

The word "echo" is written in a bold, lowercase, sans-serif font. The letters are primarily orange, with the 'e' and 'o' featuring a red-to-orange gradient on their left and right sides respectively.

Building Collaboration and Partnerships among Institutions

Conference on Credit Transfer Practices in HE:
Partnerships for Success

Hong Kong , November 27 2020

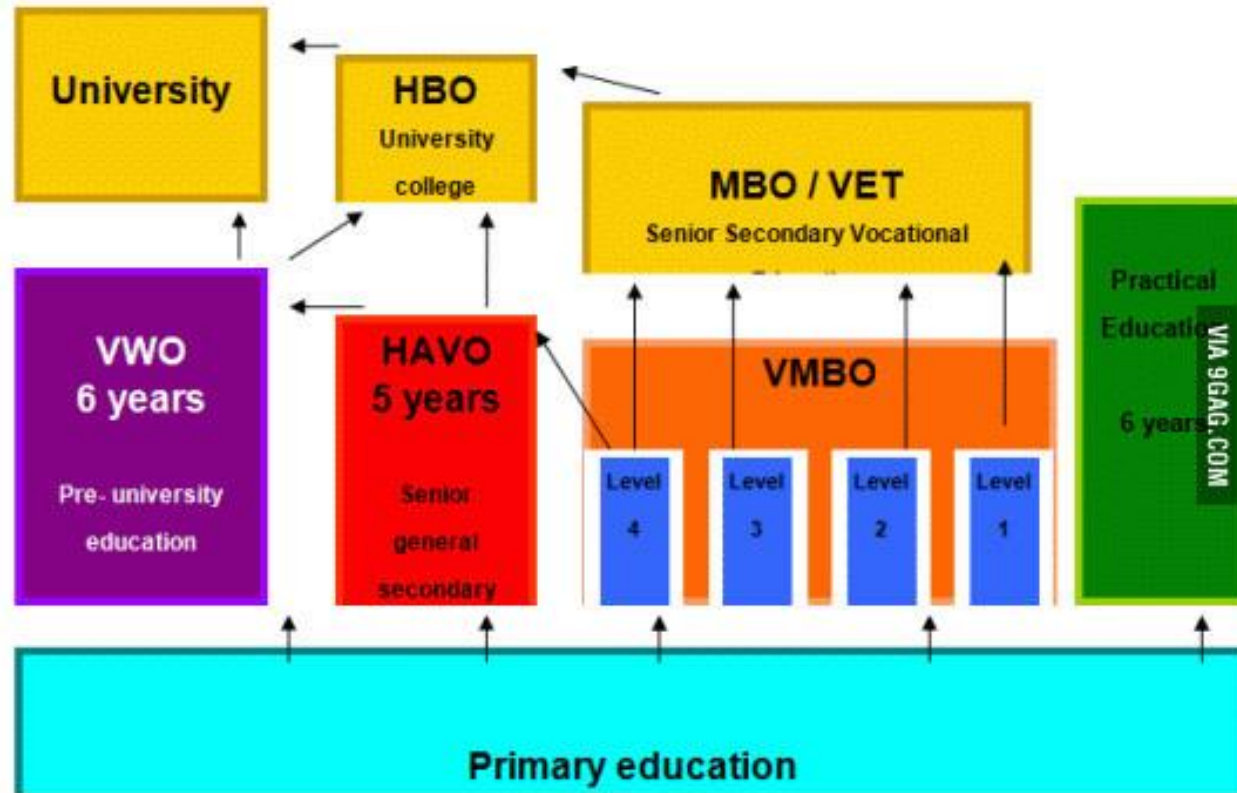
Mary Tupan-Wenno
Executive Director

Content

- Dutch context & system
- Competencies
- Collaboration

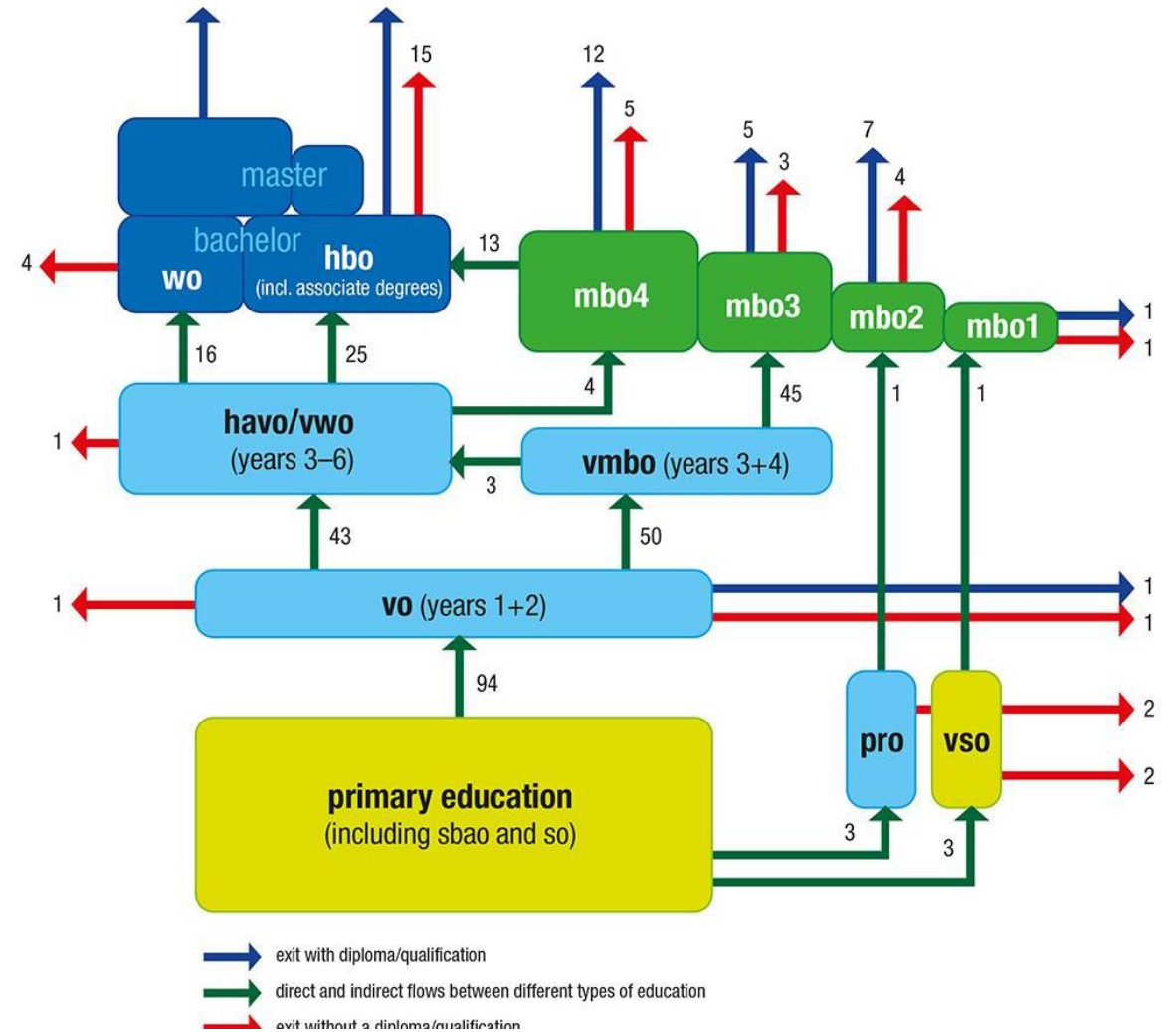
Dutch context and education system

- **Dual system:** general track & vocational track
- **Open access:** no (formal) admission system
- **Values:** egalitarian, accessible and affordable
- **Learning:** based on competencies linked to quality assurance



Education
system in
the NL

Transitions within the system



Transfer between levels & credit values

- Technically there are still opportunities for students to switch between institutions (horizontally) and between education sectors/levels (vertically)
- Credit values: ECTS (European Credit Transfer Competencies)
- Collaboration

ECTS: European Credit Transfer and Accumulation System

- Came with the introduction of the Ba and Ma system in 2002 (Bologna process)
- Purpose:
 - mutual recognition of diplomas
 - to make studies and courses more transparent in Europe
 - Increase mobility in Europe
- Meant as a tool instead of currency for selection, quality or merit

