Ministerie van Landbouw,
Natuur en Voedselkwaliteit

About Transitions

TVET as motor for economy and for change, learning for tomorrow an for the future

drs. Roel van Raaij,
senior policy officer ESD
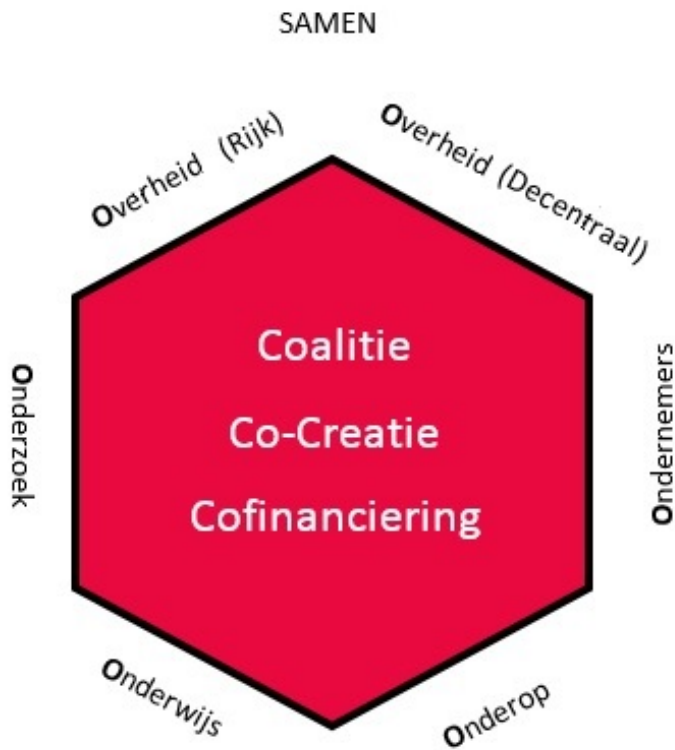Ministry of Agriculture, Nature and Food

DUUR ZAAM DOOR

Logo: DuurzaamDoor:

National program for E.E. and E.S.D.

ESD in multistakeholder perspective

P3 + O6 + 3C = D2

Towards a 6 O approach

- Onderop (NGO, burgers)
  - = Bottom Up Groups
- Onderwijs,
  - = Schools
- Onderzoek
  - = Research
- Ondernemers
  - = Business
- Overheid (Rijk)
  - = Government (National)
- Overheid (anderen)
  - = Government (local + regional)

AND Overmorgen (tomorrow): Youth

National Program ESD
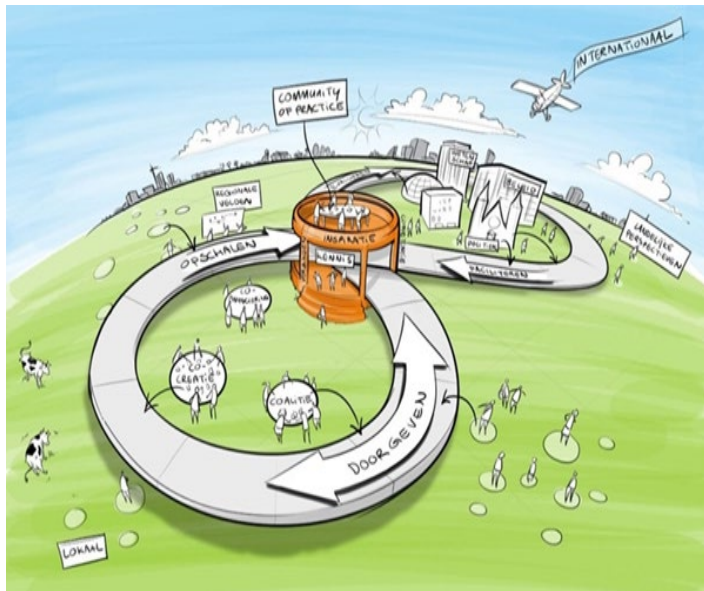
DuurzaamDoor

"Social Innovation ….

……. For the Green Economy"

For formal education (e.g. Ecoschools !)
But Also for Business, Civil Servants, citizens, multi-stakeholder Groups
**(non-formal and informal learning)**

Central Concepts in 'DuurzaamDoor"

- A **Networking Approach**: Coalition – Co creation – Commitment and cofinancing.

- A **multistakeholder Approach**: The 6 O's: Central Govenment; local governments, Entrepeneurs, Reseacrch. Schools and Universities, Civil Society and NGO's and Youth participation

- **A Multi-level Approach:** central and decentral: National – provincial – local level. Organise in connection to each other.

- A '**learning' Approach:** learning by doing and doing by learning**.** Focus on **'social innovation'.**

- An **integral Approach**: interconnected and integrated issues: People, plant, profit: social. Ecological and economic view integrated.

