsstatuut-in-het-onderwijs>

¹⁵ See: https://eacea.ec.europa.eu/national-policies/eurydice/content/belgium-flemish-community_en

2.2 Background of dual learning: learning and working system in Flanders

Learning and working system: Two forms of learning and working

In 2008, the Decree Learning and Working was implemented (*Decreet Leren en Werken*).¹⁶ This Decree intended to drastically reform the learning and working system in Flanders. The reform had to result in a fully acknowledged certification for all alternating pathways in the system (be it an educational or occupational certification). The reform was to:

- allow the learner to pursue a qualification equivalent to the one that can be obtained in the regular VET track (*Beroepssecundair Onderwijs (BSO)*);
- ensure that the combination of learning and working results in a fulltime commitment of the learner (at least 28 hours a week);
- allow tailor-made pathways that support learners facing personal or social challenges.

Traditionally, there were two forms of learning and working (explained further below)¹⁷, where each had an own focus: apprenticeships for SMEs (*Leertijd*) starts from the workspace, whereas part-time vocational secondary education (*Deeltijds beroepssecundair onderwijs - DBSO*) starts from the education component. To upgrade alternating courses and to provide students with better chances, the Decree Learning and Working 2008 was established, which aligns both forms within one system.

The learning and working system is often referred to as an alternative for the full-time secondary education. Within the Flemish secondary education system, learning and working is regarded as the lowest stage in the hierarchy of the whole secondary education system. Thus, the societal esteem of learning and working (programmes) is low and learners rather 'end up' in learning and working than make a proactive choice for enrolling in learning and working pathways.¹⁸

Learning and working 1: Part-time vocational secondary education (Deeltijds beroepssecundair onderwijs - DBSO)¹⁹

This type of learning and working combines two school days with three working days a week. Please note that despite its name, this is a full-time programme. The expression "part-time" must be understood as a distinction from the school-based, full-time vocational education (BSO) in which pupils are trained in a certain occupation through internships and school-based learning. This apprenticeship scheme is not the main route in VET. In the equivalent second stage of the school-based route (BSO), there are approximately three times more learners enrolled than in the apprenticeship scheme. It can be considered a 'second chance' option, for those dropping out of full time VET.

The two school days are provided in a Centre for Part-time education (*Centrum voor deeltijds beroepssecundair onderwijs (CDO)*). The working days can be spent in a company, but also in projects offered by public training services. In terms of requirements for the employer to provide training participation in standard working activities without specific additional training would satisfy the formal requirements stipulated by law.

¹⁶ <https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=14032>

¹⁷ Based on Cedefop cross-nation overview: <https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

¹⁸ See Vlaamse Overheid (2013), Masterplan hervorming secundair onderwijs

¹⁹ <https://www.vlaanderen.be/deeltijds-beroepssecundair-onderwijs-dbs>

Related to the DBSO, the part-time training (*deeltijdse vorming*) is a scheme for disadvantaged youth, in which they follow a personal development pathway (not in companies). This scheme, however, was disbanded from the school year 2019-2020 though.

Learning and working 2: Apprenticeships for SMEs (Leertijd)²⁰

This type of learning and working combines one school day with four working days. The scheme can be entered directly after lower secondary education but is often taken up by youth who repeated years and/or dropped out of full-time education. It is not the main route in VET. In the equivalent second stage of the school-based route (BSO), there are approximately eight times more learners. In terms of requirements for the employer to provide training participation in standard working activities without specific additional training would satisfy the formal requirements stipulated by law.

Challenges with the learning and working system (2015 evaluation of decree 2008)

The 2008 decree established a better harmonised learning and working system, as well as increased cooperation and alignment between key stakeholders. The learning and working system is, however, still facing a number of severe challenges - as highlighted in the 2015 evaluation²¹ of the 2008 decree:

- One challenge is that the **labour market integration indicators after finishing education show a negative impact of the learning and working system**. For instance, DBSO learners earn less in comparison with the control-group.
- The **full-time engagement of learners is not ensured for everybody in the learning and working system**. A large group of learners (21% of the DBSO learners) is maintained in the orientation stage; the centres do not succeed in placing this group in meaningful work placement. This also can be explained by the lack of sufficient workplaces.
- **The quality of what is done in the workplace is not always of the right level**. It remains difficult to see to what extent the time spent in the company is considered learning-time or whether it is working time. There are cases where the workplace is unable to get learners to gain experiences that are relevant for their qualification.
- The **financing of the learning and working system is considered complex and fragmented** (federal level; Flemish government; European Social Funds (ESF); municipalities etc.), providing counter-effective incentives to VET institutions and employers. Furthermore, as funding streams are not always structural, this hampers the development of long-term policies at the level of VET institutions and employers. Furthermore, there is a lack of transparency regarding which regulation(s) apply to learners and employers.
- The reform established platforms to improve the cooperation between actors. This indeed improved the cooperation, but this is still considered insufficient (as there is not always a joint action of key stakeholders). **A structural cooperation on the basis of joint ownership of both education and social-economic stakeholders, is not yet fully operational.**

All in all, the learning and working is still facing structural difficulties in ensuring the full involvement of employers (to ensure sufficient workplaces); transparency in financing; and

²⁰ <https://www.leertijd.be/>

²¹ Smet, M., Stevens, C., De Rick, K., De Witte, K., Van Landeghem, G., De Fraine, B., (2015), Leren en Werken: Evaluatie van het Decreet van 2008

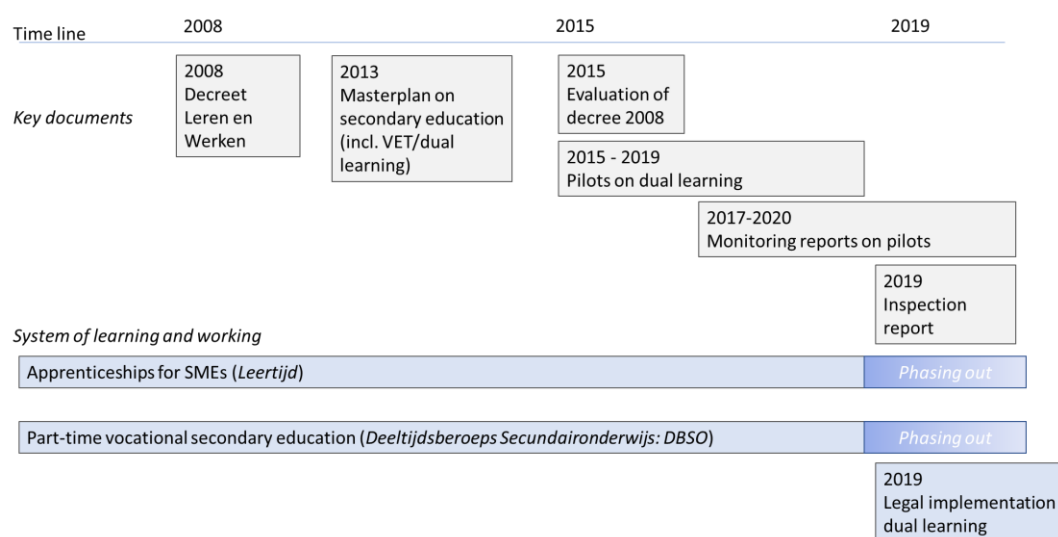
increasing public esteem. The researchers of the evaluation study provided recommendations, amongst others, the following:

- 1) Sufficient workplaces need to be ensured. This requires better support to employers and improved cooperation between VET institutions; employers; and sectors. This also requires better communication on the benefits for employers to be engaged in learning and working (also financial advantages).
- 2) Improve the alignment between the content of the programmes and the needs of the labour market; better monitor the labour market integration of learners; and use this information to update the offer of programmes. Furthermore, in general, the quality of the programmes must be monitored closely.

2.3 Dual learning system: key characteristics

The 2013 masterplan on secondary education, included references to making dual learning a fully acknowledged secondary education pathway²². This was re-emphasised in the 2014 coalition agreement of the Flemish Government, which was followed by two concept notes on dual learning²³. From 2015 onwards, a series of pilot initiatives started, with the most elaborate project, 'School@work' starting in September 2016²⁴. In School@work, the concept of dual learning was tested for a number of courses in a number of schools. These pilots took place in 2016-2017; 2017-2018; and 2018-2019. They were supervised by the Inspectorate of education and by a scientific team of evaluators. They published regularly on intermediary results. The lessons learned were taken into account for the full implementation, which started in September 2019, based on the 2018 decree toward dual learning²⁵. The development of dual learning in Flanders is illustrated by the figure below, presenting the milestones as described in Section 2.2 and the sections to come.

FIGURE 2.1 MILESTONES IN THE DEVELOPMENT OF DUAL LEARNING IN FLANDERS.



Source: author

²² See Vlaamse Overheid (2013), Masterplan hervorming secundair onderwijs

²³ Vlaamse Overheid (2015), Duaal Leren: een volwaardige kwalificerende leerweg Conceptnota bis

²⁴ <https://onderwijs.vlaanderen.be/nl/proefproject-schoolbank-op-de-werkplek>

²⁵ Vlaamse Overheid (2018), Decreet betreffende duaal leren en de aanloopfase 30 maart 2018.

The introduction of dual learning aims at contributing to solve three challenges in the Flemish system:

- 1) Improve the link between education and the labour market
- 2) Reduce drop-out of unqualified learners
- 3) Reduce youth unemployment

Dual learning should be able to provide benefits for all those involved:

- **Learners:** improved chances for competence development; developing personal skills and competences, while simultaneously gaining work experience; increasing chances on the labour market.
- **Employers:** identify, develop and strengthen competences of (potential) employees.
- **Education providers:** integrate better workplace learning in labour market-oriented learning pathways and to upgrade VET provision.
- **Society:** improved alignment of competences of young people to labour market needs; more qualified young people; less youth unemployment; better functioning labour market.

As indicated in the dual learning decree²⁶, a student in dual learning goes to a workplace to acquire competences (the aim is to spend 60% of the time in the workplace). Given the time a young person spends at a workplace, it is important to fully include this workplace in the training process. A dual learning teacher closely monitors the competence development in the workplace and will therefore regularly visit this workplace and the (young) learner. The in-company trainer is responsible for the guidance and support of the learner at the workplace and is part of the follow-up and evaluation process of the learner. The workplaces themselves can only act as dual learning workplaces if they meet a set of recognition criteria.²⁷

In the remainder of this section, the guiding principles of the new dual learning system are explained.

1. Shared responsibility of education and labour market stakeholders

Even more than was the case with the two existing forms of learning and working, the dual learning system is built upon a shared responsibility of the education and labour market stakeholders. Both learning venues are responsible for supporting the learner in acquiring the competences needed. For this, an integrated system of external quality assurance is established, covering both learning venues.²⁸

The VET school maintains the overall responsibility for the whole pathway. Also, the learner first has to enrol in a training programme and will have to find a workplace soon after (with support from the VET school).²⁹ SYNTRA Flanders and sectoral organisations are tasked with developing and maintaining a large network of high-quality companies to offer workplaces (meeting the requirements).

2. Dual learning is the acquisition of competences both in school and the workplace

²⁶ Vlaamse Overheid (2018), Decreet betreffende duaal leren en de aanloopfase 30 maart 2018, p. 5.

²⁷ As stipulated in: Vlaamse Overheid (2016), Decreet tot regeling van bepaalde aspecten van alternerende opleidingen, Article 7.

²⁸ See: Vlaamse Overheid (2015), Duaal Leren: een volwaardige kwalificerende leerweg. Conceptnota bis, p 19-20.

²⁹ The standard term for finding a workplace is 20 training days but can be extended. The reason for this short period is to ensure that the learner is not stuck in a long period without a workplace. See Vlaamse Overheid (2019), Omzendbrief duaal leren en de aanloopfase 13 maart 2019 (SO/2019/01).

Essential to dual learning is the acquisition of competences at school and in the workplace. It is therefore different from an internship, in the sense that an internship is usually shorter and aimed at practicing competences learned in school. In the previous learning and working system (both forms), the workplace was primarily meant for learners to obtain work experience and less focused on acquiring new competences. The workplace in dual learning, however, is primarily considered a learning place to learn and acquire new competences.

3. A more integrated system of dual learning with different VET schools

The existing system of learning and working was a separate system. Dual learning is integrated more in the system of regular VET (BSO – *beroepssecundair onderwijs* – and TSO – *technisch secundair onderwijs*). It can be provided by the VET schools of the existing system of learning and working (centres for part-time education and Syntra-centres), and full-time schools. The dual learning policy is therefore amending the existing systems, but also creating new dynamics in the regular VET system. Furthermore, schools for special needs education can get involved as well.

4. The dual learning system includes a pre-apprenticeship program (preparatory phase - *aanloopfase*)

In order to make the dual learning inclusive and attractive to all learners, the system includes a support structure for learners that are willing to *learn* at the workplace, but that are not fully ready to *enter* the workplace. The support is based on individualised pathways, that are as long as necessary, but also as short as possible. Furthermore, the support can focus on different types of support: stimulate generic competences, school career guidance or stimulate occupation-specific/technical competences.

Dual learning, inclusiveness or high esteem?

Although no academic studies have been conducted on the relationship between inclusive apprenticeships and high-prestigious apprenticeships, it could be argued that some of the apprenticeship systems that have a high prestige in Europe are those that are not designed as a safety net and hence are less inclusive. This is, for instance, the case with the Austrian dual apprenticeship scheme, in which 34% of the IVET students enrol; this has a high prestige and is positioned only at NQF/EQF level 4. The Dutch dual learning pathway (*beroepsbegeleidende leerweg*) – and VET system in general – on the other hand, is more inclusive and provides qualifications at NQF/EQF levels 1 to 4. However, despite the general prestige of the Dutch VET system and the good labour market outcomes it provides, VET does not have a good image in the Netherlands.³⁰ This is mainly due to challenges related to NQF/EQF level 1.³¹

³⁰ See, for instance, the interview with Jan van Zijl, Chairman of MBO Raad: 'MBO2025' en de strijd tegen het imagoprobleem - 25 juni '15: <https://www.nationaleonderwijsgids.nl/interviews/nieuws/28259-jan-van-zijl-mbo-raad-over-mbo2025-en-de-strijd-tegen-het-imagoprobleem.html>

³¹ As expressed by the OECD: "In spite of the relatively small number of students participating in the lowest level of upper secondary VET (mbo 1), it faces considerable challenges. Though, according to the law, this level is not intended to lead to a labour market qualification, inevitably many of those pursuing this programme try to enter the labour market directly or drop out. Mbo 1 concentrates on young people with disadvantaged backgrounds and yields comparatively poor labour market outcomes. Such a concentration of educational challenges may make it harder to tackle those challenges. At the same time, the diversity of the student body implies a diversity of learning needs." Fazekas, M. and Litjens, I. (2014). A Skills beyond School Review of the Netherlands, OECD Reviews of Vocational Education and Training, OECD Publishing. <http://dx.doi.org/10.1787/9789264221840-en>, p. 33.

