



Working Together on Talent

AGENDA FOR VET 2023-2027

14 FEBRUARY 2023

It is today's
students who
will devise
solutions for the
challenges of
tomorrow.

Table of contents

Introduction

Priority 1 | Promoting equal opportunities

Objective 1.1

Objective 1.4

Objective 1.2

Objective 1.5

Objective 1.3

Priority 2 | Improving the connection between education and the labour market

Objective 2.1

Objective 2.2

Objective 2.3

Priority 3 | Education for the future: quality, research and innovation

Objective 3.1

Objective 3.3

Objective 3.2

Objective 3.4

Governance, monitoring and financial investments

Regional translation

Learning approach

Investments in VET

Annex 1: Agenda for VET actions

Agenda for VET actions priority 1

Agenda for VET actions priority 2

Agenda for VET actions priority 3

Introduction

Vocational education and training (VET) is rich in talent that we need to nurture and utilise. VET plays a crucial role in our economy and is of essential value to our society.

It functions as the metaphorical engine for addressing major societal challenges, such as the energy transition, housing, education and care. It is the students of today who will devise solutions for the challenges of tomorrow. With its focus on professional practice, VET is a driving force for innovation. The world envies the closely intertwined nature of education and professional practice in our country and the many opportunities this offers to a large proportion of our young people and adults. As such, the Netherlands is entitled to be proud of its VET sector.



VET: the foundations are strong

VET embraces a diversity of students, each with their own needs. Over 513,000¹ students are currently in publicly funded VET, and around 45,000² students are following educational programmes in non-publicly funded, private VET.

The majority of those are first-time students who are receiving training for an occupation or a follow-up educational programme, and are learning good citizenship. In addition, there are workers and jobseekers who want further training or retraining in order to improve their position in the labour market.

For them, the focus is on gaining a certificate or diploma, taking part in the civic integration pathway or improving their basic skills. This diversity of needs mirrors the diversity of students. For instance, 11% (over 46,000) of VET students are over the age of 25 (generally not first-time students). One in three students in VET enters from outside education (after an absence of at least one year), and more than one in four have previously gained a VET qualification. Over half of the group aged over 25 consists of students returning to VET after previously gaining a

qualification. Nearly 35,000 teachers and other educators work hard to offer the students, young and old, a good foundation for their future.

With their knowledge, passion and enthusiasm, they are the ones who can make the difference for students.

The over 250,000 work placement companies accredited by SBB and their workplace trainers also perform an essential role in the vocational training of students. They enable students to learn in practice by means of an internship or apprenticeship.

On average, VET students rate their education and their VET institution (public or private) as satisfactory. VET schools generally perform in line with the quality ambitions. Their financial health has improved in recent years. So the VET sector is in good shape.

¹ Sub-report on the state of VET in 2022

² Sub-report on the state of VET in 2022



The challenges of modern-day society call for stronger VET.

With a broad coalition of students and teachers (and other staff), VET schools, employers and local authorities, our ambition is to mobilise all the brainpower and creativity in and around the VET sector in order to further improve and develop VET. And that is definitely needed – the challenges of modern-day society demand it. The personal growth of students, developing in a turbulent world immediately after the coronavirus pandemic in an era economic uncertainty, inequality and labour shortages, is central to this joint Agenda for VET.

A student's mental health contributes to motivated study choices.

Because VET performs a crucial role in training many young people and adults

Students deserve a sustainable future with decent prospects. A stimulating, safe learning environment in which students are heard and seen, with proper consideration for their personal development and needs, increases students' well-being and trust. Students' mental health contributes to motivated study choices and generates belief in their future.

School is also the place where students develop as human beings.

There are significant forces conspiring against the well-being of some students, with the impact of the pandemic and the uncertain times in which we live. There are students who face internship discrimination, who are dealing with mental health issues, or who do not experience society and school as safe or accessible. In this Agenda for VET, we are committed to VET that offers a safe and pleasant space for students, where encounters take place and connections are made.

In order to be able to offer students the best vocational education, a sufficient supply of good teachers, work placement companies, practical trainers and other educators is needed.

The quality of the education depends on education professionals who continue to develop their own skills. As part of this Agenda for VET, we are therefore also pushing for the further professionalisation of trainers in VET and helping them with the tasks they face. In this way, VET will remain an attractive sector to work in.

In VET, everyone participates equally

There are students who due to their personal circumstances (including insufficient financial resources, a disability or chronic illness, an interrupted school career and lack of a supportive environment) need extra help in order to fully develop their skills and potential. In this Agenda for VET, we are committing to giving them the help they need. As such, we consider it important that **all students have equal access to internships.**

Students with a migration background sometimes have to work harder to

find an internship than other students. That is unacceptable. Students must not be discriminated against or experience unequal opportunities based on their backgrounds or other personal characteristics, such as a need for support as a result of a chronic illness, disability or otherwise.

We also observe that there are currently too many young people leaving education without a starting qualification. The main causes are the wrong choice of studies, the increased incidence of **complex problems** among young people and labour market shortages. Drop out rates were exacerbated by the pandemic.

We can and must reduce the number of young people without starting qualifications, because students who leave with a diploma have a stronger and more sustainable position in the labour market.

Moreover, all students in the Netherlands are entitled to equal treatment. Together with higher professional education (HBO) and university education, VET represents a broad range of training options, each with its own value and unique qualities. Side by side. In order to achieve equality, there are many steps that still need to be taken.

For example, in the use of language – distinctions are sometimes unnecessarily made between VET, HBO and university students. In principle, all students in VET, HBO and university education should have the same opportunities in student life. That also goes for gaining international competencies, for example through the experience of spending time abroad.

There is work to be done: VET talent is urgently needed

Right now there is plenty of work. Unemployment is at a historic low and the labour market is exceptionally tight. A tight labour market offers opportunities for people. There is strong demand for VET graduates: 81% will have a job within three months, of which nearly 80% at the level

they graduated at and the majority in a role related to the subject they studied. The call for further training and retraining of workers and non-workers is louder than ever. Through VET, adults and career changers can improve their prospects in the labour market. It is therefore all the more important to fully utilise the potential of VET.

At the same time, labour shortages are hampering efforts to address societal challenges and achieve broadly-based welfare in the Netherlands. The consequences are there for all to see: fewer trains, restaurants staying closed for lack of staff and long waiting lists for childcare places. Many additional skilled workers are needed, whereas the numbers entering VET from lower secondary pre-vocational education (VMBO) is falling.

81% will have a job within three months



Students who are properly informed about the education they choose and subsequently receive good training, including an honest perspective on what the future will require and may bring, acquire knowledge and skills that are relevant for the labour market. They make sensible choices about their future and where they want to work. Under these conditions, personal development delivers well-trained and motivated professionals who are ready to contribute to addressing our major societal challenges. In this Agenda for VET, we are committed to providing choices and education that offer students good prospects.

VET is crucially important.

Focus on solid foundations, excellent talent and research in VET

There are more and more people whose literacy or numeracy are not adequate to keep up in our society. Command of the basic skills is decreasing among young people in the Netherlands. We are concerned about this trend. We want to offer students in VET a solid foundation.

That includes offering generic subjects appropriate to vocational education in ways that are attractive and effective for students. Besides providing a solid foundation, education also needs to offer students opportunities to develop their full potential. Offering opportunities for VET students to excel is part of the next step towards even higher quality in VET. Craftsmanship is a very valuable good.

VET is crucially important to successfully addressing the societal challenges facing the Netherlands, such as the climate and energy transition. These rapid changes require education to be up to date and adaptive. Teaching teams are a driving force, because they shape VET in innovative ways. For this reason, we will make sure that working in the VET sector is and remains attractive.

In this Agenda for VET, we are committing to innovation and research in our VET, for example through *practoraten* (expertise platforms within VET schools that conduct practice-based research). We are also committed to further developing technical innovations and to digitalisation. Both play an important role not only in regard to the societal challenges referred to above,

but also in offering attractive, personalised education geared to the future. Two recently accepted applications to the National Growth Fund, Digitaliseringsimpuls NL and Digitaal Onderwijs Goed Geregeld, will provide a stimulus.

