

Dream job in reality

A realistic view of working in the equestrian sport industry.



"So you've no experience, no skills and a poor grasp of reality.
Have you considered the equine industry?"

Research for a realistic view of working in the equine industry with a future for competent and qualitative graduates.

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Aequor

Preface

In the period of February till June 2010 I performed a research for my thesis of the course Equine, Leisure & Sports of the University of Applied Sciences Van Hall Larenstein at Aequor, the knowledge and communication centre of the green sector.

During this thesis-period I worked as an employee at the department Development & Innovation. I worked together with branch-organisations, content experts, and Agricultural Education Centres (AOC's) to research a realistic imaging of working in the equine industry with a future for competent and qualitative graduates.

The results are displayed in this research report 'Dream job in reality'.

I want to thank my Aequor coaches Adriaan van Egmond and Bernadette Dijkstra for their support during this project. Their support and cooperation was very pleasant and useful.

I also want to thank all the colleagues of the department Development & Innovation. Being part of this department was very pleasant.

I want to thank my van Hall Larenstein thesis-coach for his advice and support during my thesis-period.

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Ede, June 2010.

Frederieke Verhaar

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Abstract

De afgelopen jaren heeft de paardensport in Nederland, en ook daarbuiten, een enorme ontwikkeling meegemaakt. Het onderwijs in de paardensector heeft eveneens een grote ontwikkeling doorgemaakt. Het aantal onderwijsinstellingen dat paardensport aanbiedt is niet meer op één hand te tellen.

Met de groei van het aantal paardensport opleidingen rijst de vraag of de kwantitatieve groei de kwaliteit van afgestudeerden niet teveel beïnvloedt. Het enthousiasme onder de leerlingen is groot, want zij kunnen van hun hobby hun beroep gaan maken. Maar realiseren de toekomstige afgestudeerden zich wat werken in de sector betekent? En hoe kunnen deze studenten hiervan bewuster worden gemaakt? En wat is de ervaring van de ervaren beroepsbeoefenaar?

Om deze vragen te beantwoorden is het hier gepresenteerde onderzoek als afstudeeronderzoek in opdracht van Aequor, kennis- en communicatiecentrum voedsel en leefomgeving.

Aequor wil meer inzicht verkrijgen in de kerntaken, werkprocessen en competenties van een ervaren beroepsbeoefenaar in de paardensport. Door inzicht in deze kerntaken, werkprocessen en competenties te verkrijgen kan er ook een nieuw kwalificatiedossier paardensport worden ontwikkeld, waardoor er naar afstemming tussen het bedrijfsleven en de opleidingen kan worden gezocht.

Het onderzoek richt zich op wat er daadwerkelijk gebeurt in de paardensport. Om inzicht te krijgen in de werkzaamheden, verantwoordelijkheden en meningen van ervaren beroepsbeoefenaars zijn gegevens van deelnemers met verschillende functies verzameld aan de hand van een enquête. Om inzicht te verkrijgen in het standpunt van de onderwijsinstellingen zijn er kwalitatieve gegevens van onderwijsinstellingen met Mbo-opleidingen paardensport verzameld tijdens een bijeenkomst.

Aan de ervaren beroepsbeoefenaars per functie is gevraagd om weer te geven en te omschrijven welke werkprocessen zij dagelijks uitvoeren. Hieruit komt naar voren dat bij benadering de helft van de deelnemers zicht bezighoudt met de kerntaak 'Verzorgen van paarden', maar dat een groot gedeelte hiervan ongediplomeerd stalmedewerkers zijn.

De ondernemers die deelnamen aan dit onderzoek vinden dat het runnen van een eigen paardensportbedrijf betekent dat je 24/7 klaar moet staan voor je onderneming, je personeel maar ook je paarden. Dit betekent dat je als ondernemer altijd eindverantwoordelijke bent voor je bedrijf en in principe op alle fronten inzetbaar moet zijn. De resultaten bevestigen deze uitspraak van de ondernemers.

De stalmedewerker heeft over het algemeen duidelijk afgebakende taken. Werkprocessen die het grootste gedeelte van hun taak innemen zijn; uitmesten en vegen, voeren, de lichamelijke verzorging van de paarden en het onderhouden van materiaal en omgeving.

De instructeurs houden zich niet bezighouden met uitmesten en vegen, voeren, lichamelijke verzorging en de behandeling van zieke/kreupele paarden. Slechts een klein gedeelte van de instructeurs houden zich ook nog bezig met het trainen van paarden. Dit duidt erop dat het zwaartepunt van deze functie echt bij de instructie ligt.

De functie allround instructeur is in feite de functies stalmedewerker en instructeur gecombineerd. Dit blijkt uit de overlappende werkzaamheden van deze functies.

Een groot verschil tussen de bedrijfsleider en de ondernemer is in feite dat de bedrijfsleider in de meeste gevallen is aangesteld om veelal secundaire werkzaamheden uit te voeren. De resultaten laten zien dat de bedrijfsleiders inderdaad weinig primaire werkprocessen uitvoeren die onder de kerntaken 'Verzorgen van paarden', 'Trainen van paarden' en 'Instructie verzorgen' vallen in verhouding met de ondernemers.

Van de overige functies is niet voldoende data verzameld om daar een goede uitspraak over te kunnen doen. De deelnemers hebben aangegeven gebruik te maken van andere dan bovenstaande functies (benamingen) wanneer ze een specifiek persoon voor de horeca of de organisatie in dienst hadden. Belangrijkste beweegredenen waren daarvoor dat deze mensen meer mensgericht te werk gaan dan de mensen die hun focus op de paarden hebben.

Veiligheid en didactisch goed met klanten om kunnen gaan zijn voor al deze beroepen van essentieel belang. De houding en mentaliteit van de medewerkers is van groot belang tijdens het uitvoeren van de werkzaamheden en is een belangrijk voor de klantenbinding.

In dit onderzoek komt naar voren dat de deelnemers vooral nog willen werken aan gastvrijheid, klantvriendelijkheid, didactiek, psychologie en onderwerpen die hiermee samenhangen. In vergelijking met de werkprocessen die de deelnemers uitvoeren zijn de genoemde punten van groot belang.

Opvallend is dat de meeste deelnemers aangeven niet veel punten ter verbetering te hebben. Zij geven over het algemeen aan zeer overtuigd te zijn over hun eigen kunnen met betrekking tot de andere punten. Hierbij geven ze ook aan bij personeel niet te kijken naar het niveau van de persoon maar naar de ervaring, houding en mentaliteit.

Aan de hand van deze resultaten mogen geen harde conclusies worden verbonden. De resultaten zijn verwerkt in nieuwe beroepscompetentieprofielen. Deze zijn echter nog niet vastgesteld door de brancheorganisaties, waardoor de huidige resultaten als een concept of indicatie moeten worden beschouwd.

Naar aanleiding van dit onderzoek zijn de volgende aanbevelingen gedaan:

- Het grote aantal ongediplomeerde of niet-paardgerelateerde gediplomeerde die toch werken in de paardensector in vergelijking met de grote uitstroom van afgestudeerden en slechts het geringe aantal arbeidsplaatsen rechtvaardigt onderzoek naar hun rol in deze sector als een geheel.
- Onderwijsinstellingen hechten veel waarde aan generiek omschreven dossiers die zo concreet mogelijk gebaseerd op de praktijk. Een vervolgtraject moet ervoor zorgen dat er een duidelijke vertaling wordt gemaakt van de ervaren beroepsbeoefenaar naar afgestudeerde.
- De daadwerkelijke arbeidsomstandigheden zijn door middel van dit onderzoek in kaart gebracht. Over het algemeen is bekend dat leerlingen een vertekend beeld hebben van werken in de sector. Onderzoek zal moeten plaatsvinden naar de verwachtingen van leerlingen in vergelijking de realiteit waarin ze terecht komen, de nieuwe beroepsbeschrijvingen in acht genomen.

1. Introduction

The equestrian sport industry in the Netherlands developed itself positively in the last couple of years. In the fifties horses were primarily used for agricultural means, the equestrian sport was only affordable for the higher social classes. Nowadays, the equestrian sport is accessible for almost everyone.

The equine educations developed themselves as well according to this tendency. A couple of years ago 'Deurne' was the designated private equine education for equestrian sports. Nowadays, there are a dozen of educations offering equestrian sport educations.

With this growing number of equestrian sport educations doubts rise whether this quantitative growth influences the quality of the graduates. The pupils are very enthusiastic about having a job based on their hobbies. But do these future graduates realize what it means to work in the equine sector? Are they aware of the fact that long working weeks are no exception? Are pupils well enough prepared? How do we make these pupils aware of this? And what are the experiences of experienced professionals?

To answer these last questions this research report is presented as a thesis assignment commissioned by Aequor, knowledge- and communication centre of the green sectors.

Aequor wants to gain more insight in the core activities, working processes and competencies of an experienced professional in the equestrian sport industry. By gaining insight in these components a new qualification file equestrian sports can be developed. Alignment between educations and business can be found according to this research and the qualification file.

The research focuses on the reality of working in the equestrian sport industry. Information from branch organizations and representative companies from the primary sector were used to gain insight in the core activities and working processes. These data were analyzed to formulate the competencies. To create a good connection with the educations their input was collected as well.

The research report will first describe the sport, the equine industry and the competency based qualification structure. Then the method, including the inquiry, will be described. After that the results will be presented. The discussion and the conclusion discuss and present the final results from this research. A few recommendations are made in the last chapter.

2. Motive

The knowledge- and communication centre for the green sectors, Aequor, sent out an alarming message in October 2009 about the noticed personnel shortage in the equine industry. It is hard for equine companies to find qualitative good personnel. This statement was confirmed by a vacancy research performed by Aequor in 2009. Aequor noticed that there are enough equine graduates, but that there is no qualitative match with equine companies. This statement is contradicted by NHB Deurne, the biggest equine equestrian sport education in the Netherlands. They state that their educations focus mainly on the equine industry itself and the companies.

Coordinator and teacher at the University of Applied Sciences Van Hall Larenstein in Leeuwarden, Gerrit de Jong, stresses that the graduates are responsible as well. Graduates should be willing to take whatever crosses their borders. "It may occur that they have to do things they were not prepared to do. Not everyone has the right mentality; this should be indicated to them."

The director of the Koninklijke Nederlandse Hippische Sportfederatie (KNHS), John Bierling, agrees with De Jong at this point. "We need to ask ourselves if we are clear enough to the pupils. Every sector has its expectations, but pupils may not think that it is only fun after they finished their education."

On the other side Bierling stresses that the educations do not correspond to what the entrepreneurs en organizations really need. He notices that the pupils are prepared for job functions that are not available on short notice. He thinks that the sector needs to consider if the number of educations is too high at the moment. "The number of pupils should probably drop to be able to focus more on quality en really deliver prepared and motivated graduates in the end."

An analysis of labour market information of the green sectors (Aequor, 2009) shows that the equestrian sport industry and its employment is growing. However, there are more graduates than vacancies. This causes an unfavourable labour market for these graduates. There is a qualitative disbalance, because there are many pupils studying level 4 (mbo), but the sector wants primary employees.

Johan Folmer, who is team leader of the education horse farming at the Groenhorst College in Barneveld, thinks that the equine industry has no realistic view of what to expect from her future employees. He believes that the communication between educations en businesses should improve, but he doubts if this takes away all the problems.

A problem is the fact that a part of the pupils is not qualified to instruct riders. Folmer experienced that pupils with an ORUN-certificate get a job more easily.

The director of the Federatie van Nederlandse Ruitersportcentra (FNRS), Wilfred Franken, supports this statement. "The sector demands for instructors who are qualified to instruct large groups of riders. Educations are inadequate at this part because they do not focus on this subject."

According to Franken the educations focus too much on individual instructing and the technical part of the sport. He experienced that pupils, after graduation, find it hard to instruct large groups at a riding school. The companies expect other competencies from the graduates. "So it is very important to connect the educations and companies to offer the industry what it needs."

In 2009 Aequor performed an employment research of the equestrian sport industry. This research shows that companies have no difficulties finding good educated and suitable personnel. However, these companies know other colleagues that do find it difficult. Therefore they point out different causes. The pupils are the most mentioned cause. A big part of the participating entrepreneurs state that pupils seem to be inadequate afterwards. They dedicate this to the fact that the pupils seem to have an unrealistic view of working in this industry. The entrepreneurs point out that there are only a few people that work with enough passion in this industry. These people have talent and see working with horses as a way of life. The above shows that the problem is not quantitative but qualitative; the shortage of competent employees.

A couple of these entrepreneurs believe that the industry itself is the problem. They think that the sector has professionally developed and that companies therefore demand too much from their employees. Another

problem is that educations focus on the management of a company, while the companies really need employees for the physical work.

Entrepreneurs want the educations to provide their pupils with a realistic view of working in this industry and give realistic future expectations. A lot of pupils have wrong expectations about their future in the equine industry. To prevent this, entrepreneurs want educations to work with a strict(er) selection policy. Clear information about jobs in the equine industry and a realistic view about the future expectations should be provided to them. All participants agree with this. Based on this research it can be justified that there is no quantitative shortage of personnel, but a qualitative shortage.

The researches en statements described above show that research needs to be done in the job field, to develop a better view. The signals and the demands from the industry are high, because a realistic view for future graduates will provide more qualitative graduates in the future.

These previous researches are not relevant enough to solve this problem. Research on describing the actual job functions is therefore very important and necessary.

2.1 Research questions

This research report has been put together according to the following research questions. By answering these questions, a clear and realistic view of the job functions in the equestrian sport industry can be described.

