



MBO

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The whole school approach, three examples

Jan Faber, 5 march 2019

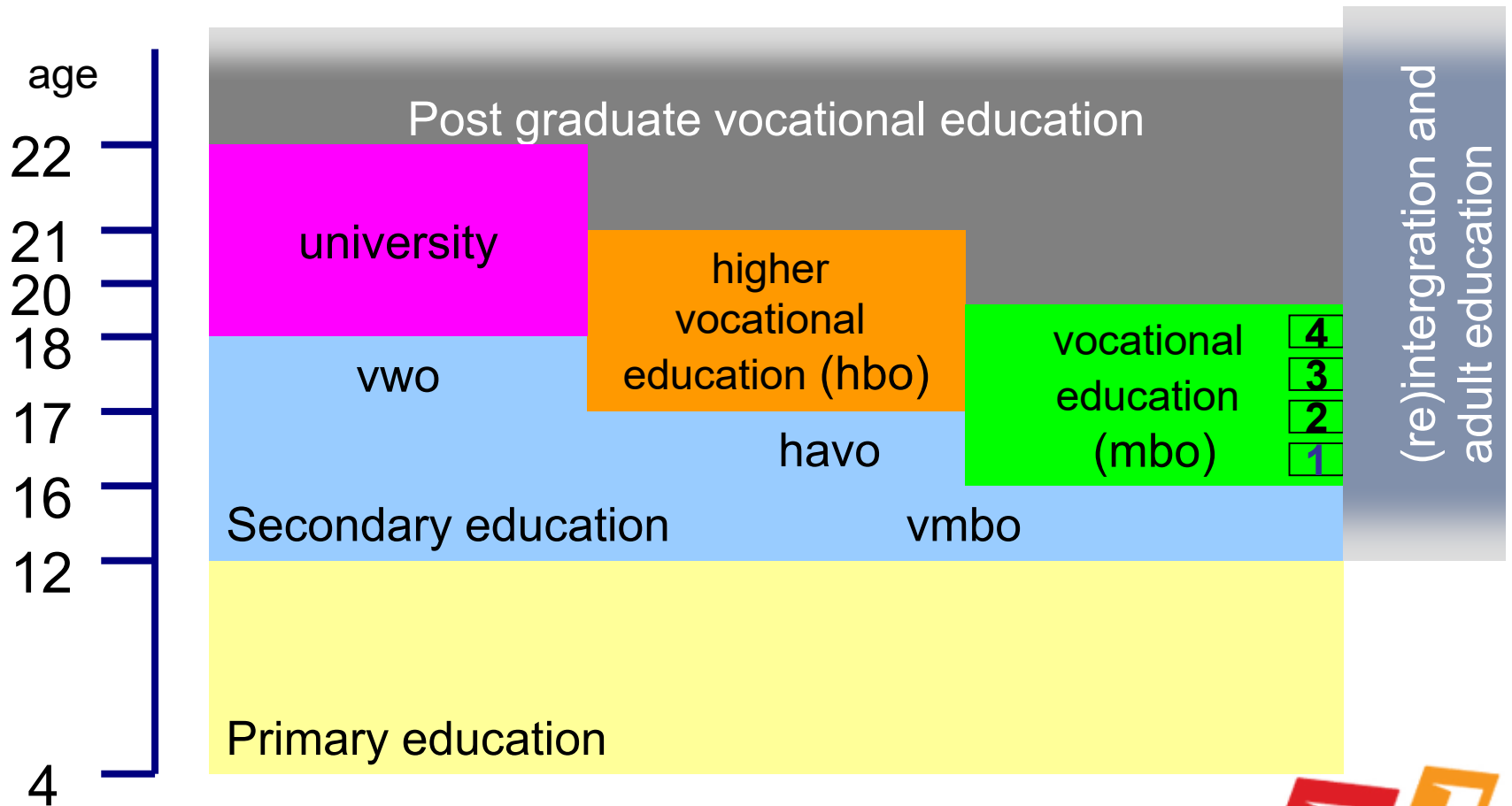


Content of the presentation

- VET system in the Netherlands
- Three examples of a whole school approach in the Netherlands
 - Health promoting schools
 - Safe schools
 - Citizenship education



The Dutch system of education and training (early tracking)



The MBO Raad

- promotes collective interests of the sector and acts as an employer' organization
- intermediary between VET-colleges and government, professional branch organisations, industries and other stakeholders
- provides colleges and their stakeholders with guidance, benchmark, figures and advice
- Approx. 500.000 VET students in two learning pathways: SBL (400.000) and WBL (100.000)
- SBL grows during period of economic crisis: SBL and WBL are 'communicating barrels'



Features of the Dutch VET system

- Strong involvement of social partners
- Strong institutional autonomy
- System of high mutual trust

- Striking the balance between the needs of the labour market and career opportunities/ personal development to provide individual and collective well being and satisfaction.



Health promoting schools Safe Schools Citizenship education

Three examples of whole school approaches, all work together on the subject of (mental) wellbeing.

And so, on prevention of radicalisation



Health promoting schools





S·H·E

Schools for Health in Europe

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[ABOUT US](#) ▼

[CONCEPTS](#) ▼

Improving the health of children and young people in the European Region and Central Asia

The vision of SHE is that the health promoting school approach becomes an acknowledged and accepted concept all over Europe and Central Asia, with increased implementation activities on regional and local level within schools.