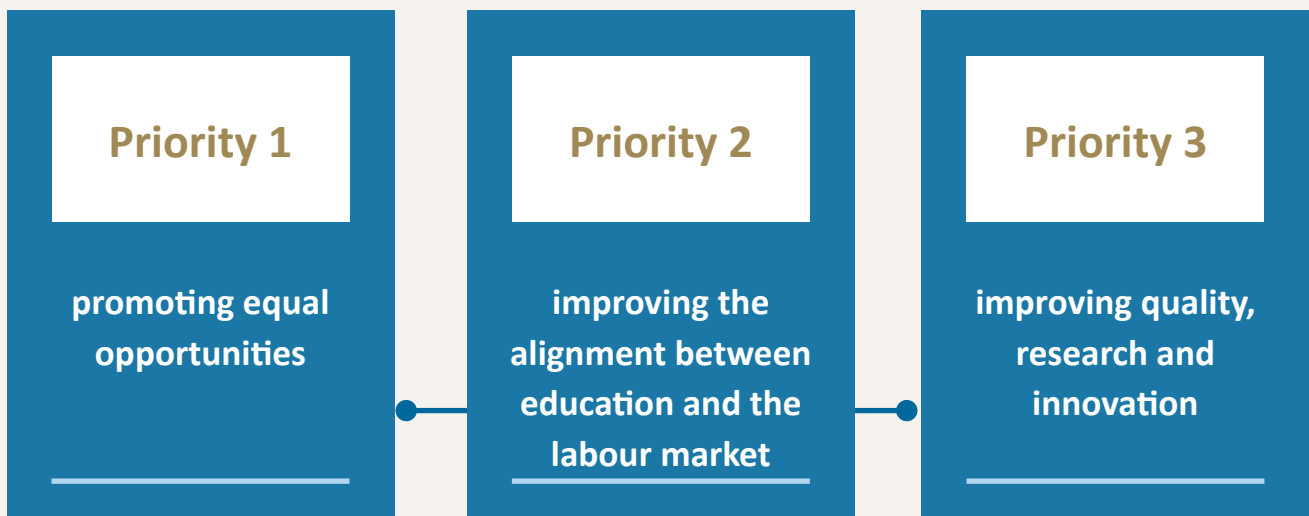
Working together for talent

With this Agenda for VET, we – *youth organisation for vocational education JOB MBO, professional association of trainers in VET (BVMBO) the MBO Council, the Dutch Council for Training and Education (NRTO), Confederation of Netherlands Industry and Employers (VNO-NCW) /MKB-Nederland (representing SMEs), the Association of Dutch Municipalities (VNG), the Foundation for Cooperation on*

Vocational Education, Training and the Labour Market (SBB) and the Ministry of Education, Culture and Science (OCW) – are working to ensure that all students are able to participate fully in society and the labour market, and have genuine opportunities to fully develop their skills and talents and complete an appropriate learning pathway.



As such, the priorities of this agenda are:



In this way, we are contributing to addressing the challenges our society currently faces. We can only do this together. Each of us has a role to play. Obviously, the VET schools and training providers are crucial to offering challenging vocational education. Students know better than anyone else what that calls for. Employers are needed to ensure alignment with the labour market and to provide good internships and apprenticeships for all VET students. SBB accredits work placement companies, ensures the availability of sufficient internships and apprenticeships and promotes their

quality. Local authorities are important in supporting students and recent graduates in areas other than education. Also important is that VET schools, in consultation with regional parties and on a level playing field between public and private parties, perform a fundamental role in further training and retraining of workers and jobseekers. In coordination with internal and external parties, VET schools must make agreements appropriate to the practice in their own regions regarding the interventions and repertoire of actions needed to deliver the aims set out in the Agenda for VET.

An Agenda for VET: getting to work and learning what works

In this Agenda for VET, we set out our respective commitments with regard to the most important aims for VET. In this way, each of us is committing to their own role and the concrete contribution of their organisation to the achievement of the joint aims.

We have translated our aims into 12 concrete objectives, and in this Agenda for VET we record who will do what in order to achieve them. In the coming years, we plan to jointly monitor whether what we are doing works and whether we can deliver our goals. So we are joining forces as partners and working together on **VET talent for the future.**



Ministerie van Onderwijs, Cultuur en
Wetenschap



PRIORITY

Promoting equal opportunities

All students are able to participate fully in education and society

Our ambition is that all students in VET should receive optimal opportunities to fully develop their skills and potential and are therefore able to complete an appropriate learning pathway geared towards sustainable participation in society and the labour market. That includes those students who, due to various circumstances (including insufficient resources, a disability, an interrupted school career, lack of a supportive environment), need extra help in order to fully develop their skills and potential.

01

Dutch education is aimed at offering everyone an equal opportunity to successfully complete an educational programme and build a sustainable livelihood. Each student must receive an equal opportunity to optimally develop his or her talents and capacities via the vocational route. As such, we consider it important that the intake and progression processes in vocational education should proceed smoothly for young people.

Full participation includes equal treatment for all students in the Netherlands. VET, higher professional education and university education represent a rich array of educational programmes, not a ladder. Our ambition is that everyone in the Netherlands should regard vocational education as a positive choice.

Unfortunately, we currently observe differences between groups of young people and adults with regard to their opportunities for building a sustainable livelihood. Current social developments are further compromising equal opportunities.

We observe:

- that the coronavirus pandemic has had negative consequences for the well-being of students, impacting on motivation and development opportunities,
- that labour market shortages make entering the labour market without qualifications attractive,
- the danger that complex problems and/or increased poverty as a result of rising prices and inflation may cause some to drop out of their courses,
- and that currently, after years of decline, there is an upward trend in the number of students leaving education without qualifications (including those dropping out of school) that we want to turn around,
- that there is scope to provide even better support for students with special needs in order to attain a VET qualification,
- that low literacy is an obstacle on the road to equal opportunities; it limits the emancipatory function of education, often precisely for those people who encountered the same obstacle earlier in their lives.

In order to promote equal opportunities, in the coming years we are going to work together on five objectives:

Objective 1.1

We will contribute to the equal treatment of all students in the Netherlands.

For this objective, we will monitor:

- Opportunities for VET students to participate in student life, for example via introductory weeks, access to cafes, bars, etc., student associations or sports clubs.
- Opportunities for VET students to gain experience abroad and acquire international competencies.

And will make adjustments if possible.

Objective 1.2

We will improve student well-being and increase (social) safety in schools and at work placement companies. We will increase the accessibility of VET to students with support needs.³ We will make VET more inclusive.

For this objective, we will monitor:

- The proportion of students who feel safe at school and at the internship/ apprenticeship location.
- How VET students rate their well-being.
- The percentage of VET students who report experiencing poor mental health.
- The proportion of students with support needs who are satisfied with the support they receive at school.

And will make adjustments if possible.

³ Unless that results in a disproportionate burden on the school, as defined in the Equal Treatment of Disabled and Chronically Ill People Act.



We will maximise our efforts to slow down and turn around the rise in school dropout rates that is now being seen after years of falling numbers.

Objective 1.3

We will improve supervision in education and during the transition from school to work or a follow-up educational programme (in particular for level 2 students). We will maximise our efforts to slow down and turn around the rise in school dropout rates that is now being seen after years of falling numbers. Our target is fewer than 18,000 new school dropouts by 2026.

For this objective, we will monitor:

- The numbers of those dropping out of school each year.
- The proportion of those leaving school with VET level 1 (entry-level) or 2 who are in work after a year.
- The proportion of young people who are satisfied with the support they receive at school.

And will make adjustments if possible.

Objective 1.4

We will strengthen the vocational route. We will do so by facilitating lower secondary pre-vocational, senior secondary vocational and higher professional education institutions in ensuring a seamless transition when students progress to a related programme. We will encourage intake and progression within the vocational education segment so that everyone gets the opportunity to fully realise their potential. Vocational education is regarded as a positive choice. A re-evaluation of vocational education takes place within society.

For this objective, we will monitor:

- Study success rates for young people in the vocational education segment, focusing on the transitions between the different levels of education.
- The performance of 'equal opportunities'⁴ students progressing from secondary education to VET to higher professional education at the system level: the number of those choosing to progress to higher professional education who drop out in the first year.

And will make adjustments if possible.

Objective 1.5

VET contributes to reducing low literacy by investing in training programmes for those with low literacy.

For this objective, we will monitor:

- Participation in these training programmes, inter alia via the monitoring reports of the National Growth Fund's LLO-Collectief (lifelong learning) project.⁵

And will make adjustments if possible.

⁴ 'Equal opportunities' students are those with limited social, economic and/or cultural capital, diversity characteristics and people with visible or invisible disabilities. Not every student with these characteristics needs extra help. But they are factors that increase the likelihood.

⁵ The National Growth Fund's LLO-Collectief project was launched in 2022 with two pilot regions. If successful, the number will be scaled up to twenty pilots within the term of the Agenda for VET.

Improving the connection between education and the labour market

All students have sustainable labour market prospects

Our ambition is to offer every VET student, young and old, at the start of their career and for its duration, optimal opportunities to follow an educational programme that matches his or her interests, talents, capacities, and that leads to a promising and sustainable position in the labour market and in society or on a follow-up programme. And we want every VET student to continue to develop throughout their lives after obtaining a VET qualification. VET is a crucial provider of further training and retraining as part of lifelong learning.

The quality of VET is high, as is the quality of collaboration between education and professional practice. Practice-based learning, including internships and apprenticeships, forms the heart of VET. The closely intertwined nature of education and professional practice and the opportunity to combine working and learning makes VET special. As a result, VET graduates are very much in demand among employers: 81% find a job within three months.

At the same time, there is a substantial challenge facing the VET sector over the coming years: providing as many well-trained skilled workers as possible through initial education and further training and retraining of workers and jobseekers.

This is a result of the following trends:

- In our country, we face a large number of societal challenges in the areas of housing, care, education, climate and energy, safety, childcare and digitalisation (where societally relevant). Well-trained workers are indispensable to meeting these challenges.
- There are major shortages in the labour market. We also note that the number of unfilled vacancies is historically high (449,000).⁶ There is extremely strong demand for skilled workers.
- We observe that new enrolments in VET from secondary education are falling, partly as a result of demographic contraction and upward pressure. There are not enough young people graduating to fill all the open vacancies.
- In addition, there is a substantial group of people who for various reasons are marginalised and are not in work, or not sustainably so.