Main question:

- Which information is necessary to describe a realistic view of job functions in the equestrian sport industry for (future) pupils?

Sub questions:

- What are the daily activities and responsibilities of experienced professionals on different levels?
- Which experiences and competencies do these experienced professionals miss during their daily activities?
- What skills and competencies do equestrian sport graduates need to own?

3. Literature review

3.1 Sport

3.1.1 Popularity

Sport plays a very important role in the daily life of the average Dutchman. Approximately 71% of the adults (18-79 years of age) practice sports at least once a year. According to figures of the CBS the sport participation in the Netherlands keeps on growing. One out of 2 Dutchman practices sports every week. In the age of 15 till 75 the participation rate is 65%. On average 1 hour and 20 minutes are spend on sport activities every week. With this number, sports are on the 4th place of all leisure activities. Sport is the most popular outdoor leisure activity (Kamphuis & van den Dool, 2008).

Sports have developed to a social mass phenomenon within the 20th century.

The Popularity index Sport 2009 (see appendix 1) shows that soccer is the most popular sport in the Netherlands, followed by fitness, golf, swimming and tennis (Bureau Duodecim, 2009).

This Popularity index was composed by giving the sport with the most search results an interest index (B-index) of 100. The B-index of other sports was derived proportionally from this. The participation index (D-index) shows all the sports arranged by practitioners in 2008. By adding both scores, the rate of popularity can be expressed in the popularity index (P-index). The B-index weights heavier (70%) than the D-index (30%). Before the popularity question could only be answered by looking at the number of practitioners.

The fact that some sports with fewer practitioners are higher in range in this Popularity index can be explained by current trends and developments in the sport industry.

Bureau Duodecim developed a method to gain insight in the progress of the interest in sports. They explain that the popularity of certain sports can be a result of the successes of top athletes and the growing interest in the media.

A difference can be made between passive and active interest in sports. A development that withholds someone to practice a sport himself can encourage one to follow this sport in the media.

In the Rapportage Sport 2006 numbers of sport participation till 2003 were presented (Breedveld and Tiessen-Raaphorst, 2006). These figures showed a growing tendency in sport participation. This is a positive tendency after the moderate growth in the second half of the nineties. The latest figures show a continuation of this growing tendency.

3.1.2 NOC*NSF

The Ministry of Public Health, Welfare and Sport (VWS) has the responsibility for the sport policy in the Netherlands. The government stimulates sports on every level and subsidizes the accommodations of the sport organisations.

Almost all the sport organisations in the Netherlands are united in the umbrella organisation; Nederlands Olympisch Comité * Nederlandse Sport Federatie (NOC*NSF). Their goal is to support sports generally and to encourage physical education. On the other side, they also support and represent the Dutch top sport during the Olympic Games and the World- en European championships.

The number of connected union members increased in 2008 with more than 40.000, which is an increase of 0,9%. This makes a total of 4.786.005 members. Since 2003 the yearly growth of sport unions is an average of 1%. This growth is realised by the increase of youth members (18.000) and the adult members (22.000).

The number of members of the soccer-, golf-, hockey- and equestrian unions increased the most. The total number of members of the NOC*NSF was 5.097.125 in 2008 (in 2007 this was 5.081.773). Compared to 2007 this was an increase of 15.352 members. The total number of unions in 2008 was approximately 27.000. This number decreased compared to the previous year.

3.1.3 Equestrian

In 2008 the 22 unions made a diversion of age categories in 8 age segments. For the equestrian unions the age distribution is showed in the figure below. This figure shows that the ages of the members are quite proportionally divided.

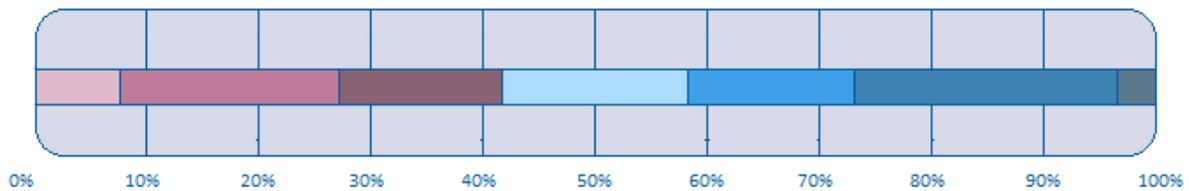
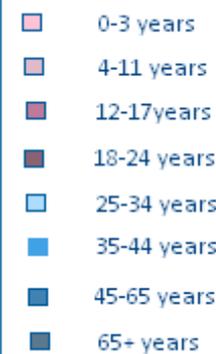


Figure 1: age distribution in % of all the members of the KNHS (NOC*NSF, 2008)



The successes of the Dutch equestrian teams the recent years influenced the popularity of the equestrian sports in the Netherlands. The obtained European- and World titles in show jumping and dressage caused a remarkable growth of attention for the equestrian sports by NOS Studio Sport (KNHS, 2009).

However the equestrian sports are on the 31st place in the Popularity index of Bureau Duodecim. On the list with the number of (active) equestrian practitioners the equestrian sports are on the 19th place (Bureau Duodecim, 2009).

KPWN director Johan Knaap (De Hippische Ondernemer, 2010) says that there are 1,4 million people interested in the equestrian sports, which contradicts the results from Bureau Duodecim. There are 840.000 riders of who 450.000 are active riders. 209.000 of these active riders are member of the KNHS. Knaap shows that 11,3% of the Dutchman are interested in horses and that the KNHS is the fastest growing union connected to the NOC*NSF (Bartels, 2008; NOC*NSF, 2009).

Just like the recent years, the number of solo sport practitioners is much higher than the number of duo sport and team sport practitioners. (Kamphuis & van den Dool, 2008). The equestrian sports are solo sports because there is no direct competitor necessary to practice this sport.

The practicing of the equestrian sports increased in popularity. In 2009 there were 1.100 riding schools with an average of 234 clients per company. The number of equine companies increased with 26% since the year 2000, the number of clients increased with 14%. The number of equestrian sport associations increased with 5%, their number of members with 11%. In 2006 there were 1.700 equestrian sport associations, with in total 127.000 members (CBS, 2009).

3.2 Equestrian sports

The equestrian sport industry in the Netherlands developed itself positively in the last couple of years. In the fifties horses were primarily used for agricultural means, the equestrian sport was only affordable for the higher social classes. Nowadays, the equestrian sport is accessible for almost everyone.

Because of this shift the equestrian sport industry became less transparent. There are a lot of professional companies, but also a large number of private companies (Sectorraad Paarden, 2004).

The equine industry is one of the only agricultural industries that is still growing. The turnover in 2004 was approximately 1,2 milliard euro, which is the double compared to the turnover in 1991 (Min. LNV, 2006). The turnover of the equestrian sport industry separately was 332,8 million euro's (Boekema et al., 2005). De latest figures show a turnover of 1,5 milliard euro (KWPN, 2010).

The equine industry has the possibility to develop to one of the biggest economic carriers of the agricultural industries.

Nevertheless, the equine industry and the equestrian sport industry are still turning over a loss every year. Only a few companies are profitable (ABAB, 2009). The sector has the tendency to grow faster than the professionalization of the sector.

Equestrian sport companies are riding schools, entrainments and competitions- and trading stables according to Aequor. Only the companies and associations dealing with equestrian sports are involved. In 2008 there were more than 1.000 companies and associations for equestrian sports in the Netherlands (LISA, 2009). This is an increase of almost 600 companies compared to the year 2000. The CBS counts 575 companies in 2008. The difference between these different results is caused by the fact that the CBS only counts the number of companies with employees.

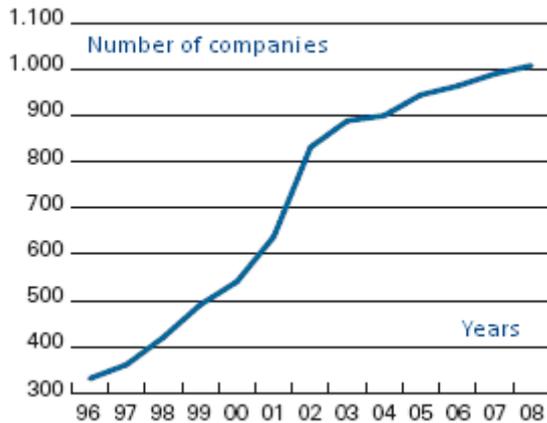


Figure 2: Number of companies in the equestrian sport industry (LISA, 2009).

The number of locations where horses are kept was estimated at 81.000 locations (Agricola et al., 2008). According to the 'agricultural counting' of these locations 16.110 were companies in 2008 (CBS, 2009). 6,2% of these companies is busy in the equestrian sports (LISA, 2009).

3.2.1 Structure of the sector

The equine industry exists of a number of sub-segments with two different levels. The primary companies have primarily employees with a mbo certificate. On the secondary companies are mainly higher educated employees working.

The definitions primary and secondary companies in this figure are interpreted in another way than the meaning of the exact definition. In this figure a primary company is a company where employees physically work with the horses. At a secondary company employees do not have physical contact with the horses.

The primary companies are very diverse. A difference can be made between the use and production of horses within the company. (Wijk-Jansen et al., 2009). These sub-segments can be divided into breeding, trade, sports and leisure.

Figure 3 shows a combination of different publications. The basis of this figure was made by the Sectorraad Paarden, 2004.

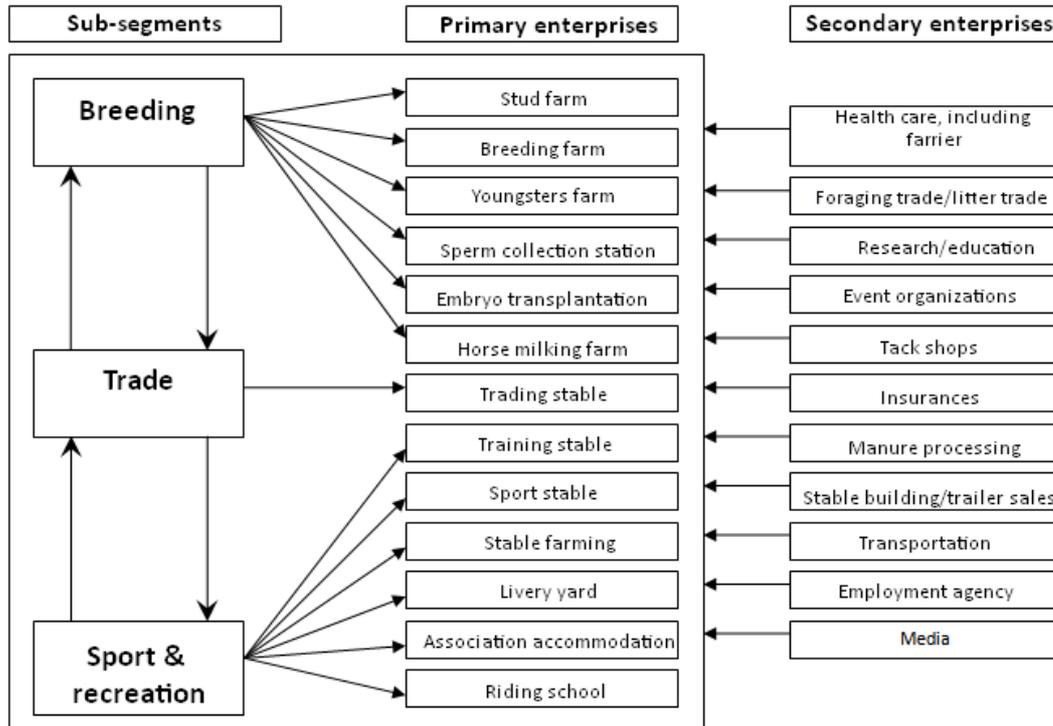


Figure 3: Structure of the equine industry (Basis: Sectorraad Paarden, 2004).

3.2.2 Core activities

The sub-segments in figure 3 in the previous paragraph can also be defined as core activities.

For the equestrian sport industry the companies named next to trade, sport and leisure are important. The secondary companies are important as well, but have no direct influence for the equestrian sport.

Aequor divided these primary companies into the categories entrainment, competition- and trading stable and riding school.

More than half of the 1.125 companies that were approached for the labour market research are competitions- and trading stables and one third is a riding school.

See figure 4 for a distribution of the equestrian sport companies according to sub branch.

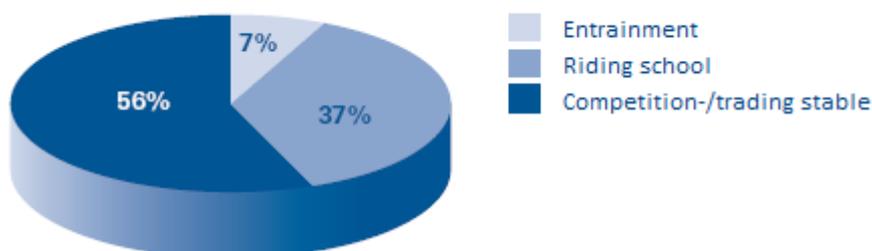


Figure 4: Distribution of equestrian sport companies (n=1.125) (Aequor, 2009).

The labour market information from Aequor shows that only 7% of the equestrian sport companies are an entrainment. Because of this low score, these companies will be excluded from the total research. Competition- and trading stables will be approached as different companies.