- A **tranformative Approach:** learning not only focused on knowledge and existing systems, but challeging towards new and innovative pathway' to sustainability. Learning for change..
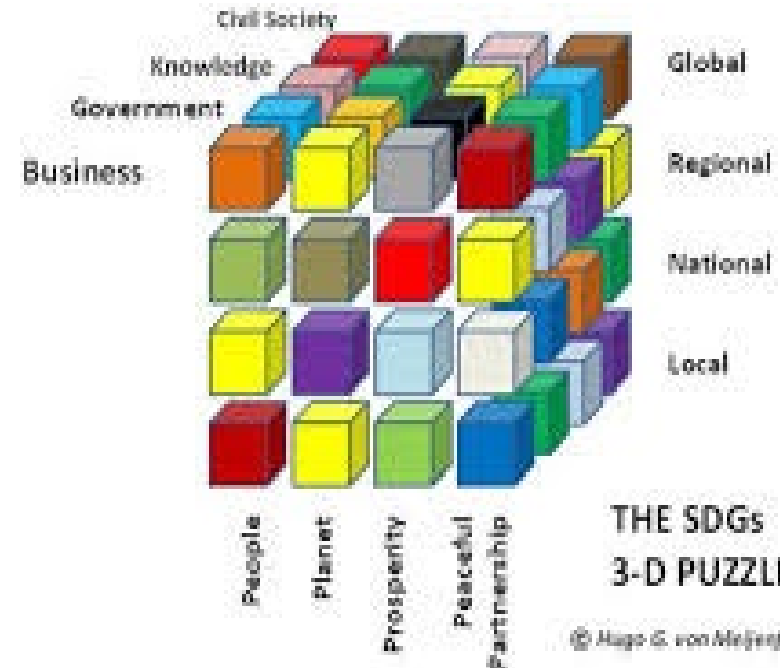
Top Down and Bottom Up
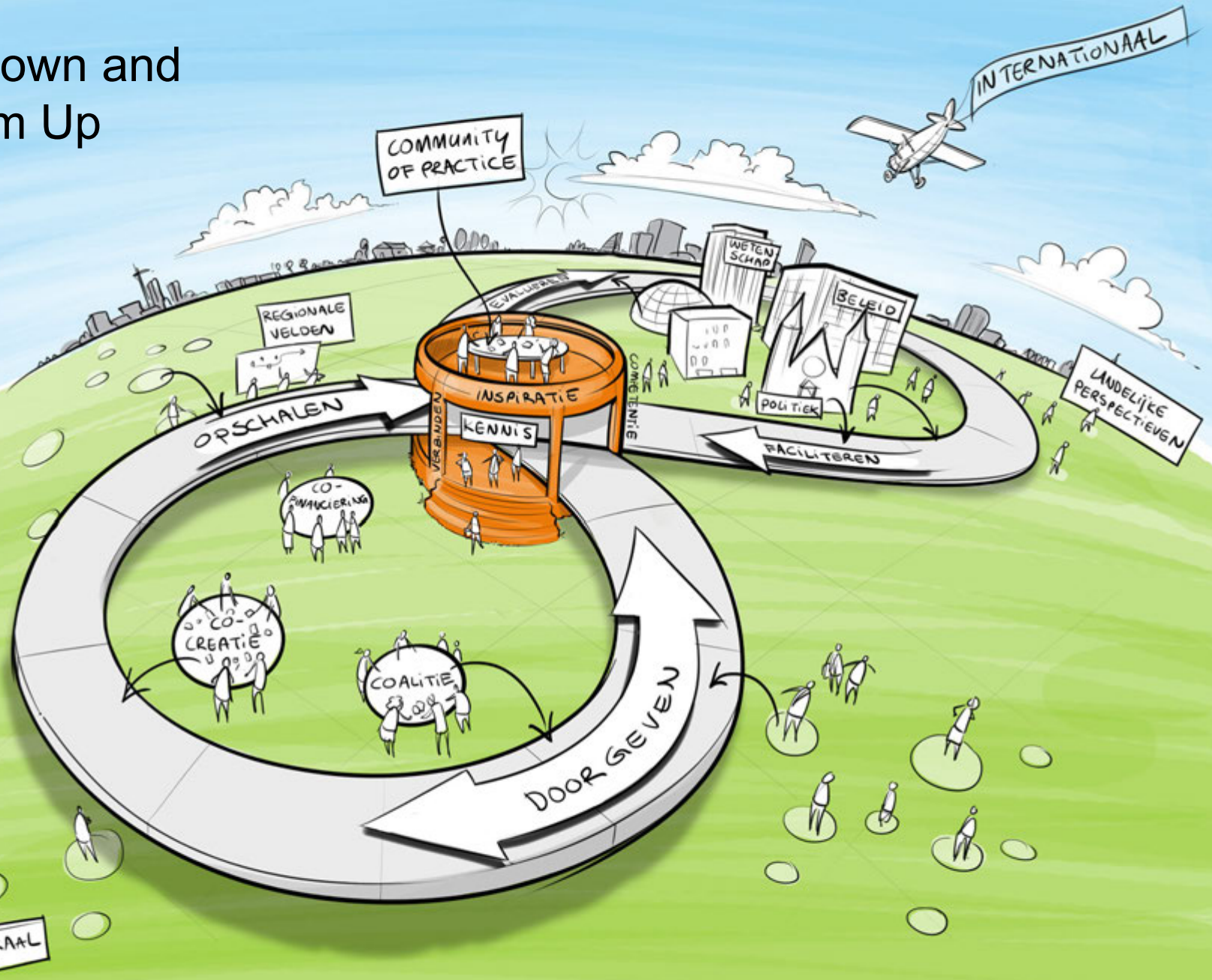
We are the students of today
attending the schools of yesterday
being taught by the teachers of the past—
with methods from the Middle Ages
to solve the problems of the future!

UNECE : competences in ESD

Combinatie maken van kennis en inzichten;

HOLISTIC APPROACH

- Integrative thinking
- System thinking, inclusivity
- Dealing with Complexity

ENVISIONING CHANGE

- past, present, future
- Inspiring engagement
- Exploring alternative futures

ACHIEVING TRANSFORMATION

- Transformation of pedagogy
- Change of learning systems

LEARNING
FOR
THE
FUTURE

Competences in
Education for
Sustainable Development

United Nations
Economic Commission for Europe
Strategy for Education for Sustainable
Development

Have a closer look:

What does it mean for (TVET) schools

Learning to live within the boundaries of system Earth.
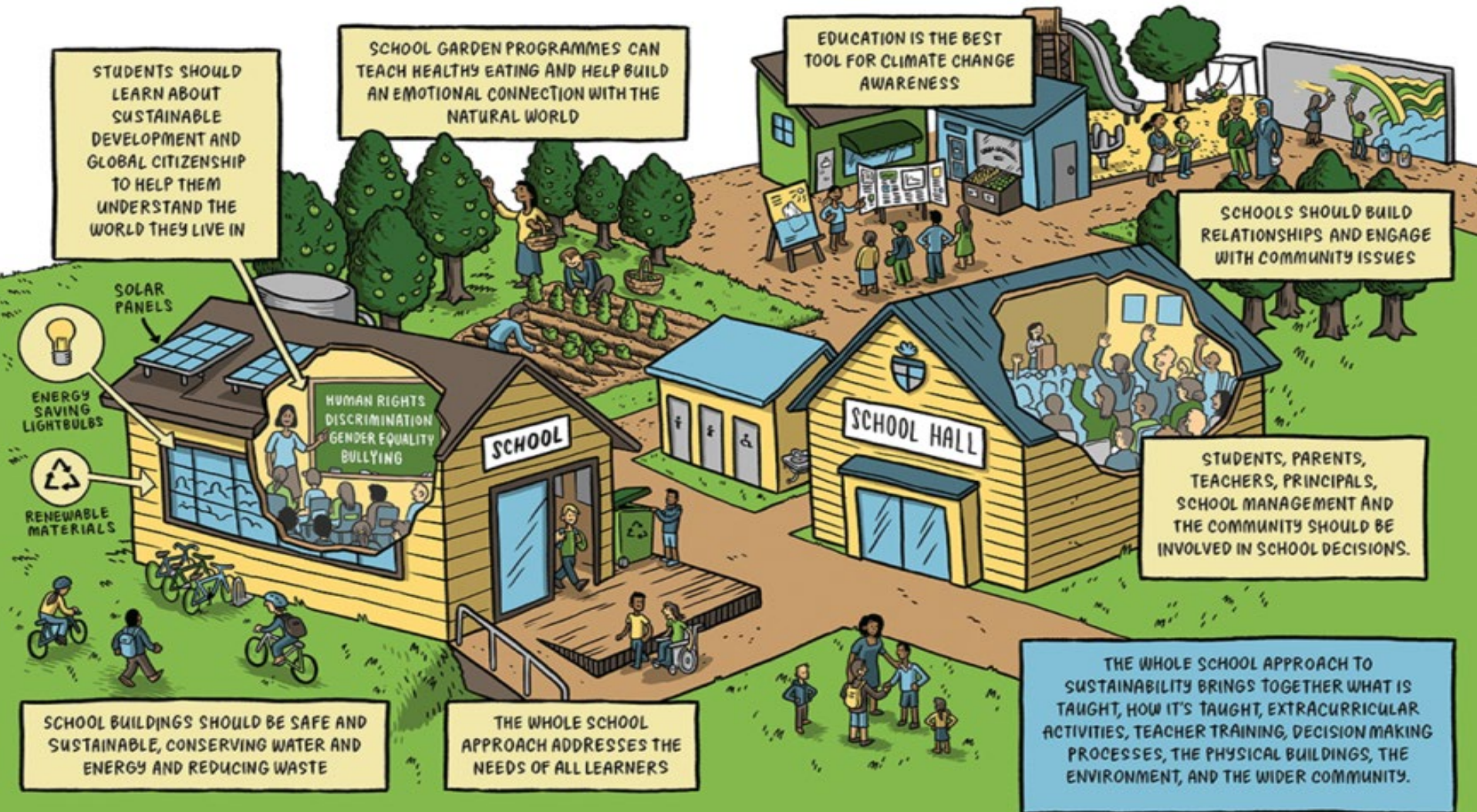
Learning Ecology, SYSTEM, Curriculum
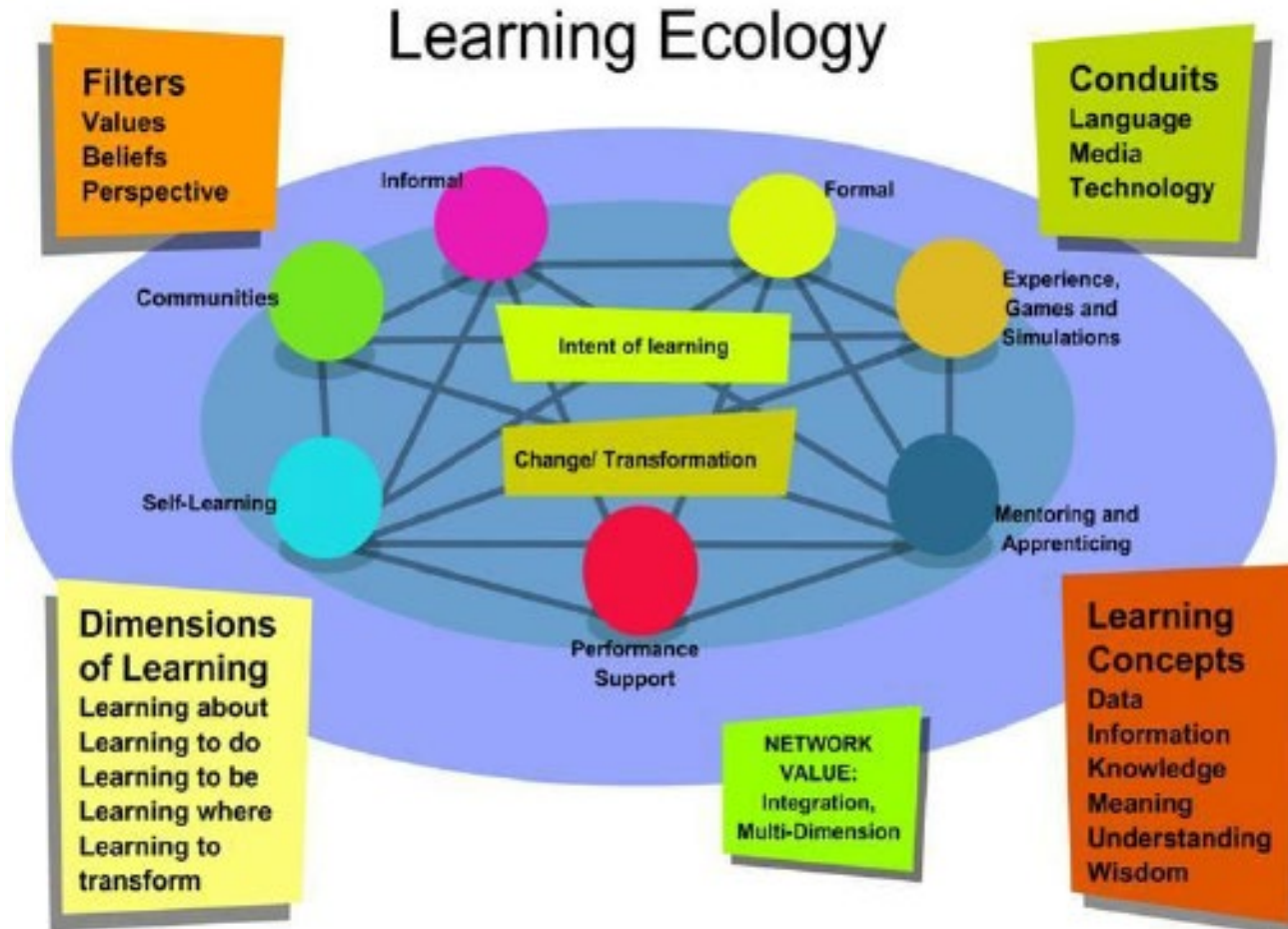
TRANSITIONS ? Urgency !!
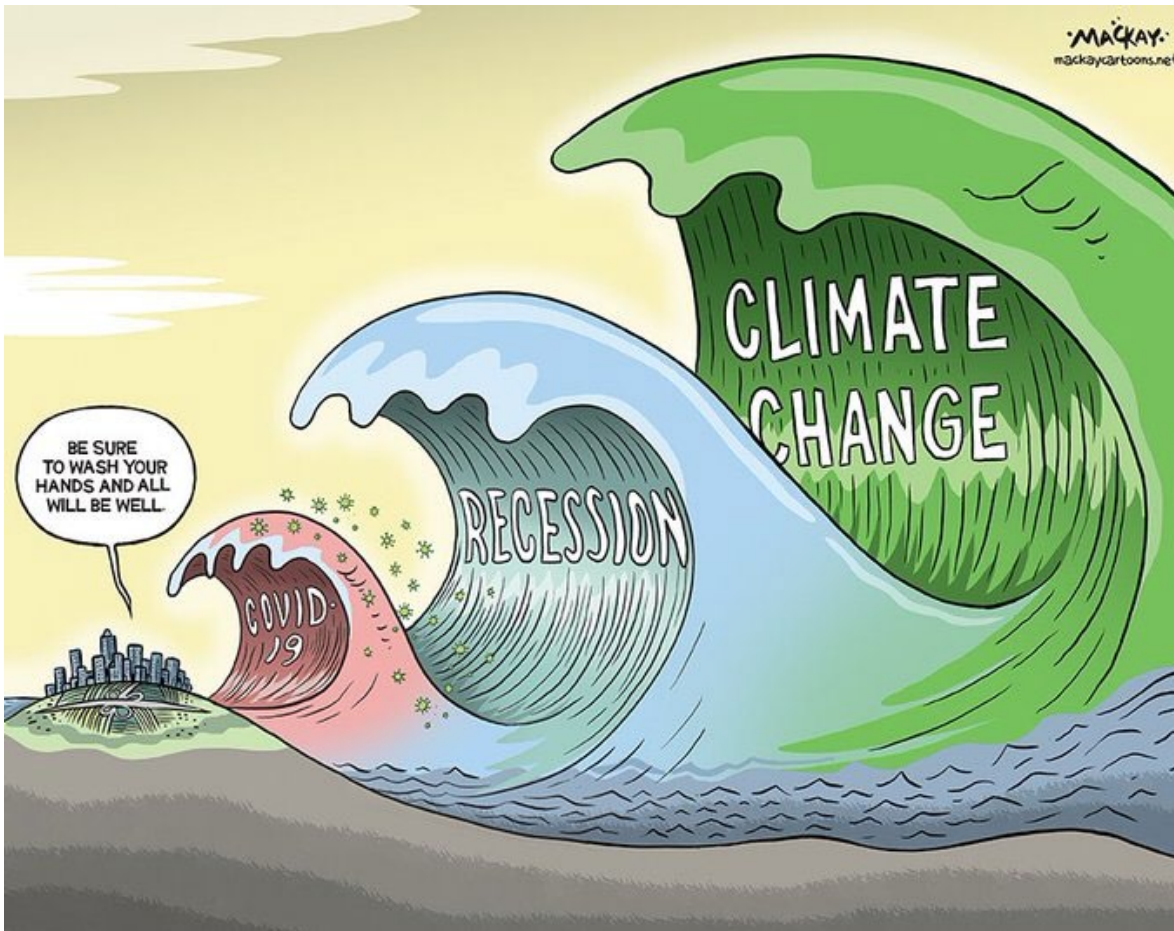
What about our future in times of COVID-19 ?