⁶ Source: figures from Statistics Netherlands, 3rd quarter

We consider it important to maximise opportunities for graduates. We want to achieve the best possible match between the interests, talents and capacities of students and the demand from the labour market. Our aim is that young people and adults should feel well supported in choosing an educational programme and a profession. Secondary education and VET each have a role to play here. In addition, we observe that further training and retraining via VET can make a contribution to resolving the shortages in the labour market, and that training through practice-based learning can help those who are currently marginalised towards sustainable job prospects.

To achieve these aims, we will be focusing on the following objectives in the coming years.

Objective 2.1

More students are making a considered choice of education geared towards a promising occupation that matches their interests, talents and capacities.

The programme offers them the prospect of a sustainable position in the labour market and of a livelihood. It is clear to workers and jobseekers, employers, SBB and professionals from UWV and local authorities which further training and retraining opportunities are offered by public and private VET providers.

For this objective, we will monitor:

- The proportion of students who are positive about the support they receive from their schools in choosing between continued learning (follow-up educational programmes) or work (labour market).
- The percentage of young people opting for educational programmes offering promising and sustainable prospects in the labour market, with a particular focus on educational programmes that are required to help address the societal challenges in housing, care, education, climate and energy, safety, childcare and digitalisation (where societally relevant).

And make adjustments where necessary.



We will eliminate internship discrimination and students will receive appropriate remuneration.

Objective 2.2

Students in VET will receive a high quality internship or apprenticeship that is in line with each student's educational programme and development needs. We will eliminate internship discrimination and students will receive appropriate remuneration.

For this objective, we will monitor:

- The percentage of students who are satisfied about the support they receive from the institution (and from the work placement company) during the internship or apprenticeship.
- The number of internships in proportion to the number of students (shortages of internships).
- The proportion of students receiving appropriate remuneration.
- Developments in combating internship discrimination.
- The effort required to find an internship/apprenticeship based on background characteristics.

And make adjustments where necessary.



Image: © Arenda Oomen | Ministry of Education, Culture and Science

Objective 2.3

The VET sector contributes to the further training and retraining of workers and jobseekers (tailored, modular and work-based (BBL) tracks). Our focus will be specifically on further training and retraining within the context of the societal challenges (housing, care, education, climate and energy, safety, childcare and, where societally relevant, digitalisation). In addition, we will also focus on training (via practice-based learning in VET) for people who are marginalised for various reasons and are not in work, or not sustainably so. Employers, VET schools and the SBB will make agreements about this together, making use of the subsidy scheme for practice-based learning.⁷ VET schools and employers also work together in the LLO-katalysator (lifelong learning) project.

For this objective, we will monitor:

- The offering and take-up of tailored programmes (both work-based (BBL) and school-based (BOL) tracks), shortened programmes for students who already have the required learning and work experience and qualifications – with a specific focus on the offering related to housing, care, education, climate and energy, safety and childcare, and on digitalisation (where societally relevant).
- The number of students achieving their diplomas through the work-based (BBL) track, with a focus on career changers and those switching from the school-based (BOL) track.
- The participation of employers, local authorities, public and private VET schools in the National Growth Fund's LLO-katalysator (lifelong learning project).
- The number of certificates of acquired skills issued.

And make adjustments where necessary.

Education for the future: quality, research and innovation

Every student receives a solid foundation in VET

Our ambition is that all students in VET should be given the greatest possible encouragement to work on Dutch, numeracy and citizenship. We will do this by providing basic skills appropriate to the specific situations of the different groups of students in vocational education and to their own living and working environments.

Sufficient high-quality teachers to achieve our ambitions

Our ambition is to have sufficient high-quality teachers who want to work in, or remain in, VET. For this reason, it is important that the VET sector is regarded as an attractive employer and remains so.

VET is future-proof and of top quality, thanks in part to a commitment to research, innovation and digitalisation

Our ambition is that VET should become the centre for innovation and vocational education, thanks to research, innovation and digitalisation being firmly embedded in the sector.

The Netherlands currently faces a major societal challenge in terms of basic skills: Dutch, numeracy, citizenship and digital literacy. There are more and more people whose literacy or numeracy are not adequate to keep up in our society. This may have been exacerbated by the effects of the coronavirus pandemic on education. Illustrative of this phenomenon is the decline in the command of various basic skills in lower secondary pre-vocational education (VMBO). We observe (based on the level seen in VMBO) that the national trend is that the number of students whose basic skills are lacking at the start of their VET programmes is increasing. For VET students and graduates, good basic skills are an important enabling condition for keeping up in society and in their profession.

The most important enabling condition for being able to offer high quality education is an adequate supply of good teachers. For this reason, we are committed to ensuring that there are sufficient, competent teachers who continue to engage in their own professional development. VET is and must remain an attractive sector to work in, with sufficient teachers and other teaching staff together providing the best vocational education for students in teaching teams and enjoying high job satisfaction.

The Netherlands faces various societal challenges, for example in the areas of climate and energy, in which technical innovations and digitalisation play an important role. These challenges have major implications for VET. VET is crucially important for successfully addressing these challenges now and in the future. This requires that research and innovation be structurally embedded in VET, and VET in the national research and development infrastructure. We want to increase the innovation and research capacity of VET and ensure that insights from research flow back into VET. Digitalisation can play a role in increasing innovative capacity. Cybersecurity and the protection of privacy are preconditions for safe digitalisation in education.

In order to offer every student high-quality, future-proof education at VET level, we are working on the following objectives:

Objective 3.1

We will improve the command of Dutch and arithmetic among VET students. We will ensure that the quality of the teaching staff who teach Dutch and arithmetic (and citizenship, see 3.2) is enhanced.

For this objective, we will monitor:

- The percentage of Dutch and maths teachers who meet the requirements that will apply as the result of the minister's decision.
- The ratings that VET students give for the quality of education in basic skills they receive.
- The level of command of the basic skills among VET students.

And make adjustments where necessary.

Objective 3.2

Citizenship education contributes to students' all-round development, for example by helping to enhance their societal, social and critical thinking skills. We will improve the quality of citizenship education.

For this objective, we will monitor:

- The citizenship skills of VET students.
- The ratings that students give for the quality of citizenship education.
- The proportion of teachers who feel competent to teach citizenship education.
- The degree to which teachers feel that the qualification requirements for citizenship education have been clarified.

And make adjustments where necessary.

Objective 3.3

We will ensure that working in VET is and remains attractive. We will look at the workload and career prospects of teaching staff. We will reduce dropout rates among newly qualified teaching staff. All employees in the VET sector, including specifically teachers and other educators, have sufficient opportunities to develop and professionalise.

For this objective, we will monitor:

- National pay grades for VET teachers.
- How VET teachers rate their workload.
- The dropout rate among newly qualified teachers.
- The available learning offering for teachers, together with their teaching teams, and the degree to which teachers actually make use of it/are able to make use of it.
- The professional development options available to teachers who provide Dutch, numeracy or citizenship education and the extent to which those options are taken up.
- The connection between teaching teams and knowledge/science, so that teaching teams can work in an evidence-based way.
- Shortages of teaching staff (once they have been catalogued by the MBO Council and the Ministry of Education, Culture and Science).

And make adjustments where necessary.



Objective 3.4

We will ensure that VET becomes a full and equal partner in the research and knowledge networks in the realm of research and innovation.

For this objective, we will monitor:

- The proportion of relevant schemes and calls that include VET.
- The number of *practoraten* and the proportion of VET schools participating.
- The offering of excellence pathways.

And make adjustments where necessary.

Governance, monitoring and funding

Regional translation of the Agenda for VET and sector coalitions

Promoting equal opportunities, contributing to a good alignment between education and the labour market, and further developing future-proof VET are challenges we can only tackle together.

This national Agenda for VET sets out ambitious goals and substantial investments for VET, so providing direction for the efforts needed over the coming years. The VET schools cannot achieve those ambitions alone. Close cooperation and a substantial contribution from regional and sectoral partners are needed in order to be able to achieve them. With the signing of the Agenda for VET by national parties such as SBB, VNO-NCW/MKB-Nederland, JOB MBO, BVMB and VNG, we are taking an important step. Because by signing the Agenda for VET, these parties are committing themselves to informing and mobilising their regional and sector grassroots. The government is

also making extra money available for a number of national parties.

What is needed now is for regional and sectoral coalitions to be formed in order to jointly address the challenges facing VET. It is up to the schools to work together with the regional and sectoral partners to translate the aims set out in the national Agenda for VET to their own professional field.

That means schools and their partners making choices with regard to their agendas and policies which are appropriate to the current challenges in their respective regions.

We call on the VET schools to make a regional translation of the national objectives, stating how the partners in the region will jointly translate the ambitions set out in the Agenda for VET into practice.

Collaborating partners from education, government and business (the social and the economic domain) must be included in this process.

We want to learn, together, what does and does not work and we want to develop in response to what is going on in society.

The student council and works council of the school have the right of consent to the school's plans. In addition, it is important to see how parents (at least of minor students) may be appropriately involved in their education.

A learning approach with all the collaborating partners

ERight now there is a lot going on in the world and these developments have implications for the societal challenges facing us. A concrete example are the previously cited effects of the coronavirus pandemic on the well-being of students. We want to learn together what does and does not work and develop in tandem with what is happening in society.

As partners in this Agenda for VET, we will therefore monitor the results of the actions we implement, in order to understand whether our efforts are working and whether adjustments might be needed. This Agenda for VET is therefore not set in stone.