3.2.2.1 Sport

The diverse disciplines of the equestrian sports in the Netherlands are organised by two organisations. The KNHS and the FNRS are there for the interest in sports, whether on leisure basis or on (top) sport level. A couple of disciplines are clustered within these two organisations; dressage, show jumping, eventing, endurance, carriage driving and western riding. The Federatie Paardrijden Gehandicapten (FPG) is there for the disabled equestrian athletes.

In 2005 the KNHS and the Stichting Nederlandse Draf- en Rensport (NDR) were the biggest sport organisations (Rijksen et al., 2005). According to de Hoefslag (15 February 2010) the trotting- and racing industry is significantly decreasing in the Netherlands. Trotting- and racing trainers emigrate abroad, which almost caused the NDR to stop. The interest in this discipline is severely low compared to the other equestrian disciplines.

The KNHS has approximately 195.000 members divided over the different disciplines as described above.

KNHS	2002	2003	2004	2005	2006	2007
Number of members	138.874	161.452	160.134	180.023	188.672	195.526

Table 1: Growth of members KNHS (KNHS, 2008).

Within this equestrian sport segment the competition- and trading stables play an important role. Their turnover is mainly based on the training of horses, the competitions and giving riding instructions.

These companies can also be defined as sport stables or training stables.

3.2.2.2 Trade

On a yearly basis a lot of sport-, breeding- and slaughter horses are traded and exported from the Netherlands. Because of the qualitative good horses in the Netherlands the import of (living) horses decreased since 1991. Nowadays the import exists of mainly good quality sport horses, which were mostly already exported before (Rijksen et al., 2005).

Within the trade segment a difference can be made between professional and private stables. The professional trading stables mainly work on a large scale. It is very difficult to measure the private trade, but it is clear that this segment is very large as well.

For the professional trading companies there are 2 organisations to support them in the Netherlands. These are the Centrale Bond van Paardenhandelaren (CEBOPA) and the Verenigde Sportpaarden Handel Nederland (VSN). The CEBOPA focuses on the trading of all kind of horses, while the VSN only focuses on sport horses.

The VSN focuses on the cooperation between the members to enlarge the database of sport horses for new possible clients (VSN, 2010).

3.2.2.3 Leisure

The economic boost in the nineties caused a big growth of the people interesting in the equestrian sports. More and more people can afford themselves to ride or own a horse.

A comparison between market researches of the KNHS between 2001 and 2006 shows that the number of active equestrian athletes increased with approximately 16% (from 392.000 to 456.000)(ZKA Consultants & Planners, 2006).

Associations and riding schools are the basis for the (leisure) equestrian sports in the Netherlands. A research from the KNHS in 2006 shows that 80% of the equestrian sports are on leisure basis. Leisure means the practicing the sport without pressure or competing.

For the leisure rider there is the FNRS. The FNRS is the umbrella for many riding schools. Nowadays, 350 companies are connected. These companies all meet the quality- and safety demands for the equestrian sports. The FNRS and the Stichting Recreatieve Ruiters (SRR) look after the interests of the leisure riders. Together with the KNHS they developed the Stichting Veilige Paardensport (SVP) to guarantee customers a safe accommodation to practice their sport.

The leisure riders mainly practice on riding schools and in private accommodations. Most of the times the leisure riders ride on horses owned by the riding school. The market share of leisure riders dropped from 50% in 2001 to 41% in 2006. This is caused by the fact that more and more people tend to ride in private settings.

3.2.3 Labour market

The SVP demands qualified instructors and the presence of an emergency response officer. This demand has consequences for the employees working in the equestrian sport industry. The demand for qualified instructors grows rapidly because of this safety certificate. Therefore also the education of these instructors becomes more important.

Remarkably, one fourth of the employees in the equestrian sport industry is still working without any degree (at least a degree on mbo-level) (Aequor, 2009).

The vacancy research performed by Aequor shows that the employment at equestrian sport companies grows with an average of 3,5%. This is linear with the growth of the sector.

District	Growth of employment
Nord	7,3%
East	2,1%
Middle-West	1,4%
Nord-West	4,5%
South-West	6,0%
South-East	2,4%
National	3,5%

Table 2: Growth of employment (n=687) (Aequor, 2009)

On a yearly basis 150 graduates join the equestrian sport labour market. This number is much higher than the available vacancies for graduates.

Because of the growth of employment, a well-balanced labour market is predicted eventually. This balance will mainly be between the quantitative differences of supply and demand.

The number of working people in the equestrian sport industry is almost 2.900 in 2008, which is an increase of 1.700 within 10 years (see figure 5).

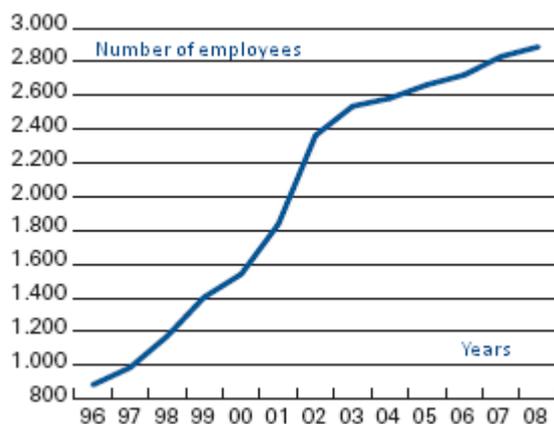


Figure 5: Number of working people within the equestrian sport industry (LISA, 2009).

The equestrian sport industry is professionalizing. Recently the 'labour catalogue' for the equine industry was presented because of this growing demand for professionalization. In January 2010 the document got approved by the labour inspection. The 'labour catalogue' for the equine industry is developed for employers and employees and is written as a guideline (AgroArbo, 2010).

3.3 Competency based qualification structure

The original qualification structure for vocational educations (KSB) withheld developments in educations and businesses to occur (AcOA, 2006). It was obvious that the system of the producing, transferring and renewing of knowledge had to be organized better within the vocational educations. The qualification structure did not contribute to the increase of knowledge and the success of professionals and enterprises. The vocational

educations were mainly busy with knowledge transfer, while the development of new knowledge is even more important. The KSB at this point disturbed the aimed development of pupils and professionals.

According to van Aalst (1999) this is the result of the result orientation like final terms and certificates. In this way the tests and marks were the goals of the educations, while educations should focus on developing new knowledge and appropriate behaving of their pupils in different settings. Someone's development should be the most important part of an education instead of curriculum and final terms, according to chairman Boekhoud of the commission Beroepskolom.

The reason to change this old-fashioned structure was because of the changes on the labour market. Nowadays an employer wants an employee to be creative, commercial, business orientated, someone who treats the clients in a kind way, a good co-operator and someone who is open for new experiences and knowledge. The fact that someone knows all the ins and outs of the technical aspects is not the only importance. The educations should respond to this changing tendency to align with companies (Ministerie van OCW, 2008).

A qualification was a detailed list with demands, which the pupils had to meet in order to receive a certificate. This is changing now. Qualifications are now build out of competencies.

The competency based qualification structure (CKS) is meant to develop competencies which are necessary for the pupils to get a good starting positions on the labour market and in society with enough opportunities for the future (Colo, 2002).

The ministry of OCW, the ministry of LNV and the Kenniscentra Beroepsonderwijs Bedrijfsleven developed the national competency based qualification structure.

The qualification structure is based on competencies. The competency based qualification structure is an instrument that arranges the qualifications. This structure is leading for the development of educational programmes.

3.3.1 Job competency profiles

A job competency profile is directly focussed on a professional situation, with core activities, core assignments and job competencies of an experienced professional.

The job competency profile gives a short description of the job itself and the competencies an experienced professional owns.

A job competency profile is very important as a reference for the content and shape of educations. With this information an alignment between education and professional situations (businesses) can be made. This is the basis for professionalization, job identities and the labour market.

A few points need to be considered:

- A correct content of the profiles
- Enough support for the profiles.

The content of an average job competency profile should meet a few standards. At least the tasks, work setting and context need to be described completely. The required competencies need special attention in these profiles as well. In this way the ability of the professional to combine knowledge, skills and attitude especially in difficult situations can be described. The Kenniscentra Beroepsonderwijs Bedrijfsleven need specific competencies to derive a qualification profile.

The descriptions need to meet certain guidelines from the Format Job Competency Profile (Colo, 2002). The format is structured as follows:

1. Job description
2. Core-tasks
3. Working process
4. Process-competency matrix

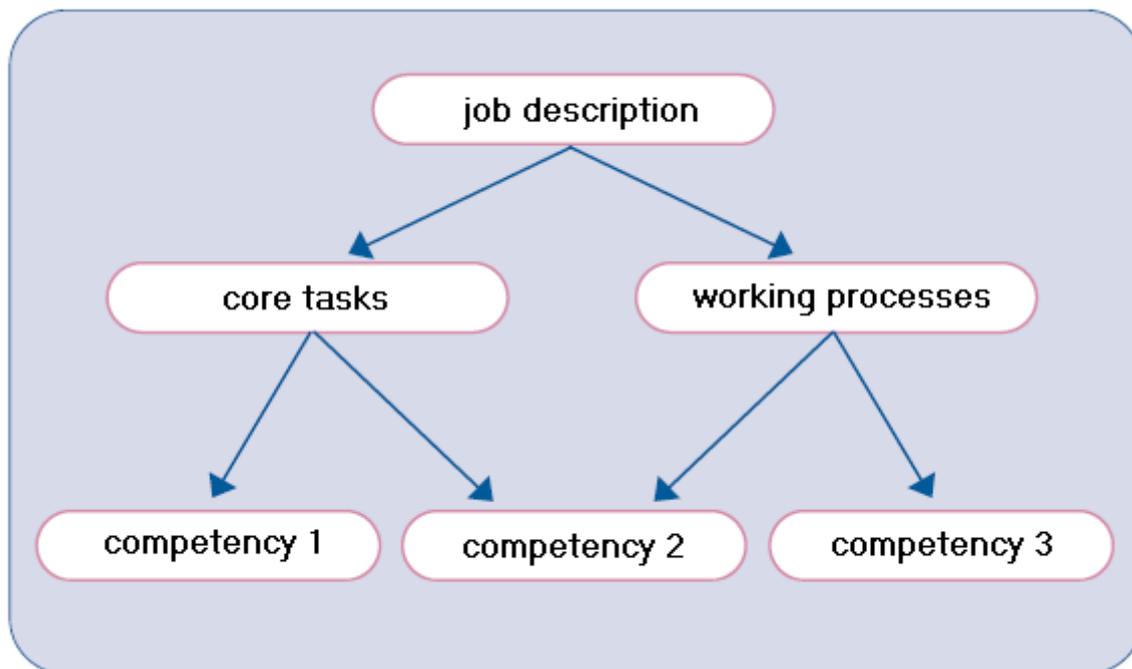


Figure 5: Structure of a job competency profile

Important note: job competency profiles are written about experienced professionals. Later on the translation to a qualification file needs to be made. In the qualification file the educations, possibilities and constraints need to be considered (Sociaal Fonds Verblijfsrecreatie, 2004).

The description of the job competency profiles needs to be very general and with as less details as possible. In this way minor future changes will immediately affect the whole profile. However, the profiles needs to offer enough leads and support for the content of the educations.

3.3.1.1 Job description

In this part of the profile the job is described. The job context, the typical job attitude, role and responsibilities, complexity, legal requirements and branch requirements are described in this part.

3.3.1.2 Core tasks

Core tasks are characteristic and meaningful for the performing of a certain job. A core task is: a whole of content related working processes which are characteristic for the performing of a job. It is mainly about the size, time, frequency and importance.

The core tasks show the essence of a job. Each core task will be described according to fixed points (process, role and responsibilities, complexity, participants, tools, quality and dilemma's).

3.3.1.3 Working processes

A working process is a defined whole of job activities within a core task. Every working process has a beginning and an end, has results and will be recognizable within the job context.

3.3.1.4 Competencies

To perform core tasks en working processes in a good manner, a participant should own certain competencies. Competencies are a clustering of knowledge, skills and attitudes. Job competencies say what a professional should possess to perform a certain job function.

Within the competency based qualification structure the term competency is based on know-how, skills and personal qualities. These make someone adequate to perform certain tasks and search for solutions. This stresses the importance of social communicative competencies, organising competencies and learning competencies.

The introduction of competencies in the vocational education is a relatively new phenomenon. The competency based educations can align better with the needs of companies and branch organisation and the interest of the pupils.

Competency based educations will change the didactical concept substantially. An essential change is that companies get the responsibility for the obtaining of job competencies by the pupils or employees. Because of this the quality of the competencies needs to be of a high standard.

The activity, the goal, the aimed result, the tools, the attitude and the context need to be described.

The job competencies are an addition of competencies for experience professionals. The competency matrix shows which job competencies belong to which core tasks and working processes.

For years there was the need for a common competency language for educations as well as businesses. Many competency models were already designed and used. Many of these models were especially designed for a specific job or a specific organisation.

SHL developed, together with the association of knowledge centres in the Netherlands (Colo), the Competentiemodel Kenniscentra Beroepsonderwijs Bedrijfsleven (Powered by SHL). The Universal Competency Framework (UCF) is the basis for this competency model. The big advantage of this model is that it can be used for all kind of jobs and organisations.

The Competentiemodel Kenniscentra Beroepsonderwijs Bedrijfsleven (Powered by SHL) includes 25 competencies. These competencies are clustered in 8 factors: the 'Great Eight'. These 8 factors exist of the 'Big Five' personality factors, 2 motivation factors and the factor 'General Reasoning Ability'. Every competency is build out of 126 components. Every component is based on concrete behaviour anchors (SHL Group, 2007).

