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 energy transition, 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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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
Positioning & focus centres

- **Co-creator**
  - New target groups besides initial education
  - Product development in collaboration with businesses

- **Incubator**
  - Positioned independently for new markets
  - Development of new products

- **Transformer**
  - Target groups related to education
  - Focus on innovation of education

- **Facilitator**
  - Positioned independently in an existing market
  - Combination between education and other services
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 (chemics)
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
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http://www.stemcoalition.eu/
6. Questions
Thank you for your attention!
KATAPULT
AANJAGERS VAN DE KENNIS VOOR MORGEN