We will monitor the implementation of this national Agenda for VET in an integrated manner. For each objective, we have specified which indicators we will use and monitor. In order to promote equal opportunities, we will also compare the 'equal opportunities group' with the entire VET population.

In the coming months, we will focus on making the objectives measurable. We will make as much use as possible of indicators that already exist. The Ministry of Education, Culture and Science and the MBO Council will make data available to the schools where possible. We will also look at what has already been developed within the VET Quality Network through the *Toekomstbestendige kwaliteit* (Future-proof quality) pathway.

In addition to the monitoring and indicators, we will invest in drawing up a joint knowledge and research agenda. This will allow us to investigate the gaps that exist and, where this is revealed to be relevant, conduct more in-depth research.



We will discuss progress regularly

We will meet with all partners involved and regularly discuss progress based on the monitoring of the Agenda for VET. Halfway through the term of the Agenda for VET, we will evaluate where we stand and consider any adjustments needed in order to achieve the national objectives. We will together learn from the good examples and share knowledge about what we have learned.

Investing in VET

The government is systematically

investing around €367 million extra year in VET, largely in the three priorities of the Agenda for VET.

Moreover, the budget for the existing quality agreements (approximately €528 million per year) will be used by the schools for the objectives set out in this Agenda for VET. The schools will start working on the regional (and sectoral) translations with their partners. Adding together the new investments and the existing resources under the quality agreements, an average of €0.9 billion per year will be available for the implementation of the Agenda for VET. Over the term of the Agenda for VET, that amounts to over €4 billion.

The investments in VET are as follows:

Table 1: Investments under the coalition agreement and reprioritisation of the Ministry of Education, Culture and Science budget

amount x € 1 million	2022	2023	2024	2025	2026	2027	2028 ev
<i><u>Promoting equal opportunities:</u></i>							
VET 2	80	100	165	150	150	150	150
After-care/supervision	0	25	25	25	25	25	25
Regional Reporting and Coordination Centres (RMCs)	0	0	0	25	25	25	25
Progression through the vocational education segment (lower secondary pre-vocational education/VET/ higher professional education)	6	25	50	50	50	50	50
Cover school costs for basic skills for under 18s (amendment)	0	3	10	10	10	10	10
Reprioritisation lump sum (amendment)	0	-3	0	0	0	0	0
<i><u>Improving alignment between education and the labour market:</u></i>							
Career orientation and guidance	20	33	33	33	33	33	33
Orientation programmes	0	7	14	14	14	14	14
Education offer that is relevant to work	1,6	2,7	3	3	3	3	3
Internship pact/internship discrimination	0,5	9,5	7,5	7,5	2,5	2,5	2,5
Agenda for VET for implementation (WAU), SBB and DUO	0,1	2,9	3,7	4,9	3,9	3,1	3,1
Funding for Caribbean Netherlands	0,7	1,2	1,3	1,3	1,3	1,3	1,3
Total for priority 2	22,9	56,3	62,5	63,7	57,7	56,9	56,9

amount x € 1 million	2022	2023	2024	2025	2026	2027	2028 ev
<i>Quality, research and innovation:</i>							
VET teachers' professional development	1,5	30	30	30	30	30	30
Comenius scholarships/VET prize	0	3	4	5	5	5	5
Career prospects for teaching staff	0	0	142,2	142,2	142,2	142,2	142,2
Reprioritisation of quality agreements funding	0	0	-90	-90	-90	-90	-90
Reprioritisation of Randstad regional salary mix	0	0	-52,2	-52,2	-52,2	-52,2	-52,2
Practoraten	0	25	25	25	25	25	25
Reprioritisation of quality agreements funding	0	-23,1	-22,1	-22,4	-22,4	-21,4	-21,4
Contraction	0	0	30	30	30	0	0
Tackling low literacy	5	15	15	15	15	15	15
Basic skills master plan	2	2	2	2	2	2	2
Safe digital education	4,0	5,2	5,2	5,2	5,2	5,2	1,6
Implementation/monitoring/evaluation	1,1	1,5	2,6	2,7	2,8	2,8	2,7
Total for priority 3	13,6	58,6	91,8	92,5	92,6	63,6	60,0
Total investment in VET	123	265	404	416	410	381	377

amount x € 1 million	2022	2023	2024	2025	2026	2027
Improving career prospects for teaching staff	0	142,2	142,2	142,2	142,2	142,2
Practoraten	25,0	25,0	25,0	25,0	25,0	25,0
VET level 2	100,0	165,0	0	0	0	0
Options	461,1	372,1	371,8	371,8	371,8	372,8
Quality agreements funding for VET *	586	704	539	539	539	540
Correction for double counting of VET level 2*	-100	-165				
Correction for double counting of practoraten***	-1,9	-2,9	-2,6	-2,6	-3,6	
Agenda for VET financial framework	123	749	941	953	947	917

* The form of the new investment in VET 2 worth €165 million in 2024 will be modified from a lump sum to funding under the quality agreements in the Spring Memorandum 2023.

**The new investments in VET 2 will be added to the VET quality agreements funding in 2023 and 2024 for reasons relating to implementation. Without correction, the resources for VET 2 would be included in the total for the 'Agenda for VET financial framework' twice.

***The available budget for practoraten consists of investments based on the coalition agreement and a prioritisation within the quality agreements funding. Without correction, the portion being invested under the coalition agreement would be included in the total for the 'Agenda for VET financial framework' twice.

All students
have the right to
equal opportunities
in order to develop
their skills and
talents to the full.

PRIORITY 1

Promoting equal opportunities

Objective 1.1

We will contribute to the equal treatment of all students in the Netherlands.

What?	Who?	Timeline
<p>Together with higher professional education and university education, VET represents a broad range of training options, each with its own value and unique qualities. We want to move away from thinking in terms of higher/lower. The Ministry of Education, Culture and Science is taking an active role in counteracting this way of thinking.</p> <p>The equal positioning of VET and our students naturally enjoys the support of the management of VET schools. We call on other parties in society to follow their lead.</p>	<p>The Ministry of Education, Culture and Science, VET schools, local authorities, employers, JOB.</p>	<p>Ongoing: 2023 – 2027</p>
<p>Concrete areas for achieving greater equality include student accommodation, local authority grants, claiming back tuition fees and avoiding unnecessary differences in monitoring.</p>	<p>OCW, local authorities.</p>	<p>Ongoing</p>
<p>We will explore a possible financial contribution from VET schools to student sports clubs and compensation for committees running student sports and other clubs. We will learn from the good examples that already exist.</p> <p>Schools (i.e. publicly funded schools) in partnership with JOB MBO and others are creating an infrastructure to support and facilitate student initiatives such as the founding of study clubs*. JOB MBO provides guidelines to support students and facilitators.</p> <p><i>*this relates specifically to study clubs, not student associations.</i></p>	<p>OCW (primarily), publicly funded VET schools, JOB.</p>	<p>Exploration: 2022 – 2023</p> <p>Scheme: 2023</p>

What?	Who?	Timeline
<p>Increasing awareness of the VET student fund among students, teachers and study advisers.</p>	<p>OCW, MBO Council, JOB.</p>	<p>2023</p>
<p>We are working to introduce a student card for all VET students in the Netherlands. In 2023, we will explore the options and the requirements for implementation. We are planning a physical card that clearly shows that it is a student card. By introducing this card and securing recognition by companies, etc. we are promoting the equal treatment of VET in access to catering services and discounts on sports subscriptions, for example.</p>	<p>VET schools, JOB, OCW.</p>	<p>Explore in 2023</p>
<p>The Ministry of Education, Culture and Science will work out a legislative proposal stipulating that the minister must regularly consult with relevant student interest groups on matters of general interest to students, as is already the case in higher education.</p>	<p>OCW.</p>	<p>Start of legislative pathway 2023</p>
<p>The government will put a proposal to the lower house about adding a person's level of education as a ground for discrimination under the Equal Treatment Act.</p>	<p>OCW and Ministry of Kingdom and Interior Relations (BZK).</p>	<p>Start in 2023</p>
<p>Local authorities, schools (i.e. publicly funded schools) and other parties will promote the equal position of VET students in student life. We will enable VET students to participate in student sports clubs and introductory weeks (in line with what is available in the region and the wishes of students). We will learn from the good examples that already exist. Local authorities will take the lead in this regard.</p>	<p>Local authorities (primarily), publicly funded VET schools, JOB.</p>	<p>Ongoing</p>
<p>Giving students the opportunity to gain international experience and develop international competencies serves to better prepare them for today's labour market, helps them grow in their professional roles and stimulates their personal development. The Ministry of Education, Culture and Science will include increasing the options for developing international competencies (for example, through internationalisation at home) and gaining international study or work experience during VET in its exploration of options for the future. The ministry will enter into a dialogue with the professional field about the removal of barriers, including mutual recognition of diplomas between countries, in order to take advantage of the European labour market.</p>	<p>OCW, MBO Council, Nuffic.</p>	<p>2023</p>

What?	Who?	Timeline
<p>Basic skills are important for all young people in order to be able to participate in the labour market. We note that pupils in secondary education below the age of 18 and without a starting qualification currently have at their disposal free of charge the books and licences they need to acquire basic skills. In order to offer young people more equal opportunities and lower the threshold to VET, we will make sure that school books and licenses for acquiring basic skills (Dutch, numeracy, citizenship) are available free of charge to VET students under the age of 18 from the 2024/2025 academic year.</p>	<p>OCW, in consultation with the MBO Council and JOB.</p>	<p>2023/2024: preparations for implementation</p> <p>2024/2025: first cohort in VET have free school books and licences for acquiring basic skills</p>

Objective 1.2

We will improve student well-being and increase overall safety at schools and work placement companies. We will increase the accessibility of VET for students with support needs⁸. We will make VET more inclusive.