In the Flemish context concerns are raised about whether a group of learners currently included in the Learning and working pathway will be suited for the new dual learning pathway and what will be their place in the VET system.³²

5. Dual VET curricula (*standaardtraject*) for all programmes, jointly developed

For each dual course, a dual VET curriculum is created, through cooperation of education and labour market organisations (education providers, sectoral organisations, Public Employment Services (PES) (VDAB: Flemish Public Employment Service (Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding)) and SYNTRA Flanders). In a dual VET curriculum, it is determined which competences should be acquired in the dual learning course. The starting point for the curricula are the occupational and educational qualifications, as included in the Flemish Qualifications Framework (*Vlaams Kwalificatiestructuur: VKS*).

6. Support is provided to learners before enrolling and when enrolled, in all learning venues

Each learner receives an advice by the class council before entering into dual learning; this advice gives an indication by the class council whether dual learning suits the learner or not. It is, however, not an admission criterion to have a positive advice before one can enter in dual learning. Rather, the advice is considered as one element (amongst others) that learners can take into account while determining their choice of study³³. Furthermore, when enrolled, learners should be supported by the VET schools (by dual learning teachers) and in the companies (by in-company trainers).

7. Simplification and transparency

The dual learning system also makes the education system more transparent and through this, it makes dual learning more accessible to employers and learners. Furthermore, the existing contracts for alternating systems were harmonised into a new transparent learners' statute. Finally, the financial arrangements will be revised with the aim to make the system less fragmented and providing the right incentives for all.³⁴

2.4 Findings from intermediate evaluation and monitoring exercises

From 2016-2017 to 2018-2019, pilot projects in School@work (*Schoolbank op de werkplek*) were executed. These pilots were closely monitored and evaluated by an evaluation team of the University of Antwerp and the Inspectorate of Education. The University of Antwerp has published five reports³⁵ that describe the experiences, lessons learned and challenges encountered in the implementation of dual learning pathways. Furthermore, the Inspectorate

³² See VLOR (2019), Laat leren en werken niet zomaar inkantelen in duaal leren; SERV (2019), Een beroepskwalificerende leerweg voor (leerplichtige) jongeren

³³ See for instance: <https://onderwijs.vlaanderen.be/nl/duaal-leren>

³⁴ See Vlaamse Overheid (2015), Duaal Leren: een volwaardige kwalificerende leerweg Conceptnota bis, p 22.

³⁵ Universiteit Antwerpen (2016), Rapport Duaal Leren op Proef Evaluatiestudie van de proeftuinen 'Schoolbank op de Werkplek' Aanvangsrapport; Universiteit Antwerpen (2017), Rapport Duaal Leren op Proef Evaluatiestudie van de proeftuinen 'Schoolbank op de Werkplek' Tussentijds Rapport Schooljaar 2016-2017; Universiteit Antwerpen (2018), Rapport Duaal Leren op Proef Evaluatiestudie van de proeftuinen 'Schoolbank op de Werkplek' Tussentijds Rapport Schooljaar 2017-2018; Universiteit Antwerpen (2019), Duaal Leren op Proef, Evaluatiestudie van de proeftuinen 'Schoolbank op de Werkplek' Tussentijdse Rapportering Schooljaar 2018-2019; Implementatie van de Standaardtrajecten Cases 12-14; Universiteit Antwerpen (2019), Duaal Leren op Proef, Evaluatiestudie van de proeftuinen 'Schoolbank op de Werkplek' Eindrapport.

of Education published one report³⁶, focusing mainly on the quality of the education from an inspection viewpoint. In this section, the conclusions and challenges for the further implementation of dual learning are examined.

Monitoring reports on the pilot dual learning 2016-2019

The final report on the pilot generally concludes positively on the effects of dual learning on the esteem of alternating learning; on the increased learning potential; the decreased unqualified drop-out; and the improved transition between education to the labour market. There are, however, still many challenges to overcome. For instance, challenges related to: the esteem of dual learning in comparison to full-time school-based learning; the guidance and support learners receive; and the quality of the learning-working environment.

The reports recognise the important position of the teachers and staff involved in dual learning. The specific student-trainer relationship is described as critical for the success of dual learning. The style and intensity of mentoring is important in this: a relationship in which the student experiences the psychological safety of asking questions, indicating his limits and making mistakes was emphasised. The visits of dual learning teachers to the workplaces were appreciated, as they allow the guide to see the learner in a different perspective, but also to build relationships between the VET schools and the employer. Between school staff and in-company trainers, appreciation of each other's knowledge appears to be an important factor in collaboration.

There is willingness among teachers to get engaged in dual learning. There are, however, major concerns as well, with regard to the role and responsibility of the dual learning teacher. Sometimes, the dual learning teacher is not compensated for the tasks that she/he takes up with regard to the guidance of dual learners, the company visits and follow up on the pupils.. Furthermore, dual learning teachers face challenges in the administrative handling of dual learning pathways; and will have to be more flexible in working outside (regular) working hours as well. On the latter, school-based teachers and dual learning teachers are generally willing to do so, but do not always see how these extra hours are compensated.

The selection of in-company trainers among staff who formally qualify, is usually done on a voluntary basis or the in-company trainers are appointed by the company. The job description for the in-company trainer is not formalised in most companies and the extra burden on the in-company trainers does not always translate into the discharge of other duties.

The final evaluation report concludes that there are three important aspects to adequately fulfil the role of dual learning teacher. For each aspect the final report provides recommendations.

Aspect 1: Who will take up this role of dual learning teacher

Dual learning teachers and in-company trainers have a crucial role to play in quality dual learning. To best support the communication with the companies, the job-specific guidance provided by the school should be conducted by a job-specific teacher, knowledgeable about the occupational practice.

Aspect 2: The support and resources available to conduct the role

³⁶ Onderwijsinspectie (2019), Kwaliteitstoezicht op de leerweg duaal leren Rapport over de proefdoorlichtingen (februari 2017 april 2019)

The dual learning teachers need administrative support and sufficient time and resources to conduct company visits. The dual learning teachers can also be supported by accessible information channels; matching databases to find workplaces for their learners; and digital occupation-related tools for student counselling and guidance (for instance digital logbooks). Finally, the government, education providers and sectoral organisations, could invest in common intake instruments for becoming a learning company, and in common assessment tools.

Aspect 3: Further professionalisation opportunities to obtain skills and competences needed to fulfil the role.

For many teachers, dual learning and the interaction with companies and the guidance of students are fairly new tasks, that require different skills and competences. They value the professionalisation opportunities offered. Besides the professionalisation courses, learning networks are considered an important way to share experiences and learn from peers. To stimulate further professionalisation, the evaluators recommend that dual learning aspects (such as formative assessment) are integrated in the initial and continuous training of teachers; and that the government should encourage synergies between VET schools and companies through networking. Finally, the evaluation recommends not to lower the quality of requirements for dual learning teachers and to provide additional training for dual learning teachers in mentoring.

Report of the Inspectorate of education 2019

Among the positive aspects mentioned by the inspectorate of education³⁷, the learning environment created in both learning venues is one of them. Both in the VET schools and workplace, an environment of trust and safety is established. Furthermore, the workplaces are generally sufficiently equipped to have the learners acquire the competences. From the perspective of the inspectorate, there are challenges with the implementation of dual learning.

1. Dual VET curricula (standaardtrajecten) and tailoring

The dual VET curricula are insufficiently detailed and tailored to the learner and the context of the workplace. Teachers indicate that they find it difficult to translate the curricula into a targeted education and learning practice. Related to this, there is limited awareness of the specific situation of the learner (pre-existing knowledge and competences), which is necessary to tailor the learning offer to the learner's needs.

2. Cooperation and alignment

There is limited alignment between the VET school and the workplace when beginning a dual learning pathway - for instance, concerning who offers which competences and what is needed in additional support. Furthermore, there is limited integration of more general and transversal competences in the occupation-specific context. In addition, hardly any alignment takes place between the VET school and the workplace to ensure a logical and gradual build-up of competences. Also, during the implementation of a dual learning pathway, there is insufficient cooperation between learning venues in order to optimise the learning pathway and integrate both learning venues into a meaningful programme. Instead, the pathway results in two separate components.

³⁷ Onderwijsinspectie (2019), Kwaliteitstoezicht op de leerweg duaal leren Rapport over de proefdoorlichtingen (februari 2017 april 2019)

3. Quality assurance

The dual learning offer is not leading to the expected level of comprehension and training, meaning that VET schools can insufficiently ensure that all competences are indeed offered at the adequate level. The assessments used are still insufficiently developed nor transparent enough to evaluate the learning process of the learners. Furthermore, as learners usually have to find a workplace themselves, the assistance from the VET schools is insufficient to assure a quality match between learner and workplace.

4. Information and guidance

Learners and parents are insufficiently informed about the content of dual learning pathways before commencing. The contacts between VET school and workplace can be more meaningful and relate to the progression in the whole pathway. Currently, they deal more with socio-emotional challenges of the learner or behavioural problems. The contacts are regarded by dual learning teachers and in-company trainers as too informal and unstructured. Finally, the provision of feedback within the education and training practice can be better integrated. This feedback is still insufficiently directed at the learning process itself and the formulation of next steps for the learner.

Recommendations

Based on the challenges, the inspectorate of education formulates the following recommendations:

- There is a need for better alignment and cooperation between the VET school and the workplace, especially on the content and organisation of the learning process.
- The contacts between the learning venues can be more goal-oriented, formal and better structured.
- The assessment tools and procedures need to be further developed.
- The guidance and feedback should focus more on the learning process

3. Development areas for teachers engaged in dual learning and lessons learned from country visits

3.1 The role of teachers in dual learning

From the previous chapter, it can be concluded that there is still work to be done, especially when it comes to the meaningful and structural alignment of processes within the two learning venues. The monitoring reports of the pilots and the 2019 report of the Inspectorate of education,³⁸ highlight coordination between learning venues as an important improvement to be made and the lack of coordination as a challenge for the role out of dual VET. Improving the coordination between learning venues requires attention at different levels:

- **Sectoral level:** sector organisations need to be closely involved and engaged in the development of dual VET curricula that are meaningful for the VET schools and workplaces.
- **Organisational level:** VET schools and employers (and even local authorities, PES) need to engage in a community of trust, in order to jointly find solutions concerning balancing supply and demand of qualified workers.
- **At programme level:** personnel of VET schools and employers need to have a close engagement, to assure that the whole programme is of high quality and to allow for acquiring the competences as expected.

Overall, there is still a lack of maturity in the governance of dual learning: it is not yet seen as a joint responsibility of VET institutions and employers. This sense of responsibility needs to grow.

While ensuring the cooperation at sectoral/regional level and organisational level, the programme level cooperation is highly dependent on the positions of the teachers in dual learning and the in-company trainers especially in the implementation of the dual learning system. In the future, tasks related to cooperation with employers might have to be conducted by a large share of occupation-specific teachers and this could become an aspect of their regular work (as is the case in the Netherlands). Currently, it seems unrealistic to have all those teachers involved, also given the small scale of dual learning implementation. Furthermore, this involvement needs to be accompanied by a relationship of trust between VET schools and employers, that will have to be carefully expanded and built up. This might work better when:

- 1) There is full commitment from VET institutions' leadership;
- 2) There are a few teachers (i.e. dual learning teachers) that pave the way together with the employers in implementing dual learning.

Thus, this requires a clear idea of what these teachers, engaged in dual learning, will have to be able to do and how they can be supported.

From the literature, a number of aspects were identified on which teachers need additional support. These aspects were further discussed and deepened during the expert visit to Flanders and the study visits in the Netherlands and Denmark. This Chapter presents the main findings of these activities.

³⁸ Onderwijsinspectie (2019), Kwaliteitstoezicht op de leerweg duaal leren Rapport over de proefdoorlichtingen (februari 2017 april 2019)

3.2 Cooperation and alignment between VET school and company

A key characteristic of the dual learning system is that the learning is provided by both the school and the company. For quality learning, it is necessary that the school and the company are in the position to effectively cooperate and align their teaching and training. This means that there need to be structures and tools in place to support the cooperation and alignment, but also that the dual learning teachers and the in-company trainers have the skills and competences to work together effectively. In this context, questions that require further consideration are:

- How to create a community of trust involving VET schools, employers (and PES)?
- How to ensure an effective distribution of responsibilities in training competences between different learning venues?
- How to make the exchanges with employers as effective and meaningful as possible (in terms of content, approach, frequency, evaluation)?
- How to engage teachers in dual learning and support them to take initial steps in dual learning and work together with employers?

From the expert mission in Flanders it became clear that the introduction of dual learning is still in an initial stage and that many issues still need to be resolved. The main issue is the involvement of the companies. Currently, the dual learning system does not include a mature system to have companies engaged and sufficiently quality-assured. While this is the responsibility of SYNTRA Flanders and the sectoral partnerships, there are sectoral differences. Furthermore, SYNTRA Flanders sees its role more as *facilitating* the process of getting companies involved, instead of actively approaching companies at the local level. As a result, a lot of additional tasks are currently done by the teachers involved in dual learning (for instance finding companies and checking on labour conditions under which the learners work).

In general, the teachers that are currently involved in dual learning already have close contacts with companies and are not shy to talk to them. However, communication with companies and negotiating with them on learning content and contracts is felt to be a challenge for many teachers who are currently (or were) involved in full-time VET.

To support teachers involved in dual learning in working together with companies, actions need to be taken at school level (e.g. establish a long-term strategy); and governmental level (e.g. publicity actions, ensuring that there is some form of inspection of learning venues, either through the government or through sectoral organisations).

A core element of the **Dutch** vocational education and training system is the close cooperation between VET schools and labour market actors. The labour market actors (companies, employee organisations) are fully engaged in the VET system and are even jointly responsible for parts of the VET system (for instance in developing and renewing qualifications; providing workplaces; etc.). At national and regional level, there are structures in place to support the cooperation between schools and companies (e.g. ROBO (regional consultation business and education – Regionaal overleg bedrijfsleven onderwijs), and SBB (Foundation for Cooperation on Vocational Education, Training and Labour Market – Stichting Beroepsonderwijs Bedrijfsleven)). Important aspects in this, are the national register of learning companies³⁹ and the national accreditation of learning companies, maintained and conducted by SBB.

