

# Human capital in Dutch VET Institutes

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# Characteristics of Dutch VET Institutes

- Facts and figures
- Organization and governance before and after 1996

# Facts and figures

- 66 institutes (schools)
- 492,700 students
- 53,900 employees
- 4,3 billion euros
- 1 employer's organization for the 66 institutes

# Organization and governance before 1996

- The Ministry of education had an operational role with respect to housing, finance, personnel
  - ✓ Costs of the school organization were submitted to the Ministry
  - ✓ Social contract for teachers was negotiated between trade unions and the Ministry
  - ✓ The Ministry decided when and where new schools were built
  - ✓ The school was led by a headmaster/headmistress

# Organization and governance since 1996 (1)

- Each institute has a professional executive board (1 or 2 members)
- Each institute has a supervisory board
- Each institute receives a budget based on the number of students and diplomas (between m€30 and m€400) and has to run the institute from this budget
- The budget is a lump sum budget
- Each institute is owner of the buildings
- By law the executive board is the employer
- By law the executive board is responsible for personnel management

# Organization and governance since 1996 (2)

- These responsibilities require an organization of the VET institutes that is totally different from the organization before 1996
  - ✓ finance and control staff
  - ✓ ict staff
  - ✓ quality control staff
  - ✓ human resources staff

# What happened in the transition period after 1996

- Accidents/incidents in real estate
- New people at the top of the organization
- Top of the bill ict facilities

and



- Growing awareness among the members of the executive board of their role as an employer and the importance of human capital (= their employees)

and as a result

- Growing awareness of the importance of human resource management

to tackle questions like

- What can we do to contract sufficient well qualified teaching staff?
- What should we do to keep the best people?
- How can we guarantee that the teaching staff has up-to-date knowledge, skills and attitude
- How much professional freedom do we want to give the teaching staff?
- What sort of culture do we want in our institute?
- Which supporting ict-systems are best for us?

How did the employer's organization of the 66 VET institutes support them in realizing human resource management?

# How did the employer's organization help the 66 VET institutes?

During a period of a number of years modernization of the social contract so that it fitted with the different type of organization a VET institute has become after 1996.

All this in constructive negotiations with trade unions.

# Modernization of the social contract

- Members of an educational team have a say in the build-up of the educational programme
- Members of an educational team can decide who does what and to which extent
- As a result of this the members of an educational team define their professional training programs

# How did the employer's organization help the 66 VET institutes?

- Traditionally (before 1996) institutes were only active on administration of personnel
- Not on human resources management (HRM)
- Let alone on human resources development (HRD)
- Development of human resources is considered essential for any organization that would like to be dynamic and future oriented, and this is what VET institutes want to be

# From administration of personnel to HRM to HRD



# How did the employer's organization help the 66 VET institutes?

- An instrument was developed
  - ✓ by means of which the institute can assess its position on the ladder
    - ✧ administration of personnel
    - ✧ human resources management
    - ✧ human resources development
  - ✓ which at the same time makes clear what should be done to get a higher position on the ladder



# I have tried to make clear

- How the changes of 1996 led to a completely different approach of 'the human factor' in VET institutes
- What a challenge it has been/still is for all parties involved to cope with this

Do you remember the question?