See appendix 2 for the complete Competentiemodel Kenniscentra Beroepsonderwijs Bedrijfsleven.

3.3.2 Qualification file

Knowledge centres with help of companies develop qualification files based on job competency profiles. A qualification file can be based on multiple job competency profiles because of the mutual coherence. Every job category has one qualification file. It is a unique phenomenon that all 240 qualification file are developed within the same format (Colo, 2009).

The difference between the qualification file and the job competency profiles is that the job competency profiles describe the functioning of an experience professional while the qualification file describes the requirements for a graduate.

Competencies for an experienced professional are translated to the level of a graduate once the job competency profiles need to be translated into a qualification file. In the qualification file competencies are described based on the functioning in society.

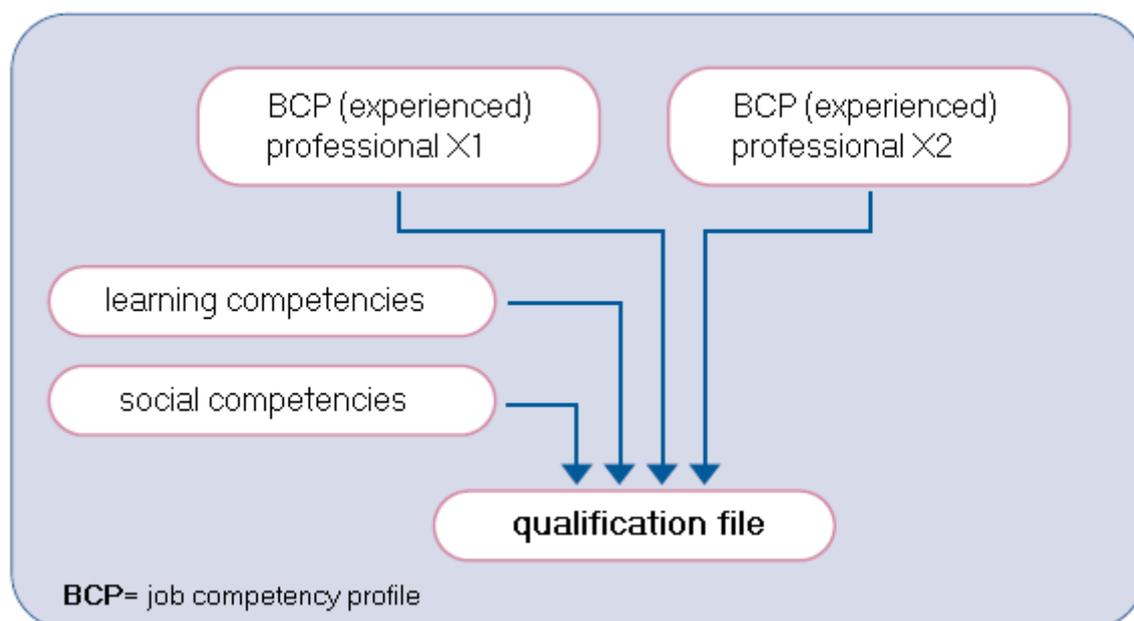


Figure 6: Structure of a qualification file

The working processes determine the lay-out of the file. Fixed elements are the core tasks, working processes, competencies and performance-indicators.

A fixed set of 25 standard competencies is used in the qualification files. To determine if a participant owns the right competencies, the performance-indicators are judged. Performance-indicators describe desirable attitudes of starting professionals.

The fixed layout of a qualification file:

- Part A provides information about the job or the cluster of jobs;
- Part B describes relevant and recognizable aspects of the job performance. These are described in core tasks and working processes. These core tasks and working processes are linked to the competencies that are necessary for these activities. In this part some legal requirements will also be mentioned.
- Part C is an elaboration of part B. It elaborates on the competencies by using the performance indicators to show how knowledge and skills are used. Part C is a support tool for educations to translate the job profiles.
- Part D describes the made choices for part A, B and C. References are displayed in part C.

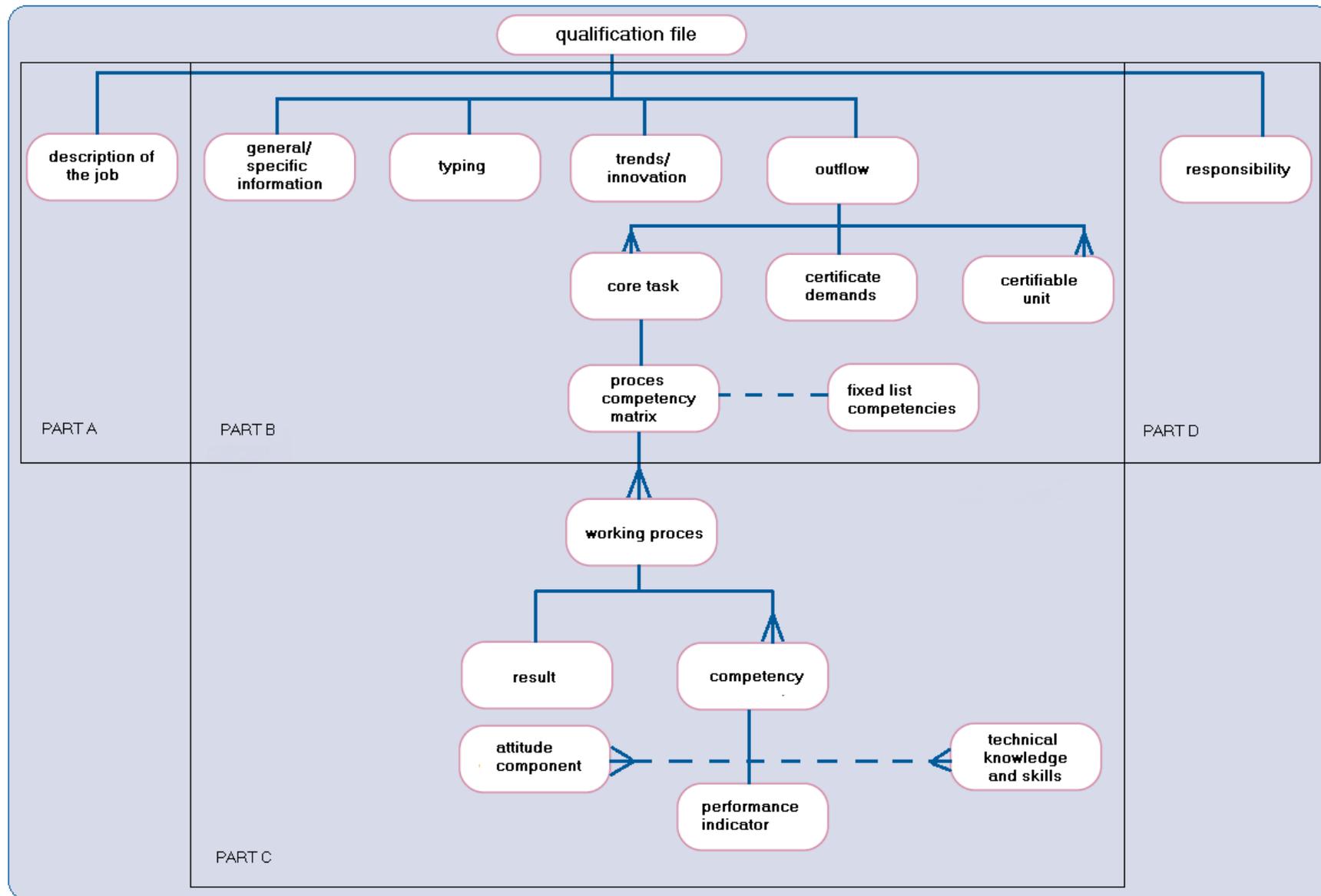


Figure 7: Graphic view of the different elements of a qualification file (Aequor, 2010)

4. Method

4.1 Research design

An extensive literature study was performed to gain more background information about the subjects. It is essential that the current situation is described clearly for the reader to have up to date information. The used literature was selected via the internet, the university library of Wageningen UR and via internal sources and publications of Aequor.

By presenting the existing job competency profiles and some outcomes of the literature study to randomly selected professionals in the equine industry an alignment with the current reality can be made. As job competency profiles are quite tough to read, their opinions and input was collected during personal interviews. These interviews were recorded with an inquiry. With this inquiry it was also possible to collect data from all the employees of the company as well.

The input of these professionals was used to update, concretize and deepen the new job competency profiles.

After this process the expertise of the NOC*NSF will be used to align the equestrian sport profiles with the general sport profiles.

In the end the job competency profiles will be tested by Aequor experts and the 2 branch organisations KNHS and FNRS. The branch organisations will discuss the profiles internally with their followers. According to these meetings the profiles will be officially admitted and set for the next year.

The thus established new job competency profiles will be the basis for a new qualification file. The information described in the job competency profiles will be translated to the level of a graduate in the qualification file. Eventually the equestrian sport educations will adjust their educations based on the new qualification file. The equestrian sport educations will be closely involved during the whole process to stress their importance.

4.2 Data collection

To answer sub question 1 (What are the daily activities and responsibilities of experienced professionals on different levels?) and sub question 2 (Which experiences and competencies do these experienced professionals miss during their daily activities?) 13 randomly selected equestrian sport companies were personally visited by the researchers to interview the participants and to fill in the inquiries.

4.2.1 Selection of the equestrian sport companies

The company visits were in arbitrary regions in the Middle-Netherlands.

The companies were collected with help of the branch organisation FNRS. Because of their cooperation the participants were all members of the FNRS.

Four regions were selected in the middle parts of the Netherlands. An effort was made to balance the different type of companies like described in the literature study. The companies were selected if they were relevant for the research. Companies needed to have at least 1 employee and at least 3 FNRS-starts (qualification system) to guarantee the quality of the company.

The aim was to visit 20 equestrian sport companies. The distribution of company types is according to the distribution of companies displayed in figure 4 in paragraph 3.2.2. Which means 8 should be riding schools and 12 should be training stables. With this number of companies approximately 120 inquiries could be completed.

The interviewed participants were all entrepreneurs or managers. The difference between these functions was not important during the interviews, but these participants had to be responsible for the company and the employees.

4.2.2 Pilot visits

For the pilot 4 companies were visited within the same region. The purpose of this pilot was to test the inquiry (questions) and to determine whether the inquiry should be written or personal.

During this pilot the focus was on localizing unnecessary, unclear and forgotten points. Based on this pilot the final inquiry could be made. The pilot participants were satisfied with the interview and the inquiry which is

a great encouragement for the further research. Another important result was that all the participants mentioned that the inquiry and interviews should be held personally. They would not have participated when they were written.

4.2.3 Interviews and inquiries

The interviews were held with the managers of the stables. They were given the opportunity to talk about their own matters and subjects unconstrained.

The interviewed participants also filled in extra inquiries for their employees (if present) to get a clear overview of all the working processes per job function and per company.

By the completion of every subject the inquiry was used as a checklist to see whether all the points were discussed.

The inquiry was used to get insight in all the core tasks and working processes per job function. In this way the core tasks and working processes of many people can be easily registered and statistically processed.

The lay-out of the inquiry:

Part 1: background characteristics of the participants

Part 2: working processes

Part 3: points of improvement

Part 1 of the inquiry is about the background characteristics, like type of company, discipline, number of employees, job function and certificates. Based on these background characteristics participants can be categorised.

Part 2 of the inquiry is about the working processes per job function. The general core tasks and working processes described in the job competency profiles are elaborated in more extensive categories and the corresponding detailed working processes.

The working processes are listed like a checklist. These are also called dichotomous questions. The participants only have to stress whether they perform the working process or not.

The results of this part of the inquiry will be used to answer sub question 1.

Part 3 of the inquiry is about the points of improvements for the different job functions. The participants were asked if they need any extra education or training in a certain subject. These points were also presented as a checklist.

The results of this part of the inquiry will be used to answer sub question 2.

An employee of both the FNRS and the KNHS were also involved with these company visits. Their interest was in part 3 of the inquiry. The inquiry was discussed personally with all the interviewed participants for a higher involvement and response. The questions could be discussed more extensive and deeper. The inquiries were discussed by the participants on location, to increase the response and to get an impression of the companies.

See appendix 3 for a complete list of participants.

See appendix 4 for the complete inquiry.

4.2.3 Meetings

The meetings with equestrian sport educations and the meeting with educations and companies were primarily organised to answer sub question 3 (What skills and competencies do equestrian sport graduates need to own?)

Three different kind of meetings are necessary to complete a qualification file.

1. Approval job competency profiles

This meeting has to take place after the internal meetings from the branch organisations. These branch organisations discuss the developed job competency profiles with their followers. These followers are experience professionals who are representative for the equine sector. The final meeting will be arranged according to earlier noticed bottlenecks. This meeting will take place after the research period.

The participants of this meeting will be the director and one employee of both the FNRS and KNHS. This meeting will be organised by Aequor. Aequor joins this meeting with 2 certified job competency profile developers.

2. Equestrian sport educations

The first meeting with the AOC equestrian participants took place before making a start with the new qualification file. This meeting was organised to share experiences with the previous qualification file and to recognize bottlenecks in advance. The input gathered during this meeting is very important for the development of the new qualification file.

3. Educations and companies

The second meeting with the AOC equestrian participants will take place during the development of the new qualification file. During this meeting representatives of educations and entrepreneurs will be invited to discuss the use of the new qualification file. During this meeting an alignment between these two parties will be sought. This meeting will take place after the research period.

4.3 Data analysis

During the company visits and the meetings notes were made to archive important remarks. These notes were worked out in conversation reports. These reports are references for the results of the research.