³⁹ See: <https://www.s-bb.nl/stageplekvinden>

Furthermore, there are national regulations (and sectoral additions) for being certified as learning company.⁴⁰ Within this long-term cooperation context, a high level of trust is developed between the VET schools and labour market actors. The cooperation between VET schools and companies – as well as the ability to find innovative solutions within the cooperation – is further supported by the size of the VET schools. Having more than 10,000 students is not an exception, which allows VET schools to have a strong and powerful voice in regional labour market issues and to create strong partnerships.

At school-company level, the study visit revealed many different examples of how this cooperation is shaped in practice. From these examples, it became clear that each sector, situation, and/or context requires a tailored approach, in which the balance between school-based and work-based learning differs; and in which the roles and responsibilities of in-school teachers and in-company trainers differ. A constant factor, however, is that the learners themselves have a high level of own responsibility and that arrangements are made at the teachers' and team level (between the school and company). In other words, there is limited involvement of school management on how exactly the cooperation is shaped. This appears only possible in the context where companies feel the intrinsic responsibility to play a constructive role and where the quality of the learning environment is externally assessed (such as through SBB).

A key characteristic of the **Danish** VET system is the high engagement and high level of responsibility of social partners and employers in the governance, delivery and quality assurance of VET. The labour market stakeholders are in the lead when it comes to developing the content of qualifications; play a role in the overall governance of the VET system; are member of governing boards of VET colleges; are responsible for the larger part of the learning taking place; and are responsible for the final examination of apprentices.

It is considered normal that a company has several apprentices. Educating a new workforce for the company – and the sector as a whole – while supporting young people to become 'grown-ups', is considered a societal objective of any Danish company. Those companies that do not train apprentices are considered 'free-riders', as they (in the end) benefit from the training investments of others, and are even fined for this behaviour. The fines in turn are used to pay a financial compensation to companies that do educate young people.

Cooperation between VET college and enterprises is therefore a key given in the system. However, it needs to be mentioned that the VET college and enterprises in reality do not cooperate heavily, concerning the delivery of the VET programme: each partner has its own part of the programme to deliver. Concerning these different parts, there is only an exchange between these parties at the beginning and end of every school period (4-6 weeks)⁴¹, regarding which skills need to be further developed during that period. This process is supported by 'logbooks', developed by the Trade Committees.

For the Flemish context, what can be learned from the **Dutch** practice is:

⁴⁰ See: <https://www.s-bb.nl/bedrijven/erkenning/voorwaarden-voor-erkenning/reglement-erkenning-leerbedrijven-sbb>

⁴¹ NB: "The main programme of the Danish VET is based on the alternating principle, typically organized as 4-5 periods of school-based education and training at the workplace. [...] The main programme typically takes 3 to 3½ years, but can be shorter or longer for certain programmes. Main programmes are offered at EQF level 3 (1,5 years), at EQF level 4 (3 years) and some programmes at EQF level 5 (5 years)." See: <https://eng.uvm.dk/upper-secondary-education/vocational-education-and-training-in-denmark>

- 1) There is a need to develop the ownership of companies in VET. A functioning dual VET system needs companies that are fully committed and that see the value of being involved in the governance and delivery of dual VET.
- 2) There is a need to have some structures in place to regularly assess the quality of the learning environment in companies.
- 3) The cooperation needs to be assured at the level of teachers (in schools) and in-company trainers and feed the tailoring of the learning pathway in line with the specific context, sector and situation.

For the Flemish context, what can be learned from the **Danish** practice is:

- 1) Companies – given the right incentives in terms of economic, financial, HR, and societal benefits – can be interested to be highly engaged in dual learning.
- 2) The relation between VET colleges and enterprises can be primarily based on trust, given that functioning governance structures and clear roles and responsibilities are in place.

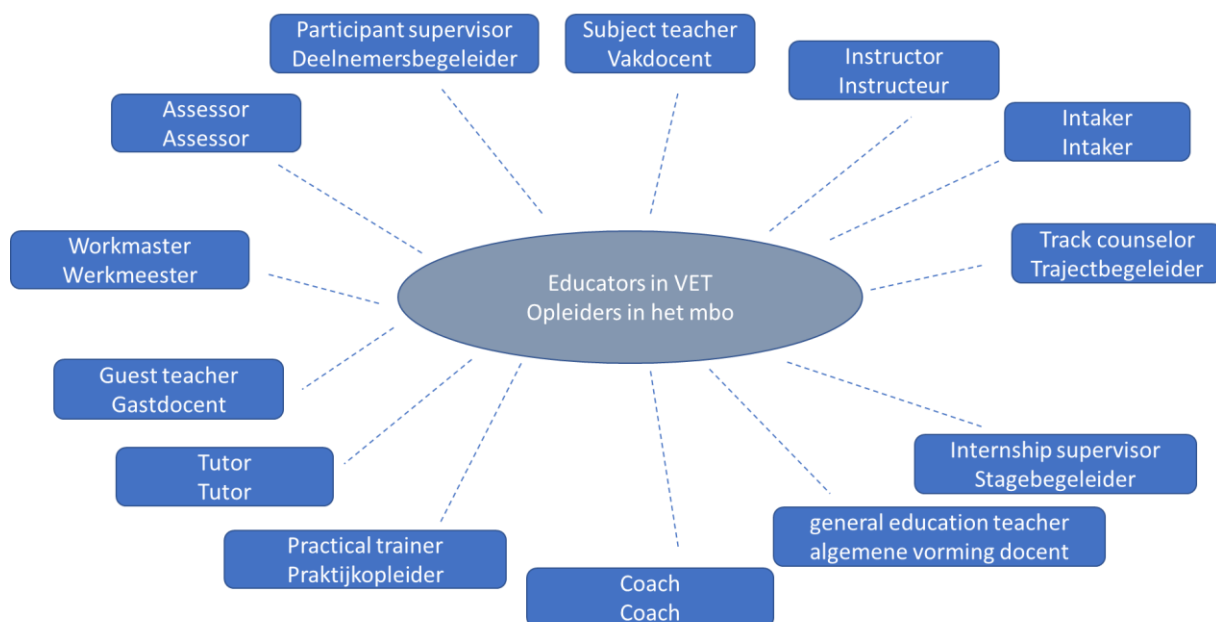
3.3 Guidance of students in dual learning

The relationship between teachers and learners differs between the full-time and the dual learning system. In the dual learning system, teachers are considered more as 'coaches' of the learners, instead of teachers, because learners have other ways of learning than through the teacher alone (e.g. In the workplace, through their fellow-learners). Increasingly, the teacher has to facilitate this process, instead of providing the learning content him/herself. This requires that teachers become more competent in guiding and counselling the learner. In this context, a question that requires further consideration is how to conduct effective learners' guidance, enabling them to create ownership of their own learning process (to the extent that this is possible) and offering them tailored support opportunities when needed?

From the expert mission in Flanders, it became clear that the different role (of dual learning teachers) comes quite naturally for those teachers that are currently in the front-runner position in implementing dual learning (being teachers that already have this mind-set), but still provides challenges for a majority of full-time teachers.

In **the Netherlands**, both in the school-based and work-based pathway, VET students are approached in the same way. The VET students are in general responsible in keeping track of the learning pathway. The VET schools have various positions that support and supervise the learners, although this position can be named differently per VET school, sector or even team. This is illustrated by the figure below.

FIGURE 3.1 JARGON OF ROLES, TASKS AND POSITIONS IN VET



Source: ECBO (2014), *Verbindend perspectief op opleiden naar vakmanschap Expertisegebieden van docenten en praktijkopleiders in het mbo*, p. 34. Translation by author.

A common factor, however, is that VET staff have a high degree of freedom (and high level of responsibility) in shaping the learning pathway, developing the learning materials, instructions for the learning at the workplace, and the assessment.

In **Denmark**, after lower secondary education (9th of 10th grade), students can enter the regular VET programmes (NB: they can also start as adults, as many do). The youngest VET students will enrol in a two-semester, basic programme, which prepares them for being an apprentice. Older students can skip one semester, as they are already fit for work in an apprentice setting. This basic programme also forms the basis for the guidance during the apprenticeship years, as provided by the VET college. In an example from a VET college, this guidance is provided by an internal consultant and by the technical VET teacher (EUC Nordvestsjælland).

Once the apprentice is employed by the employer, the enterprise takes on the responsibility for the guidance and coaching of the apprentice. The supervisors and in-company trainers in the companies are not specifically trained for this and their role is highly similar to when regular new employees are guided and supported, but in the apprenticeship-context, this guidance is more intensive. Furthermore, sectoral Trade Committees can provide support to companies in obtaining the necessary guidance and counselling skills.

The coaching is supported by regular communication between the VET college and the employers and transparency tools (e.g. logbooks).

For the Flemish context, what can be learned from the **Dutch** practice is:

- 1) Each context, sector or situation demands a different approach towards coaching and the balance between school and the workplace.
- 2) Given this diversity, VET teachers and other staff need to be able to align the approach and cooperate closely in a team and with the workplace.

For the Flemish context, what can be learned from the **Danish** practice is:

- 1) Employers and labour market stakeholders take responsibility in the coaching and counselling of apprentices.

- 2) Regular contact, by telephone or face-to-face, between the VET college and the employers is an important way to support the coaching of apprentices and to keep up date on the progress and potential challenges that (might) occur.

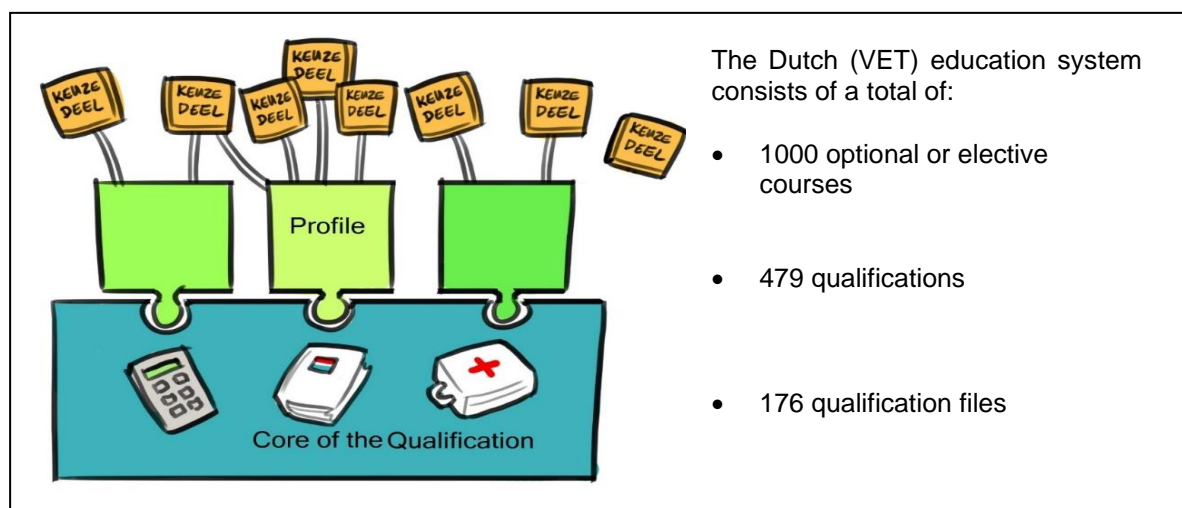
3.4 Assessment (formative and summative) in dual learning

Together with more emphasis on guidance, the emphasis on (formative) assessment in dual learning also increases. As the learners are not in the schools all the time, teachers need to use assessment tools and methodologies in order to assess the learning progress and tailor their teaching and support programme to the learning needs. In this context, a question that requires further consideration is how to conduct formative assessments that allow to keep track of the progress learners' make in different learning venues?

From the expert mission in Flanders, it became clear that a main issue for teachers is that dual learning requires a change in mind-set. While full-time teachers have full control of the learning process (the learners are in the classroom), teachers in dual learning have to 'let go', since part of the learning process takes place in a company. This requires a higher level of flexibility, as well as the ability to tailor the learning content (in the classroom) to what individual learners have learned in the workplace. Furthermore, teachers face challenges and uncertainty on the assessment of learners' competences in the workplace. It remains unclear for some of them how to assess competences (should marks be given?) and whether or how to involve in-company trainers in the workplace.

In the **Dutch** context, the qualification files (*kwalificatiedossier: KD*) determine what a VET student should know and be able to do, after completing the VET programme. The qualification is described in terms of core tasks and work processes that the VET graduate will have to master. In addition, there are 'general subject' requirements imposed on the VET programme (Dutch, Math, English (obligatory for level 4), citizenship and career orientation); and additionally, VET students can select elective modules (additional modules that students can choose freely based on their interests). This is illustrated in the figure below.

FIGURE 3.2 STRUCTURE AND NUMBER OF VET QUALIFICATIONS IN THE DUTCH EDUCATION SYSTEM.



Source: 3s/Ockham IPS (2019), *Comparing Vocational Education and Training Qualifications: towards a European Comparative Methodology*, Work Assignment 2: Exploring, gathering and analysing national qualifications data: Draft Final Report, p. 48:
https://www.cedefop.europa.eu/files/exploring_gathering_and_analysing_national_qualifications_data_-_comparing_vet_qualifications_wa_2_draft_final_report_october_2019_v.03.pdf

While there are national exams for (some of) the general subjects; the examination of occupation-specific subjects and learning content is the responsibility of the VET schools. Within the VET schools, the VET teachers (working in teams) are responsible to design the assignments to be conducted in the workplace and the examinations⁴². Concerning the examinations, VET schools usually contract external examination companies (for instance Consortium ⁴³, a cooperation between 40 VET schools).

In the **Danish** context, the testing of apprentices only takes place at the end of the 3- or 3.5-year period, when the employer considers the apprentice fit for the journeyman's test. This test is conducted in the schools but is supervised and assessed by the Trade Committees. The VET college does not conduct any formal assessment.

For the Flemish context, what can be learned from the **Dutch** practice is:

- 1) That VET teachers working within a team have a high level of autonomy and responsibility in developing learning materials, workplace assignments and exams.
- 2) VET schools and VET teachers cooperate nation-wide in developing exams for occupation-specific subjects.