What?	Who?	Timeline
<p>Schools and students will enter into a dialogue about mental health and safety in order to jointly establish a vision, policy and easily accessible provisions for students.</p> <p>There is a taboo around this issue, which means that a concerted focus on it is required at schools in order to break that taboo. All schools will extend their social safety plans. To this end, schools have a good idea of their strengths and weaknesses. Students and staff at each school will be involved in drawing up the plan.</p>	<p>VET schools (primarily), students.</p>	<p>Ongoing</p>
<p>The MBO Council, the Dutch Council for Training and Education (NRTO) and the Association of Netherlands Municipalities (VNG) will jointly work out a proposal based on which local authorities and VET schools in the region will make sustainable agreements about what support will be provided to students by external care providers within and outside the school.</p>	<p>MBO Council, NRTO, local authorities.</p>	<p>Ongoing</p>
<p>We will implement the inclusive education improvement agenda,</p> <ol style="list-style-type: none"> 1. We will improve the intake of would-be students and the involvement of their parents, 2. We will improve the quality of support by teaching teams, 3. We will improve the collaboration between VET, youth welfare support and adult care, 4. We will improve support for students with support needs in internships and in their first steps in the labour market. <p>Non-publicly funded schools will interpret the requirement for inclusive education in accordance with the statutory requirements in their own ways.</p>	<p>OCW, VET schools, JOB, MBO Council, NRTO, SBB, local authorities and other parties.</p>	<p>Ongoing</p>

⁸ Unless that results in a disproportionate burden on the school, as defined in the Equal Treatment of Disabled and Chronically Ill People Act

What?	Who?	Timeline
<p>We will align ourselves with the existing integrated <i>Gezonde School</i> (Healthy School) approach and to the <i>Welbevinden op school</i> (Well-being at School) and <i>Helder op school</i> (Coming to School with a Clear Head) programmes. We will focus on developing/further developing and translating scientific insights about well-being into practical tools for schools, municipal health services and local authorities. There will be a specific focus on developing suitable materials for VET.</p>	<p>Publicly funded VET schools (primarily), local authorities, OCW Other parties: Ministry of Health, Welfare and Sport (WVS), municipal health services.</p>	<p>Ongoing</p>
<p>In the support structure around VET students, we will ensure that there is specific knowledge, expertise and focus on identifying and discussing depressive feelings, suicidal thoughts and thoughts about dropping out of school.</p>	<p>VET schools, OCW, other parties.</p>	<p>Ongoing</p>
<p>The Ministry of Education, Culture and Science will earmark some of the National Education Programme funding to extend the knowledge community around mental well-being for primary and secondary education to VET. Schools will be given information about possible interventions aimed at student well-being.</p>	<p>OCW (primarily), MBO Council Other parties: care and welfare institutions.</p>	<p>2023- 2024</p>
<p>We are working on a representative monitor of overall safety in VET. The emphasis in this monitor will be on social safety at and around school. We will make sure it represents a coherent addition to existing monitors, such as the practical vocational training monitor. Among other things, the overall safety monitor will show how safe students feel at school.</p>	<p>MBO Council, OCW, JOB, BVM-BO, SBB.</p>	<p>Ongoing</p>

Objective 1.3

We will enhance support in education and during the transition from school to work or a follow-up programme (in particular for level 2 students). We will maximise our efforts to slow down and turn around the rise in school dropout rates that is now being seen after years of falling numbers.

Our target is fewer than 18,000 new school dropouts by 2026.

What?	Who?	Timeline
<p>Funding for VET level 2 will be increased. Schools will specify how they will use these resources and what effects they anticipate. The Ministry of Education, Culture and Science and the MBO Council will agree a uniform and simple way in which the schools (i.e. the publicly funded schools) can provide accountability on this.</p> <p>For example, the money might be used for more intensive support during the course, to reduce class sizes and/or for other measures to provide maximum support for these students to complete their studies successfully. It might also be used for more intensive support during work experience and in the transition to work (handover). Publicly funded VET schools, employers and local authorities have a joint responsibility to ensure that these young people successfully gain their qualifications and make the strongest possible start in the labour market.</p>	<p>Publicly funded VET schools (primarily), OCW employers, municipalities, SBB.</p>	<p>2022 and onwards</p>
<p>We will invest in facilitating and supporting the return to school with appropriate reading routes, information provision about the available offering and funding options, career checks, validation of skills and recognition of previously acquired competencies. The VET schools will implement this through their own policies, reinforced by collaboration with other stakeholders within the framework of the National Growth Fund proposals <i>LLO-Katalysator</i>, <i>Leeroverzicht</i> and <i>Vaardig met Vaardigheden</i> (on lifelong learning, providing a learning summary and promoting skills).</p>	<p>VET schools, local authorities, OCW, SZW.</p>	<p>Ongoing</p>

What?	Who?	Timeline
<p>Schools will provide extra support for students in the final phase of their educational programmes. As a result, they will be better prepared for the transition to the labour market. Schools will also offer after-care to the students who need it. In this way, schools will contribute to the prevention of youth unemployment. At the same time, local authorities will acquire a role in helping vulnerable school leavers into work. Deciding on the required support begins in the final year of school, in partnership with the school, the young person and if possible the work placement company/employer. The Ministry of Education, Culture and Science will investigate options for embedding after-care within VET (entry-level and level 2) as a follow-up to the subsidy scheme. Until that time, the after-care subsidy scheme will be extended.</p>	<p>Publicly funded VET schools (primarily), OCW, SZW employers and municipalities.</p>	<p>The target is to embed after-care within VET by mid-2025. Until that time, the after-care subsidy scheme will be extended. Internet consultation on legislative proposal, summer 2023.</p>
<p>The Ministry of Education, Culture and Science is investing in the Regional Reporting and Coordination Centres (RMCs). We will increase the age limit for RMCs from 23 to 27. The RMCs actively reach out to young people who drop out of school or who are unemployed, exploring with the young person whether follow-up education or work, possibly combined with training, is a suitable solution. To this end, the RMC coordinates with educational institutions or the local authority/UWV in order to make sure young people do not drop off the radar. The RMC looks at all training options, in both publicly funded and non-publicly funded education.</p> <p>Together with Ingrado, the MBO Council and VNG are exploring how the publicly funded VET infrastructure can be put to optimum use and what is needed to enable young people aged 23-27 without a starting qualification to enter the labour market.</p>	<p>Local authorities (primarily), OCW, VET schools, MBO Council, NRTO, employers, SZW, UVW, Ingrado.</p>	<p>The expansion of the role of the RMCs is envisaged from 2025.</p> <p>Internet consultation on legislative proposal; spring 2023.</p>
<p>Schools and local authorities/RMC will be required to work together to combat early school leaving and promote a good start in the labour market. The existing approach to early school leaving that ends in late 2024 will be continued and expanded to include an effective transition to the labour market. The central municipality within the labour market region will align its efforts with this approach. Schools and local authorities will jointly formulate new regional plans. In those plans, they will agree targets and progress monitoring. Employers may be involved, for example to prevent young people from starting work without qualifications (as set out in the declaration of intent).</p>	<p>VET schools, local authorities, employers, SBB</p>	<p>The expansion of the early school leavers approach is envisaged for mid-2025. Spring 2023 Early school leavers action plan.</p>

Objective 1.4

We will strengthen the vocational track. We will do so by facilitating lower secondary pre-vocational education, VET and higher professional education institutions in ensuring a seamless transition when students progress from one to the other in a related subject. We will also encourage intake and progression within the vocational education segment so that everyone gets the opportunity to realise their full potential. Vocational education is regarded as a positive choice. A re-evaluation of vocational education takes place within society.

What?	Who?	Timeline
<p>In consultation with the professional field, the Ministry of Education, Culture and Science is developing a programme to strengthen vocational education (this programme relates to primary education, secondary education, VET and higher professional education). Vocational education will be firmly positioned within this as a positive choice in communication towards young people and their parents. Emancipation of vocational education is high on the administrative agenda, within education and society.</p>	<p>OCW</p>	<p>Early 2023</p>
<p>The MBO Council and the Ministry of Education, Culture and Science will encourage secondary education, VET and higher professional education to coordinate their educational programmes so that they align seamlessly, in order that students who progress in related subjects do not experience any obstacles. Initially, the focus will be on the programmes required to address societal challenges, in which students currently experience obstacles. Effective collaboration between the teaching teams of the different sectors is important. To this end, VET schools (i.e. publicly funded schools) will make a training analysis with the partners in secondary and higher education. The schools will be allocated resources to conduct the analysis. The educational institutions will improve alignment by coordinating their education in terms of content and design. They will also integrate joint activities/projects into their education, so that pupils and students in the different phases of their educational programmes can familiarise themselves with vocational education and the possible follow-ups steps in their school careers. To this end, the Ministry of Education, Culture and Science will set up a subsidy scheme and also involve the Secondary Education (VO) Council and the Netherlands Association of Universities of Applied Sciences (VH). They will reflect on schools' experiences during implementation and consider what might stand in the way of achieving this alignment.</p>	<p>OCW, MBO Council, publicly funded VET schools, secondary schools and higher professional education institutions, SBB.</p>	<p>Analysis; summer 2023 Subsidy scheme starts in 2023</p>

What?	Who?	Timeline
<p>With funding from the Ministry of Education, Culture and Science, the MBO Council, together with the Netherlands Association of Universities of Applied Sciences (VH) and the Netherlands Association of Teacher Training Programmes for Primary Education (LOBO) will develop a portfolio system in order to:</p> <ul style="list-style-type: none"> - promote the successful progression of VET students to teacher training programmes for primary education (PABO). - retain students for the educational domain. - increase the diversity of the teaching workforce. 	OCW.	2022- 2024

Objective 1.5

VET will contribute to reducing low literacy by investing in training programmes for those with low literacy.

