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
o What can we do to contract sufficient well qualified teaching staff?

o What should we do to keep the best people?

o How can we guarantee that the teaching staff has up-to-date knowledge, skills and attitude?

o How much professional freedom do we want to give the teaching staff?

o What sort of culture do we want in our institute?

o 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?