For the Flemish context, what can be learned from the **Danish** practice is:

- 1) Employers and sectoral bodies play a role in the assessment of learners. The VET teacher has no formal role in the assessment.

⁴² See for more information: <https://onderwijsenexaminering.nl/examinering/examinering-beroepspraktijk/handreikingen-examinering-beroepspraktijk/>

⁴³ <https://www.consortiumbo.nl/mbo/>

4. Professionalisation of teachers in dual learning

There is currently no attention to dual learning aspects in the initial teacher training for VET teachers. Entering the educational graduate programme for secondary education (*educatieve graduaatsopleiding voor secundair onderwijs*) – positioned at level 5 of the Flemish Qualifications Framework (referenced to EQF level 5) – requires at least three years of professional experience in the occupational subject, together with a secondary education qualification in the occupational subject (or five years of professional experience in the occupational subject, without the qualification).⁴⁴ The programme does allow learners (in this case prospective VET teachers) to combine learning in the university of applied sciences and learning through work practice (for instance while already working as a secondary education teacher).

As indicated, the education providers have the responsibility to support the professionalisation and continuous professional development of teachers. For this purpose, all education providers have training programmes, modules, workshops and ad hoc support structures. To support teachers involved in dual learning, the education providers – besides offering individual guidance and support at school/team level – also developed and offered CPD courses, usually in workshop settings:

- **Katholiek Onderwijs Vlaanderen (Catholic Education Flanders)** offered one-day introduction courses for new dual learning teachers and two-day advanced courses for experienced dual learning teachers. The focus in the advanced course is on assessment and soft skills, related to action-oriented work and problem-solving.⁴⁵ Based on the experiences from the implemented courses, the education provider identified the need to offer courses on developing supporting teaching materials that can also be used in the workplace; assessment and drawing up training plans.
- **GO! Onderwijs van de Vlaamse Gemeenschap (Community Education Flanders)** also offers courses for new and experienced dual learning teachers. Here, the dual learning teacher has to commit him/herself, together with his/her director, to participate in at least five out of ten modules. Each module consists of at least three four-hour sessions. The topics covered concern:
 - Screening and intake;
 - Non - binding advice on readiness for work;
 - Intake at the workplace + follow-up session action-oriented working;
 - Recognition of the workplace + start-up phase / Erasmus Dual project;
 - Dual learning agreements and social legislation (basic);
 - Dual learning agreements and social legislation (extension);
 - Approaching employers in a demand-oriented manner;
 - Motivating & coaching young people / dealing with resistance;
 - Learning counselling with young people;
 - Conflict handling in the workplace.
- **Provinciaal Onderwijs Vlaanderen (Provincial Education Flanders)** offers a course on coaching skills (three four-hour sessions) and offers a learning network for all teachers

⁴⁴ <https://onderwijs.vlaanderen.be/nl/de-lerarenopleiding-op-graduaatsniveau>

⁴⁵ See: <https://nascholing.be/2019-2020/index.aspx?type=3&modID=3438562>

involved or interested in dual learning. The learning network organised four days on different topics:

- Intake interview in the workplace (preparation by the teacher, preparation of the student, official start-up interview);
 - Solution-oriented guidance in the workplace and effective feedback;
 - Screening the student for dual learning;
 - Final day responding to emerging topics.
- **Onderwijskoepel van Steden en Gemeenten (Board of Education for Cities and Communities)** also established a learning network, organising three to five networking days each year, for the teams involved in dual learning. Topics discussed during these networking days concern, amongst others: the school component in dual learning; developing education plans and evaluation; cooperation with companies; screening and matching; and social legislation. Furthermore, the school management is explicitly targeted as well, as they need to be in full support of dual learning make dual learning successful in the school.
 - **Syntnum** also supports their dual learning teachers, for instance through courses on intake and screening; the company visits by dual learning teachers; and the reporting involved.

All in all, the support for teachers involved in dual learning, is primarily based on the demand from the teachers and it is offered as individual support, through courses and peer-learning activities (learning networks). Furthermore, the courses mainly concern practice-oriented topics, such as on how to organise a certain process (screening, intake, dealing with social legislation etc.) and focus on developing some specific soft skills (coaching, demand-oriented approaches, conflict-handling).

In the **Netherlands**, there are only limited initial teacher education programmes for VET teachers. For this reason, the main route into the VET teacher profession is starting as teacher after having worked in a profession for some years. Within two years after starting as a new VET teacher, a teacher's certificate has to be obtained (*pedagogisch-didactisch getuigschrift: PDG*). This is not a full teacher qualification, but rather an attestation that the teacher is sufficiently capable of being a teacher (*startbekwaam*).

The teacher training is more and more delivered through cooperation between the teacher training institutions and the VET schools. Some VET schools (like ROC Tilburg) have become specific (teacher) training institutions, providing more structural cooperation arrangements between the institutions.

Regardless of the qualification (or certification), it is expected that new teachers continue learning while working as a VET teacher in a team. Competences that still need development concern: communication with companies; developing learning materials; and designing assessments. Usually, however, as the majority of VET teachers in the Netherlands comes from the professional field, they are used to speak the language of employers.

In order to be a VET teacher in **Denmark**, one needs to have a qualification at initial vocational education and training level (blacksmith, carpenter, office worker, hospital assistant etc.); relevant further education in the vocational field; and at least five years' relevant and recent work experience. Furthermore, when starting as a VET teacher, one should finish the pedagogical diploma at bachelor level/diploma level within three years. The VET teacher is firstly a qualified worker in the Danish context, with the skills to mentor and coach students. As such, there is no explicit attention to skills for communication with companies, coaching and performing assessments.

The diploma programme is considered rather academic, also given that the new VET teachers usually only have a 'journeyman qualification', based on the apprenticeship providing limited academic skills to succeed in higher education programmes.

VET colleges, within their HR policy can decide to make time and money available for teachers in order for them to be engaged in CPD. Furthermore, VET teachers have the right to go on internship within their trade.

What can be learned from the **Dutch** practice is:

- 1) New VET teachers are not fully prepared for the job and are expected to learn more while being a VET teacher.
- 2) An important condition for supporting the learning of VET teachers is the teamwork. Within the team, all different competences need to be present and from the team, new VET teachers can learn the competences they did not obtain through their initial training.
- 3) Close and long-standing relationships between the VET school (teams) and the competences, support the development of communication skills of new VET teachers.

What can be learned from the **Danish** practice is:

- 1) Even in more mature dual learning systems such as in Denmark, VET teacher preparation and training is problematic: to make the transition from a qualified worker to an expert in VET didactics is a process that does not come easily.

5. Conclusions and next steps

The previous chapters discussed the needs in terms of the development of teachers involved in dual learning in Flanders; and how the identified development areas are dealt with in the Netherlands and Denmark. While lessons can be learned from both the Netherlands and Denmark, the specific Flemish context demands a tailor-made solution, instead of a direct copy of how challenges are overcome in the other countries. The practices in the other countries can only serve as inspiration, offering reflections on the specific Flemish context. In this Chapter, we bring together all the insights gathered during the course of the project and formulate final conclusions and next steps.

5.1 Comparing dual learning systems across borders

Conclusion 1: The experiences from the Netherlands and Denmark provide inspiration for reflecting on the Flemish dual learning system and secondary vocational education system as a whole. It only provides easily applicable solutions to a limited extent. The experiences encourage reflections on how VET is delivered through working in teams; whether there should be a preferred distribution of roles and responsibilities among pre-defined staff positions; the use of transparent and uniform tools for communication between VET college and employers; how to establish a conducive environment in which VET teachers can cooperate with companies; and how the introduction of dual learning has a transformative potential for the entire VET system (e.g. dual learning as a way to bring the whole VET education closer to the labour market).

The **Dutch** and Flemish VET systems show large differences. This does not only concern the different pathways (school-based and work-based pathways) available to learners, but also their existing cooperation infrastructures and the size of their VET schools. In the Netherlands in the course of 30 years, the VET schools became large institutions - often having more than 15,000 VET students. In Flanders, on the other hand, a school with 1,000 learners is considered as a large VET school. This influences how VET schools play a role in a region; how they operate with local governments; and how they cooperate with labour market actors. Furthermore, in the Netherlands (compared to Flanders), the system has more market incentives - for instance in attracting students (competition between VET schools) and hiring external examination agencies, linked to the high level of autonomy of the VET schools.

Similarly, the **Danish** and Flemish VET systems show large differences. While in Denmark the employer-side is most prominent in the governance and delivery of VET; in Flanders, the VET schools and education providers play the dominant role. This obviously impacts on what concretely can be learnt from the Danish VET system. However on a more abstract level, the study visit triggered deep reflections on the state of play of dual learning in Flanders and its future development.

Therefore, the solutions found for organising dual learning and equipping teachers with the right skills-set in the Dutch and Danish context, are not applicable 'one-to-one' in the Flemish context. Nonetheless, the study visits revealed interesting insights that can be taken on board in further developing the dual learning system in Flanders, both on the short, and on the long term. Based on the experiences in the Netherlands and Denmark, Flemish stakeholders could reflect on:

- 1) **How VET is delivered through working in teams.** As learned from the Dutch experience, in the VET school, the team is the main operational unit for devising the individual learning pathway, for communication with companies, for developing learning materials, assessments, and peer learning among teachers. Working in teams could enhance (within the Flemish context) the involvement of more VET teachers in dual learning and the professionalisation of VET teachers towards dual learning and, at the same time, distribute different (required) competences for dual learning among different staff members. This could then make dual learning more realistic in terms of the required staff competences. Furthermore, it could make it more sustainable as knowledge is present in different staff members (not relying on a single person).
- 2) **Whether there should be a preferred distribution of roles and responsibilities among pre-defined staff positions.** As learned from the Dutch experience, different contexts demand different distributions of roles and responsibilities. In the Flemish context, it could be considered whether teams can decide (by/for themselves) how to distribute tasks and responsibilities.
- 3) **How to build a relationship of trust between VET colleges and employers, supported by communication tools.** In Denmark, the sectoral social partners (Trade Committees) are in the lead when it comes to defining the content of the VET programme and the logbook for recording learners' progression. This results in easy to use, transparent and uniform reporting templates that are primarily based on trust between VET college and employers – in that they are capable in training the learners to the requested skills levels. Without providing very detailed overviews of the skills that the apprentice needs to acquire, both learning venues trust each other's expertise that they will teach the apprentice the right skills across the entire apprenticeship period. This could inspire the Flemish discussions on how to control and assess whether a dual learning student has acquired a certain set of (detailed) skills in a specific period. It can also inspire finding a uniform template for reporting on learning progress (logbooks).
- 4) **How to establish a conducive environment in which VET teachers can cooperate with companies.** As learned from the Dutch experience, the cooperation infrastructure and quality assurance structures for learning companies are the basis for a well-functioning VET system. This provides the basis for VET schools and VET teachers to operate with a high level of autonomy, responsibility and trust together with companies in devising the learning pathways. As seen in Flanders, this conducive environment is still rather fragmented (depending on the sector) and requires further improvement.
- 5) **How the introduction of dual learning has a transformative potential for the entire VET system – dual learning as a way to bring the whole VET education closer to the labour market.** As learned from the Dutch experience, the strict separation between a school-based and a work-based pathway – in how the learning is organised – is no longer valid, as there are many possible modalities. In the Dutch context, a school-based pathway will contain a large amount of work-based learning which would seem fitting in a specific context. In the Flemish context, this could mean a further rethinking of the current school-based pathway and what this pathway could learn from the experiences with dual learning. As learned in the Danish context, social partners, sectoral organisations and employers have a dominant position in the VET system. This also impacts on the governance of VET schools (employers and trade unions are in the board) and the delivery (main part of the programme is delivered in the companies). This could inspire how in Flanders VET is governed and how VET schools are connected with the labour market stakeholders, also in a context where the role of the labour market stakeholders is increasing due to the qualifications reform. Are the labour market

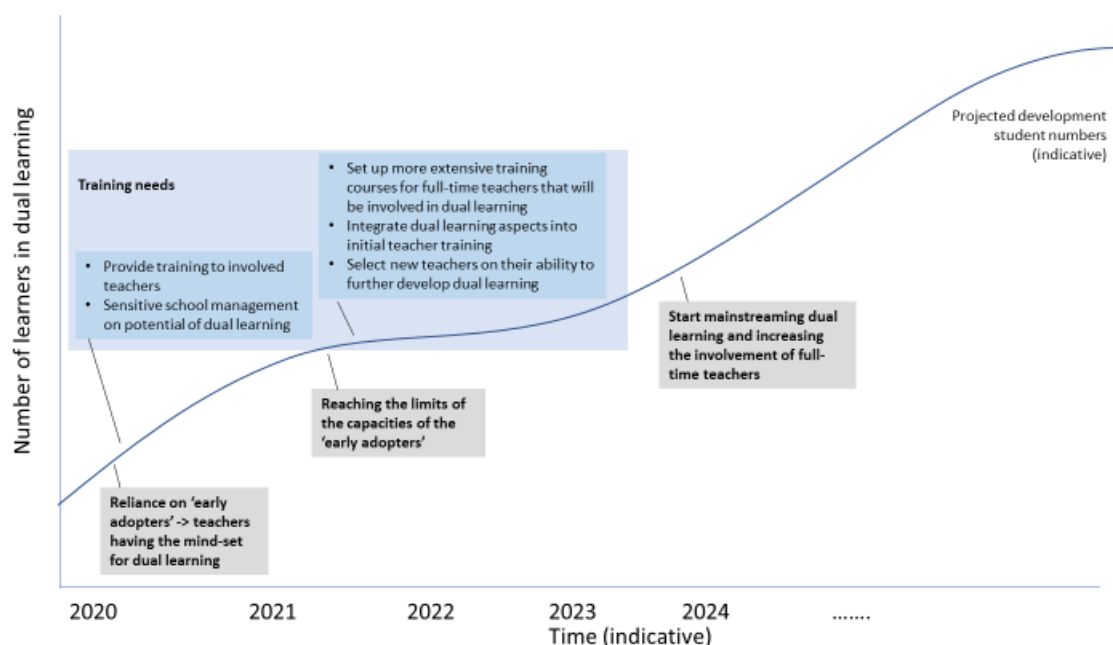
seen as 'costumers' of VET schools, or is the 'product' (qualified workers) a joint effort of the VET school and the employer?

5.2 Teacher competences needed for dual learning

Conclusion 2: There are immediate skills development needs and longer-term skills development needs for teachers. The first concerns equipping those that are involved or are willing to get involved in dual learning; the second concerns equipping a broader group of full-time vocational education teachers that ideally should organise their teaching in closer connection to the labour market.