Interconnection between Health, Food-systems, Biodiverity,

Vulnarable economies in a globalised world

What about future Crises as Climate Change ?

Type of interventions for change

DE WORTEL   DE PREEK   DE STOK

	AGREE on VALUES	Disagree on VALUES
Agree on FACTS	**'regulation'**	**'pacification'**
Disagree on FACTS	**'negotiation'**	***'LEARNING'***

Direct the Rider   Motivate the Elephant   Shape the Path
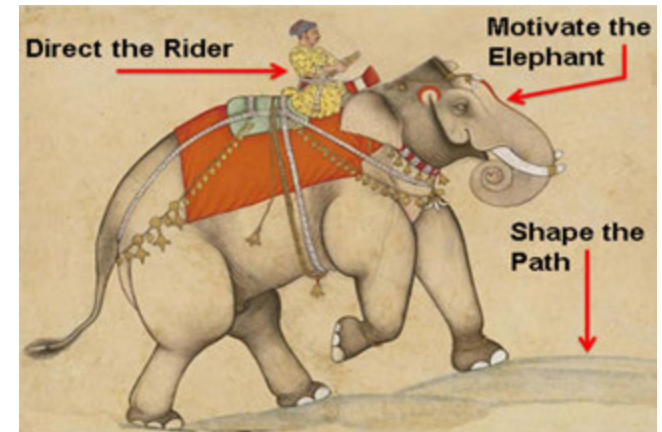
Transition model

Increasing structuration of activities in local practices

Socio-technical landscape (exogenous context)

Socio-technical regime

Market, user preferences
Industry
Science
Policy
Culture
Technology

Niche-innovations

Landscape developments put pressure on existing regime, which opens up, creating windows of opportunity for novelties

New regime influences landscape

Socio-technical regime is 'dynamically stable'. On different dimensions there are ongoing processes

New configuration breaks through, taking advantage of 'window of opportunity'. Adjustments occur in socio-technical regime

External influences on niches (via expectations and networks)

Elements become aligned, and stabilise in a dominant design. Internal momentum increases

Failed innovations

Small networks of actors support novelties on the basis of expectations and visions. Learning processes take place on multiple dimensions (co-construction). Efforts to link different elements in a seamless web.

Time

Model for Transition (adapted DRIFT Institute, @Loorbach)
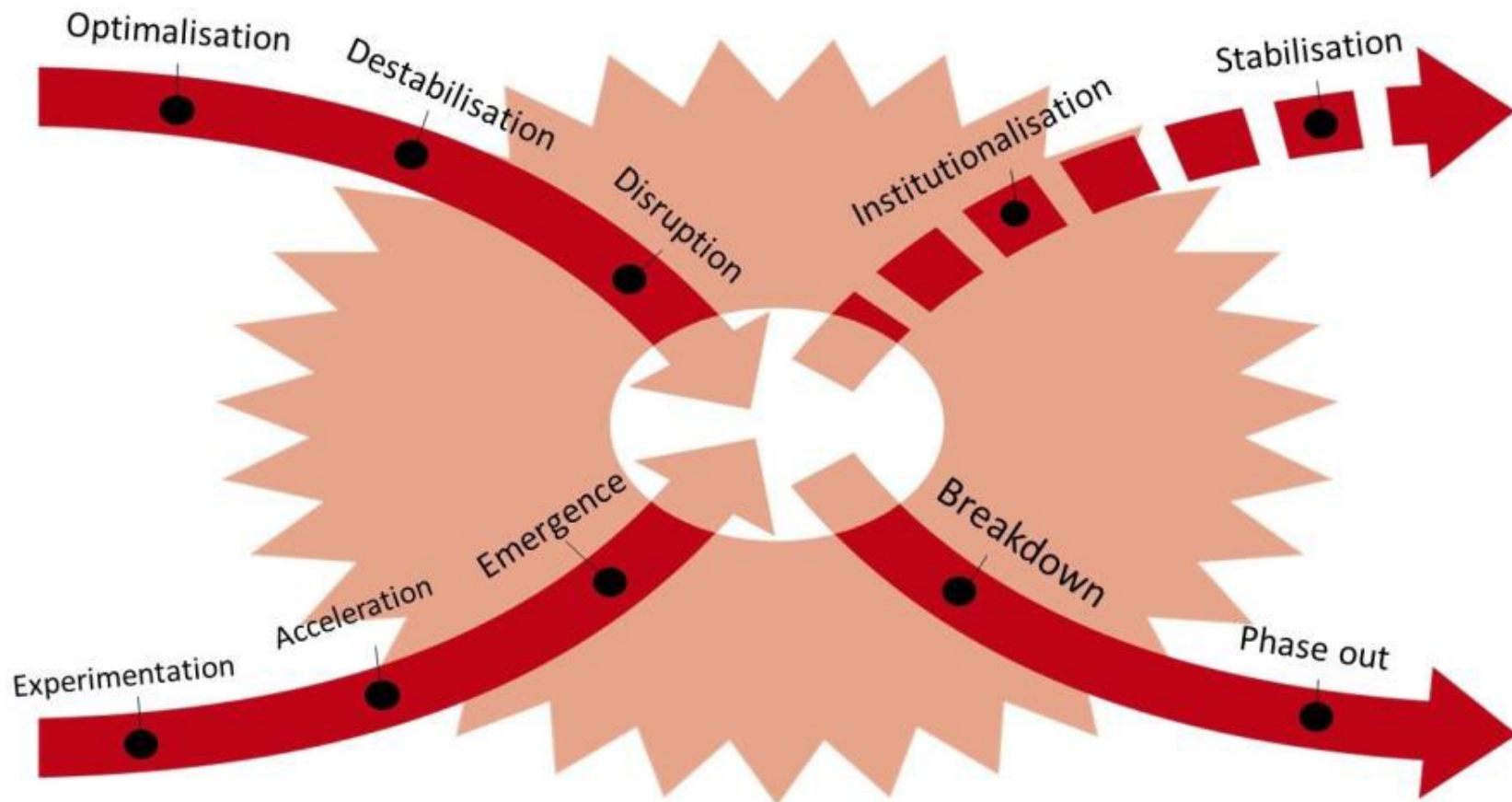
Improvement ? Innovation ? Transition ?

