

# Presentation:

## Centres for Vocational Innovation in the Netherlands

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# Presentation outline

1. Introduction
2. Problem setting
3. History of the concept
4. Governance and finance model
5. Lessons Learnt
6. Questions

## 2. Problem setting

A person entering the Dutch labour market will have had an average of 12 different employers by age 32

*Social Economic Council 2012*

85% of the jobs in 2030 have not been invented yet

*Institute for the Future 2017*

Societal challenges such as the energytransition,  
the circular economy, digitalising and other  
technological advances, and the greying of the  
population are changing the way we live, work and  
learn

## Key question:

How to (re)develop the education system to equip youngsters (and adults) with the right tools and innovation skills (STEM, entrepreneurship, creativity) to succeed in this new reality?

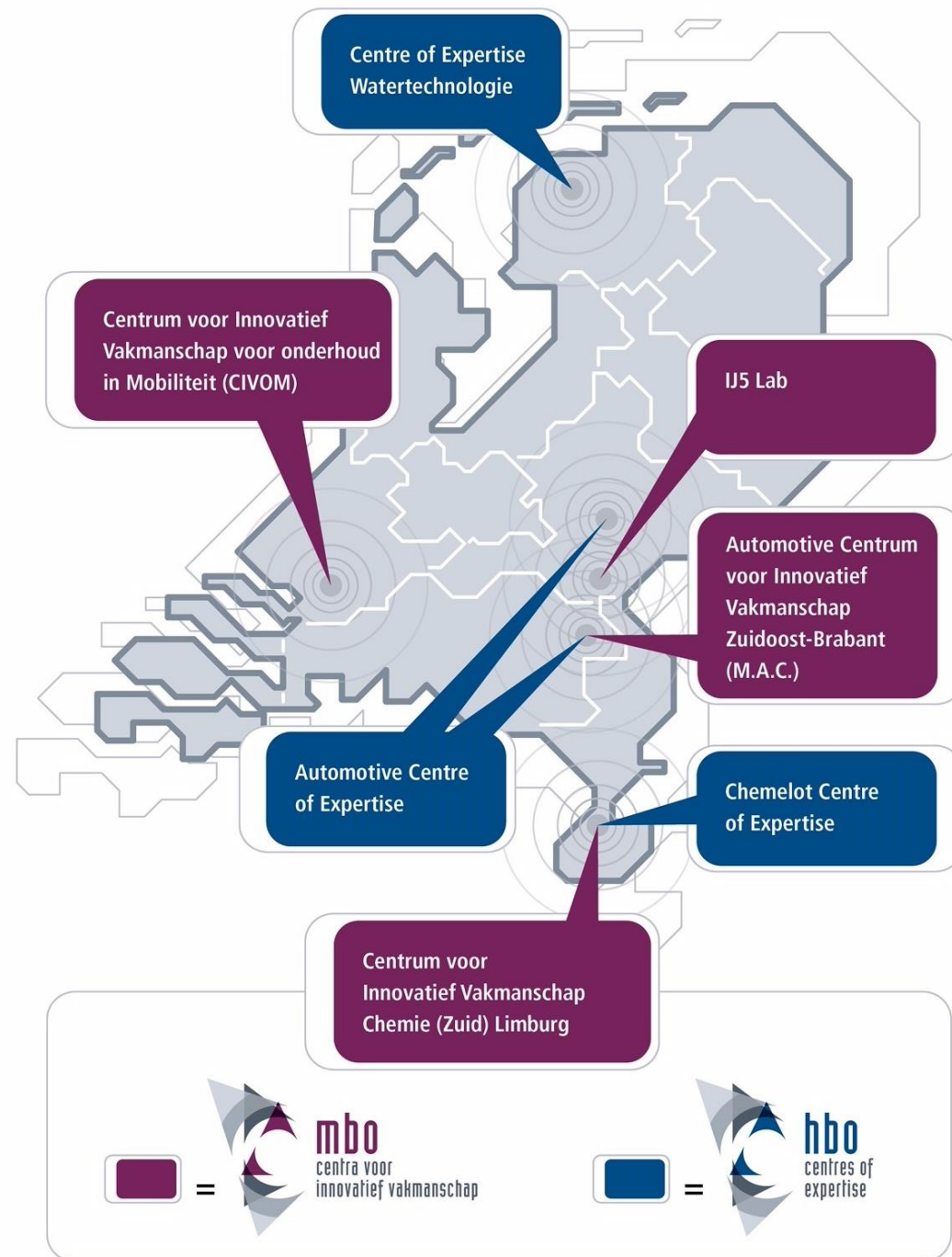
### 3. History of the concept



# Timeline

2010	Investment Plan focussed on shortage sectors : Vocational (MBO) & Higher Education (HBO)
2012	Topsectors + Investment Fund higher Education
2013	Technology Pact
2014	Regional Investment Fund Vocational Education





2011

7 Pilots

# Timeline

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2013

51

# Timeline

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+	2014	Regional Investment Fund Vocational Education





2018

155

# Results

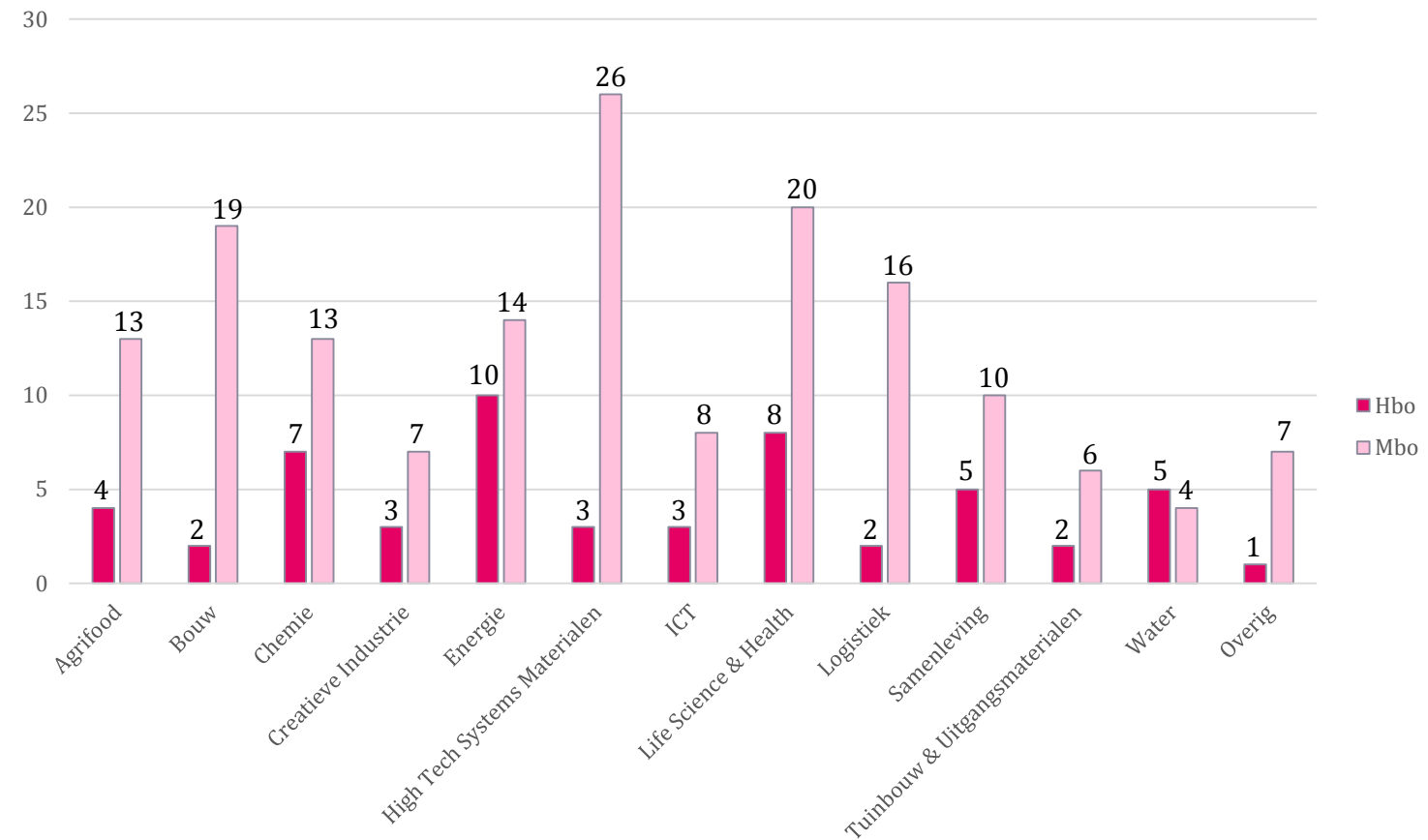
In 7 years:

> 165 PPP

60.000 students

7.000 companies

5.000 teachers












## 4. Governance and finance model



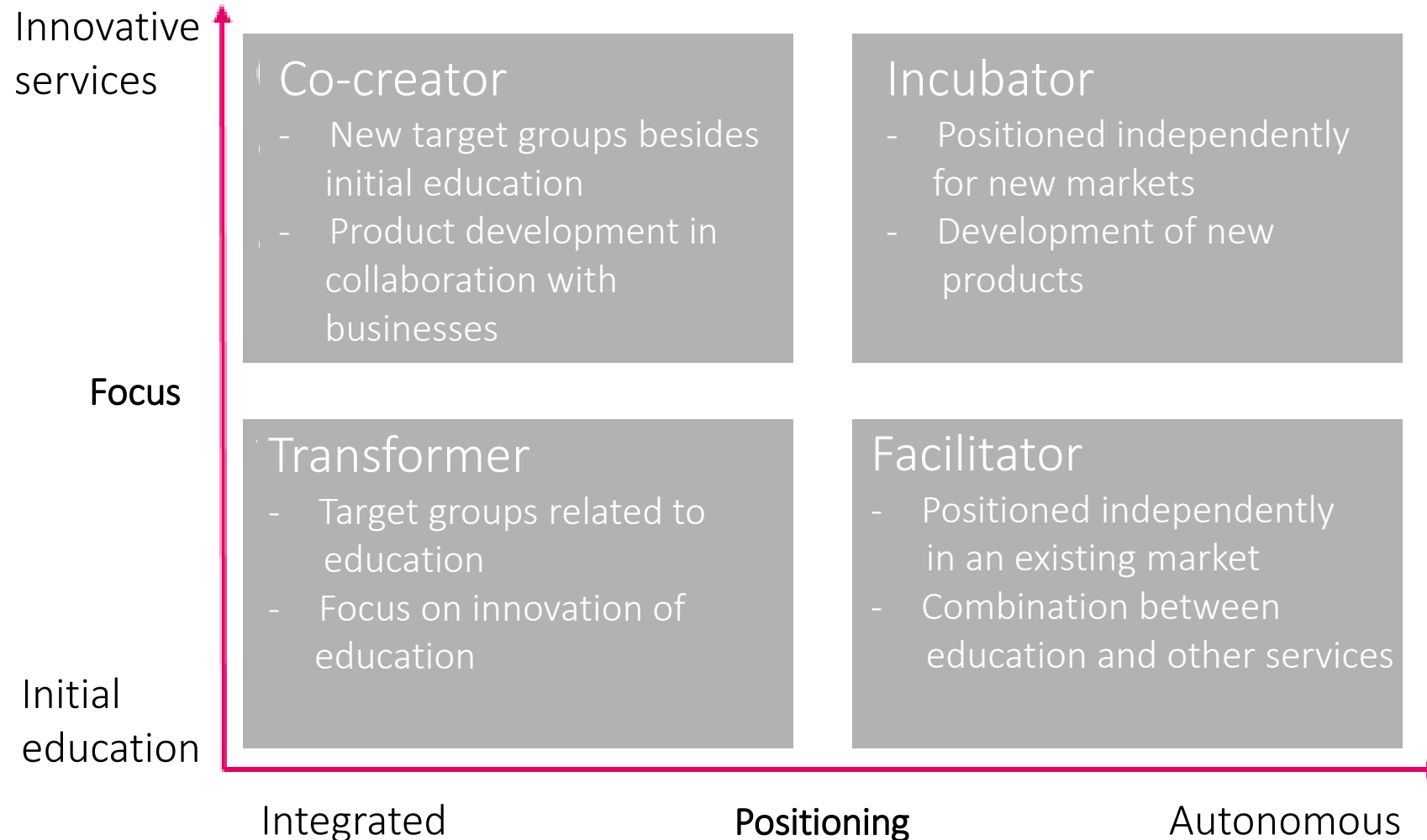
# Key characteristics of the PPS

- Education: One school coördinator of the grant application
- Market report of the region
  - Plan of Action
- Business: On average 35 companies (SME and large companies)
- At least 1/3 co-investment (in kind and cash)
- Government: Maximum of 1/3 of co-investment – 4 years
- Total national government investment:
- 2011-2017: € 200 million
- 2018-2021: € 200 million

# Development of the PPP using the Business Model Canvas

<b>The Business Model Canvas</b>					Designed for:	Designed by:	Date:	Version:
Key Partners 	Key Activities 	Value Propositions 	Customer Relationships 	Customer Segments 				
	Key Resources 		Channels 					
Cost Structure 			Revenue Streams 					

# Positioning & focus centres



# Governance and funding model:

- Flexible model, allowing for sector-specific projects (e.g. chemics lab is more expensive than logistics hub)
- PPPs define their own scope and activities (within the overall aim of bridging the skills gap)
- Participation *and* investments of triple-helix obligatory to acquire government finance, active government support
- Within 5 years a self-sustaining partnership without additional funding of government
- Focus on learning and monitoring: recursive learning oriented cycle, room for experimentation and innovation

# Case study 1: Chemelot Campus (chemicals)



# Case study 2: Duurzaamheidsfabriek (sustainability campus)

**Winner of award for:  
'Most innovative VET-school of Europe in 2018'**