What?	Wie?	Timeline
<p>Local authorities, employers and VET schools will take part/cooperate in the National Growth Fund's Lifelong Learning Collective project, directed towards training programmes for those with low literacy, combining improvements in Dutch, numeracy and digital skills with vocational skills.</p> <p>This will enable the target group to progress more easily to vocational education and improve their position in the labour market.</p>	Local authorities, VET schools and employers. Participation will be encouraged by VNG, the MBO Council, NRTO, VNO-NCW, MKB Nederland.	2022 – 2026/2027 (2nd round is conditional)
<p>Central government and local authorities will work to reach agreement on closer collaboration and cooperation in the area of low literacy.</p>	Central government and local authorities.	2023

PRIORITY 2

Improving the alignment between education and the labour market

Objective 2.1

More students make considered choices regarding educational programmes leading to a promising occupation matching their interests, talents and capacities. The programme offers them the prospect of a sustainable position in the labour market and of a livelihood. It is clear to workers and jobseekers, employers, SBB and professionals from UWV and local authorities which further training and retraining opportunities are offered by public and private VET providers.

What?	Who?	Timeline
<p>Increase investment and focus on professional development in career orientation, development and support at all publicly funded VET schools. Schools will focus on addressing the societal challenges that are important in their regions, in any event including housing, care, education, climate and energy, safety, childcare and digitalisation (where societally relevant). The Ministry of Education, Culture and Science is investing in improving and enhancing career orientation and guidance in VET. Based on their situations, schools (i.e. publicly funded schools) can use the money for:</p> <ul style="list-style-type: none">• deploying extra FTEs for careers guidance;• freeing up staff to organise more and more effective introductory visits to professional settings and companies and/or support students in choosing a work placement company and professional field;• organising further training to improve the expertise of teachers who provide careers guidance and careers officers; <p>From 2023, €33 million will be invested each year to improve careers guidance so that students can make considered choices and receive effective support.</p>	<p>OCW, VET schools, local authorities, employers, JOB.</p>	<p>Subsidy scheme starts in 2023</p>

What?	Who?	Timeline
<p>We will establish a trans-sector careers guidance policy agenda, via the Careers Guidance Expertise Centre. We will ensure regional coordination between secondary education, VET and higher professional education in careers guidance, focused on the career of the pupil/student.</p>	<p>Secondary Education (VO) Council, MBO Council, Netherlands Association of Universities of Applied Sciences (VH), OCW, publicly funded VET schools, secondary education and higher professional education (including teacher training courses), Careers Guidance Expertise Centre</p>	<p>Ongoing</p>
<p>VET schools and employers will make sector agreements (in any event for housing, care, education, climate and energy, safety, childcare and, where societally relevant, digitalisation) about working together in terms of information provision and training arrangements. This may include:</p> <ul style="list-style-type: none"> • Agreements on company visits • Coordinating communication about promising training options from sectors and education. • Exchanging information materials/individuals who can deliver information. For example, alumni can provide support with careers guidance and painting a picture of the profession. 	<p>Employers, VET schools</p>	<p>Ongoing</p>
<p>The Ministry of Education, Culture and Science makes the public and private training offer for workers and jobseekers in the Netherlands transparent and accessible via the Leerverzicht platform. The platform also lists financial schemes under which educational programmes may be funded in whole or in part. Finally, the platform can refer users on to public and private careers advisers. It also highlights opportunities for combining working and learning. Workers, jobseekers and professionals from UWV and local authorities who are supporting workers and jobseekers in finding work/returning to work can all use the platform to find an appropriate training offer and financial support options.</p> <p>VET schools send their training offers to RIO and EDU-DEX, after which they are displayed on the Leerverzicht platform. Leerverzicht went live on 10 October '22 and is currently being refined, with the developers looking at ways of personalising the platform. Further development will consist of:</p> <ul style="list-style-type: none"> • chain management for coherence and collaboration between the different information systems; • adding skills information; • temporary management; • a project directed towards permanent management; • and a project directed towards communication and implementation; 	<p>OCW, VET schools, local authorities, UWV</p>	<p>Ongoing</p>

What?	Who?	Timeline
<p>We will modify KiesVET in order to gear it more towards promising and sustainable occupations. We will focus on the courses that can help address societal challenges (housing, care, education, climate and energy, safety, childcare and, where societally relevant, digitalisation) over the coming years. Students will be involved in the modification of KiesVET.</p>	<p>OCW, SBB, JOB and partners of KiesVET (MBO Council, VO Council, social partners, NRTO)</p>	<p>2023</p>
<p>For students who are undecided about which programme they want to enrol in and for those who drop out during VET and need to rethink their options, an orientation programme can be a good solution. The Ministry of Education, Culture and Science is conducting an experiment with an interdisciplinary orientation programme. During the experiment, we will examine whether an orientation programme in VET contributes to appropriate and enduring study choices and to reducing the numbers of students switching courses and dropping out.</p>	<p>OCW, VET schools, employers, SBB</p>	<p>Start of the 2023-2024 academic year</p>
<p>As ever, it is important to promptly translate developments in the labour market to education and find the right form to deliver them, via elective components, VET certificates, by modifying a qualification dossier or by allowing space in the delivery of the education. The Ministry of Education, Culture and Science will ask SBB to advise on the future of the qualification structure, with one of the most important issues being keeping qualifications up to date.</p> <p>SBB will actively involve teachers and draw on their experiences with recent innovation pathways.</p>	<p>OCW, SBB</p>	<p>2023</p>
<p>The Ministry of Education, Culture and Science will maintain its funding of the Reporting and Expertise Centre for Specialized Craftsmanship, in order to continue to highlight the importance of small-scale craftsmanship within VET.</p>	<p>OCW, SBB</p>	<p>From 2023 and onwards</p>

What?	Who?	Timeline
<p>Education and businesses affiliated to the SBB are going to work together to flesh out the promising training approach (based on the advisory report of the Asscher Taskforce). The goal of the promising training approach is to jointly tackle major issues in the labour market and to offer students a promising training offering throughout their careers to enable a good start in the labour market. Education and affiliated businesses will consult on this and make agreements at nationwide, sector and regional level. OCW will initiate various actions in order to support the promising training approach, which are elaborated in the Letter to Parliament about promising training of 22 December 2022 as a policy response to the advisory report of the Asscher Taskforce and recent recommendations by the Commission on the Macro-effectiveness of VET (CMVET).</p>	<p>SBB, VET schools, (organised) businesses, OCW</p>	<p>More detailed elaboration/development working method first implementation in sectors healthcare, technology and economic administrative by education and (affiliated) businesses in the period 2023 – 2024</p>

Objective 2.2

Students in VET will receive a high quality internship or apprenticeship that is in line with each student's educational programme and development needs. We will eliminate internship discrimination and students will receive appropriate remuneration.

What?	Who?	Timeline
<p>Learning in professional practice forms the heart of VET. We will work out the actions under this objective in the Internship Pact. This Agenda for VET and the Internship Pact are inextricably linked.</p> <p>The internship pact focuses on, among other things:</p> <ul style="list-style-type: none"> • Eliminating internship discrimination • Ensuring sufficient internships (combating shortages of internships). • Effective support for students from the school and the work placement company. • Appropriate internship remuneration 	<p>JOB, BVMBO, MBO Council, NRTO, VNO-NCW, MKB-Nederland, VNG, SBB, CNV Education, CNV Youth, FNV, FNV Young & United, AOb, FvOv, SZW, OCW.</p>	<p>January 2023</p>
<p>We will consider the provision of information about the expected level of the practical learning subsidy in VET, which employers can receive as compensation for the cost of practical supervision in dual-track (BBL) apprenticeships.</p> <p>The scheme is currently being evaluated. It is a legal requirement that this be done every five years. Insights from the evaluation will be used to assess whether the subsidy scheme should be continued in its current form or whether there are reasons to make substantive changes or end the scheme. In our view, renewed imposition of the scheme for several years is the obvious course of action. In the event of a positive evaluation, the current resources will be deployed for a follow-up scheme lasting five years. (See also the internship pact).</p>	<p>Primarily OCW. SBB, VNO-NCW/ MKB-Nederland</p>	<p>2023 and onwards</p>

Objective 2.3

The VET sector contributes to the further training and retraining of workers and jobseekers (tailored, modular and work-based (BBL) tracks). Focusing specifically on further training and retraining in the context of the societal challenges (housing, care, education, climate and energy, safety, childcare and, where societally relevant, digitalisation), as well as on training through practice-based learning in VET for people who for various reasons are marginalised and are not in work, or not sustainably so. Employers, VET schools and SBB will make agreements about this together, making use of the subsidy scheme for practice-based learning⁹. VET schools and employers will also work together in the LLO-katalysator (lifelong learning) project.