By means of the collected information it was possible to complete some of the incomplete inquiries. The inquiries were worked out digitally per person. In this way the inquiries could be compared and statistically processed.

To get an good and clear overview of the inquiries, the completed inquiries were processed with the software programme SPSS.

With this programme crosstabs, pie charts and bar charts are generated. Clustering is used to get clear tables and figures.

5. Results

In this chapter the results of the sub-questions are displayed according to the inquiries, the interviews and the meetings.

5.1 Results inquiry

In total 13 interviews were held. These participants were responsible for the employees at their company and therefore filled in the inquiries for them. This way there were 81 useful inquiries in total.

5.1.1 Part 1: background characteristics of the participant

The results of part 1 of the inquiry will be displayed in this part.

81% of the participants is working on riding school. The other 19% is working on a training stable.

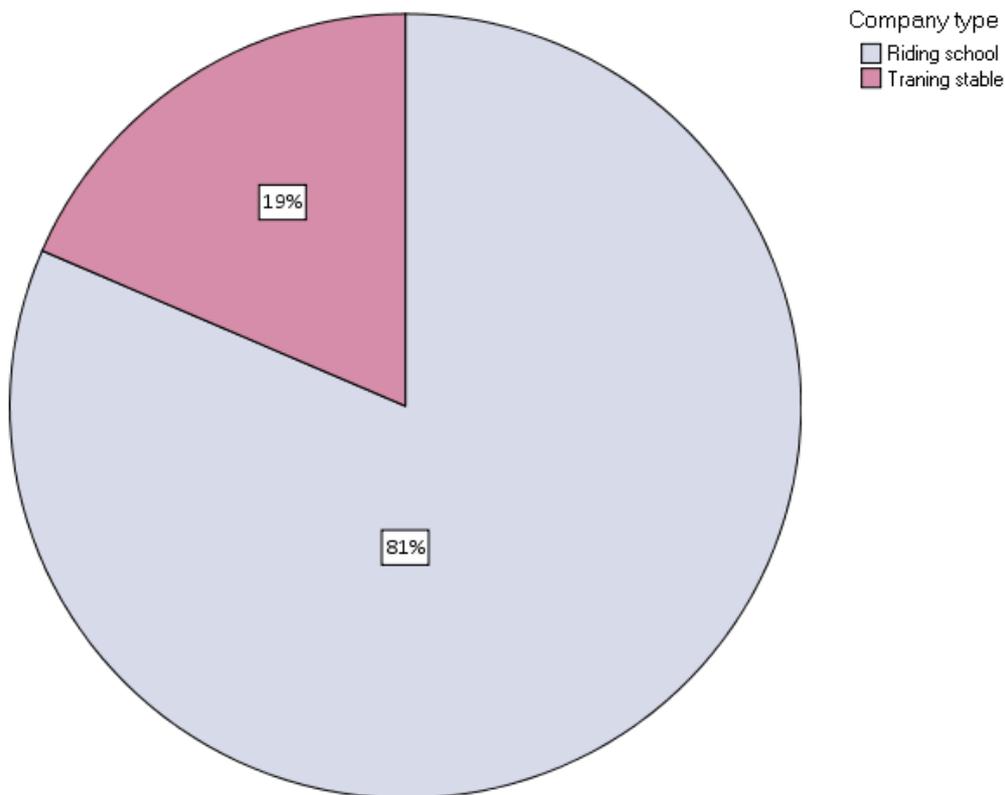


Figure 8: Company types

14% of these participants work on a company where they mainly show jump, 4% works on a dressage company and 83% works on a company with all-round disciplines.

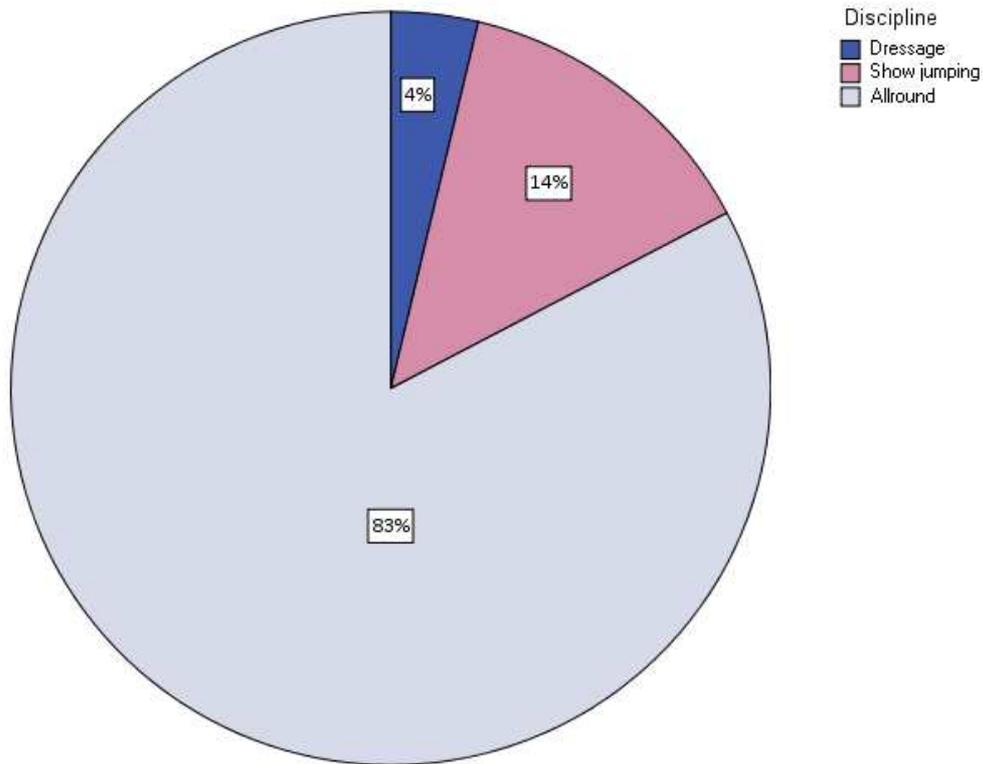


Figure 9: Distribution of disciplines

In the bar chart below it is visible how the disciplines are distributed per type of company. The training stables make a clear distinction between disciplines, while the riding school are all-round.

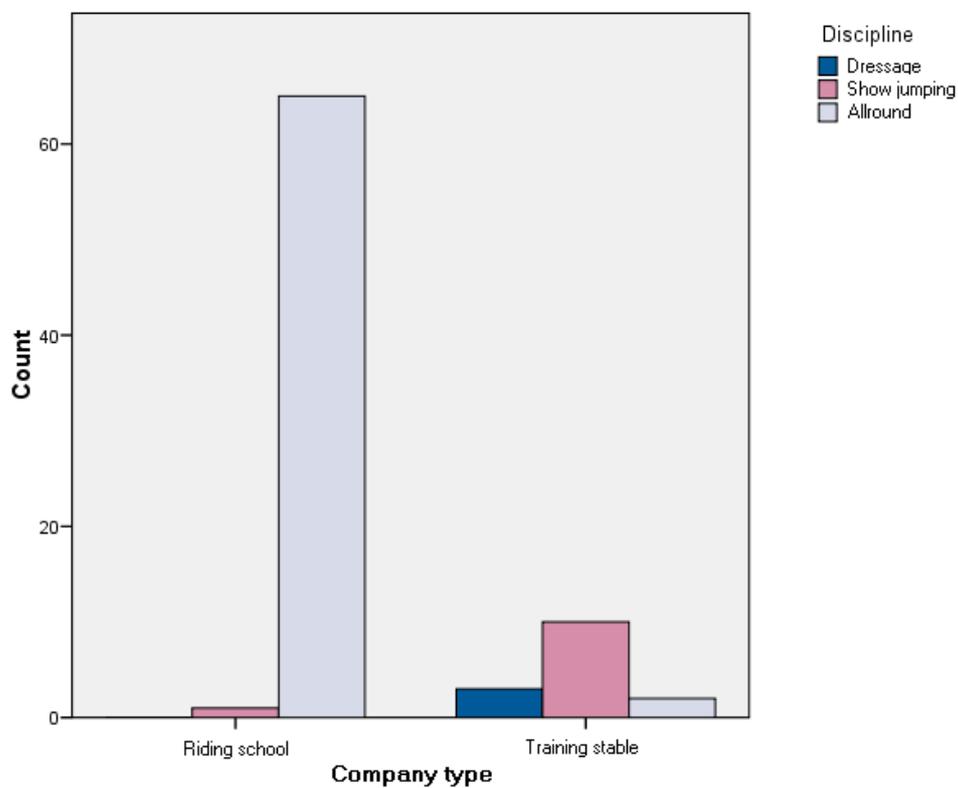


Figure 10: Distribution of disciplines per company type

Most participants of the inquiry are working on a riding school with more than 3 employees. The other participants are working on a training stable with 1, 2 or 5 employees.

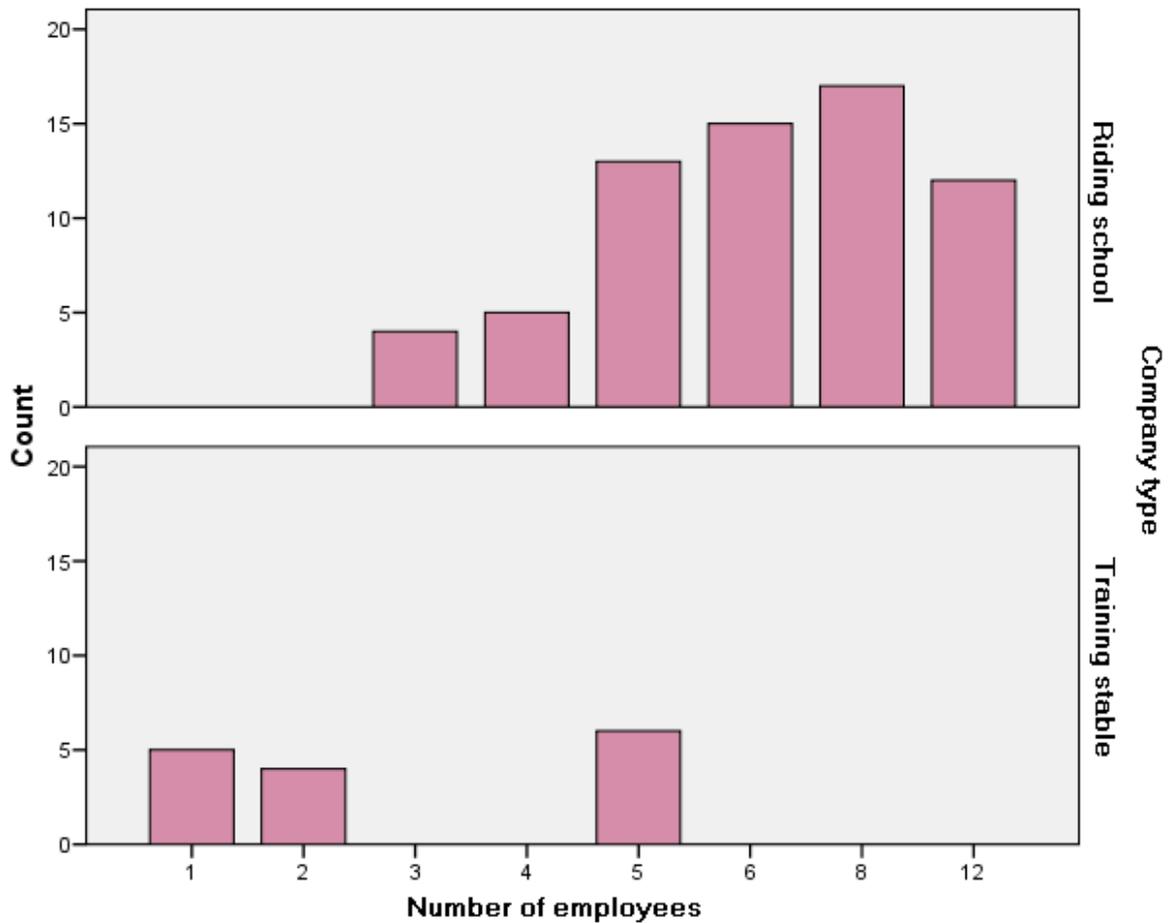


Figure 11: Number of employees per company type

Most of the participants are instructors, stable staff, all-round instruction staff (stable + instruction) or entrepreneur. With respectively 35%, 21%, 16% and 16% these functions are performed the most.

The job functions managers, all-round staff training (stable + training), rider/trainer and other job functions are performed respectively 7%, 2%, 1% and 1%.