## Case study 3: WorldHortiCampus



## 5. Lessons learnt



# Critical success factors for the establishment of new PPP's

Sense of urgency: involvement of regional/local governments, businesses *and* education

Alignment of policies: avoid contradicting existing national education regulation (i.e. curricula, oversight, quality checks)

Give it time, provide expertise, focus on improving and monitoring (it takes > 5 years to build a self-sustainable ppp)

# Challenges

**Upscaling** to get more SME's involved, valorisation, crossovers between sectors, encourage sectors that stay behind.

**Professionalization** of centres remains a challenge after 4 years of funding. Activities related to Life Long Learning are in start-up fase.

**Finance** – How to keep the tripe helix intact when only two out of three are involved in the professionalization of the centres? Include regional governments?

**Centre as tool** for valorisation of knowledge, entrepreneurship, international collaboration, associate degrees, hybrid teachers, Life Long Learning.

# Best practice sharing, peer-learning and monitoring: Katapult

**Objective: Best-practice sharing & peer learning between PPP's**

- Knowledge sharing
- Monitoring
- Best practices

**Future perspective:**

- Critical mass: From 10 % to 25 % students in 2025 years
- Mainstreaming the approach: economies of scale
- Cross-overs focused on societal challenges



**KATA  
PULT**

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## 6. Questions

Thank you for your attention!

# KATA PULT

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