

NATIONAL BENCHMARKING REPORT

Country: The Netherlands

Partner: Municipality 's-Hertogenbosch (partner 5) and Koning Willem I College (PARTNER 6)

1. NATIONAL CONTEXT

Please analyse the situation in your country/region and compare the outcomes with the prerogatives of the EPRO model.

1.1 IVET System

Please describe shortly your national/regional VET system (structure, accessibility, qualification levels, national/regional laws and rules. (max. 1 page)

Vocational education in the Netherlands

Nearly all of those leaving lower secondary school enter upper secondary education, and around 50% of them follow one of four vocational programmes; technology, economics, agricultural, personal/social services & health care. These programmes vary from 1 to 4 years (by level; only level 2, 3 and 4 diplomas are considered formal 'start qualifications' for successfully entering the labour market).

Dutch vocational education and training (mbo)

MBO (middelbaar beroepsonderwijs) is the abbreviation for secondary Vocational Education and Training (VET) in the Netherlands. VET is the main supplier to the labour market and is often regarded as the 'foundation of the economy' and the 'backbone of society'. Approximately 40% of the Dutch working population have completed a vocational course to at least a secondary vocational training level.

There are currently 630,000 students in the VET sector, 485,000 of them taking part in regular VET courses. The remainder follows adult education programmes. The government invests about 2.6 billion euros annually in this sector, which represents approximately 12% of the total budget for education.

Two pathways

The programmes can be attended in either of two pathways. One either involving a minimum of 20% of school time (apprenticeship pathway, BBL-BeroepsBegeleidende Leerweg) or the other, involving a maximum of 80% schooltime (BOL -BeroepsOpleidende Leerweg). The remaining time in both cases is apprenticeship/work in a company. So in effect, students have a choice out of 32 trajectories, leading to over 600 professional qualifications.

BBL-Apprentices usually receive a wage negotiated in collective agreements. Employers taking on these apprentices receive a subsidy in the form of a tax reduction on the wages

of the apprentice. (WVA-Wet vermindering afdracht). Level 4 graduates of senior secondary VET may go directly to institutes for Higher Profession Education and Training (HBO-Hoger beroepsonderwijs), after which entering university is a possibility. The social partners participate actively in the development of policy. As of January 1, 2012 they formed a foundation for Cooperation Vocational Education and Entrepreneurship (St. SBB – stichting Samenwerking Beroepsonderwijs Bedrijfsleven; www.s-bb.nl). Its responsibility is to advise the Minister on the development of the national vocational education and training system, based on the full consensus of the constituent members (the representative organisations of schools and of entrepreneurship and their centres of expertise).

(see our presentation chapter 2)

1.2 Youth unemployment (<25 years) and relationships with the lack of a qualification (early school leaving, NEETs, etc.)

Unemployment rates (Eurostat 26-08-2014)

	06/2014	08/2013
EU (28)	10.2	10.8
Germany	5.1	5.3
Italy	12.3	12.3
Netherlands	6.8	7.0
Poland	9.5	10.3
UK	6.4	7.6
Switzerland	no data	no data

Youth unemployment rates (Eurostat 29-08-2014)

	7/2014	10/2013
EU (28)	21.7	23.2
Germany	7.8	7.9
Italy	42.9	41.4
Netherlands	10.4	11.6
Poland	23.2	27.6
UK	no data	19.8
Switzerland	no data	no data

Youth unemployment rates (Eurostat 21-08-2014) less than primary and lower secondary levels (0-2)

	2013	2012
EU (28)	33.7	32.6
Germany	14.8	15.6
Italy	41.0	34.7
Netherlands	13.5	10.3
Poland	36.9	37.7

UK	29.1	31.4
Switzerland	9.0	9.9

Out of unemployed youth (<25 years)	Rate of unemployment	Tendency (comparable data from previous yrs)
With school leaving degree	12,8	...
Without degree	19,3	...

Please add missing data and provide comments and explanations for the national data at the background of the national context, tendencies, challenges etc. (max 15 lines)

Youth unemployment has increased in recent years due to the economic crisis. In April 2011 this 9% in January 2013 amounted to 15% and 16.4% in February 2014 . Those are 135000 young. It is true that youth unemployment is not evenly distributed. The unemployment rate for young people without basic qualifications is 19.3 %, with a basic qualification 12.8%.