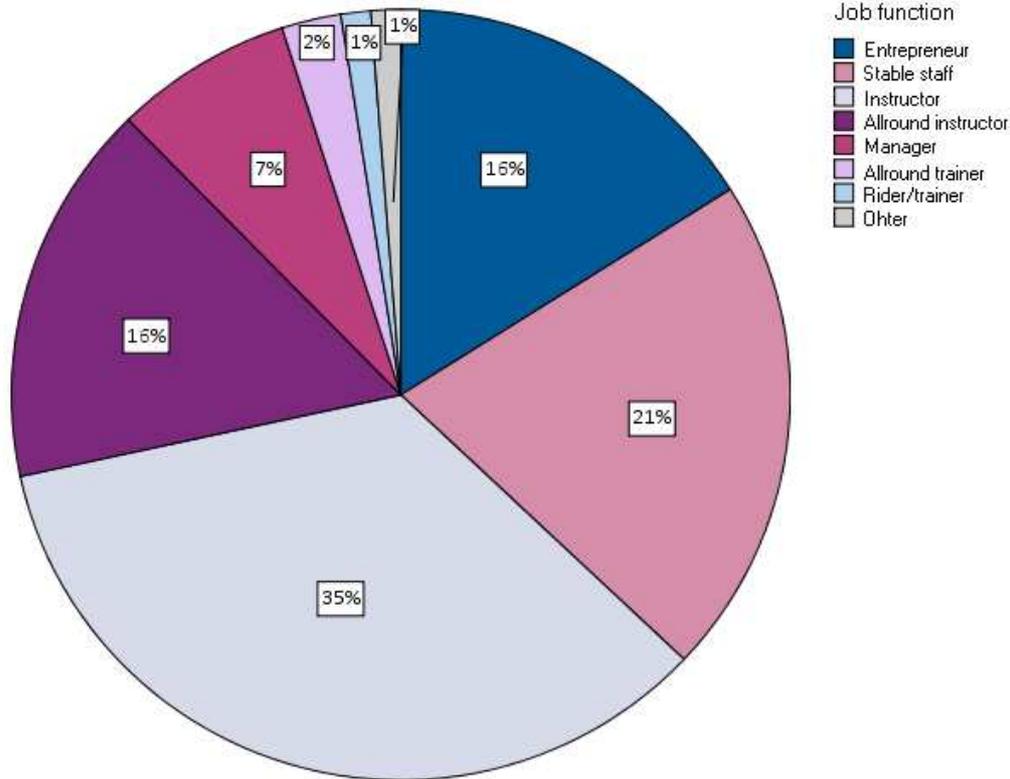


Figure 12: Distribution of job functions

In the pie chart below the biggest part of the participants have another (not equine or animal related) certificate, respectively 26% and 17%. There are 16% of the participants who even have no certificate at all. The other 41% of the participants is distributed over 8 other certificates.

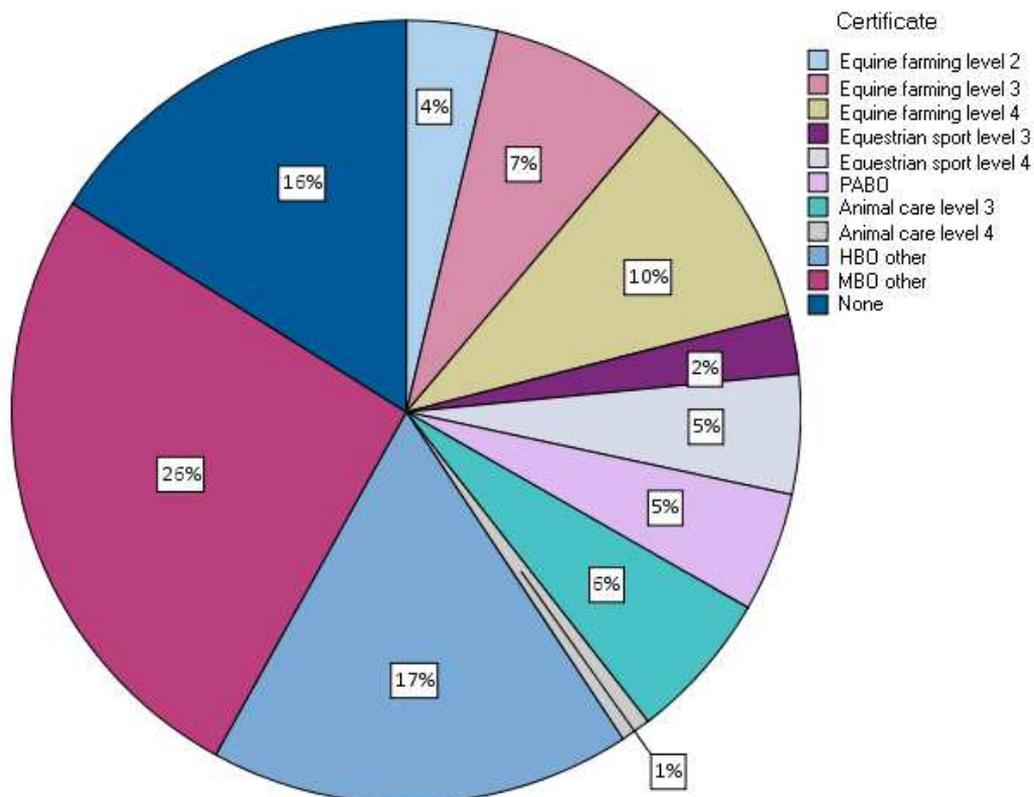


Figure 13: Distribution of certificates

A detailed elaboration shows that it is mainly the stable staff that has no certificate. Eleven out of the 17 stable employees have no certificate, the other 6 have an mbo-certificate. Instructors are in general the most highly educated participants. Exactly 50% of the instructors have a mbo-certificate, the other half has a hbo-certificate.

		Function								Total
		Entrepreneur	Stable staff	Instructor	All-round instructor	Manager	All-round trainer	Rider/trainer	Other	
Certificate	Equine farming level 2	0	2	0	1	0	0	0	0	3
	Equine farming level 3	1	0	1	3	0	1	0	0	6
	Equine farming level 4	4	1	0	1	1	1	0	0	8
	Equestrian sport level 3	0	0	1	0	1	0	0	0	2
	Equestrian sport level 4	0	1	1	0	1	0	1	0	4
	PABO	0	0	4	0	0	0	0	0	4
	Animal care level 3	0	2	0	3	0	0	0	0	5
	Animal care level 4	1	0	0	0	0	0	0	0	1
	HBO other	0	0	10	1	2	0	0	1	14
	MBO other	6	0	11	3	1	0	0	0	21
	None	1	11	0	1	0	0	0	0	13
Total		13	17	28	13	6	2	1	1	81

Table 3: Certificates distributed by job function

60% of the instructors own a ORUN certificate and 14% own an MMI certificate. Of all the employees does 26% have no instruction certificate. See figure 14.

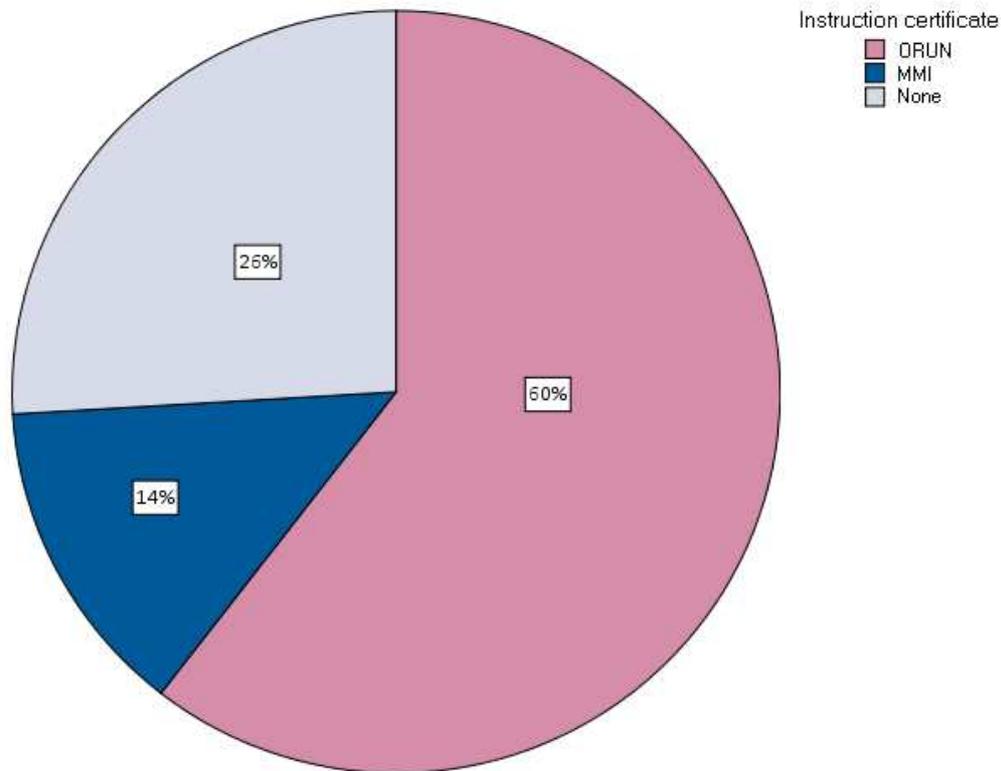


Figure 14: distribution of instruction certificates

A detailed elaboration shows that especially the entrepreneurs and the instructors have an ORUN certificate, while the all-round instructors moreover have a MMI certificate.

The stable staff members generally do not have an instruction certificate. See table 4 for the elaboration.

		Instruction certificate			Total
		ORUN	MMI	None	ORUN
Function	Entrepreneur	13	0	0	13
	Stable staff	1	0	16	17
	Instructor	25	3	0	28
	All-round instructor	5	8	0	13
	Manager	4	0	2	6
	All-round trainer	0	0	2	2
	Rider/trainer	1	0	0	1
	Other	0	0	1	1
Total		49	11	21	81

Table 4: Instructors certificate per job function

5.1.2 Part 2: working processes

The results of part 2 of the inquiry will be displayed in this part.

The tables below (table 5 till table 11) show the working processes per job function of the participants. These are their daily activities. The tables are arranged by category or core task. The tables also show how many participants per function perform a certain working process.

In the table below the working processes that are categorised in ‘Taking care of horses’ are displayed. It is visible that approximately half of the participants perform these working processes. Per working processes respectively 41, 40, 44, 40, and 44 participants perform them. They are namely entrepreneurs, the stable staff and the all-round instructors.

		Taking care of horses(A)					Total
		Mucking out and sweeping	Feeding	Physical care	Treating ill/lame horses	Noticing abnormal behaviour	
Function	Entrepreneur	9	10	11	12	12	12
	Stable staff	16	16	16	9	8	17
	Instructor	0	0	0	0	4	4
	All-round instructor	13	10	12	11	12	13
	Manager	1	1	2	5	5	5
	All-round trainer	2	2	2	2	2	2
	Rider/trainer	0	1	1	1	1	1
Total		41	40	44	40	44	54

Table 5: Working processes of ‘Taking care of horses’ per job function

Table 6 shows that 11 of the participants break horses, while the other working processes of this core task 'Training of horses' are performed by an average of 26 participants. They are mostly instructors and entrepreneurs.

		Training of horses(B)					Total
		Breaking of horses	Developing training programme	Arrange training situation	Performing training programme	Underpin training method	
Function	Entrepreneur	3	9	9	9	9	9
	Stable staff	0	0	1	2	2	3
	Instructor	4	7	10	10	10	10
	All-round instructor	0	1	1	4	4	4
	Manager	1	1	1	1	1	1
	All-round trainer	2	2	2	2	2	2
	Rider/trainer	1	1	1	1	1	1
Total		11	21	25	29	29	30

Table 6: Working processes of 'Training of horses' per job function

Table 7 shows that more than half of the participants perform the core task 'Instruction'. The working process 'Assisting by instructions' is performed by 17 participants, 'Guiding of (competition) riders' by 33 participants and 'Developing training/instruction programme' by 40 participants. The other working processes of this core task are performed by an average of 53 participants. It is visible that they are mostly instructors, all-round instructors and entrepreneurs. None of the all-round trainers perform any working process of this core task.

		Instruction (C)										Total
		Assisting by instructions	Giving individual instructions	Giving group instructions	Developing training/instruction programme	Arranging training/instruction situation	Performing training/instruction programme	Underpinning training/instruction method	Stimulating sportive development riders	Evaluating training/instruction	Guiding of (competition) riders	
Function	Entrepreneur	9	11	10	11	11	11	11	11	11	9	11
	Stable staff	2	0	0	0	0	0	0	0	0	2	4
	Instructor	0	28	28	19	28	28	28	28	28	15	28
	All-round instructor	4	13	13	8	10	13	13	13	13	2	13
	Manager	2	2	2	2	2	2	2	2	2	4	4
	Rider/trainer	0	0	0	0	0	0	0	0	0	1	1
Total		17	54	53	40	51	54	54	54	54	33	61

Table 7: Working processes of 'Instruction'.

The table below (table 8) displays that 75% of the participants have regular contact with customers. The organizing and performing of equine events and the PR activities are only performed by 11, 12 and 13 participants. The ‘Providing of information’ and the working process ‘Giving advice’ are performed by approximately half of the participants (36 and 45 participants). Especially the entrepreneurs and the instructors perform working processes within this core task.

		Public relations (D)						Total	
		Organising of (equine) events	Performing (equine) events	Providing information	Giving advice	Customer contact	Performing of PR activities	Maintaining of (external) contacts	
Function	Entrepreneur	3	4	11	11	13	6	11	13
	Stable staff	0	0	0	0	9	1	1	9
	Instructor	4	3	15	21	22	2	2	22
	All-round instructor	1	0	4	5	7	2	2	7
	Manager	2	4	4	4	5	2	4	5
	All-round trainer	0	0	0	2	2	0	0	2
	Rider/trainer	0	0	1	1	1	0	1	1
	Other	1	1	1	1	0	0	0	1
Total		11	12	36	45	59	13	21	60

Table 8: Working processes of ‘Public relations’ per job function

Table 9 shows that only a small part of the participants perform working processes of the core task ‘Entrepreneurship’. These participants are mainly entrepreneurs; 13 participants. The working process ‘Signalling and finishing of complaints’ is also performed by the other employees, 26 in total.