The world we have made as a result of the level of the thinking we have done thus far creates problems we cannot solve at the same level of thinking at which we created them.
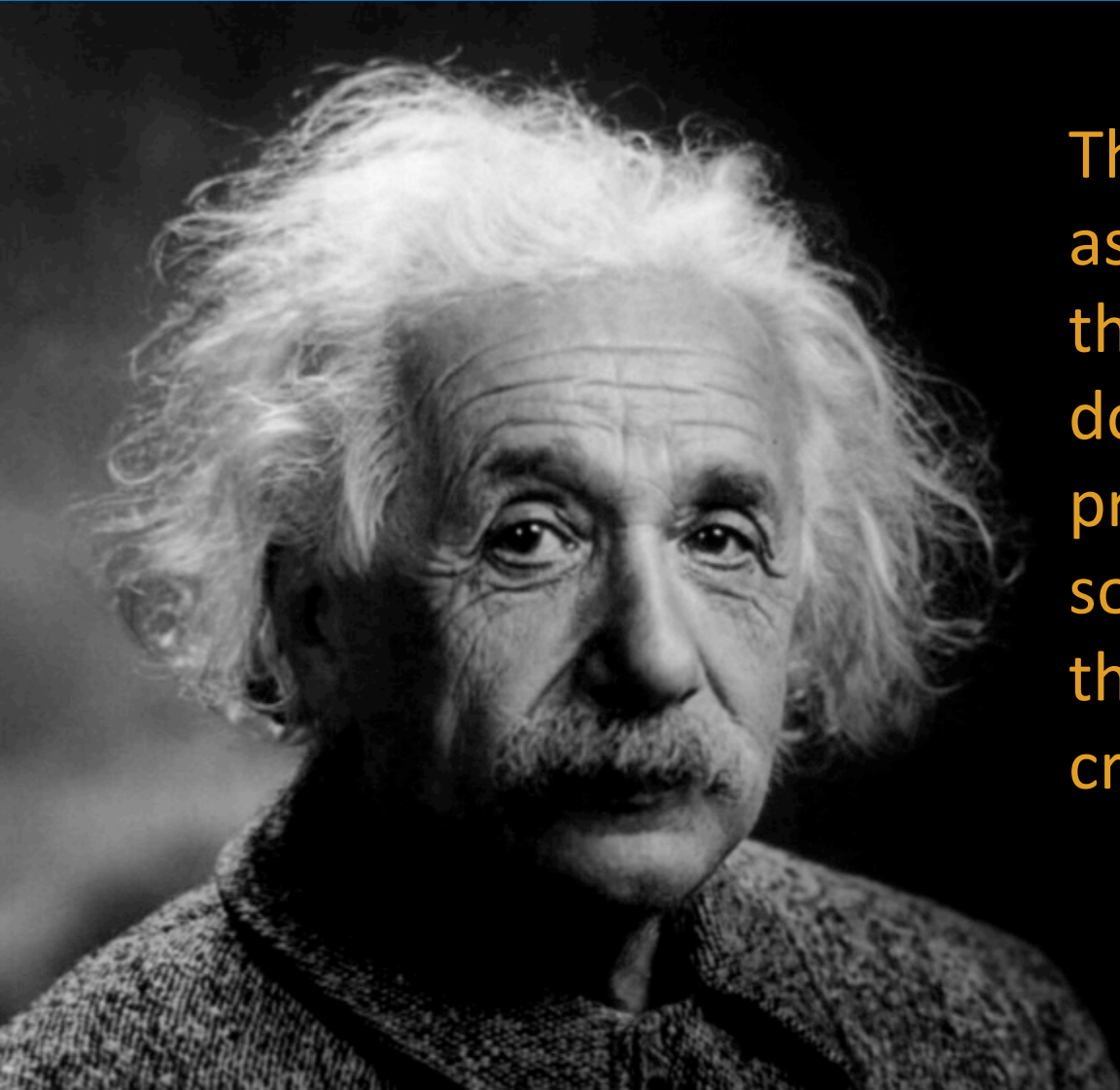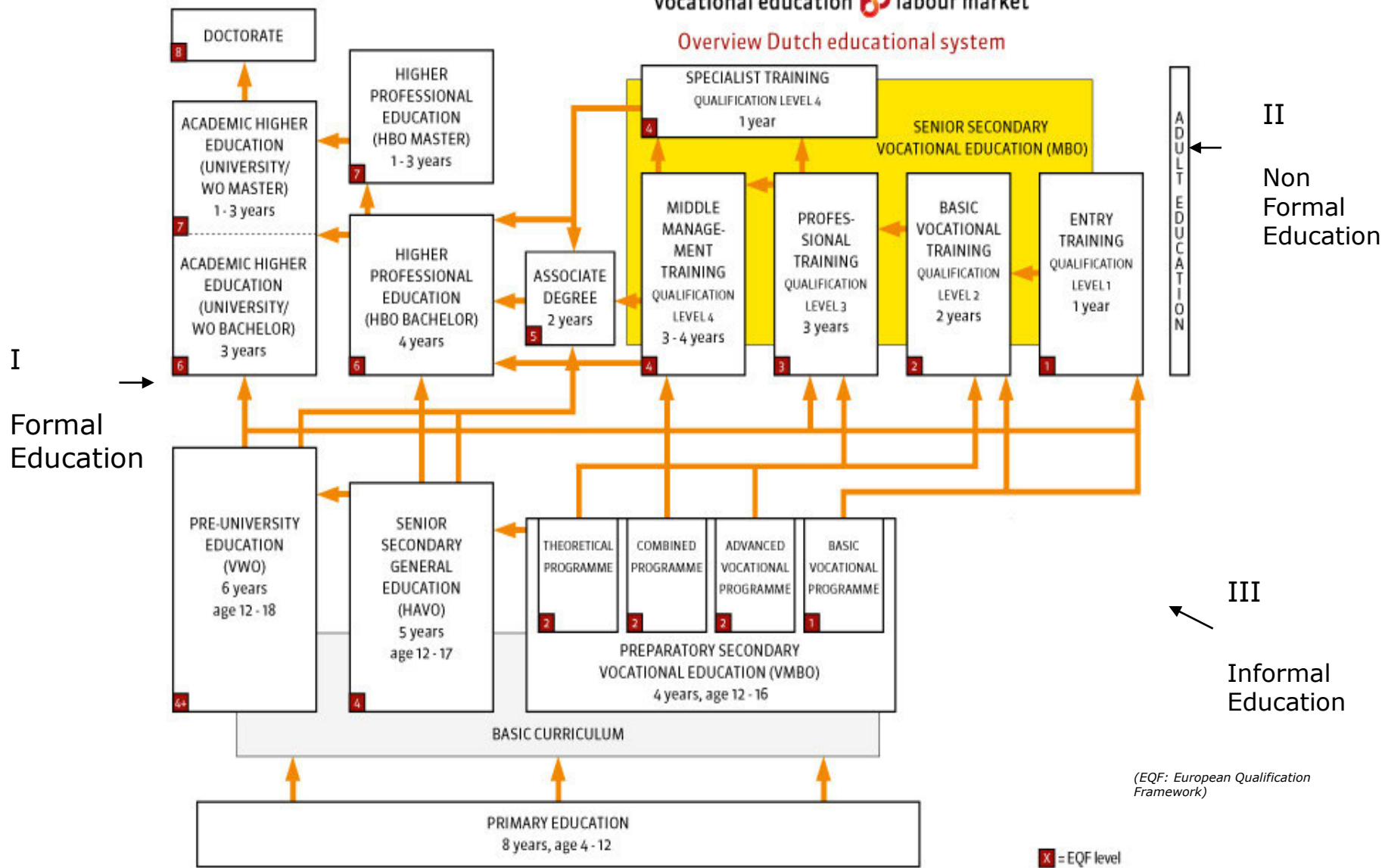
Albert Einstein