(See our presentation chapter 3)

1.3 School leavers without degree/dropouts

Early leavers (age of 18-24) from education and training (Eurostat 21-07-2014)

	2013	2012
EU (28)	12.0	12.7
Germany	9.9	10.6
Italy	17.0	17.6
Netherlands	9.2	8.8
Poland	5.6	5.7
UK	12.4	13.6
Switzerland	5.4	5.5

Data on educational attainment show that, in 2012, just over four fifths (80.3 %) of the EU-28's population aged 20 to 24 had completed at least an upper secondary level of education. However, 12.7 % of those aged 18 to 24 were early leavers from education and training, with at most a lower secondary education. The strategic framework for European cooperation in education and training adopted a benchmark to be achieved by 2020 that the share of early leavers from education and training should be less than 10 %. Early leavers from education and training may face heightened difficulties in the labour market. In 2012, a 5.3 % share of the EU-28's population aged 18 to 24 were early leavers in employment, while 5.2 % were early leavers wanting to work but not employed. (Source: Eurostat)

	Number /	Tendency (comparable
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	percentage	data from previous years)
Total number of early school leavers (2013)
Early leavers from training
Early leavers from school and training with migrant background

Please add missing data explain the data at the background of the national context, tendencies, challenges etc. (max 15 lines)

Over 2012 the Netherlands has a relatively low percentage of Early School Leavers (8,8%) compared to the EU -15 member states (13,7%). The proportion of Early School Leavers in the age category 18–25 has been reduced by one third to 10 percent over the past decade. Thus, the Netherlands precisely met the target set by the EU in 2000.

Early School Leaving in the Netherlands - Pupils leaving school early - is an economic, social, and individual problem. Each young person has his or her own aims, wishes and ambitions, and having a good education increases the likelihood of achieving them. The Dutch knowledge economy requires well-educated employees, while Dutch society also finds itself confronted by dejuvenation and the ageing of the population, with the pressure on the labour market consequently increasing.

Tackling the problem of pupils leaving school early is one of the priorities of the Dutch government implemented by the 'Drive to Reduce Drop-out Rates' approach. The Dutch target is to have no more than 25,000 new early school leavers each year by 2016. An early school leaver is a young person between 12 and 23 years of age who does not attends school and who has not achieved a basic qualification (i.e. a senior general secondary, pre-university, or level-2 secondary vocational diploma).

Young people (15-24) under secondary and post-secondary training (Eurostat 19-05-2014)

	2012	2011
EU (28)		
Germany	35.3	35.9
Italy	46.3	47.2
Netherlands	39.8	36.6
Poland	38.9	38.1
UK	43.8	42.7
Switzerland	36.3	35.8

Please explain the data at the background of the national context, tendencies, challenges etc. (max. 15 lines).

National measures successful

The Dutch ESL-programme has been successful in implementing various measures at national level:

- Compulsory school attendance and basic qualification obligation.

- Personal education number, all pupils have been allocated an education number, which makes it possible to track them.
- Digital Absence Portal, all school absenteeism is registered by a simplified computerized reporting procedure.
- Career Orientation and Guidance to prevent the wrong choice of programme, one of the primary reasons to drop out of education.
- Transfer to follow-up education programme made less of a major stumbling block for pupils.
- The care structure at school and locally has been strengthened.

1.6 Adults and IVET: Second chance for drop out youngster.

Rate of unemployed young adults, neither participating in training nor in further training (Eurostat 21-07-2014)

2013	20-24	25-29	30-34
EU (27)	18.5	20.9	20.4
Germany	9.5	13.0	15.0
Italy	32.0	32.9	30.3
Netherlands	7.8	11.1	12.7
Poland	19.4	22.7	20.5
UK	18.5	17.1	15.6
Switzerland	9.0	8.7	10.5

Please explain the data at the background of the national context, tendencies, challenges etc. (max. 15 lines).

The largest percentage reduction compared with 2005 - 2006 has been realized in the economy sector (32.2%). More than 38% of the number of new dropouts in MBO are from the economy sector. Nearly 24% of new dropouts in the MBO comes from the technology sector, 23% the health and welfare sector.