		Entrepreneurship (E)					Total
		Managing the administration	Managing the accountancies	Signalling and finishing of complaints	Developing business plan	Implementing business plan	
Function	Entrepreneur	9	8	12	13	13	13
	Instructor	1	1	3	0	0	4
	All-round instructor	1	1	6	1	1	6
	Manager	3	1	4	3	3	4
	Rider/trainer	0	0	1	0	0	1
	Other	1	0	0	0	0	1
Total		15	11	26	17	17	29

Table 9: Working processes of ‘Entrepreneurship’ per job function

Also a small amount of participants perform working processes of the core task ‘Employment policy’. An average of 18 participants perform some of these working processes, 11 of them are entrepreneurs. See table 10.

		Employment policy (F)				Total
		Determining need of employees	Guiding employees	Leading employees	Judging functionality employees	
Function	Entrepreneur	10	11	11	10	11
	Stable staff	1	1	1	0	1
	All-round instructor	3	3	3	3	3
	Manager	3	4	4	4	4
Total		17	19	19	17	19

Table 10: Working processes of ‘Employment policy’ per job function

Table 11 displays that a big part of the participants perform the working process ‘Controlling and constatating (un)safe situation’ (58 participants) and ‘Maintaining materials and environment’ (64 participants). These participants are mainly instructors, entrepreneurs, and all-round instructors. The other working processes of this core task are mainly performed by the entrepreneurs.

		Safety (G)				Total
		Determining/ guiding policy (arbo, environment, safety & quality)	Guarantee safety (physical and social)	Controlling and constatating (un)safe situations	Maintaining materials and environment	
Function	Entrepreneur	12	12	12	11	12
	Stable instructor	1	3	6	9	9
	Instructor	3	7	20	24	24
	All-round instructor	4	4	10	10	11
	Manager	5	4	6	6	6
	All-round trainer	0	2	2	2	2
	Rider/trainer	0	0	1	1	1
	Other	1	1	1	1	1
Total		26	33	58	64	66

Table 11: Working processes of ‘Safety’ per job function

5.1.3 Part 3: Points of improvement

In this paragraph the answers to part 3 of the inquiry will be displayed.

The tables below (table 12 till table 19) show the subjects in which the participants (entrepreneurs and managers) want to improve themselves, their employees and their company. The tables are categorized.

Table 12 shows that the main the points of improvement are regarding customer approach, conversation techniques, client binding, conflict and hospitality.

		Customer approach (H)								Total	
		Hospitality	Customer approach	Catering	Evaluating instructions	Conversation techniques	Conflicts	Gaining a commercial view	Client binding	Languages	
Function	Entrepreneur	6	7	4	4	9	6	3	8	3	11
	Manager	1	3	0	0	1	1	0	1	0	3
Total		7	10	4	4	10	7	3	9	3	14

Table 12: Points of improvements for 'Customer approach'.

Table 13 shows that approximately half of the entrepreneurs wants to improve in effective cooperation, effective communication and performing performance conversations. Stimulate independent and effective working and dealing with stress and changes are only mentioned two and three times.

		Cooperation (I)						Total	
		Effective communication	Effective cooperation	Performing performance conversations	Guiding policies within a company	Stimulate independent and effective working	Dealing with stress and changes	Work meetings	
Function	Entrepreneur	4	6	4	4	2	3	5	8
	Manager	2	2	2	0	0	0	0	2
Total		6	8	6	4	2	3	5	10

Table 13: Points of improvement for 'Cooperation'.

The table below shows that only a few of the participants want to improve in computer usage. Developing and maintaining a website however was mentioned 7 times. Developing contracts was mentioned 5 times. See table 14.

		Computer usage (J)								Total
		Digital cash desk	Digital lesson classification	Accountancy	Developing contracts	Excel	Word	PowerPoint	Developing and maintaining a website	
Function	Entrepreneur	3	3	3	3	3	3	3	7	7
	Manager	0	0	0	2	0	0	0	0	2
Total		3	3	3	5	3	3	3	7	9

Table 14: Points of improvement for 'Computer usage'

Table 15 displays that there are also almost no participants willing to improve in the organizing of events.

		Organizing events (K)								Total
		Catering (events)	Purchase	Social hygiene	PR communication	Rules and regulations	FNRS competitions	KNHS competitions	Secretariat	
Function	Entrepreneur	3	3	3	3	3	3	2	3	3
	Manager	0	0	1	0	0	0	0	0	1
Total		3	3	4	3	3	3	2	3	4

Table 15: Points of improvement for 'Organizing events'

Table 16 shows that 5 participants want to improve their didactics, psychology and fence building. Emergency response, leadership, motivating and handling disabled are mentioned three times.

		Instruction (L)							Total
		Didactics	Psychology	Emergency response (BHV)	Leadership and motivation	Extra lessons at riding school	Fence building	Disabled	
Function	Entrepreneur	5	5	3	3	3	4	3	6
	Manager	0	0	0	0	0	1	0	1
Total		5	5	3	3	3	5	3	7

Table 16: Points of improvement for 'Instruction'

Table 17 shows that 12 out of 14 participants want to network within a group to develop themselves and their company. The performance conversations and the contract developing are mentioned 6 and 5 times. The other points are mentioned 3 times.

		Entrepreneurship (M)									Total
		Purchase	Networking	Annual planning	Annual account	Contracts	Leadership and motivation	Volunteers	Presenting a company	Performance conversations	
Function	Entrepreneur	3	9	3	3	3	3	3	2	4	11
	Manager	0	3	0	0	2	1	0	0	2	3
Total		3	12	3	3	5	4	3	2	6	14

Table 17: Points of improvement for 'Entrepreneurship'

The table below shows that most participants want to know more about environment regulations and ARBO/RIE/CAO. The maintaining of contracts and the normal maintenance were mentioned 7 and 5 times.

		Company maintenance (N)				Total
		Maintaining contracts	Environment regulations	Maintain maintenance	ARBO/RIE/CAO	
Function	Entrepreneur	5	8	3	8	8
	Manager	2	2	2	2	2
Total		7	10	5	10	10

Table 18: Points of improvement for 'Company maintenance'

Only 2 participants want to improve themselves or the employees concerning licenses. See table 19.

		License (O)					Total
		Tractor license	License B	License E	Truck license	Transportation documents	
Function	Entrepreneur	2	2	2	2	2	2
	Manager	0	0	0	0	1	1
Total		2	2	2	2	3	3

Table 19: Points of improvement for 'License'

5.2 Results interviews

The results of the interviews are based on the answers and opinions of the participants, who were entrepreneurs and managers. These results are categorized according to most discussed subjects.

5.2.1 Activities

All participants indicated that their employees should be able to perform all primary working processes. They do not want every employee to be responsible for these tasks, but they want the employees to be able to help if necessary.

Ten out of 13 participants perform primary working processes on a daily basis. Three participants only perform these tasks if really necessary. Reason is that their company is too big to focus on other tasks besides management tasks and because they have enough personnel that can do the job.

Four participants have special employees for the public relations activities, because these people are more person-orientated and generally different than the ones working with horses. The other 9 participants said that they arrange this part themselves. Six out of these 9 participants have instructors to support them with these tasks.

5.2.2 Employees

The biggest part of the participants had difficulties remembering the education levels and certificates of their employees. Nine out of the 13 participants stress the importance of an emergency response certificate (BHV) for their employees. One participant believes that only the entrepreneur should have such a certificate.

Seven participants work with employees of an special project, like an UWV-project. These employees are mainly responsible for the maintenance of the environment, materials and buildings and have to take care of the horses.

Eight participants at least have 1 instructor employed. These (freelance) instructors are relatively cheap and can easily be used to fill up separate hours.

Four participants work regularly with volunteers. The other participants did not mention this explicitly.

Ten participants want to network more with other people and companies to learn from them. They want to involve their employees when the subject is relevant for them. Three of these participants want to network outside their own region, while 6 participants want to stay in their own region. One participant is already busy with networking himself, 1 does not want is and 2 think that their lack of time will make it hard to participate.

5.2.3 Education

All participants have a different opinion about educations. In general they agree that many things have to change to improve the educations.

Five participants stress the fact that the communication with educations is poor. They experienced this with a poor involvement for the pupils they had guided. They think educations do not pay enough attention for the busy schedules of companies. Some mentioned examples: not accounting important data (competitions), planning activities within certain very busy periods (e.g. breeding season) and having too high expectancies of the companies.

More than half of the participants were surprised by the mentality change of pupils lately. They think it might be wisely for these pupils to follow a preliminary internship or education to be better prepared for the real world.

Five participants mention a preliminary internship. Three participants think that the offer of educations should be more specific, much hard and also clearer to select the right pupils in advance.

Five participants mention explicitly that employees with a high level of the education not automatically have the right qualities and attitude. One participant constraints this statement. He believes that especially level 4 employees make a real difference.

5.2.4 Instruction (education)

Eight participants work with (freelance) instructors on a regular basis. The other participants have all-round instructors employed or even none.

Six participants are not familiar with the MMI education and certificate. Five participants have employees with a MMI certificate. The other employees have experiences with the MMI education but have no employees with such a certificate.

The participants who have employees with MMI certificates explain they choose the MMI education because the ORUN focuses too much on the technical side of the equestrian sport. This way of instructing can enlarge the pressure on the clients. They also think that the ORUN focuses too much on the individual rider instead of whole groups of riders. Important didactical and psychological are forgotten during this education, according to these participants.

5.3 Results meetings

5.3.1 Approval job competency profiles

The meeting for the approval of the job competency profiles will take place after the research period. The meeting was planned within the research period, because of unforeseen circumstances of external parties this was not feasible.

The job competency profiles up to now are included in appendix 6.

5.3.2 Equestrian sport meetings

During the meeting with responsible people from equestrian sport educations the following points were mentioned regarding the qualification file equestrian sports.

Positive experiences with the current qualification file:

- + The general described competencies are pleasant because it provides educations with more freedom by arranging their education programme. They are also a good basis for a job.
- + The combination equine farming and equestrian sports is easy to make because of the overlap in years and levels. This is made possible by the different outflows of the current qualification file.
- + This file forces pupils to gain more knowledge and to become aware of the underlying aspects.

Critical points:

- The general described competencies can also be a pitfall. Quality should be remained.
- The differences between the levels, working processes and competencies are too small. The actual difference is bigger than described. The difference has to be clear for the pupils.
- The descriptions should be explained more testable. A coherence between product and process should be clear.
- De levels of the ORUN educations is not in line with the same levels of the regular equestrian sport educations. The content should be linked to each other.
- Not all parties are able to work with the this qualification file. This file focuses too much on sport technical aspects for some parties.
- The interpretation of certain points is too specific. They should be described more general.

Points of improvement:

- The difference between level 3 and 4 should be described more explicit.
- A difference should be made between level of thinking and sport technical level.
- Level 2 should be described more in detail.
- The difference between leisure/sports/care should be made within the different outflows of the file.
- General description of certain point (e.g. breaking of horses/training of horses).
- The levels of ORUN, MMI and vocation educations should be linked to each other.

GRID:

- The level of the actual riding of employees and their instruction level does not have to be the same. When someone is a good rider, this does not mean he is a good instructor as well.
- The current file is pretty hard and probably too extensive. Pupils are educated very versatile which makes it pretty hard.
- A description of the skills to gain is better than only mentioning the level. It is about the managing of a certain level instead of a classification.
- The relevancy of the combination of disciplines should be better. A pupil show jumping on the highest level should not choose eventing as the second discipline. This will make a greater challenge for the pupils.
- Disciplines like western and carriage driving should also be allowed.

Other comments:

- Selecting companies from only the KNHS and FNRS is too selective. Companies should be approached more random.
- Companies and educations should be able to work with the new file. Educations should be able to arrange their own education programme according to the file.
- A care part in the equine educations may be something for the future.

5.3.3 Practice and education

The meeting between the responsible people of equestrian sport educations and entrepreneurs was initially already planned outside the research period. The developing of a qualification file takes more time than was available in the research period.

Remark: the provisional job competency profiles, resulted from all the results and activities above, can be found in appendix 6.

6. Discussion

In this chapter the results will be discussed. The structure of the whole report will be followed. The method will be discussed at first. The results of the inquiries, the interviews and the meetings will be discussed regarding the research questions.

6.1 Method

6.1.1 Response

The response of the participants of the equestrian sport educations was higher than expected. Because of the importance of the subject for them the response was high. During the meeting there were more people present than even were invited, which stresses the importance of the subject 'qualification file equestrian sports'. These people know the importance of a good new qualification file for the future of educations in the equestrian sports.

The response of possible participants for the approval of the job competency profiles was significantly lower than expected. The target group for this meeting has no direct interest in the subject. Their daily activities and their company are priority. These people were needed to organize the approval meeting. Because of this the meeting could not take place within the research period.

6.1.1 Inquiries and interviews

The inquiry was put together like a checklist which was leading during the interviews. This checklist was a useful tool to register all the working processes per participant and his employees.

The inquiries and interviews (visits) were performed in cooperation with the FNRS. The participants of this research were all members of the FNRS. No balanced reflection of the whole equine industry can be given because no companies or organisations of the other branch organisation (KNHS) were approached. However, this was no constraint for the research, because the KNHS was involved in this part of the research which declares that they agree about the chosen companies. The companies were selected random per region. The response of the equestrian sport companies was a little lower and different distributed than expected. Instead of 20 companies only 13 were visited, of which 10 were riding schools and 3 were training stables. The FNRS has mainly riding schools in their file which explains the high participation rate of riding schools in this research. However, the involvement of the participants was very high because the inquiries were discussed physically and on location. Because the companies received already many emails for participation in other researches it was a good choice to visit the participants personally.