vocational education **bp** labour market

Overview Dutch educational system

DOCTORATE [8]		

SPECIALIST TRAINING
QUALIFICATION LEVEL 4
1 year [4]

SENIOR SECONDARY VOCATIONAL EDUCATION (MBO)

HIGHER PROFESSIONAL EDUCATION (HBO MASTER)
1 - 3 years [7]

ACADEMIC HIGHER EDUCATION (UNIVERSITY/ WO MASTER)
1 - 3 years [7]

ACADEMIC HIGHER EDUCATION (UNIVERSITY/ WO BACHELOR)
3 years [6]

HIGHER PROFESSIONAL EDUCATION (HBO BACHELOR)
4 years [6]

ASSOCIATE DEGREE
2 years [5]

MIDDLE MANAGE-MENT TRAINING
QUALIFICATION LEVEL 4
3 - 4 years [4]

PROFES-SIONAL TRAINING
QUALIFICATION LEVEL 3
3 years [3]

BASIC VOCATIONAL TRAINING
QUALIFICATION LEVEL 2
2 years [2]

ENTRY TRAINING
QUALIFICATION LEVEL 1
1 year [1]

ADULT EDUCATION

PRE-UNIVERSITY EDUCATION (VWO)
6 years
age 12 - 18 [4+]

SENIOR SECONDARY GENERAL EDUCATION (HAVO)
5 years
age 12 - 17 [4]

THEORETICAL PROGRAMME [2]

COMBINED PROGRAMME [2]

ADVANCED VOCATIONAL PROGRAMME [2]

BASIC VOCATIONAL PROGRAMME [1]

PREPARATORY SECONDARY VOCATIONAL EDUCATION (VMBO)
4 years, age 12 - 16

BASIC CURRICULUM

PRIMARY EDUCATION
8 years, age 4 - 12

I

Formal Education

II

Non Formal Education

III

Informal Education

(EQF: European Qualification Framework)

[X] = EQF level

Some characteristics of the Dutch Education System

➢ No national curriculum (in detail); just an examination check + Inspection Council

➢ Freedom of education is a constitutional right (*article 23*)

➢ VET-level, senior secondary vocational education and training:

- **A central role for SBB, the Foundation for Cooperation on Vocational Education, Training and Labour Market**

- Labour market + VET colleges cooperate at national, sectoral and regional level

- Advising the minister of Education on linking vocational education with the job market

Facts & Figures of the Dutch TVET-system

- ➤ 490.000 VET students

- ➤ 54.000 VET employees

- ➤ 66 VET colleges/schools

- ➤ VET education trains 40% of the labour force

- ➤ "the foundation of our economy"

- ➤ Regional orientation; Sectoral focus

### Sector chambers (labour domains):

1. Engineering and construction
2. Mobility, transport, logistics and maritime
3. Health, welfare and sports
4. Business and trade
5. ICT and creative industry
6. Food, agriculture and hospitality
7. Economics and safety
8. Specialised craftsmenship
9. Entry training

"Strong education & training today ……….,
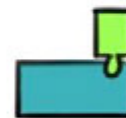…………………………for the professions of tomorrow" (SBB)

Building flexible Qualification Files

(European Qualification Framework, EQF-levels)

- **A common or Basic part** (50%)
- **1 or more Profile parts** (35%)
- **1 or more Parts of choice** (15%)
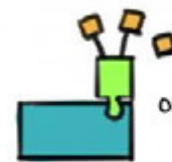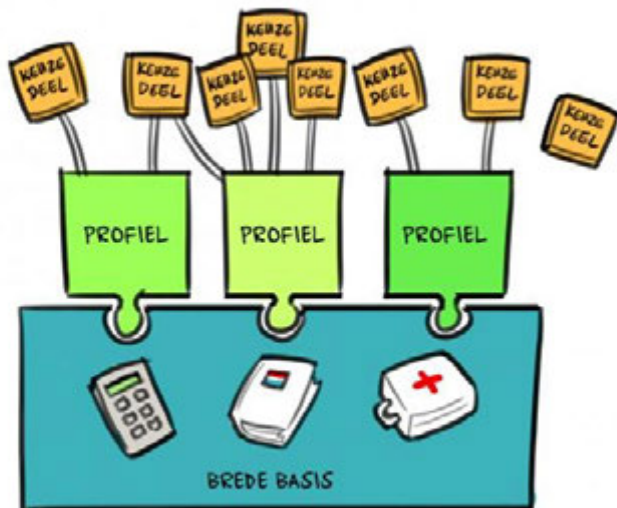
= COURSE

= QUALIFICATION

= QUALIFICATION FILE

Keuzedeel

edu actief

The position of ESD in the Dutch VET - system

Common practice at the moment:

1. ESD content in the basic lessons on citizenship training

2. Sustainability as part of the specific courses of a sector (i.e. engineering, health, food)

3. In depth ESD content in a general choosing part of the qualification system

Growing sense of urgency for a Circular Economy provides chances for ESD:

➢ Opportunities from climate policy agendas
➢ Sustainable industries and companies (business models are changing)
➢ Students ask for 'circular skills'
➢ Teachers or educators with competences in learning for sustainability
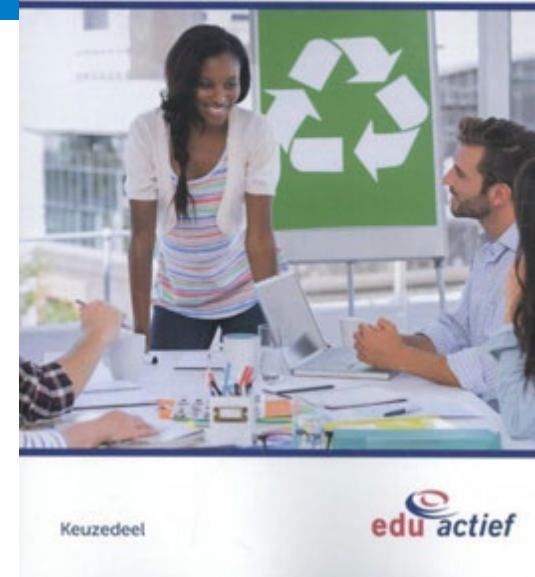
RCE SPARK FRYSLAN