2. INFORMATION ON MACRO LEVEL INITIATIVES AND POLICIES

Please describe what are active labour market and VET policies in favour of the target group of young adult (<24) in your country. For example, policies and measures to support: early school leavers, dropouts, re-starting and completion of vocational training pathways, integration in the job market, etcetera.

Please describe the legal framework and basis (if any) in the field of VET policies, tools and measures at your national or regional level (referred to your region). (Max. 1500 char)

References and links to the legislation / regulations

The 'MBO Raad' is the Netherlands Association of VET Colleges. The association represents all government-funded colleges for secondary vocational education and training and adult education in the Netherlands.

On behalf of its members, the "MBO Raad" promotes the collective interests of the sector, supports common activities of the colleges and acts as an employers' organisation. The association negotiates labour conditions for the sector with the trade unions and signs collective labour agreements. The MBO Raad plays a major role in the remodelling of vocational education to competence-based vocational education and training.

The executive committee of the MBO Raad is elected by MBO Raad members and consists of six members and a chairperson. The MBO Raad employs approximately 70 staffmembers at its office in Woerden, in the province of Utrecht.

Please describe legal basis (if any) in the field of Active Labor Market policies, tools and measures at your national or regional level (referred to your region). (Max. 1500 char)

References and links to the legislation / regulations

- Prevention early schoolleaving in education of all youngsters until 23 years old;
- "RMC": action from municipalities to youngsters who left school without starting qualification. Specially focussed on youngsters who have no income (not social allowance or salary).
- Tackling the problem of pupils leaving school early, is one of the priorities of the Dutch government implemented by the 'Drive to Reduce Drop-out Rates' approach. The Dutch target is to have no more than 25,000 new early school leavers each year by 2016. An early school leaver is a young person between 12 and 23 years of age who does not attend school and who has not achieved a basic qualification (i.e. a senior general secondary, pre-university, or level-2 secondary vocational diploma). These results are partly achieved by long-term performance agreements ('covenants') between schools, municipalities, and national government, joint action by professionals in each region (schools, municipalities, youth care workers, business and industry) and a 'no cure no pay' performance-related funding policy per early school leaver less. An extra incentive for the period from 2008 to 2011, funding has been made available for educational programmes and for setting up extra (plus) facilities especially for 'overburdened' young people i.e. those who are unable to gain a qualification due to a combination of financial, social, material, and often also judicial problems.

- National and regional figures about youth unemployment are delivered every 3 months.
- Stakeholders in the field of education and labour market work closely together on local level ('s-Hertogenbosch) and on regional level in the region Noord - Oost Brabant:



- Schools, companies and government have regular meetings to discuss the state of the art and to make (new) plans to realise a well functioning labour market.
Three main aims:
 - Decrease the numbers of early schoolleaving;
 - Decrease (youth)unemployment;
 - Raise the quality of education in ongoing learning pathways.

This network is of big importance to get the right results. Working together is the only way to success.

Who take care of these initiatives (stakeholders, role of the social partners, national, regional and local bodies, public and private sectors, etc.)?

Definition of Institutional and legal frameworks

On national level it is the responsibility of the ministry of Education and the ministry of Employment. On regional level schools, municipalities and employers work together within the network which is called: Noordoost Brabant Werkt!. The management of the cooperation is situated by the municipalities of 's-Hertogenbosch and Oss.

Characteristic: municipality takes the lead, is pro-active, chairs the stakeholdersmeeting, behaves entrepreneurial. Strong is the joint responsibility of all stakeholders (schools, companies, government).

Implementation of initiatives

As we concluded that it is a joint responsibility everyone has part in the implementation of initiatives. Sometimes the focus of the specific initiative has to do with improving the quality of education, of course schools are in the centre of the development will be project coordinator. When the topic is about HRM policy within companies, then they are in the lead.

Monitoring and evaluation

Both companies, schools and government are responsible for the monitoring and evaluation. It is a joint development, it is in everyone's interest to raise the quality of the city, to raise the quality of education, to stimulate economy. In stakeholders meetings the development is monitored and evaluated. In these meetings new policy is made to improve the vision and actions. Main focus: realise a well functioning labour market.

3. INFORMATION ON MESO/MICRO-LEVEL INITIATIVES / POLICIES

Please describe some good practices implemented in your country (at least 1, maximum 3 for each country / region).