Dutch equivalent of ECTS: study points

- One year equals 60 study points
- AD: 90 to 120 study points
- BA: 180 or 240 study points
- MA: 90 or 120 study points

60 STUDIEPUNTEN



tijdsbesteding:
Zelfstudie
punten door:
Tentamen halen



tijdsbesteding:
Projectwerk
punten door:
Verslag, presentatie



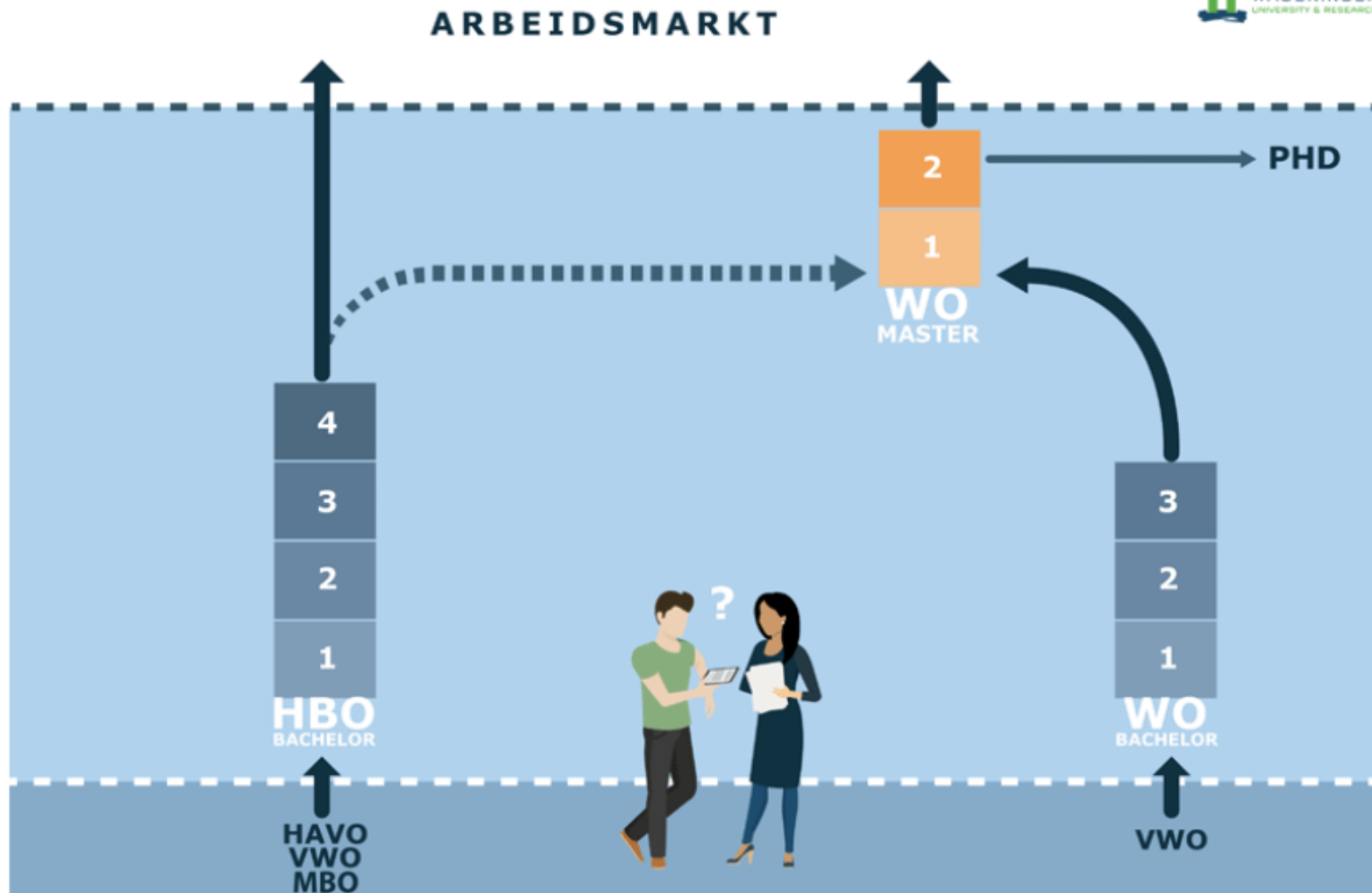
tijdsbesteding:
Practicum, excursie
punten door:
Verslag, aanwezig zijn

tijdsbesteding:
College volgen
punten door:
Tentamen halen



tijdsbesteding:
Stage
punten door:
Verslag, presentatie





Transfer
between Uni's
of Applied Sc. &
Research Uni's
and to the
Labor
Market/PhD