"Together we learn to make the difference we want to see in the world"

Recently a whole school approach to sustainability (WSA) framework has been developed in coöperation with Arjen Wals (WUR), distinguishing:

- vision, in which ESD is incorporated;

- curriculum, facilitating the integration of the complex challenges of our times;

- pedagogy and didactics, facilitating teaching and learning in an interactive, learner-centred way, enabling exploratory, action oriented and transformative learning;

- policy and faciliatory management, focusing on an environment that pro-actively stimulates sustainable values and behavior;

- professional development, facilitating individual teachers as well as teams to develop new behavior, knowledge and skills needed for transformative learning;

- connecting the school to its physical surrounding (landscape) as well as to the social community, facilitating the interaction between learners, the context in which the complex challenges of our time become manifest and the people who are already involved in positive actions to address these challenges.

Core competences for ESD focus on
critical and systemic thinking, collaborative decision-making, imaginative envisioning, developing emotional intelligence and the ability of changing perspectives and the willingness to take responsibility for present and future generations, thus fostering broad prosperity.

**RCE SPARK
FRYSLAN**

*"Together we learn to
make the difference we
want to see in the world"*

ESD – variety of core competences

- critical and systemic thinking
- collaborative decision-making
- imaginative envisioning
- developing emotional intelligence
- the ability of changing perspectives
- the willingness to take responsibility for present and future generations, thus fostering broad prosperity

More information:

https://en.unesco.org/themes/education-sustainable-development

Doing things, …..
Doing things good / in a proper / effective way, …
Doing things better, ….

Doing new things, …..
Doing better things, …..
Doing more sustainable things, …..

Developing new competences, ….
Developing new practices, structures, systems, …

No one has a blueprint for a sustainable future
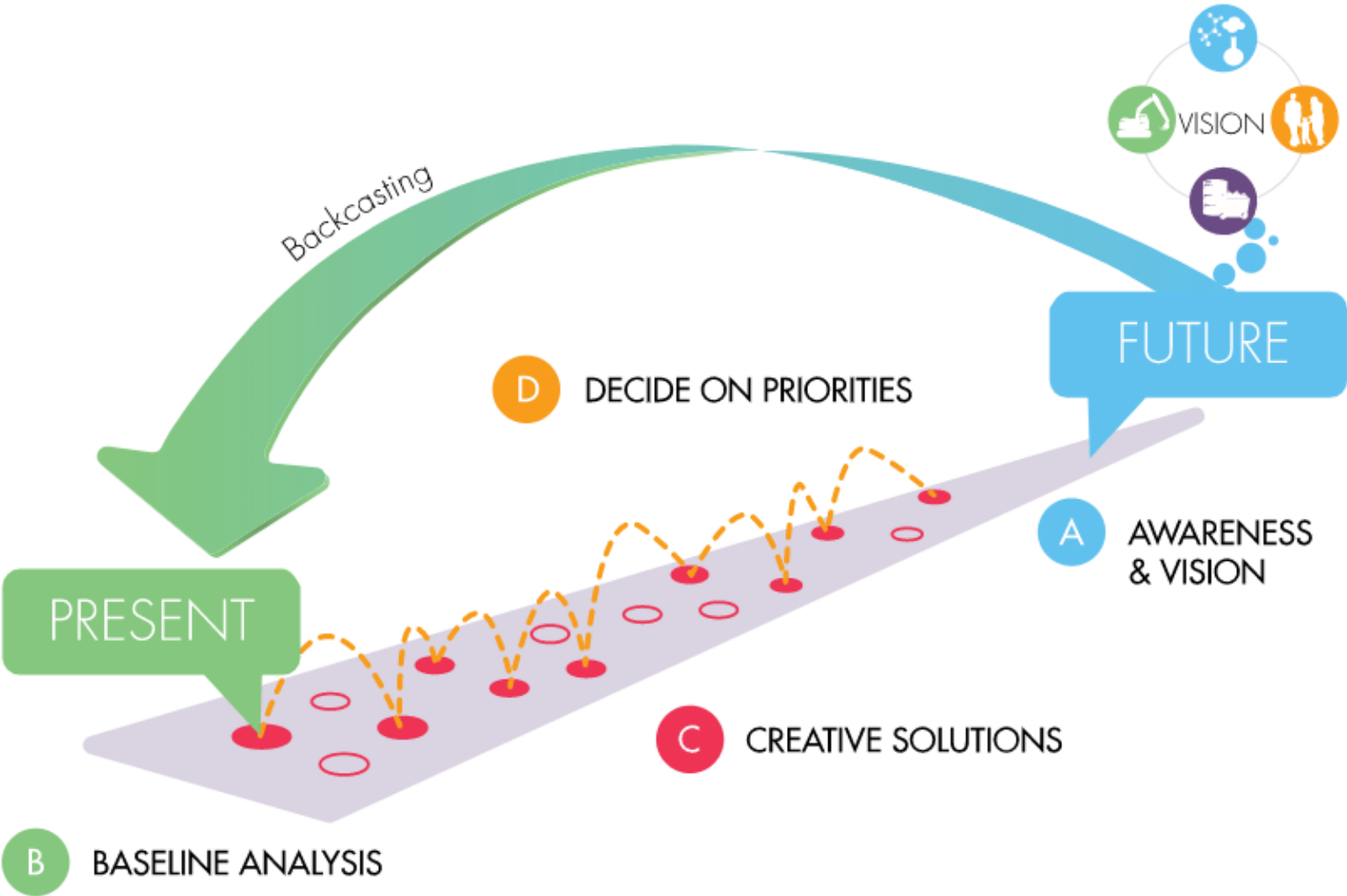
Driving forces ?

- Business asks (new/adequate/innovative (?)) workforce.
- There are always new (technical) inventions ?
- New markets are developing and challenge entrepeneurs?
- Youth is seeking for their own future desires ?
- General opinion and society ask for change ?

Q: is there a driving force to SUSTAINABLE future?
Q: is there a 'urgency' for change towards SUSTAIBILITY?
Q: is there a 'business model' for SUSTAINIBLE PRACTICE?
Q: do we have the COMPETENCES to change?

Future Orientation:

Adapted from The Natural Step

It is all about attitude !