Currently, not every teacher (involved in full-time VET) is suitable for becoming involved in dual learning. The teachers that are currently involved have specific characteristics that cannot always be assumed to be present in all full-time teachers. Related to the development areas for teachers (cooperation and alignment; assessment; and guidance), it is therefore important to distinguish between what **immediate competence-needs** can be defined and what is **expected from teachers in the future**. The first deals with what is currently needed to provide input for the further implementation of dual learning; the second deals with a vision on what kind of teachers are needed in the future (in a more mature dual learning system). This time-perspective on the development of competences is illustrated by the figure below.

FIGURE 5.1 THE NEED FOR COMPETENCE DEVELOPMENT, GIVEN PROJECTED DEVELOPMENT OF DUAL LEARNING



Source: author

Conclusion 3: The immediate skills development needs concern equipping dual learning teachers with: communication skills and skills for cooperation with companies and networking skills; negotiation skills and conflict handling skills; coaching skills for students and companies; and evaluation and assessment skills. School management should consider these skills when deciding which VET teachers can best implement dual learning.

The teachers that currently are involved in dual learning – and that get involved in dual learning in the near future – are in need of continuous professional development. Longer-term development needs concern general introductions to dual learning, cooperation with companies and awareness of the legal/social frameworks that need to be taken into account in dual learning. On the **short-term** there are specific training needs for teachers that start to get involved in dual learning to support the further implementation of dual learning within the VET schools:

Competence area 1: Communication and cooperation with companies and networking skills

Communication and cooperation with companies is essential in a functioning dual learning system. The experiences from the Netherlands, Denmark and Flanders showcase that this cooperation in dual learning adds value for the learner, the company and the VET school. This cooperation can be supported at governmental, sectoral and school level, but currently relies principally on the teachers in VET schools and the in-company trainers. In this context, teachers need to learn how to inform companies about dual learning and the advantages associated with them; and how to establish networks and long-term relationships with companies; need to be able to mobilise additional support and expertise (for instance on fiscal aspects and benefits of dual learning for companies). This requires competences in understanding company needs and their context; networking; and teamwork. In addition to the development of teachers' competences, there is a need to improve the additional support structures (in schools, companies and in the economic sectors) to support the teachers' communication and cooperation with companies (this is further discussed in Section 5.3).

Competence area 2: Negotiation skills and conflict handling skills

Communication and cooperation with companies is one thing, but the teacher needs to balance the interest of the company, the school and the learner. For this purpose, the teacher needs competences in negotiation and in conflict handling and resolution. These negotiation skills are needed in the development of learning plans together with companies but also in resolving potential conflicts (early identification) between pupils and companies/in-company trainers.

Competence area 3: Coaching skills for students and companies

Dual learning teachers have a coaching role, in the first place for the students but in addition for the companies as well. They need to guide and support the students – encourage them to record their own learning progress; identify emerging issues and challenges; and provide them with guidance and self-assessment tools when needed. Furthermore, they need to coach companies that start engaging in dual learning. They need advice on how to establish a safe and secure learning environment; how to mentor the students; and how to communicate with the VET institution and the teachers. While the sector organisations play a role in this as well, especially in the initial stages of the implementation of the dual learning system, in reality this task falls partly on the shoulders of the dual learning teacher. Hence, the dual learning teachers need skills and competences to coach learners in taking responsibility in keeping track of their learning plan and progression; coach learners in peer learning (learning from students

in other companies); adjust learning in schools to what is learned in the workplace; and – when needed – coach in-company trainers in supporting the in-company learning.

Competence area 4: Evaluation and assessment skills

Evaluation and assessment has become a more prominent topic in dual learning, compared to full-time vocational education. Due to the alternance, formative assessments are needed to track the learners' progression and to better tailor the learning pathway to the needs of the learner. For this purpose, teachers need to operate assessment tools and discuss progress with the students and companies on a continuous basis. Furthermore, this aspect does not only deal with formative and summative assessment, but also with assessing the well-being of students that are (most of the time) out of sight of the dual learning teachers ;and assessing whether the companies are capable to provide tasks and equipment, by which the students can learn the described skills and competences. Therefore, dual learning teachers need to have a broad set of judgement and assessment skills, in order to assess learner performance and well-being; to assess whether companies are able to deliver the learning; and to assess competences acquired (and compare learners in different companies).

The skills of these four competence areas are prerequisites for teachers getting involved in the implementation of dual learning. School management should consider these skills when considering which teacher could best be involved in further implementing dual learning in their school.

Conclusion 4: The immediate skills development for dual learning teachers can consist of offering tailored courses and establishing learning networks in which peers can share experiences and practices. It could be considered to organise this across education providers.

The immediate skills development needs and the future key attitudes for teachers can be provided and developed in different ways. The education providers already play a large role in the continuous professional development of teachers involved in dual learning – and they should continue doing this. The immediate skills development needs can be supported by them through offering courses (as they do now) and also by stimulating peer learning in learning networks and exchange of good practices and tools.

As VET and dual learning in itself is already quite a fragmented field (sectors, companies, schools, regions, educational levels), it could be considered to organise these courses and learning networks across education providers. Firstly, to bring together all dual learning teachers in a region within one sector and secondly, to save costs in organising and offering courses.

Conclusion 5: In the future, inspired by dual learning, and as dual learning becomes more integrated with school-based learning, teachers in the whole VET system might need a slightly different set of key attitudes in order to deal with alternance training, coaching and working in cooperation with companies. These future key attitudes concern: flexibility and dealing with uncertainty; creativity and solution-oriented; judgement skills; and teamwork. The future key attitudes could be integrated in future recruitment policies and in initial teacher training programmes.

The further implementation of the dual learning – in the long run – cannot rely solely on those that currently implement dual learning in the schools. Instead, this has to rely on a broader

group of teachers and support staff. One could even consider that dual learning becomes more integrated and intertwined with school-based learning, as is the case in the Dutch context, so that there is not so much a distinction between the full-time vocational education teacher and a dual learning teacher. This means that for the **longer-term**, it is important to think about a future vision on what the key characteristics are – of the dual learning teacher and the full-time vocational education teacher. This also concerns emphasising new pedagogical approaches in full-time vocational education, integrating more work-based elements in the school-based pedagogy. Obviously, there is not a clear-cut distinction between the dual learning teachers and the full-time teachers, as there is overlap in their activities, but also as the amount of work-based learning is more a continuum, being larger in specific sectors and smaller in others. Some full-time teachers therefore might be well acquainted with dual learning. This being said, on a whole, the teachers of the future (being full-time and dual learning teachers) need to evolve towards having a number of key attitudes that might – in some cases – be different from the attitudes of current full-time vocational education teachers:

Future key attitude 1: Flexibility and dealing with uncertainty

Future teachers work in a less controlled environment as is currently the case. The students learn in different companies that are influenced by market developments; changing skills needs and personnel changes. Furthermore, there will be less standardised learning pathways and increased emphasis on tailoring learning plans. For this reason, being able to deal with flexibility is a key attitude for future teachers.

Future key attitude 2: Creativity and solution-oriented

Related to the flexibility as mentioned earlier, as situations change, things will likely develop differently from what was planned. Hence, there are always issues for which solutions need to be found. This requires teachers to be creative and solution-oriented when encountering companies and students that face challenges.

Future key attitude 3: Judgement skills

As teachers will work in a less controlled environment (compared to the traditional school environment), teachers will rely less on standardised approaches and protocol and need to make a judgement about what works best in newly encountered circumstances. This requires teachers to have judgement skills by which they, even on the basis of limited information, are confident in providing an assessment of the situation – doing justice to the interests of the student, the company and the VET institution.

Future key attitude 4: Teamwork

A key characteristic of dual learning and working close with labour market actors and companies is cooperation and teamwork within the VET institution and with companies. This includes acknowledging that one teacher, alone, might not necessarily know everything best. This requires teachers to have the ability to work in teams, meaning – besides the attitudes already mentioned – communication skills; organisation and planning skills; and openness to others' perspectives.

In the future, it might also have to be considered how teachers are recruited and trained within initial teacher education, or whether the alternative pathways for becoming a teacher sufficiently take the future key attitudes into account. Furthermore, teachers might have to be trained in renewed pedagogical approaches, emphasising more work-experience integration and more coaching. These considerations might need to take place at the level of VET schools, the education providers, and the teacher education institutions.

Conclusion 6: To create a conducive environment at school level, school management should also be trained in the transformative potential of dual learning and to integrate dual learning specificities in the human resource policies.

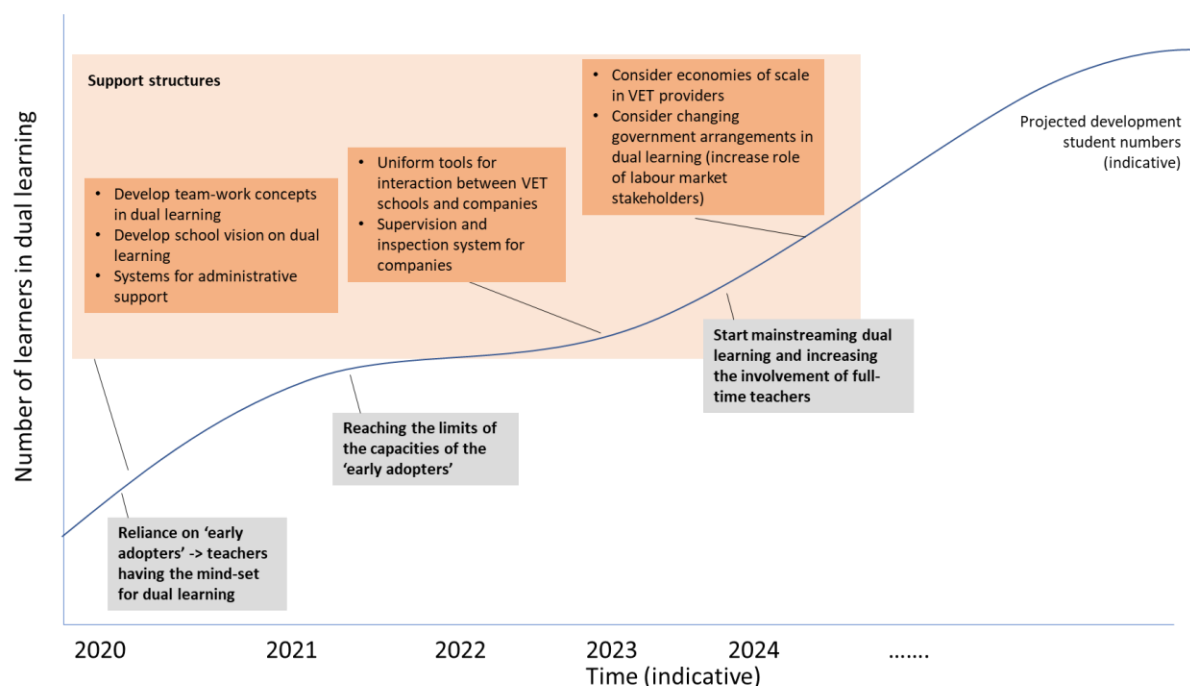
Crucial in the implementation of dual learning is that dual learning teachers feel supported by the school management. When dual learning is, at management level, seen as a minor addition to the full-time vocational education track in the future, it will not lead to sustainable implementation of dual learning, causing frustration at the side of the teachers involved. For this purpose, it is important that school management is informed and closely engaged with dual learning and sees the transformative potential of dual learning for the whole vocational education and training system – in terms of organising vocational education and training closer to the labour market and offering better labour market outcomes for the students. Hence, besides training courses for dual learning teachers, training investments should also target the school management.

5.3 Additional support structures to further develop dual learning

Conclusion 7: Dual learning teachers need to be able to operate in stimulating environments. On the short term, this should be facilitated by support structures at school level (supported by the education providers). This concerns guidance and advice services to students and parents; a school vision on dual learning; administrative support; and finally, team-working concepts. Education providers could develop a joint vision on how to support teachers in assessments. On the long term, at sectoral/governmental level, the assessment system of companies could be revisited.

Besides what is needed in terms of competences and attitudes, dual learning can thrive only when structures are in place that support the teachers involved in dual learning. Here as well, there are structures needed on short term and there are structures or developments that can be considered on the longer-term. This is illustrated by the figure below.

FIGURE 5.2 THE NEED FOR ADDITIONAL SUPPORT STRUCTURES, GIVEN PROJECTED DEVELOPMENT OF DUAL LEARNING



Source: Author

Dual learning is only recently implemented in Flanders and many structures still need to be developed/strengthened, while already implementing dual learning. The priority in this concerns actions to be taken at school level, which relate to how dual learning is organised within the VET institutions and together with the companies. In this, education providers can provide support to the VET institutions, and governmental actions need to be put in place only to a limited extent.

School level structures to further support dual learning and the work of dual learning teachers

At school level, the following support structures could be considered:

- Establish a good guidance and advice service to learners and parents on dual learning;
- Development of school vision on dual learning, including a vision on how the schools work together with companies and a vision/approach to assessment and examination;
- Set up a system for administrative support for teachers at school level;
- Increase working in teams within school (and company) for delivering a VET programme. Not all tasks (e.g. administrative and guidance tasks) need to be done by everyone; equally, not all competences need to be acquired by all, so long as they are represented within the whole team.

Education providers structures to further support dual learning and the work of dual learning teachers

Education providers could consider developing uniform tools to support teachers in monitoring learner performances and registering examination results, even across education providers and possible sectors.

Sectoral level/ government structures to further support dual learning and the work of dual learning teachers:

At sectoral and governmental level, involving SYNTRA Vlaanderen, in the future, further thoughts could be given to setting up supervision and inspection system for companies (comply with quality requirements, labour conditions etc.), to reduce tasks that are currently being conducted by dual learning teachers.

Conclusion 8: Dual learning has transformative potential for the entire VET system in Flanders in organising VET closer to the labour market. It can also trigger discussions on the involvement of labour market stakeholders in the governance of VET and whether the current size of VET institutions is conducive to effective and efficient organisation and delivery of VET in the future.