What?	Who?	Timeline
<p>We will launch a BBL offensive. We will jointly strive to ensure that 35% of VET students follow a BBL (work-based) track. VNO NCW and MKB-Nederland will highlight the added value of the BBL (dual-track) programmes, which combine work and learning, to young people and adults in sectors which do not have a tradition of such programmes (such as the ICT sector). In the regional mobility teams, SBB will focus on dual-track (BBL) training for workers and jobseekers, VET certificates and certificates of acquired skills. Schools will increase their offering of dual-track programmes, particularly for housing, care, education, climate and energy, safety, childcare and digitalisation (where societally relevant), and will ensure that these courses are adapted to what career changers already know and are capable of, and will publicise this dual-track offering within their own regions.</p>	<p>VNO-NCW/ MKB-Nederland, SBB, VET schools</p>	<p>2023 and on- wards</p>

⁹ Compensation for employers to cover the cost of supervising practice-based learning in dual-track programmes.

What?	Who?	Timeline
<p>There is an urgent need to quickly and flexibly provide an offering appropriate to companies' training and development requirements. To this end, extra efforts are required both on the demand side (employers) and on the supply side (private and publicly funded schools). It is important to tackle this in a concrete way during the term of this Agenda for VET. In completing the Agenda for VET, we have not yet reached any agreements about company training centres (<i>bedrijfsscholen</i>). Plans in this area will be worked out further in early 2023.</p>	OCW	2023
<p>Public and private schools and regional businesses will make arrangements aimed at addressing the societal challenges in the region, where possible linking in with regional Human Capital Agendas and Economic Boards. As a result, the supply and demand for training will be better matched and workers and jobseekers will be more effectively guided towards and prepared for current and future challenges in the labour market. Schools and regional business – in consultation with and facilitated by national business – will also take advantage of the (financial) support from the National Growth Fund's <i>LLO-katalysator</i> (lifelong learning) project (initially where it touches on the energy and resources transition).</p>	VET schools, employers, VNO-NCW, MKB-Nederland, NRTO	2023 and onwards
<p>National and regional business will formulate their concrete training needs and make clear what this means for the intake of participants on certificate-based pathways. Sector bodies will provide better information for individual companies about the possibilities and added value of VET certificates, with the goal of making them better known and more highly valued when hiring staff and during employees' careers.</p> <p>More pathways will become available geared towards VET certificates for labour market-relevant components of educational programmes. These pathways can be utilised for further training and retraining of workers and jobseekers. Public and private schools will implement these pathways in non-publicly funded accelerated dual-track programmes.</p> <p>Nationally organised businesses will remain involved in deciding on linking VET certificates to components of VET programmes. SBB will develop and maintain those components that lead to VET certificates. Schools and businesses, partly facilitated by the LLO-katalysator (lifelong learning) project, will together develop appropriate training programmes and increase their offering of labour market relevant components leading to the award of a VET certificate. Where necessary, different certificates or other parts of programmes will be merged in a training offering for specific target groups.</p>	VNO-NCW, MKB-Nederland, NRTO, MBO Council, SBB, OCW, employers	Ongoing

What?	Who?	Timeline
<p>VET contributes to the labour market infrastructure, encouraging the transition from work to work and from benefits to work by offering training opportunities to people who are marginalised for various reasons and are not in work, or not sustainably so. This relates to instruments for further training and retraining to work in housing, care, education, climate and energy, safety, childcare and digitalisation (where societally relevant), and support via practice-based learning in VET, aimed at attaining a VET diploma, VET certificate or certificate of acquired skills.</p> <p>VET schools will be positioned to make this contribution to the labour market infrastructure, <i>inter alia</i> through participation in the regional mobility teams (RMTs) and, where necessary, will invest manpower to facilitate support for young people transitioning to VET programmes.</p> <p>Employers will be stimulated by the subsidy scheme for practice-based learning, which offers them compensation for their role as work placement companies.</p> <p>The LLO-Katalysator (lifelong learning) project will encourage regional partnerships for the development of demand-based training programmes in regional public-private partnerships of businesses, public and private training providers and government.</p> <p>SBB knows all the options available in VET, and will highlight learning opportunities at accredited work placement companies and support work placement companies and practical trainers with further training and retraining via practice-based learning in VET aimed at attaining a VET diploma, VET certificate or certificate of acquired skills. SBB will facilitate schools, work placement companies, local authorities, UWV and other regional or sectoral partners with regard to questions about or requests for support for practice-based learning in VET for workers and jobseekers.</p>	<p>SZW, OCW, SBB, MBO Council, NRTO, social partners, VET schools</p>	<p>2023 and onwards</p>
<p>UWV and SBB (on behalf of SZW and OCW) will develop a joint skills language and link it to the VET qualification structure. The same skills language can be used to describe learning and work experience, the learning outcomes of educational programmes and employers' requirements. The skills language should be able to 'communicate' with all the established international skills classifications. This skills language will be made openly available.</p> <p>SBB will explore what is required to bring other educational streams into line with this skills language.</p> <p>VNO-NCW will encourage employers to describe their job requirements in terms of skills.</p>	<p>OCW, SZW, SBB, VNO-NCW, MKB-Nederland, BV VET</p>	<p>2023-2026</p>

What?	Who?	Timeline
<p>Public and private parties will together explore how the existing learning and work experience of workers and jobseekers can be more easily evaluated within vocational education, enabling further training and retraining to be delivered more efficiently. This will bring the desired learning culture around Lifelong Learning closer. The social partners will take the lead and involve other stakeholders.</p>	<p>MBO Council, NRTO, social partners</p>	<p>2023 and onwards</p>
<p>It is important that fair competition is possible for both public and private schools. The main aims of the investment policy rule that applies to public monies used for private activities are to prevent funding being illegitimately spent and preventing private activities that are partly funded with public monies from distorting market mechanisms. Both public and private schools observe that there is currently not a level playing field and will discuss finding a suitable solution to this problem with the ministry. Moreover, the playing field will be part of a broader exploration of future options for senior secondary vocational and higher education, in order to establish an integrated vision of vocational education, higher education and science.</p>	<p>OCW, VET schools</p>	<p>Exploration of future options for lifelong learning 2023</p>
<p>In the exploration of future options for lifelong learning, which consists of a vision for the future and an action plan, we will include opportunities to improve access to the publicly funded VET schools, so that investments we are already making can also be more publicly used.</p> <p>The lower house will be informed about the exploration of future options for lifelong learning in 2023.</p>	<p>OCW, in partnership with VET schools</p>	<p>Exploration of future options for lifelong learning 2023</p>

PRIORITY 3

Education for the future: quality, research and innovation

Objective 3.1

We will improve the command of Dutch and numeracy among VET students. We will ensure that the quality of teachers who teach Dutch and numeracy (and citizenship, see 3.2) is enhanced.

What?	Who?	Timeline
<p>The Ministry of Education, Culture and Science will perform exploratory research into the background of the teachers currently working in the areas of Dutch, numeracy and citizenship, also investigating which policy choices schools are making. The supervision group for this research includes both the MBO Council and teachers' representatives. Based on the outcomes of the research, the Ministry of Education, Culture and Science will frame a number policy options to meet the requirements of VET teachers. In doing so, it will look at the specific context of VET.</p> <p>With regard to enhancing the quality of VET, the coalition agreement states that the basic skills and citizenship subjects are to be delivered by competent teachers. In 2023, the minister will take a decision about how the requirements for VET will be translated into practice. Besides the results of the above research, the minister will take the advice and input of teachers, students (JOB), teacher training programmes and employers (i.e. the VET institutions) into account in coming to his decision.</p>	<p>OCW, MBO Council, BVM-BO, JOB, teacher training courses</p>	<p>Research: first half of 2023</p>

What?	Who?	Timeline
<p>The Ministry of Education, Culture and Science and VET schools will ensure that numeracy and Dutch are delivered in a way that is attractive and appropriate to students' living and occupational contexts and facilitate greater differentiation by educational level. In order to achieve this goal, the VET numeracy requirements have recently been modified. From 2023, the Ministry of Education, Culture and Science will fund a platform through which the VET sector as a collective can learn how this new numeracy education can be effectively structured and can therefore make adjustments in an evidence-based way. As regards Dutch, it is important to implement the outcomes of the evaluation of the reference levels. To this end, in consultation with the MBO Council, NRTO and BVMBO, the Ministry of Education, Culture and Science will set up an expert group in 2023. The ministry will invest €2 million annually in improving the offering of basic skills in VET.</p>	<p>OCW, MBO Council, NRTO, BVMBO</p>	<p>2023</p>
<p>We will focus in particular on groups who require extra effort and time to improve their basic skills, such as entry-level students, re-entrants to education and students for whom a lack of basic skills is embedded in broader social/societal issues.</p>	<p>OCW, MBO Council</p>	<p>Ongoing</p>
<p>We will also invest in remediating deficits (partly caused by the pandemic) among students, enabling them to transition to VET from secondary education.</p>	<p>VET schools</p>	<p>Ongoing</p>
<p>We will catalogue the level of our students' command of the basic skills at the system level and link it to an objective to be formulated in more detail. As far as possible, we will use existing information from the central exams and institutional exams, in order to minimise the workload for schools resulting from this exercise.</p>	<p>OCW, MBO Council</p>	<p>2023</p>

Objective 3.2

Citizenship education contributes to students' all-round development, for example by helping to enhance their societal, social and critical thinking skills. We will improve the quality of citizenship education.