"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths."
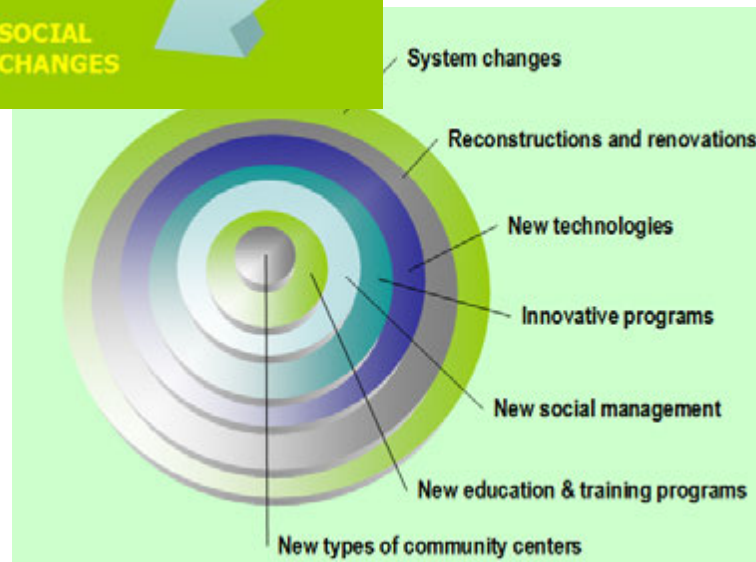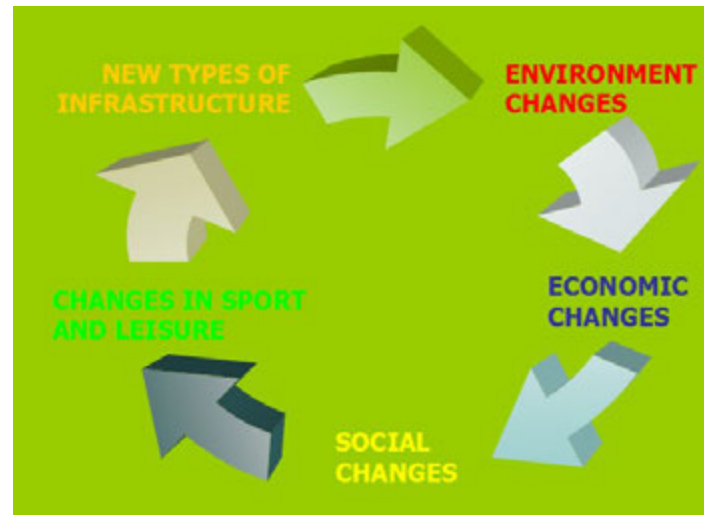
– Walt Disney

Be curious for knowledge, driving forces and values, technical and social innovations, passions and benefits, position, of OTHER actors.

Its is not always about talking and persuading, it is also about questioning and deep listening. About having a stimulating dialogue.

Analyse: actors, drivers, system

UNEVOC TVET Leadership Programme 2019 Capacity building for transformational TVET leaders: Vision, knowledge and skills

https://unevoc.unesco.org/ pub/unevoctlp_2019.pdf

Concept of the UNEVOC TVET Leadership Program
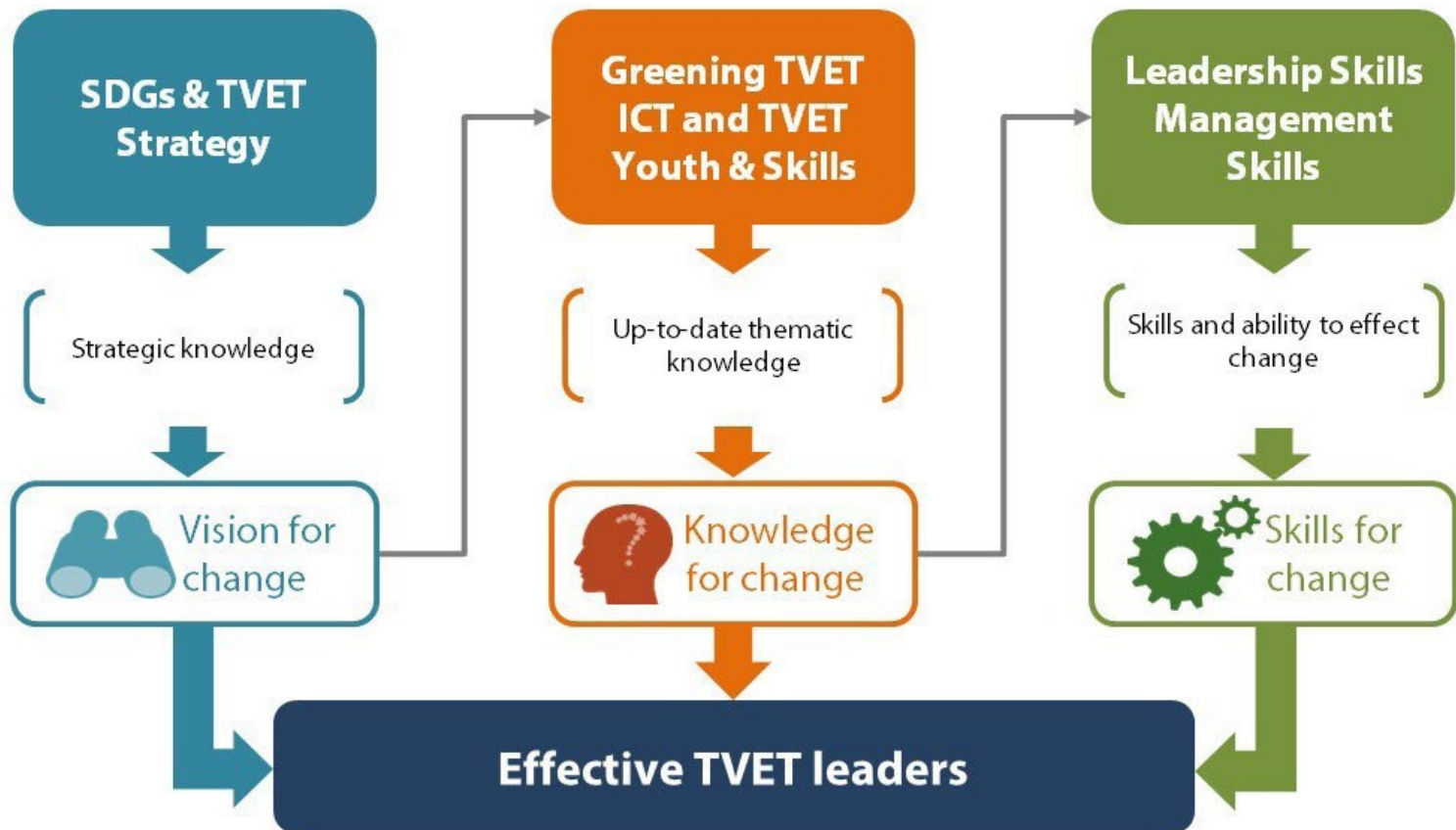
Figure 2. Programme modules and outcomes
Vision – Knowledge - Skills

1. Sustainable Development Goals and UNESCO's Strategy for TVET

2. TVET policy, quality assurance and monitoring
3. Greening TVET
4. Work-based learning systems
5. Inspiring learning with technology in TVET
6. Entrepreneurship and emerging trends in TVET

7. Leadership
8. Strategic institutional planning and management
9. Proposal development

So: thank you for attention. Let's muddle through together, stumbling forward