As final thoughts for the future, it can be considered whether the current size of Flemish VET schools is the appropriate size for effectively organising dual learning – also given the increased demand for intersectoral skills and competences in VET learners and crosslinks between sectors. Also, it can be questioned whether the involvement of labour market stakeholders in the governance of the VET system could be enhanced in the future in the Flemish context. Experiences in the Netherlands and Denmark show that the larger VET schools can be more flexible and agile in accommodating VET provision responding to specific regional and sectoral challenges. They are also a trusted partner for labour market stakeholders and regional governmental stakeholders in sharing the skills development policies in sectors and regions, also in terms of offering lifelong learning opportunities in VET. Furthermore, in the Netherlands and Denmark, labour market stakeholders are intrinsically part of the VET governance ensuring that skills development is truly a joint responsibility. The steps taken in Flanders with the introduction and implementation of dual learning, prepare ground for these discussions in the future, increasing the effectiveness and relevance of VET as a whole.

5.4 A roadmap for professionalisation: next steps

The conclusions of this project need to be taken up in follow-up actions and possibly a roadmap to professionalise dual learning teachers and create a conducive environment for them to further develop and roll-out dual learning in Flanders. A first draft of the roadmap was presented during a meeting with the education providers (Tuesday 26 May 2020) and on the basis of the discussion a revised roadmap was developed. This roadmap is validated by the education providers.

The roadmap takes into account the manifold restrictions (financial, COVID-19, reforms) and the timing is set in such a way that the schoolyear 2020-2021 can be used to have the structures in place for an even more conducive environment for dual learning to flourish in the schoolyear 2021-2022. The final version is presented below.

PROFESSIONALISATION OF TEACHERS IN DUAL LEARNING			
Topic	Action point	Responsibility	Timing
Coordinate approaches to professionalisation of teachers	The education providers investigate to what extent they can work in a joint manner to stimulate the professionalisation through providing courses and learning networks, even across education providers. This includes the following concrete actions:		
	1. Use the existing working group of the education providers, SYNTRA Vlaanderen and the Flemish Department of Education	Department to take initiative in tabling	July 2020

	and Training to act as guardian of further professionalisation and ensuring a conducive environment;	professionalisation in this working group	
	2. Develop a plan what can be done jointly and what cannot be done jointly in terms of (for instance): <ul style="list-style-type: none"> • Providing training opportunities for dual learning teachers; • Cooperation with employers and sectors; • Developing guidelines for schools in further developing dual learning and cooperating with employers and sectors. 	Working group, dominant role for education providers	September 2020
Assessment approaches to ease communication between schools and companies	The education providers, together with sectoral organisations, investigate what are common elements in assessment tools to track learners' progression and whether a generic template (including guidelines) can be developed that can be adapted to specific sector/school needs. This includes the following concrete actions:		
	1. Complete an inventory what assessment tools and tracking tools are used and could be used in different sectors and regions and by different education providers;	Working group, dominant role for education providers	October - December 2020
	2. Define a generic template (including guidelines) in assessment and tracking tools that could be applied in all dual learning pathways and adapted to specific sector/school needs. (herformuleren zoals hierboven gesuggereerd – niet de focus leggen op het ontwikkelen van een format, wel op kennisdeling, determineren van kwaliteitsindicatoren voor een goede evaluatie en dit meenemen in de ondersteuning van de scholen.	Working group, dominant role for education providers	January – June 2021
School vision and support school leaders	Schools, supported by education providers, develop school visions; administrative support structures; guidance structures for students and parents; and build team-working concepts to further implement dual learning. This includes the following concrete actions:		
	1. Compare guidelines and support to schools in developing a school vision on dual learning that, amongst others, touches upon the cooperation with employers and sectors; the dual learning teachers; and recruitment practices.	Working group, dominant role for education providers	October - December 2020
	2. Support the schools (and school leaders) and provide opportunities to exchange good practices of schools within regions and within sectors, also possibly between education providers	Working group, dominant role for education providers	October 2020 – June 2021
	3. Schools develop a school vision on dual learning	Schools, supported by education providers	January – June 2021
ADDITIONAL SUPPORT STRUCTURES			
Topic	Action point	Responsibility	Timing
Assessment system of companies			

	1. Make an inventory what assessment systems for companies are currently applied	Working group, dominant role for education providers	October - December 2020
	2. Based on the inventory of what assessment systems for companies are currently applied, the providers jointly refine the guidelines for arriving at a valid assessment of dual learning in companies.	Working group, Department of Education and Training, together with SYNTRA Vlaanderen and sectoral organisations	January – June 2021

Annex 1: Kick-off workshop 21st May 2019

The workshop took place 21st of May 2019 in Brussels (Pentahotel Brussels City Centre).

Chair: Mr Wouter Pinxter, Flemish Ministry of Education and Training, Belgium	
09:00	Welcome address: Ms Sylwia Czort, European Commission
09:15	The Flemish road towards Dual Learning Speaker: Mr Wouter Pinxter, Flemish Ministry of Education and Training
10:00	The Dutch VET system: structure, governance and future challenges <ul style="list-style-type: none"> – The Dutch educational system – Teacher education and training – The role of the individual schools, including their role in CPD – Role of S-BB (Cooperation Organisation for Vocational Education, Training and the Labour Market) – Facts and figures in dual learning – Quality aspects in dual learning Speakers: Mr Ted van Vilsteren, the Netherlands Mr Rob van Wezel, the Netherlands
10:45	<i>Coffee break</i>
11:00	Focus on wood sector <ul style="list-style-type: none"> – Sectoral courses: focus on wood sector – Qualifications wood sector – Examples – Professionalisation of teachers in initial teachers training Speakers: Mr Ted van Vilsteren, Mr Rob van Wezel
11:45	The Danish VET system: structure, governance and future challenges <ul style="list-style-type: none"> – Key features of the Danish vocational education system – VET Governance, provisions, financing: Dual principles in Danish VET governance – Supply and demand – Brief remarks on labour market policies and adult VET – Brief on current challenges and ways of engaging these challenges Speaker: Mr Torben Schuster, Denmark
12:30	<i>Lunch</i>
13:30	Professionalisation of VET-teachers by double loop dual learning <ul style="list-style-type: none"> – Two venues for VET-learning (At school – at company) – Venue one – part time at the school (dual learning) – Venue two – part time at the company (dual learning) – How we (in Denmark) combine the two venues for dual learning (examples of dual learning + in-company trainers) – How we train the teachers to do dual training – How we train the managers to support dual training

	<ul style="list-style-type: none"> – Recent research in the field of dual learning (selected examples on projects and research on dual learning) <p>Speaker: Mr René Nordin Bloch, Denmark</p>
14:15	<i>Coffee break</i>
14:30	<p><u>Session Two:</u></p> <p>group discussion: What would you recommend to the Flemish government in supporting the CPD of teachers engaged in Dual Learning?</p> <ul style="list-style-type: none"> - Q1: In Flanders, how is school-employer engagement organised? Is there a need for change? - Q2: What are your reflections on the role of the dual learning teachers? - Q3: What would be your advice concerning CPD for teachers in school? <p>Facilitator: Mr Simon Broek (expert)</p>
17:00	End of day

On the Flemish side, the workshop was attended by:

- **The Flemish Ministry of Education and Training** who has made the request for support to SRSS and who has a facilitating responsibility with regard to professionalisation of teachers. This includes *inter alia* the organisation of seminars, providing professionalisation budget for schools, providing budget for the pedagogical support services of the education providers and the organisation of priority professionalisation courses, to teach new policy themes to teachers.
- **5 education providers** are responsible for the education of the grand majority of the Flemish Pupils in secondary education:
 - GO! Education of the Flemish community
 - Education by the provinces
 - Education by the cities
 - Catholic education
 - Syntra for the centres of education for the self-employed and small and medium-sized companies.

Furthermore, experts from Denmark and the Netherlands attended the workshop having a sound knowledge of professionalisation approaches of teachers in dual learning and VET, in particular with regard to coaching of pupils, evaluating competences in the workplace, developing a successful cooperation with companies. Furthermore, representatives of the EU were present.

Annex 2: Agenda expert visit Flanders

The expert mission took place Wednesday 25th and Thursday 26th of September 2019.

Wednesday 25th of September (Antwerp)	
•	10:00-12:30: Group discussion with directors and teachers involved in dual courses at Don Bosco Hoboken, offering a wide range of dual courses (ranging from technological subjects to care).
•	13:30-17:00: Discussion with education providers and the evaluation team from University of Antwerp (presenting and discussing results of the pilot project on dual learning)
Thursday 26th of September (Ghent)	
•	9:00-13:00: Group discussion with director and teachers involved in dual courses at Provincial Institute for Hairdressing and Personal Beauty – PIHS (Godshuizenlaan 65-75 - 9000 Ghent), offering dual courses in hairdressing. This included a visit to a hair salon for a discussion with an in-company trainer and apprentice.
•	13:30-16:30: Group discussion with director and teachers involved in KTA Mobi (Coupure Rechts 312 - 9000 Ghent), offering dual courses in electrical installations.

	Participants
Don Bosco Hoboken	Laurent Heyman (Director Don Bosco Hoboken), Christian Rutges (coordinator Don Bosco Hoboken, campus Wilrijk), Karl van Reeth (employment guide Don Bosco Hoboken, campus Wilrijk), Johan Jacquemin (dual learning teacher Don Bosco Hoboken, campus Wilrijk), Kaat De Keyser (Teacher electro mechanical techniques dual Don Bosco Hoboken), Kathleen Cleymans (teacher care professional dual Don Bosco Hoboken, Campus Wilrijk), Ingrid Wyn (education provider Don Bosco Hoboken), Wim Depue (Katholiek Onderwijs Vlaanderen), Henk de Baene (Katholiek Onderwijs Vlaanderen), Ivan Demeyer (Katholiek Onderwijs Vlaanderen), Simon Broek (expert), Wouter Pinxten (Dept O&V)
Discussion education providers	Koen Stassen (Katholiek Onderwijs Vlaanderen), Henk De Baene (Katholiek Onderwijs Vlaanderen), Ivan Demeyer (Katholiek Onderwijs Vlaanderen), Guido Gorissen (POV), Veerle Vandeput (OVSG), Adelheid Van Hauwermeiren (POV), Lotte Baeyens (Syntra AB), Ward Nouwen (CeMIS), Annemie Struyf (CeMIS), Simon Broek (expert), Wouter Pinxten (Dept O&V)
PIHS	Jurgen Bockstaele (director PIHS), Anita Lievens (teacher and dual learning teacher hairdressing dual PIHS), Kimberly Van San (General subjects' teacher PIHS), Mia De Beule (teacher and dual learning teacher hairdressing PIHS), Sylvie Verhalle (Technical Advisor hairdressing dual PIHS), Adelheid Verhaumermeiren (POV), Simon Broek (expert), Wouter Pinxten (Dept O&V)

Annex 3: Agenda study visit the Netherlands

Day 1: Wednesday 4 December 2019	
Chair: Mr Bert van Leeuwen, ROC Tilburg, the Netherlands	
Venue: Stappegoorweg 183, Tilburg	
09:30	Registration of participants
09:45	Context: The reform of dual learning in Flanders supported by the Structural Reform Support Service of the European Commission - Mr Wouter Pinxten, Flemish Department of Education and Training & Mr Simon Broek, Independent Expert
10:00	Reception by the Tilburg Educational Group Welcome and brief introduction organisation of Onderwijsgroep Tilburg, mission, strategic objectives Speakers: Board of Governors: Carl Govers, Onderwijsgroep Tilburg, the Netherlands Mr Ted van Vilsteren, VET department of the Ministry of Education, Culture and Science, the Netherlands
10:20	Explanation of the programme Speakers: Mr Bert van Leeuwen, Onderwijsgroep Tilburg, The Netherlands Ms Christel Kuijpers, Fontys Lerarenopleiding Tilburg, the Netherlands
10:25	Vocational education at ROC Tilburg: Core topics, characteristics of organisation (vmbo - MBO) <ul style="list-style-type: none"> • The VET teacher: Roles and tasks, theme B • Quantity: labour market, numbers, Theme E • Alignment education - labour market: ROBO structure and other structures, Theme F Speakers: Mr Bert van Leeuwen
10.45	Discussions with regional SBB coordinators concerning: <ul style="list-style-type: none"> • Support to companies (SMEs) • Ensuring quality of the learning/working • Training of in-company trainers (praktijkopleiders). Speakers: Mr Mari van Geel, Mrs Lian de Bruijn en Mr Hans Diemel Senior Advisors SBB
11.05	Cooperation companies in ROBO's ROC Tilburg – (Regionaal bedrijfsleven techniek) Speaker; Simone Mayvis, general secretary ROBO's
11:20	Tour - Technique Including interviews with students and new teachers (recent experience with the teachers' training) Stappegoor A + B Speakers: Mr Cees van Gerwen, Director, School of Maintenance, Werktuigbouw, Metaaltechniek
12:30	Lunch

	<i>Please be reminded to sign the attendance list</i>
Visit to the School of Healthcare and Wellbeing, Wandelboslaan 28, Tilburg	
13:30	Transport to Wandelboslaan: health and welfare
14.00	<p>Welcome by Mr. Robert Pinter, director of School for Health and Wellbeing</p> <p>Theme: Beroepspraktijkvorming, teachers' roles in working with companies.</p> <p>Introduction of the subject of cooperation with companies, in this case the Hospital Elisabeth Twee Steden, Tilburg</p> <p>Speakers:</p> <p>Mr. Robert Pinter, Mrs Rita Arts, manager health of ETZ</p>
15.00	<i>School Tour, departments Healthcare, Dentist- and Doctor assistant.</i>
15.45	<i>Coffee break</i>
16.00	Discussion with 3 rd and 4 th year bachelor students in PDG students
16.45	<p><i>End of day 1 / Wrap up</i></p> <p><i>Walk to the restaurant</i></p>
17.30	<i>Dinner at student-restaurant ROC de Rooij Pannen</i>

Day 2: Thursday 05 December 2019

<p>Venue: Stappegoor Campus Fontys, Build P1, Room: B121</p> <p>https://fontys.nl/Over-Fontys/Contact-en-locaties/Fontyslocaties/Tilburg-Prof.-Goossenslaan-1/Kaart-campus-Stappegoor-Tilburg.htm</p>	
	<i>Please be reminded to sign the attendance list</i>
09:00	<p>Welcome and introduction of the morning program.</p> <p>Speaker: Mr Jeroen Leuverink, Fontys University of Applied Science, Teacher Academy</p>
9:15	<p>Presentation and dialogue with educators of the teacher training Social Sciences. They train teachers for programs at for instance ROC Tilburg. They are working on programs where they try to train future teachers to become more autonomous and self-directing in co-creation with several schools and institutes.</p> <p>Speakers: Mr Arie Goijaarts, Mrs Sabijn Vijlbrief</p>
10:00	<p>Insights at the Skills lab at the teacher training Health and Welfare into the didactics of skills learning for for instance the Wandelboslaan location.</p> <p>Speaker: Mrs Isabelle Kuijlenburg</p>
10:30	<i>Coffee break</i>
11:00	<p>Discussions about the Opleidingsschool and the PDG (Pedagogisch didactisch getuigschrift):</p> <ul style="list-style-type: none"> • Samen Opleiden • Specific internal programs to become a teacher at the ROC • Cooperation with schools and other universities <p>Speaker: Mrs Yvonne Gielen, Christel Kuipers, Peter van Schijndel, Martijn van Schaik, (Scalda)</p>

12:15	<i>Lunch at Fontys, Bistro</i>
	<i>Please be reminded to sign the attendance list</i>
13:00	Transport to Hoppenbrouwers, Company that collaborates with technical VET department of ROC Tilburg. Locatie: Udenhout
13.30	Arrival at Hoppenbrouwers, Udenhout Welcome by Mr Eric van Gestel, manager education Explanation on how Hoppenbrouwers cooperates with ROC Tilburg in educating MBO students.
14.30	Tour through the company and talks with students that are working there at that moment.
15.00	<i>Return to Tilburg</i>
15.30	Visit Entrée college Tilburg: offering education and training at level 1 for students with learning difficulties due to various reasons. Speakers: Mrs Erna Kerkhofs (coordinator); Mrs Monic Kam (workplace coordinator)
16.30	Wrap up of the study visit
16.45	<i>End of visit.</i>

The study visit started off with an introduction by the director of Onderwijsgroep Tilburg (of which ROC Tilburg is a part). **ROC Tilburg** has more than 12,000 students⁴⁶ and around 1,250 staff members. The education and training is organised in separate schools in close cooperation with the labour market actors (companies, institutions etc.).