Competency based Learning

- Is part of the 'foundation' of the education system, VET education and the quality assurance system
- It was the leading paradigm innovation both at the level of the system and at the level of learning environments
- Was introduced to improve the quality and accessibility of education and learning. And to close the gaps between the labor market & education

Competence characteristics

- **Traits:**
 - ✓ Motivation
 - ✓ Personal characteristics
 - ✓ Self efficacy
- **Knowledge**
- **Skills**

Challenges

- An overreliance on standardization of competencies, whereas the strength of CBE lies in its context-embeddedness
- Underestimation of integrating learning in schools with learning in the workplace
- Specifying competencies do not automatically result in effective learning activities
- Assessment of competencies
- Changing roles of lecturers: from transferring knowledge to guiding students' learning processes


Table 1. Organisation levels and functions/roles in initial VET

Function	VMBO (ISCED-2)	MBO (ISCED-3/4)	HBO (ISCED-5)
Legislation/ financing	Ministry of Education	Ministry of Education/Ministry of Economic Affairs	Ministry of Education/ Ministry of Economic Affairs
Qualification development	<i>Design:</i> national level <i>Validity:</i> national	<i>Design:</i> sectoral level by sector chambers (social partners and VET) within the cooperation organisation for vocational education, training and the labour market (SBB). <i>Validity:</i> national	<i>Design:</i> school level <i>Validity:</i> national
Curriculum development	School level	School level	School level
Examination	Partly central/national; partly school exams	School exams; external contribution of trainers in enterprises Central examination of Dutch language and basic maths (August 2015 onwards)	School exams
Quality assurance	<i>Internal</i> <i>External:</i> Inspectorate	<i>Internal</i> <i>External:</i> Inspectorate; special attention: exams	<i>Internal:</i> self- evaluation. <i>External:</i> accreditation of HBO programmes by NVAO** <i>European level:</i> use of Dublin level descriptors
Promotion of interests by associations of schools***	VO Council	MBO Council	Association of Universities of Applied Sciences



Collaboration

“Partnerships for success:
shifting from competition to
collaboration for the benefits of
students, institutions,
community and government”



Levels of collaboration

Systemic

Regional/Local/urban

Institutional


Curriculum

Course level


Staff & student level



Systemic



Creating successful
pathways to higher
education





Multiplying Evidence based Strategies for
Inclusion in Education

[#MultInclude Analysis](#)

Rethinking Pathways towards
Inclusion in Education

(Tupan-Wenno (et al), 2020)



This project is funded
by the European Union



Regional



Local
Urban





Regional

Amsterdam:

Universities & City of Amsterdam. Focus on access, transfer, quality, research, curriculum development & inclusive pedagogies.

Rotterdam:

Erasmus University Rotterdam & City of Rotterdam. Focus on outreach, transfer, diversity, access and success.

Twente:

Universities, colleges & employers in the region. Focus on excellence in pathways to higher vocational education and the labour market

