



The Netherlands 2009, case study of non-profit sector

The case study	The Netherlands – Welfare																				
<p><u>The context</u></p> <p>In which sector is it taking place? In which organisation is it taking place? The background to the case study/ <i>a landscape</i> of the case study</p>	<p>Sector: Welfare sector Organisation: FCB – Training Fund for Labourmarket-issues in the Welfare sector Background: In the central labour agreements in the sector there were opportunities created for piloting APL at the levels of upper secondary vocational education and higher vocational education (EQF-levels 3-6) The pilots took place in the period 2006-2008.</p> <p>Links: www.fcbwjk.nl www.inholland.nl/evc: showing the nature of the procedures for VNF-IFL www.project.lerenenwerken.nl: showing the national coordination of implementing VNF-IFL</p>																				
<p><u>People</u></p> <p>VNFL-IFL candidate (s): who is s/he? His/her history (personal/ professional/ educational)? Aims and professional/ personal project? Why the VNFL-IFL?</p>	<p>The pilots covered 107 candidates:</p> <table border="1" data-bbox="510 1152 2040 1342"> <thead> <tr> <th>Candidates</th> <th>Levels 3-4</th> <th>Levels 5-6</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Finished APL</td> <td>36</td> <td>23</td> <td>59</td> </tr> <tr> <td>Stopped before finishing</td> <td>28</td> <td>4</td> <td>32</td> </tr> <tr> <td>Still in the procedure</td> <td>13</td> <td>3</td> <td>16</td> </tr> <tr> <td>Total</td> <td>77</td> <td>30</td> <td>107</td> </tr> </tbody> </table> <p>Results:</p>	Candidates	Levels 3-4	Levels 5-6	Total	Finished APL	36	23	59	Stopped before finishing	28	4	32	Still in the procedure	13	3	16	Total	77	30	107
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<p>AND/OR</p> <p>VNFL-IFL advisers/ staff: their experience, training, willingness, involvement, their place in the organisation? How do they interact with the VNFL-IFL candidate (s)? With the evaluators/ assessors/jurys?</p> <p>AND/OR</p> <p>The assessors/ evaluators: their experience in VNFL-IFL, willingness, role/ responsibilities in the organisation/ institution? Their relationship with the advisers?</p>	<table border="1"> <thead> <tr> <th>Results</th> <th>Levels 3-4</th> <th>Levels 5-6</th> </tr> </thead> <tbody> <tr> <td>Credits</td> <td>0</td> <td>12</td> </tr> <tr> <td>Exemptions</td> <td>11</td> <td>24</td> </tr> <tr> <td>Advice on learning route</td> <td>4</td> <td>21</td> </tr> <tr> <td>Different</td> <td>0</td> <td>7</td> </tr> <tr> <td>Diploma</td> <td>10</td> <td>1</td> </tr> <tr> <td>Certificates</td> <td>13</td> <td>0</td> </tr> <tr> <td>No result</td> <td>0</td> <td>-</td> </tr> </tbody> </table>	Results	Levels 3-4	Levels 5-6	Credits	0	12	Exemptions	11	24	Advice on learning route	4	21	Different	0	7	Diploma	10	1	Certificates	13	0	No result	0	-
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<p>Conclusions:</p> <p>On the quality of APL:</p> <ol style="list-style-type: none"> 1. There is a narrow relation between the APL-procedure and the individual degree-programmes to be taken after APL. This goes especially for higher vocational education. APL appears to be used especially as a tool for access to a (shortened) bachelor-programme. Within upper secondary vocational education this doesn't play because of the national standard used for all curricula. In higher vocational education there is no national standard; every university is allowed to set its own standard as long as the bachelor-level is safeguarded. 2. the Quality-code for APL-suppliers doesn't say anything about the actual APL-procedure as filled in by suppliers. There are big differences in the reports/advices given after the procedure: differences in the format, in the assessment of certain kinds of prior learning and the level of exemptions given. 3. The 'A' for Accreditation only in upper secondary vocational education really means 'accreditation' on diploma-levels. In higher vocational education only exemptions or shortened learning programmes are offered. 																									
<p>The experiences of the candidates:</p> <ol style="list-style-type: none"> 1. there are big differences between the APL-experiences in upper secondary vocational education and higher vocational education. the candidates in upper secondary vocational education are more satisfied in the course of the procedure and the outcomes than the candidates in higher vocational education. 2. within higher vocational education there is a difficulty of relating work experiences to the bachelor-competences. candidates felt underestimated in their work experiences. 3. 80% of the candidates will advise their colleagues to do an APL-procedure. Pre-conditional is that the relation work experience – degree-competences is made more transparent. 4. candidates would like to see the APL-procedure better embedded in the human resource management of their organisation. 																									
<p>The experiences of the employers:</p> <ol style="list-style-type: none"> 1. APL is the outcome of the dialogue between employee and employer. In all cases in this evaluation this was the case. 																									

2. Employers got to know APL in the pilots and experienced it as a valuable instrument in their Human Resource Management. Especially when an employee needs to give evidence of certain competences it is valuable to employers. This means a focus on short-term targets instead of long-term targets like diplomas.
3. employers are involved in the APL-procedures of their employees because they help collect evidence, fill in questionnaires and coach their employees.
4. employers are less satisfied with the process and the outcomes of the procedures than their employees; the process took too much time.
5. employers would like to embed APL in their HRM but experience APL still as a tool that is too experimental and too much dominated by schools and universities (the diploma-programmes don't match properly with the competences in their organisation.)

The process follows in general the generic model in the Netherlands of five phases:

1. the preparatory phase, focused on engagement and awareness of the value of a person's competencies;
2. recognition of personal competencies;
3. accreditation and valuation of these competencies;
4. development of personal competencies (and advising on that development);
5. systematic incorporation of this development process in policy driven by the individual or the organization