The introduction continued with a focus on the **teachers and the provision of education and training**. In line with the description of core tasks of VET teachers⁴⁷, in Tilburg the VET teacher is regarded as a:

- Professional teacher;
- Curriculum developer / exam designer (as teaching methods and exams are often missing for specific occupation-specific subjects);
- Collaborator: able to work in educational team and with professional practice;
- Career developer: supports learners in lifelong development for the professions of tomorrow
- Developer of citizenship competences.

In line with the ECBO report on 'connecting perspectives on education and training towards craftsmanship'⁴⁸, ROC Tilburg acknowledges the importance of ensuring all competences being present within the teams responsible for the education and training provision. Within the team, the different dimensions (pedagogical, occupation specific expertise, didactical, connection labour market etc.) need to be in balance to deliver quality.⁴⁹

⁴⁶ ROC Tilburg (2019), Jaarverslag 2018, p. 29: <https://www.onderwijsgroep Tilburg.nl/OGT/Pers/Jaarverslag>

⁴⁷ MBO raad (2015), Het kwalificatiedossier van de docent mbo: <https://www.mboraad.nl/publicaties/kwalificatiedossier-mbo-docent>

⁴⁸ ECBO (2014), Verbindend perspectief op opleiden naar vakmanschap Expertisegebieden van docenten en praktijkopleiders in het mbo, p. 23: <https://ecbo.nl/onderzoek/publicatie/verbindend-perspectief-op-opleiden-naar-vakmanschap/>

⁴⁹ See as well ECBO (2016), Samenwerkende teams in het mbo: Een verkenning naar de professionele leercultuur in mbo-teams: <https://ecbo.nl/wp-content/uploads/sites/3/2019/10/2015-09-Samenwerkende-teams-mbo-2.pdf>

The initial training of VET teachers is problematic as each VET qualification requires specific expertise and teachers. The teacher education institutions are not able to deliver these VET teachers and a majority of VET teachers previously worked within the occupational field, obtaining its teacher certificate (pedagogisch-didactisch getuigschrift) while working as a VET teacher.

The **colleagues from the Foundation for Cooperation on Vocational Education, Training and Labour Market (SBB)**⁵⁰ explained the broader picture on how VET schools interact with their (regional) labour market. SBB is the tripartite organisation in which VET schools, employers organisations and employee organisations together develop and maintain the VET system. SBB is amongst others responsible for the development of the content of qualifications⁵¹ and the accreditation of learning companies (leerbedrijven)⁵². Furthermore, SBB assesses the quality of the learning companies on eight dimensions.⁵³ Moreover, SBB provides information to match supply and demand of internships and apprenticeship places⁵⁴ and SBB regularly monitors the quality of the internships.⁵⁵ In the Netherlands, there are 450 SBB advisors that regularly visit the recognised learning companies. The SBB advisors operate in regional teams.

Besides the more formal cooperation through SBB, in the Tilburg region, for more than 25 years a more informal cooperation between VET schools and companies is in place: **regional consultation business and education (Regionaal overleg bedrijfsleven onderwijs: ROBO)**. In these consultations also local governments, representatives from secondary education and higher education participate. The aim of these consultations is to strengthen cooperation; improve the image of VET and facilitate smooth transition between educational sub-sectors.

After a tour through the **school labs for technical studies**, showcasing the possibilities of larger VET institutions in ensuring investments in equipment and tools, a specific **business-school collaboration modality was studied in the health and well-being sector**. The health-care and innovation centres (Zorginnovatiecentrum: ZIC) are advanced forms of integration of VET schools and the workplace. Within a health care institution multiple VET learners learn and work together. They are supervised by school guidance staff and staff from the health care institution. The ZIC facilitates a professional learning community and a learning culture within institutions. Within the ZIC, the distinction between school-based (beroepsoriënterende leerweg: bol) and work-based (beroepsbegeleidende leerweg: bbl) becomes less and less clear.

At the end of the day, discussions took place with new and aspirant teachers within the same sector (**health and well-being sector**). The group consisted of both general subject teachers and occupation-specific subject teachers. Insights were gained on why and how they became VET teachers; what their roles and responsibilities are; what these responsibilities demand from them in terms of skills and competences; and finally how they are supported in terms of induction and CPD. In general, the VET teachers experience a high level of autonomy and responsibility in developing the curriculum; learning materials (such as instruction materials for the work practice) and assessments (also jointly with teachers from other VET schools). This is considered challenging, but also an attractive feature of the profession. Furthermore, many

⁵⁰ <https://www.s-bb.nl/>

⁵¹ <https://www.s-bb.nl/onderwijs/kwalificeren-en-examineren/kwalificatiedossiers>

⁵² <https://www.s-bb.nl/bedrijven/erkenning>

⁵³ See: <https://www.s-bb.nl/kwaliteit>

⁵⁴ See: <https://www.stagemarkt.nl/Zoeken>

⁵⁵ <https://www.s-bb.nl/feiten-en-cijfers/bpv-monitor>

competences (such as cooperating with the work practice) are learned while doing. The initial teacher training (be it through the full programme, or the teacher certificate (pedagogisch-didactisch getuigschrift: PDG) only assure that the teacher is competent enough to start teaching (startbekwaam), it does not mean that the teacher is fully competent as a teacher. While learning while working is considered necessary, the teachers also go back to the work practice at least one week per year.

The next day, the focus shifted to the **teacher training at Fontys** (university of applied sciences). Specific focus was on the teacher training social sciences (omgangskunde). This 4-year teacher training programme is chosen by many VET graduates and many of them return to the VET sector to become a teacher (in e.g. citizenship, career orientation, communication, social skills). The programme is currently in transition to incorporate more project-based learning and cooperation with the work practice (including VET schools). The teacher training institute also offers the teacher certificate (pedagogisch-didactisch getuigschrift) which is considered the regular entry-route for VET teachers. The training for this certificate is conducted by Fontys and the VET schools together. Within the context of VET teacher training, more and more emphasis is placed on more hybrid models in which the teacher is more agile and able to work in different contexts (in VET school and in the work practice).⁵⁶

After the discussions at Fontys, the focus shifted to **how companies engage in the training and learning of VET students**. Hoppenbrouwers⁵⁷ was visited. Hoppenbrouwers is a technical installation company with more than 1,200 employees. The company has a strategic orientation to training and learning: if you work at Hoppenbrouwers, one needs to be open to work with younger and inexperienced learners as they are of high value for the future of the company. The company engages with young people in primary, secondary, VET and higher education and also train adults who would like to become technician. In total, Hoppenbrouwers provides support to around 150 students in VET and higher education. These students (usually BBL students) are fully integrated in the company, but receive additional training and personal support. For this purpose, Hoppenbrouwers has a dedicated coordinator, appointed 16 trainers ('praktijkopleiders') and has an own academy specially designed to teach basic techniques to pupils. There is also close contact with the VET schools and the parents of the VET students.

The final meeting of the study visit was with teachers and coordinators of the **entree college**, the VET institution responsible for the lower levels and those students facing challenging in their learning pathway. The institution provides tailored programmes and additional support to reduce learning barriers and lead to the learners towards a level 1 qualification after which they can enrol in a level 2 qualification programme to obtain a start qualification (i.e. the minimal qualification level all learners should obtain)⁵⁸.

⁵⁶ See for discussions on the need for hybrid forms of teachers: Ockham IPS (2015), Onderzoek naar mogelijke tekorten onderwijsgeevenden in de technische sectoren in het mbo: https://www.mbooraad.nl/sites/default/files/documents/mogelijke_tekorten_ondwrijsgdevenden_techneik_ockham_ips_2015.pdf; Ockham IPS (2017), Bouwstenen voor een actieplan tekorten techniekdocenten: https://www.mbooraad.nl/sites/default/files/rapport_bouwstenen_voor_een_actieplan_tekorten_techneikdocenten_ockham_ips_final.pdf

⁵⁷ <https://www.hoppenbrouwerstechniek.nl/>

⁵⁸ See for more information on the 'startkwalificatie': <https://www.rijksoverheid.nl/onderwerpen/leerplicht/vraag-en-antwoord/waarom-moet-ik-een-startkwalificatie-hebben>

Annex 4: Agenda study visit Denmark

Day 1: Monday 06 February 2020	
Chair: Mr Niels Henrik Helms, docent at University College of Copenhagen (National Center for Research in Vocational Education and training of Vocational Teachers)	
Venue: HUMLETORVET 3, 1799, Copenhagen Tagensvej 18, 2200 København	
8:45	Registration of participants
9:00	Welcome address: Mr Niels Henrik Helms, docent at University College of Copenhagen (National Center for Research in Vocational Education and training of Vocational Teachers)
9:15	Setting the scene of VET teacher training and CPD and the role of the University college. Speaker: Mr. Jan Christensen, Assistant Professor
10:00	Coffee break
10:15	Meeting on: <ul style="list-style-type: none"> • How are VET teachers trained in initial teacher education? • How are VET teachers trained on the job (in communication with companies, guidance of students, (formative) assessments)? Speakers: Mr. Niels Henrik Helms, Docent
12:00	Transport to Danish Industry (H. C. Andersens Blvd. 18, 1553 København) by public transport
12:30	Lunch
	Please be reminded to sign the attendance list
13:30	Meetings on: <ul style="list-style-type: none"> • Role of social partners in VET delivery and assessment • Cooperation with VET schools and VET teachers in dual learning Chair and speaker: Anja Trier Wang, Danish Industry (Chambers of Industry) Co-speaker: Morten Smistrup, FH – Danish Trade Union Confederation
15:00	Coffee break
15:15	Continuation
15:50	Association of Danish Vocational Colleges and Upper Vocational Education, Address: Nørre Farimagsgade 15 København), (walking distance)
16:00	Discussions on: <ul style="list-style-type: none"> - How is teachers training seen from the teachers side - How are VET teachers training supported by national policies? Chair and speaker: Søren Hoppe Christensen, Political Consultant, Union of Education Denmark

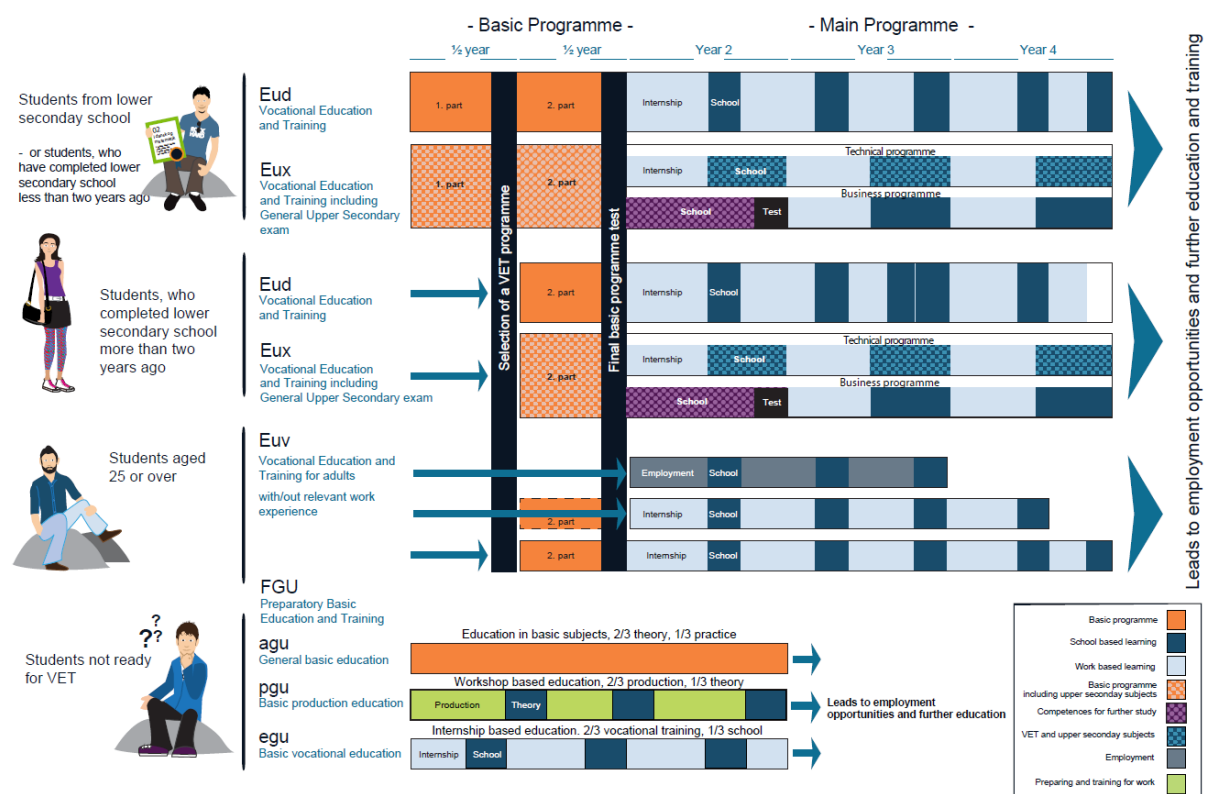
17:00	End of day 1 transfer to Holbæk
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Day 2 : Tuesday 07 February 2020	
Chair: Jannik Holbech Rasmussen, Head of Communication, Vocational Educational Centre – North West Zealand https://eucnvs.dk/om-euc-nordvestsjælland/	
Venue: Absalonsvej 20, 4300 Holbæk, Denmark	
8:30	<p>A company visit EBHByg, Maarsoevej 4 https://www.ebhbyg.dk/</p> <p>Meetings on:</p> <ul style="list-style-type: none"> - How do companies cooperate with VET colleges and teachers? - What do companies themselves do in terms of providing learning? How do they organise this? - How is assessment and guidance organised in company? <p>Speakers: Company owner and an apprentice</p>
9:30	<i>Transportation from company to school</i>
10:00	<p>EUC Nordvestsjælland in Holbæk - Vocational Educational Centre – North West Zealand</p> <p>Discussions on:</p> <ul style="list-style-type: none"> • How do VET colleges cooperate with companies? • What is the role of VET teachers in cooperation with companies, guiding students and assessing students? • How are VET teachers supported in these tasks? • How are the further trained (CPD) in these tasks? • What specific skills and competences are needed by VET teachers for the further development of dual VET? <p>Speakers:</p> <p>Jannik Holbech Rasmussen, Head of Communication</p> <p>Anders Lykke Nielsen, Head of Development</p> <p>Ronni Appelgreen Rasmussen, Consultant at the apprenticeship centre</p> <p>Anders Ejgard Petersen, teacher and participant at diploma programme at KP</p>
12:00	<i>Lunch</i>
	<i>Please be reminded to sign the attendance list</i>
13:00	Continuation of the morning session
14:00	Wrap-up (at the VET school)
14:30	End of day 2