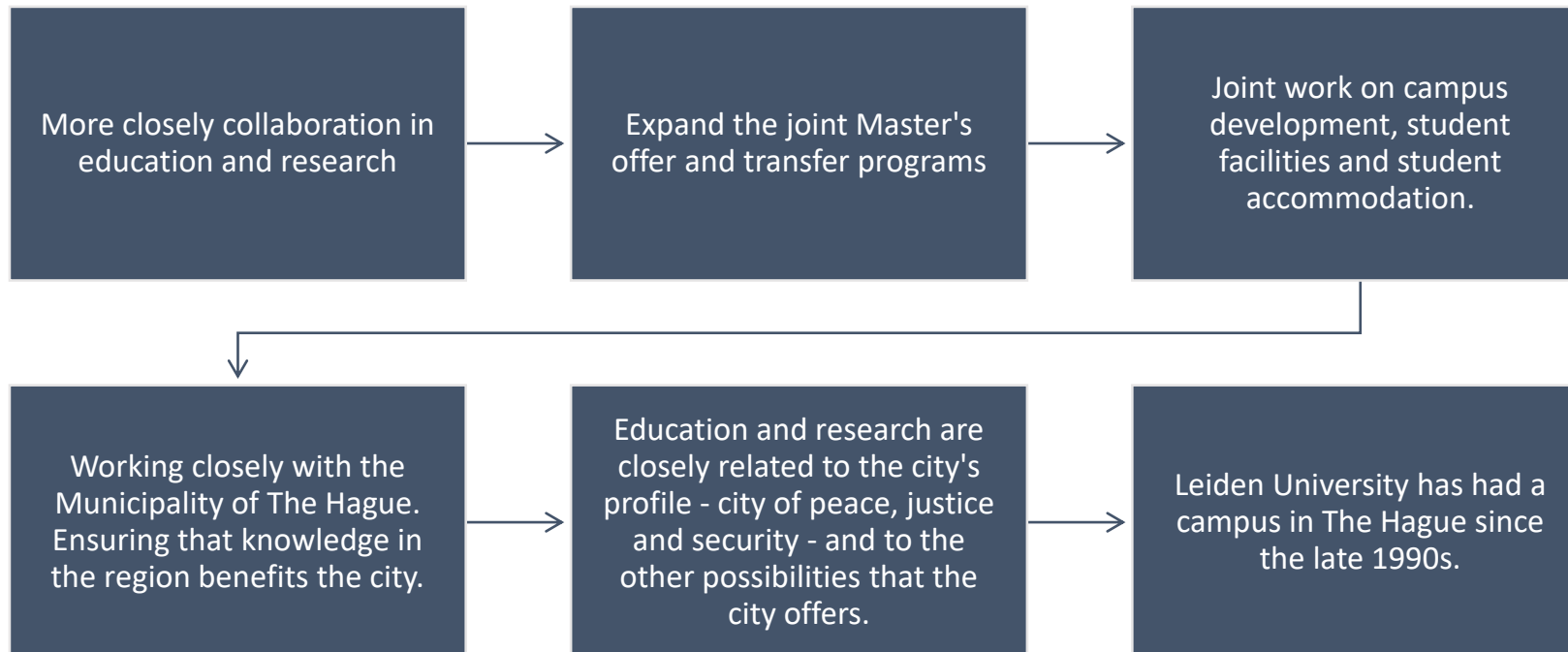
Institutional

Curriculum

Course Level

Staff and Student Level

Agreement: University of Leiden & The Hague University of Applied Sciences



International

UCLA & ECHO

[Nether](#)

ECHO, Center for Diversity Policy

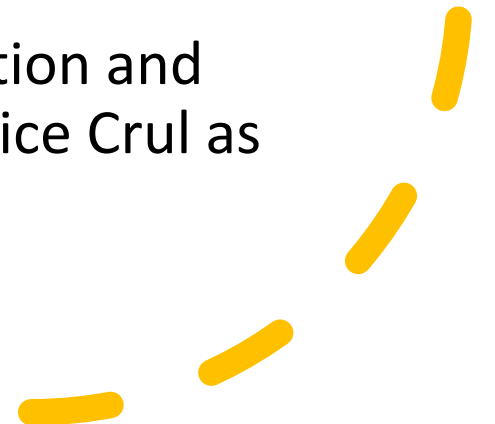
[www.echo-
net.nl](http://www.echo-net.nl)

An independent not-for-profit organization with more than 25 years of experience focusing on Diversity & Inclusion in (higher) education and the labour market.

A specific focus on cultural diversity and facilitating the process of “getting comfortable with the uncomfortable” within change processes.

ECHO works closely with partners in the public sector and the private sector, with colleges and universities, with students and professionals in the Netherlands and abroad.

ECHO initiated a Special Chair on Education and Diversity at the VU with Professor Maurice Crul as chair holder.





Thank you!

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