Programme/ Scheme, aims, results etc. (max. 1 page)

Title: TOM- project

Beneficiaries:

Early school-leavers between 18 and 23 years old, no school, job or allowance.

Objectives: Structural program of the municipality of 's-Hertogenbosch to support early school-leavers in their way toward school, a job or daytime activities.

Methodologies:

Early school-leavers have a program of 3 days a week. They get insight in their motives, competences and perspectives.

Activities: Social behaviour, theatre, art, sports, voluntary work.

Results achieved (quantitative / qualitative): Every year about 130 early school-leavers join the program. About 100 will go to school, work or daytime activities.

Website: www.tomdenbosch.nl

Programme/ Scheme, aims, results etc. (max. 1 page)

Title: YOUNG PROFESSIONALS

Beneficiaries:

YOP-students are minimally 15 years of age, they have enough capacities to influx in a level 1 education at Vocational Educational Training (VET-school) and they drop out or threaten to drop out because they do not fit in regular education.

Objectives:

Time out for young people who are not able to participate in the regular education system

Methodologies:

The YOP-project is a common project of schools for lower secondary professional education in 's-Hertogenbosch and region. It is a route for students who drop out of regular education. All students who qualify for the YOP-project receive an individual programme and are being accompanied by casemanagers and teachers. School social work and a accreditation committee member participate within the project. If necessary the expertise of external organisations is used. Every student is assigned to a casemanager.

The assigned casemanager accompanies the students through the whole route.

The route of the students consists of the following stages:

- Intake and diagnoses;
- Commonly drawing up a route plan;
- Implementation of the route;
- After care.

During the intake- and diagnose stage is examined what the student wants, and needs to realise the ultimate goal. This is realized through individual conversations, through tests in the field of career choice and offering school skills. During the implementation of the route the student attends class (part-time) and has traineeship. From the traineeship YOP tries to realise a learning/work agreement.

When a student is placed on a continuation course the casemanagers remains in the picture to provide support if necessary, and make sure that the route is completed successfully.

Activities: See Methodologies

Results achieved (quantitative / qualitative):

Every youngster gets a tailor-made programme that fits with (im)possibilities of the individual.

Programme/ Scheme, aims, results etc. (max. 1 page)

Title: Actionplan learningjobs

Beneficiaries:

Students in vocational education (VET-schools) who can't find a learningjob on their own.

Early schoolleavers, who don't attend the school anymore and who are registered at the labour office; mostly they are a little bit older, have no duty to go to school and are motivated for working.

A small number of students in prevocational education and are motivated by "learning by doing".

Objectives:

Prevention early schoolleaving and decrease youth unemployment

Methodologies:

Every year the team of the actionplan learning realises at least 100 extra learningjobs for the youngsters which are described above.

Strong points of the actionplan learningjobs:

Good analysis of the problem: clear idea about the target group and the possibilities at the labour market

Involvement of enterprises is big, every 8 weeks the group of "captains of industry" comes together and discusses the progress of the project and supports the team to find solutions for youngsters who are hard to place in a job.

There is a good project management, project organisation and administration.

The project is orientated on result, there is ongoing monitoring of the results and quick action for the right interventions.

The project plays an important role to reduce early schoolleaving, because without a learningjob the students could not get their start qualification at level 2 at the VET-school. The project is also a good intervention to give the right support in the process of career orientation and career guidance.

Activities:

Training and working on the job in combination with education at VET-school

Results achieved (quantitative / qualitative):

Every year 100 youngsters get a learningjob, 78% of the youngsters are successful.

Website: www.actieplanleerbanen.nl

Please insert any other relevant information / comment on the local situation, particularly considering micro-level initiatives: beneficiaries, impacts, teachers, trainers and coaches involved, etcetera (max. 3000 char)

At this moment 3 main topics have been determined by school directors, companies and government:

- Career orientation and career guidance
- Promotion technology
- Entrepreneurship/entrepreneurial spirit

This all to realise a well functioning labour market

A lot of attention to prevention early schoolleaving, decrease youth unemployment and raise the quality of education.

We are making a policy plan from 2015 until 2020. It's all a long term process!

We are happy with the passion, vision and action of all players in the field of education and labour market. Municipality wants to continue taking the lead. Until now the other stakeholders



(companies and schools) are satisfied with this role of government.