During the research the participants were asked what kind of activities take place at the company they work. Most companies seemed to have multiple main- and sub activities, but not all in the same amount. By working out the results the decision was made to only display one main activity for every company. This main activity is the one the company needs to exist. Because of this only a distinction was made between riding schools and training stables. The distribution of these activities should therefore be seen as an absolute distribution, no detailed conclusions can be derived from this.

The companies approached were all situated in the middle part of the Netherlands because of the accessibility. Companies within the northern and southern regions were therefore excluded. Because of this no balanced reflection can be given of all the equine companies in the Netherlands. It is not possible to say whether this has a big influence on the results because no research has ever been performed about the regional differences between equine companies.

6.2 Sub question 1: What are the daily activities and responsibilities of experienced professionals on different levels?

81,5% of the experienced professionals who participated in this research are working on a riding school. These riding schools have an average of 7,3 employees, while the training stables have an average of 3,75 employees. This relatively high number of employees at riding schools can give a distorted view compared to the number of working hours. Namely 35% are (freelance) instructors. A (freelance) instructor can be seen as an employee,

but with a relatively low amount of working hours. Many riding schools employ these instructors which makes the average number of employees on a riding school higher than on a training stable.

A disbalanced reflection of the amount of working processes per job function is the result, which will negatively affect the balance between the working processes of instructors and other job functions. Plausible conclusions based on the working processes of instructors can be drawn because of the large group of participants.

The biggest part of the participants had difficulties remembering the education levels and certificates of their employees. This stresses the fact that many people only look at experience, attitude and mentality instead of educational levels or certificates. Because of this the working processes were processed per job function instead of specifically per level. This gives a clearer view of every job function in the equestrian sport industry, but it makes it harder to develop the job competency profiles per level.

6.2.1 Entrepreneur

The entrepreneurs who participated in this research indicated that when managing your own equestrian sport company you should be 24/7 available for your enterprise, your personnel but also your horses. As an entrepreneur you are always responsible for your company and you should be able to work on all aspects of your company.

The biggest part of the entrepreneurs really want to participate in all aspects. The results in table 5 till table 11 confirm these statements. It is not a surprise that the core tasks entrepreneurship, employment and safety are very important for an entrepreneur as the responsible person.

Remarkable is that entrepreneurs leave the organizing and performing of (equine) events up to their personnel and the administration and accountancy up to an external person. Half of the entrepreneurs are not working on PR activities at all. This seems to be a typical characteristic of the equine industry. Nowadays a company can hardly do without a website. Because of this tendency the development and maintenance of a website is not considered as a direct PR activity.

All entrepreneurs have an instruction certificate (see table 4), which stresses the importance of versatility.

6.2.2 Stable staff

Generally the stable staff has clear demarcated tasks. Working processes that take most of their working time are: mucking out and sweeping, feeding of the horses, physical care for the horses and maintaining materials and environment. Only half of these employees have the responsibility to take care of ill/lame horses and to notice strange behaviour. These results can be explained by the fact that most of these employees have no (relevant) certificate and the statement of the entrepreneurs that they namely work with people of special projects for this job function.

It is remarkable that 2 of these employees also train horses. They might have interpreted the terms stable staff and all-round trainer (stable + training) in the wrong way.

An employee working in the stable is mostly the first person you meet when visiting a company. The working process 'Client contact' is therefore very important for this job function as well.

6.2.3 Instructor

The description of the job function instructor is based on a freelance instructor. Table 5 displays this by the fact that none of the instructors perform working processes like: mucking out and sweeping, feeding the horses, physical care for horses and treating ill/lame horses. Noticing abnormal behaviour is very important for this job function, according to the participants. However, table 6 does not confirm this statement, which might show that the participants were not able to see that working process out of the stable setting.

Only a small part of the instructors train horses. This indicates that instruction indeed is the most important for this job function. The working processes under the core tasks 'Instruction' are performed by all instructors.

The assisting by instruction is not relevant for this job function because they give the instructions themselves.

Also the guiding of (competition) riders is not relevant for all the instructors because most of them are working at a riding school, which are mostly not performance orientated.

It is obvious that the instructors are the first contact person of a riding school. The providing of information and advice and the client contact is essential and determines the bonding of clients.

While giving instructions safety is very important. Noticing (un)safe situations is a very important working process for them. The maintenance of materials and environment plays a very important role in this safety aspect.

6.2.4 All-round instructor

The job function all-round instructor is a combination of a stable employee and an instructor. This is visible from the overlapping working processes of these job functions. There are only a few all-round instructors who train horses as well. This can indicate that they started as a (incompetent) stable employee. This statement can be underpinned by table 4. This table shows that most of the all-round instructors have a MMI certificate. To be able to follow a MMI education someone has been employed at a riding school before entering the education. This confirms the statement made above.

6.2.5 Manager

The difference between the manager and the entrepreneur is mainly the fact that the manager is most of the time employed to perform secondary activities. Tables 5 till 9 show that most of the managers perform little primary working processes compared to entrepreneurs.

For the managers it is clear that core tasks like 'Entrepreneurship', 'Employment' and 'Safety' are very important. Compared to the entrepreneur the manager focuses more on working processes related to 'Public relations'. This can be explained by the fact that most managers are employed on bigger companies and especially for these activities.

6.2.6 All-round trainer + rider/trainer

Only 2 all-round trainers and 1 rider/trainer participated in this research. Therefore the conclusions based on their answers are not reliable and no balanced reflection of this job function. These results can only be seen as an direction.

These 3 participants all take care of the horses and their training. The safety aspect is important for their job function as well. That is also a hot issue in the whole equine industry at the moment.

6.2.7 Other job functions

There is also not enough data collected about other job functions to draw conclusions on. The participants indicated that people with 'other' job functions generally work in the catering or organisation of events. Most important reasons for a separate job function for these activities was that these people are more person orientated.

A remarkable characteristic of the equine industry is that many companies use volunteers. These volunteers are mainly used for the catering and the organizing of competitions or events. Because these volunteers are not officially employed the number of people with an 'other' job function are in fact lower.

6.3 Sub question 2: Which experiences and competencies do these experienced professionals miss during their daily activities?

The statement in paragraph 6.2.7 that catering personnel is more focussed on humans indicates that people working with horses have difficulties with this part. The points they want to improve prove that statement: hospitality, client contact, conversation techniques, client bonding, didactics and psychology. Compared to their working processes these points are very important for their job.

The growing tendency of the multimedia the last years has cause many people to start searching for products or service online. Half of the participants therefore indicate they want to improve their skills of developing and maintaining a website.

The interviewed participants all want to network with other organisations and companies. They are convinced that they would learn a lot from such experiences to eventually improve their own company. During these networking sessions they want to exchange knowledge and experiences. The opinions about networking inside or outside their own region were variable. This makes it not possible to formulate a good conclusion about this subject.

Society, rules and regulations change regularly. It is hard for equine entrepreneurs and employees to keep up with these changes on time. However, these changes do have consequences. So entrepreneurs really want to trained or educated on this subject more regularly, because they have to adjust to the changed rules.

It is remarkable that most participants have only little points of improvement (except for the ones above). Most of the participants are convinced of their own experience and knowledge regarding the other points.

6.4 Sub question 3: What skills and competencies do equestrian sport graduates need to own?

It has not been possible to translate the responsibilities of an experience professional, like described in the job competency profile, to the responsibilities of a graduate in a new qualification file because the meeting for the approval of the job competency profiles will take place after the research period.

Because of this constraints no competencies for graduates can yet be mentioned. Based on the interviews and the education meeting a general description of their skills and attitude can be given.

An experienced professional does not need to have a certificate. Remarkable is that the biggest part of the participants have a none-horse-related certificate. This might indicate that the participants got in touch with the company or the industry in another way. This seems like a typical characteristic of the equine industry. Most job function are filled by current relationships of or within the company. Here fore the number of vacancies stays very low, compared to the people actually available on the labour market. This problem can be caused from the educations or the industry. Companies can be unaware of working with specified equestrian graduates. On the other hand is it possible that the educations and their graduates do not meet the demands of the market.

It is remarkable that more than half of the participating companies work with people of special projects (like an UWV project). These employees have no certificates (16%) and perform mainly maintenance working processes and they take care of the horses as stable staff (16%).

Companies get subsidised by providing someone with an UWV working place. Financially and organizationally it is very beneficial for companies to join such a project.

The equestrian sport industry wants to professionalize. To be relying for a big part on uncertified employees or none-horse-related certificated employees is strange in this professionalizing industry. Up to 16% of the participants of this research have no certificate at all. This result is in line with the results of the employment research performed by Aequor in 2009. They found out at a quarter of all the equestrian sport employees work without a starting certificate, which is at least a level 2 mbo certificate.

As the employment is growing just a little while the equestrian sport industry is growing rapidly, it might be interesting to research the role of uncertified employees and employees with no horse-related certificate in this industry.

60% of the participants have an ORUN certificate, only 14% have a MMI certificate and 26% have no instruction certificate at all. The interviewed participants have different opinions about this issue. Negative as well as positive remarks were made on both different systems.

It is remarkable that especially the participating riding schools have little MMI certificated employees while the MMI education focuses only on the riding school instructor. However the interviews were performed when the MMI education was relatively young, it existed only for a couple of years at that time. It might not been surprising that most of the participants therefore have an ORUN certificate.

The participating educations agree that the current description of the different levels, working processes and the competencies should be better aligned within the new qualification file. This will make clear for the pupils what is expected of them when graduated.

At this points not all the educations can make progress with the current educational programmes. The equestrian sport is getting more divers, with for example more disciplines. This makes it harder to demand a certain discipline or a sport technical skill from a pupil.

Educations indicate that a bigger difference should be made between the level of thinking and the sport performance level of the pupils. By separating this it will be easier to formulate certain demands like skills. The educations are convinced that these adjustments will improve the quality of their graduates.

The participants that work in the primary sector of the equestrian sport industry contradict this statement. They are worried about the educations and their graduates. They especially doubt the attitude and mentality of the current generation of graduates. Exceptions made, the entrepreneurs do not believe that these current graduates will be tough enough for the physical hard work and the irregular working hours. The educations are responsible to change this tendency and to advice their pupils better for a better future.

7. Conclusion

To provide (future) mbo pupils with a realistic view of equestrian sport job functions it was very important to register the working processes and responsibilities of experience professionals.

These professionals had different job functions with the equestrian sport industry. They were asked about their daily core tasks, working processes, responsibilities and points of improvement. The participants per job function seemed to have clear demarcated tasks. According to the results of the working processes per job function new job competency profiles are written in concept, see appendix 6. Because they have not yet been approved by the branch organisations the most important points will be discussed in this conclusion. The points of improve that were mentioned were used to clarify and adjust certain parts in the profiles.

In the new job competency profiles the job functions are described more complex to get a better alignment with the actuals in businesses. The typical job attitude is described critically because entrepreneurs have difficulties with the attitudes of graduates nowadays. A little pessimistic description of the labour market should make them aware of the future.

The names of the profiles are changed to make sure the real content of the job functions is interpreted in the right way. Nowadays the content of the different job functions is more than only instructing riders or training horses, other working processes and managing the company is also very important.

The core task 'Taking care of horses' is now an essential and more extensive part of the profiles. This realises a more realistic and balanced profile. The core tasks 'Instruction' and 'Training of horses' is separated from each other because both do not exist in all job functions and the content can not be seen as one. Points of improvements like hospitality, psychology and didactics are described more extensively as well to stress the importance.

De demand for a special job competency profile for the leisure employee equestrian sport was high. The changing tendency of the way people spend their leisure time is changing rapidly and is very important for this new job function. This new job function focuses on the joy for both horse and rider. This requires a whole other mentality, skills and competencies of an employee.

As the experienced professionals listed these parts of improve, the industry, the job functions but especially the educations need to adjust to these changes rapidly. The fine-tuning between educations and the industry is necessary. The first step will be to translate the job competency profiles to one qualification file where on the education can change and base their educational programme.

Society is changing and also the attitude and mentality of the pupils is changing. Without a realistic notice of their future job function it will be harder for companies to find the right qualified employees. It is important that these pupils do not hold on to a wrong or dream view of their future job. The new job competency profiles will help pupils but also educations to create a realistic notice of future job functions within the equestrian sport industry.

8. Recommendations

- With this research the reality of working in the equestrian sport industry is described. In general the pupils have no realistic view of working in the equestrian sport industry. Research can be done about the actual expectancies of these pupils compared to the actual and future job places these pupils will get. The new job competency profiles should be taken in account.
- Educations attach value to general described qualification files based on reality. The next assignment should be to make a clear translation from the experience professional described in the job competency profiles to equestrian sport graduates within the new qualification file.
- The number of uncertified employees and none-horse-related employees working at equestrian sport companies is relatively high. The number of equestrian sport graduates is also very high every year. Compared to the small amount of jobs available it is interesting to research the role of the uncertified and none-horse-related employees for the whole equine industry.

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10. Appendixes / Bijlagen

Bijlage 1: Populariteitsindex Sport 2009 (Bureau DuoDecim)

Bijlage 2: Competentiemodel Kenniscentra Beroepsonderwijs Bedrijfsleven (SHL)

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Bijlage 4: Enquete

Bijlage 5: Notities van gesprekken en bijeenkomsten

Bijlage 6: Beroepscompetentieprofielen

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