We want to make every school a health promoting school.



Whole school approach

Concepts

Create healthy and supporting environments

A whole-school approach recognizes that all aspects of the school community can impact upon students' health and wellbeing, and that learning and health are linked. SHE recommends focus on six components in order to seek to achieve a whole-school approach.

SHE pillars

On the European level, the following pillars are shared that underpin the health promoting school approach:

- **Whole school approach to health.** Combine health education in the classroom with development of school policies, the school environment, life competencies and involving the whole school community
- **Participation.** A sense of ownership by student, staff and parent
- **School quality.** Health promoting schools create better teaching and learning processes and outcomes. Healthy pupils learn better, healthy staff work better
- **Evidence.** Development of new approaches and practices based on existing and emerging research
- **School and community.** Schools are seen as active agents for community development



Middelbaar beroepsonderwijs

Gezonde studenten presteren beter! Vindt u gezondheid ook belangrijk? Ga dan aan de slag met de Gezonde School-aanpak en behaal het vignet Gezonde School.



- › [Wat is Gezonde School?](#)
- › [Waarom Gezonde School?](#)
- › [Hoe gezond is uw school? Doe de test!](#)
- › [Schoolbeleid](#)
- › [Werken aan gezondheidsthema's](#)
- › [Veelgestelde vragen](#)

Safe schools



1 VEILIG LEER- EN WERKKLIJMAAT

2 VEILIGHEID IN HET CURRICULUM



3 VEILIGHEID BIJ INCIDENTEN

4 VEILIGE INFRASTRUCTUUR



Safe schools

By law:

- Working condition act
- The right to complain

And...

- Constitution and General Equal Treatment Act
- Act on prevention and combating sexual violence and sexual harassment in education
- Act on compulsory home violence and child abuse reporting code
- Data Protection Act
- the Education and Vocational Education Act
- Law on Educational Supervision
- Examination and Qualification Decree for professional education WEB



Safe schools

Pillar 1: Safe learning and working climate

The primary responsibility of a school is to create a safe learning and working environment. Employees and students must feel seen and heard. When people feel that they are insufficiently taken into account, the involvement decreases and the chance of undesirable behavior increases.

Clear standards for handling and behavior that are worn by everyone are a prerequisite for this. Showing attention, good communication between school and student, but also parents, contribute to this. This pillar therefore touches on themes such as career orientation and guidance, appropriate education and quality assurance.



Safe schools

Pillar 2: Security in curriculum

The second pillar focuses on the qualifying function of education. This means that MBO is teaching its students about social and societal aspects such as diversity, discrimination, respect, etc. These aspects are mainly reflected in citizenship education and vital citizenship.

The qualification requirements for these themes are the same for all MBO schools. However, schools are expected to translate these legal requirements into their own educational practice.



Safe schools

Pillar 3: Safety during incidents

A safe school has a clear 'crisis chain' in which everyone knows what to do in case of calamity or crisis. But also how escalation can be prevented and how the consequences can be combated or limited. This 'crisis chain' clarifies the distribution of tasks, responsibilities, authorities and communication lines within and between the operational and administrative crisis teams. The key question here is: how far does the responsibility of a school go, and when does it lie with other parties in society?



Safe schools

Pillar 4: Safe infrastructure

A safe infrastructure, of course, contributes to a sense of safety at school. This so-called 'physical safety' includes fire safety, traffic safety, safety of use and safety at work. But in addition, physical safety also relates to the security organization of a school in the broad sense. Consider, for example, emergency plans, BHV, RI & E's incident registration, etc.

Finally, awareness of students and staff also play an important role in physical safety. Physical safety is guaranteed when the organization, safety measures, safety organization and awareness among students and staff are in balance.



Citizenship education



Citizenship education

- Since 2006 re-introduced in the curriculum of all schools, by law.
- Quite an open task, in line with the ‘freedom of education’.
- In 2016 in response of evaluations by the ministry of education; more regulations; more specific law in primary en secondary education; and for mbo a ‘strategic citizenship agenda’.



Burgerschapsagenda mbo 2017-2021

Een impuls voor burgerschapsonderwijs



Citizenship education

Curriculumgoals:

- Political dimension
- Social dimension
- Economic dimension
- Vitality dimension

And added: Critical thinking, Human rights, acceptance of diversity (political, religious, seksual and gender)



Citizenship education

Working on:

- Development of a schoolvision
- Working on a national curriculum
- Developing learning materials
- Teacher training (critical thinking)
- Participation of students

- Practical support; curriculum planner, vision planner, regional meetings, conferences, website, newsletter...



REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE



Volume 1

Context, concepts and model

Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competences for Democratic Culture

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Skills

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding



“Free to Speak - Safe to Learn” [Democratic Schools for All](#) is a Council of Europe campaign for schools all over Europe.

The main aim of the campaign is to highlight the **commitment to democratic values and principles** in the life and culture of schools in Council of Europe’s member states.

➡ [Read more about the campaign “Free to Speak - Safe to Learn” Democratic Schools for All](#)



Thank you very much for
your attention

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