The study visit started off on Thursday morning at the **University College of Copenhagen (National Center for Research in Vocational Education and training of Vocational Teachers) (KP)** with an introduction of the institution. KP has 20,000 students and 2,000 employees and has 21 education programmes in medium range occupations such nurses, teachers, therapists. Most graduates are employed in the public sector. The KP also conducts research. After this

introduction, the discussion focused on the Danish VET system, its challenges, recent reforms and the role of the University Colleges to train the VET teachers.

In Denmark, students exit lower secondary education, which is common to all students, after grade 9 at the age of 16. Then the students enter into youth education which is either gymnasium (75% of the students do this) or VET (25%). Upon entering VET, the students should principally be ready for VET and work-based learning. The regular VET pathway is that the student enrolls in maximum 2 semesters of general training (basic programme for a specific trade) and after this, becomes employed under an apprenticeship contract within a company. This takes typically 3 to 3.5 years and includes school-based periods as well. The apprentices receive a salary and the companies receive a compensation for the periods the apprentices are in school. Being employed by a company is part of the identity of the apprentices. The scheme below provides an overview of the different tracks in the Danish VET system.



Source: <https://eng.uvm.dk/upper-secondary-education/vocational-education-and-training-in-denmark>

The system is well functioning with acceptance and involvement from the labour market. It manages to reach a high employment rate among graduates and high satisfaction rates among employers. Nevertheless Denmark faces some general problems regarding VET:

- A general low reputation among young people and their parents and a decreasing number of young people entering VET education immediately after compulsory school.
- A high dropout rate as well in the school part as in the practice part of VET programmes.
- Difficulties in providing enough practice placements in companies.
- Challenges for the VET system in Denmark

The latest reform from 2014-2015 focused on improving the pedagogical standards of teachers and leaders in VET. It included that:

- All teachers must have pedagogical competences on diploma level;
- Each VET college must make and publish on its website a plan for pedagogical didactical quality;
- Every college leader must have competences in pedagogical school management on diploma level (10 ECTS);
- Teachers must regularly conduct job swaps in companies;
- More lessons need to be given under the supervision of a teacher instead of students working in open learning centres unaccompanied;
- There should be separate pathways for young people and adults;
- Physical activity as an integrated part of the VET programme;
- There should be differentiation with regard to level of education as well as the pedagogical approach in the individual lessons;
- There should be a holistic approach to the VET programme;
- There should be a clear connection between the school part of VET and the part in enterprises;
- There should be more and better use of ICT.

In order to be a VET teacher, one needs to have a qualification at initial vocational education and training level (Blacksmith, Carpenter, Office worker, Hospital assistant etc.); relevant further education in the vocational field; at least five years' relevant and recent work experience. Furthermore, when starting as a VET teacher, one should finish the pedagogical diploma at bachelor level/diploma level within three years. KP is asked by VET colleges to provide the VET teacher diploma course and other CPD courses for teachers. A challenge of the KP is to effectively bridge the theory and the practice in the VET diploma course.

In the afternoon, the Flemish delegation visited Danish Industry. Here a workshop was organised with **Danish Industry (DI) and the Danish Trade Union Confederation (FH)** to discuss the role of social partners in the VET system. DI is Denmark's largest business and employers' organisation and represents 57% of all companies organised under DA (Confederation of Danish Employers). Danish Trade Union Confederation (FH) is the largest national trade union confederation in Denmark (with 1.4 million members). It covers all sectors of society, e.g. industry, construction, health, education, agriculture, commerce, IT, sports and many educational levels: Unskilled workers, Skilled workers (VET) and higher education Professional graduates from University colleges.

After a short historical introduction exposing the prominent role of employers in the VET system (already from the 1400s onwards), the meeting focused on the role and responsibilities of the social partners. In the VET system, social partners are responsible for:

- Curricula development
- Accreditation of companies as apprenticeship-places
- Conflict resolution between companies and apprentices
- Examinators for final exam
- Trade committees (meetings, secretariat etc)

Furthermore, social partner representatives are in the governing boards of VET colleges, sit in local education committees that are responsible for quality assurance, accreditation of companies for apprenticeship, liaison with local labour market and dealing with complaints concerning VET-programmes at the college. Furthermore, at sectoral level, social partners make up the Trade committees (57 committees for 105 VET programmes) who decide on the

duration and structure of VET-programmes; curricula development; learning objectives and outcomes; examination methods; training periods (duration and content); accreditation of companies as apprenticeship places; mediation in conflicts between companies and apprentices; and, extension or shortening of apprentice contracts.

While the VET system in Denmark is broadly speaking successful and efficient, there are a number of challenges:

- Mismatch between number of students and number of apprenticeships offered – follows the ordinary demand of labour, not the dreams of students, meaning that student may not be able to select the VET programme they desire when there is no labour market demand;
- Today: in some industries there is a lack of students (electricians, production, building), in others there is a lack of companies offering apprenticeships;
- “Free riders”: some companies cannot or do not take apprentices in sufficient numbers. These companies do not contribute sufficiently to the sectoral skills development but take in skilled workers that are trained by other companies. The aim is to minimise the number of free riders by having a system of rewards and penalties;
- More and more young people choose high school and higher education;
- Image and attractiveness of VET is a struggle for all.

To finish the day, the Flemish delegation met with the **Union of Education Denmark**, the union focusing on VET and adult education teachers. The Union highlighted that while in principle the 2014-2015 reform is an improvement, sufficient time and funding is lacking for teachers to be trained and follow CPD courses. Furthermore, the reform has not yet shown positive changes in the reduction of student dropout in VET.

On Friday morning, the Flemish delegation visited a **carpentry company, EBHByg**. A discussion was organised with the company owner (a former apprentice, who started the company 12 years ago) and a current apprentice (finishing his education in half a year). EBHByg has 30 employees and among the staff there are seven apprentices. The apprentices receive a standardised wage of around 1,500 Euro (after taxes). A full employee receives approximately the double amount. The apprentices are hired with the intention to keep them in the company also after finishing the apprenticeship track. On the other hand, it is commonly agreed that it is good for the apprentices and the sector as a whole that they see different workplaces, or gather different experiences, in the initial stages of their career. Furthermore, companies feel the responsibility to support the skills development for the sector as a whole.

Each apprentice is working with an experienced worker and is supervised by the company owner. The company owner regularly goes to the school and uses a logbook to discuss the learning progression of the apprentice together with the school. On the side a one-page example is taken from an English version of a logbook for bricklayers.⁵⁹

It is the responsibility of the Trade Committees to develop the learning outcomes, align between what is learned in the company and VET school (through the logbook) and to supervise the Journeyman's test (final examination). This test consists of an assignment which the apprentice has to complete within four days in school and after this, explain the theory behind his assignment.

After the company visit, the Flemish delegation was received at the **EUC Nordvestsjælland Holbæk**, the VET college in the North-West Sealand region. EUC Nordvestsjælland has approximately 2,500 full time students, 350 employees offering amongst others, 26 VET basic programmes and 15 main VET programmes. The visit included an in-depth discussion with the Head of Development; a tour around the VET college; a discussion with a teacher who is currently enrolled in the KP diploma course; the Head of Communications; and finally, a discussion with a consultant at the apprenticeship centre within the VET college.

The discussions showcased how the VET college trains and supports the students (basic programmes) and apprentices (in main programmes). The basic programme brings the students to a maturity level and supports the students to find and secure an apprenticeship place. In the main programme, the main responsibility of the learning shifts to the employer.

Within the VET college, there is a person responsible for keeping in touch with all employers and with the students. This person assures that when there are specific issues or challenges, a fast solution is found. Furthermore, this person looks at the matching between apprentice and the company and supports (when needed) the student when approaching a company. Finally, this person aligns its communications with the VET teachers that supervise the apprentices so that the employers are not overburdened with communication. On average, this person receives 30 calls from companies and 30 calls from students each week while overseeing 500 apprentices in companies.

Within the VET college an apprenticeship centre is installed. This centre takes up apprentices who for some reason lost their apprenticeship place. The Centre ensures that there is supervision for the apprentice and meaningful work for the apprentice to learn the required skills. The aim is to get the apprentice back into a regular apprenticeship position as soon as possible.

The company's evaluation for the basis period – 1st Main Course

0 The Apprentice has not worked with the task yet
1 The Apprentice can work with the task under supervision
2 The Apprentice can, in collaboration with the company, perform the task in the execution of the task
3 The Apprentice is able to work with the task in the company with minor errors
4 The Apprentice is fully capable of performing the task independently

surface finishing					
Joining					
tiling					
Flooring					
Quality assurance					
Repairs and renovation					
Working environment/safety					
Calculations/levelling					
Reading drawings					
floor construction					
sealing windows					
Remedying damage					
travelling					
brick laying					
Repairs and renovation					
Damp proofing and heating insulation					
Work with bonds					
Arches and beams					
Complex brickwork constructions					
Restoration work					
Chimney construction					
Gable constructions					
rendering and surface finishing					
Flooring and tiling					
Roofing					
Construction site layout					
Work planning					

Comment field for apprenticeships or school periods for Apprentices, employer or schools.

Date/Full name of the Apprentice _____ Signature of the Apprentice _____
 Date/Company name _____ CVR# _____ Signature of the Company _____
 Date/Seen by/Signature of the Teacher _____ Possibly School Pison _____

⁵⁹ An example (in English) can be found here: https://www.bygud.com/media/2029/bricklayer_log_book2015.pdf

The VET college noticed challenges in the training of VET teachers. These VET teachers, having a background in the specific trade (carpentry, bricklaying), need to enrol in the diploma level University College programmes. These VET teachers often lack the academic skills to fully participate and to translate the content of the diploma level programme in their regular VET teaching practice. For this reason, the VET college initiated a non-formal internal supervision programme and learning network. These non-formal learning sessions allow the teachers to make the translation from theory to practice and apply what is learned in their teaching practice.

The estimated annual cost is 20,000 Euro per teacher enrolled in the KP diploma course (this covers the KP costs for year and the salary costs (time spent by the teacher on the course and the associated learning)). As indicated by the VET school, these costs outweigh the benefits in terms of increased motivation for learning and professional development; completion rates of the diploma programme; and improved quality of VET teaching.

Annex 5: Agenda final workshop



Flanders
State of the Art



Funded by the European Union and implemented in cooperation with the European Commission's Directorate General for Structural Reform Support

Agenda

Workshop SRSP-project "Dual learning in Flanders: professionalisation of teachers"

26th of May, online

The objective of the workshop is threefold:

- 1) To present and discuss the draft final report of the DG REFORM project on "Dual learning in Flanders: professionalisation of teachers" and
- 2) To discuss next steps related to the professionalisation of dual learning teachers and to creating a conducive environment for them to further develop and roll-out dual learning in Flanders.
- 3) To define an outline of a roadmap indicating next steps, actions, responsibilities and milestones.

In the roadmap, a focus is on the following potential next steps:

- A. The education providers provide a joint response to the conclusions, concerning where they see their role in further systematically professionalising the dual learning teachers and ensuring a conducive environment for them to implement dual learning.
- B. The education providers investigate to what extent they can work in a joint manner to stimulate the professionalisation through providing courses and learning networks, even across education providers.
- C. The education providers further stimulate the development of school visions on dual learning to firmly embed dual learning within the schools.
- D. The education providers, together with sectoral organisations, investigate what can be harmonised in terms of assessment tools to track learners' progression.
- E. Schools, supported by education providers, develop school visions; administrative support structures; guidance structures for students and parents; and build team-working concepts to further implement dual learning.
- F. The Department of Education and Training, together with SYNTRA Vlaanderen, sectoral organisations, investigates harmonisation of assessment systems for companies.

9:30	Online platform open for participants
Facilitator: Wouter Pinxten	
9:45	Welcome and short introduction DG REFORM and SRSP project in Flanders
10:00	The changing nature and role of VET in Europe <i>Presentation Jens Bjornavold (Cedefop)</i>
10:30	Coffee break

10:45	Conclusions and next steps 'Dual learning in Flanders: professionalisation of teachers' DG REFORM project in Flanders <i>Presentation Simon Broek (Ockham IPS)</i>
11:15	Plenary discussion 'Towards a roadmap for professionalisation: next steps' <ol style="list-style-type: none"> 1) What are main lessons learned from the project: discussion on key conclusions and indicated next steps. 2) What joint actions can be identified that need to be included in a roadmap? 3) What responsibilities and milestones can be related to the identified action points?
12:00	Closure of the workshop

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