What?	Who?	Timeline
<p>The minister will revise the qualification requirements for citizenship and amend the Exam and Qualification Decree on Vocational Education Programmes (WEB). The ministry will engage in dialogue with the MBO Council about their fundamental principles regarding the role of government in the task of delivering citizenship education.</p>	<p>OCW</p>	<p>2023-2024</p>
<p>We will clarify the efforts expected from students in order to comply with the qualification requirements and include this in the Exam and Qualification Decree on Vocational Education Programmes (WEB).</p>	<p>OCW, MBO Council, NRTO, BVMBO, JOB</p>	<p>2023-2024</p>
<p>We will work to enhance the quality of the teaching staff who deliver citizenship education. See the action under 3.1 regarding the requirements in VET. Employers (i.e. VET schools) and teachers (teachers' organisations) will also look at the school curricula for the subject of citizenship together.</p>	<p>OCW, MBO Council, BVMBO, unions, JOB</p>	<p>2023</p>

What?	Who?	Timeline
<p>Schools will appoint teachers based on the competency profile (and where necessary give them additional training). As far as possible, VET schools will involve the teachers themselves in drawing up the resultant staffing policy. NB: this may change as a result of the decision by the minister in 2023 (see 3.1).</p> <p>Nationally, the MBO Council will involve the professional association BVMBO in drawing up the competency profile. This profile will offer VET schools, teaching teams and teachers a guide and inspiration, and will specifically elaborate on the tasks, knowledge, skills and attitudes needed to deliver civic education and citizenship education at VET level.</p> <p>At every VET school, the educational background of teachers who give citizenship education will be established annually. This will be discussed at school level with the works council. This arrangement may be modified in the light of the results of the research into the educational background of teachers in VET and the decision by the minister about the requirements for basic skills and citizenship (see 3.1).</p>	<p>VET schools, MBO Council, BVMBO,</p>	
<p>We will strengthen the support structure for schools to help them effectively deliver citizenship education in practice.</p>	<p>OCW, MBO Council</p>	<p>2023</p>
<p>With good monitoring, we will establish a better picture of students' citizenship skills, the overall quality of citizen education and opportunities for improving it.</p>	<p>OCW, MBO Council</p>	<p>Start in 2023</p>
<p>We will encourage community service for VET students as a non-compulsory practical component of citizenship education by publicising this option more widely. We will also offer support to schools who want to implement community service (via the Citizenship Expertise Centre).</p>	<p>OCW, MBO Council</p>	<p>2023-2027</p>

Objective 3.3

We will ensure that working in VET is and remains attractive. We will critically assess the workload and career prospects of teaching staff. We will reduce dropout rates among newly qualified teaching staff. All employees in the VET sector, including specifically teachers and other teaching staff, have sufficient opportunities for growth and professional development.

What?	Who?	Timeline
<p>VET schools – in consultation with their works councils – will make ambitious and realistic plans with quantitative objectives in the following areas:</p> <ul style="list-style-type: none">• Pay grades for teaching staff• Professional development of teaching staff• Workload of teaching staff• Supervision of new teaching staff <p>The social partners may together decide that additional national agreements or further specification are required.</p> <p>In their quality plan – linked to the existing HRM policy – VET schools will focus on the career prospects for all employees and more specifically for teachers and other teaching staff, and where necessary will develop additional policy in this regard. VET schools will catalogue which actions/interventions will be taken internally with regard to careers policy. VET schools will incorporate this into their careers policies with their works councils. In their quality plans, VET schools will specify which substantial amounts they are investing to this end, which they will account for in their (social) annual reports (Integrated Annual Document). In doing so, VET schools will show how they are using the resources to improve career prospects and how this is contributing to the goals of the Agenda for VET (intake, transition and retention of staff for the labour market for VET, etc.). The sum of the plans of all the VET schools must demonstrate that the above national objectives will be achieved.</p> <p>A total of €142 million will be made available to improve the career prospects of teaching staff; €52 million from the salary mix scheme, which ends on 31 December 2023, and €90 million from the quality agreements scheme. The quality agreements scheme specifies how the resources for improving career prospects will be distributed between the Randstad and non-Randstad regions.</p> <p>VET schools have the opportunity to spend additional resources from the quality resources on improving career prospects for all staff as they see fit, based on their own situations. In that case, there will be fewer quality resources available for other objectives.</p>	<p>Publicly funded VET schools</p>	<p>2023</p>

What?	Who?	Timeline
<p>VET schools will take responsibility for careers policy internally themselves. More specifically, this careers policy will focus on career prospects for teachers and other members of teaching teams. Each VET school will clearly state the quality criteria that a teacher must meet in order to rise from pay grade level LB to level LC and then to level LD.</p> <p>In doing so, the VET school will state (in its staffing policy), giving reasons, whether there are any limits on this career development pathway and what the consequences of this are for the development prospects of teachers in relation to the total number of teachers/staff at the VET school. The VET schools will clarify how they will spend the allocated budget in such a way that it contributes to sufficient intake and progression of students, retention of teaching staff and reduction in workload.</p>	Publicly funded VET schools	Ongoing
<p>In the first half of 2023, the social partners in VET will evaluate the collective employment agreement commitment on tackling high workloads and will enter into a dialogue based on that evaluation. Central to the evaluation will be the experience and causes of high workloads, the interventions already taken and possible further interventions in order to positively influence this perception.</p>	Publicly-funded VET schools and social partners	2023
<p>Besides recruiting teachers from teacher training courses, in order to attract sufficient new staff, the VET schools have the option of hiring career changers from business. They will then be given the opportunity to develop the required pedagogic/didactic skills to work as teachers or to work as instructors, possibly alongside a job in business. In their recruitment policies, VET schools will intensify their focus on this area. Over the coming years, VET schools and business will actively look for creative solutions in order to recruit more new teachers from outside the education sector. This also applies to the deployment of hybrid teachers.</p> <p>Schools will ensure that there is sufficient supervision and support for new teaching staff, so that they are able to make a good start to their teaching careers and are retained for the VET sector. Too many new teachers still drop out in the first few years. We want to turn this trend around.</p>	VET schools (primarily), VNO NCW/MBK Nederland	Ongoing

What?	Who?	Timeline
<p>The Ministry of Education, Culture and Science will invest in a national support programme that helps teachers and other teaching staff to improve their digital skills and ability to act safely digitally.</p>	<p>OCW, VET schools</p>	<p>2023- 2025</p>
<p>The Ministry of Education, Culture and Science and the MBO Council will map the current shortages of teaching staff as effectively as possible. Where required, we will then take measures. In the <i>Samen voor het beste onderwijs</i> (Together for the Best Education) Agenda for VET, milestones were agreed for tackling shortages in primary, secondary and VET. If it proves necessary, we will agree specific additional arrangements for VET.</p>	<p>OCW, MBO Council</p>	<p>2023</p>
<p>We will ensure a stronger focus on VET in teacher training courses, as previously agreed in the joint agenda of the MBO Council, the Netherlands Association of Universities of Applied Sciences and ADEF <i>Meer Samen</i> (More Together). The MBO Council endorses the shift towards teacher training courses offering more tailored supervision and increasing their flexibility (see the administrative agreement on the flexibilisation of teacher training programmes).</p>	<p>OCW, MBO Council VH, teacher training courses</p>	<p>Ongoing</p>
<p>We will make sure that working in VET is attractive and that the workload for teachers and other teaching staff remains manageable. We will offer teachers and other teaching staff sufficient opportunities and time to learn, individually and together with their teaching teams ('team learning'). We will encourage professional development for teachers who teach numeracy, Dutch and citizenship education through the development and dissemination of a professional development offer. We will give schools the financial and other means to deliver on this. The Ministry of Education, Culture and Science will invest €30 million annually to this end.</p> <p>Schools will make the professional development of teachers who teach numeracy, Dutch and citizenship education part of their training policies and associated training budgets. Training policy is part of a school's staffing policy, on which the employer reports annually in the social annual report.</p>	<p>OCW, MBO Council (publicly funded) VET schools, teacher training courses</p>	<p>Ongoing</p>
<p>When working out the above ambitions and actions, we will involve the teachers themselves as far as possible, at national level (unions and professional association) and at school level.</p>	<p>BVMBO, OCW, MBO Council</p>	<p>Ongoing</p>

Objective 3.4

We will ensure that VET becomes a full and equal partner in the research and knowledge networks in the realm of research and innovation.

What?	Who?	Timeline
<p>VET will receive and utilise more opportunities for applied research. This calls for the national government to give VET a place in the relevant schemes and calls.</p>	<p>OCW</p>	<p>On-going</p>
<p>We will support and facilitate <i>practoraten</i> and teacher-researchers in order to increase impact. The Ministry of Education, Culture and Science will invest approximately €3 million more in the <i>practoraten</i>. Under the quality agreements, schools will also make plans for a total of €25 million in order to set up new <i>practoraten</i> in their schools and expand or strengthen existing ones. Schools can also enter into regional collaborations in this regard.</p>	<p>OCW, publicly funded VET schools, BVMBO</p>	<p>On-going</p>
<p>We will set up a Comenius programme and education subsidy, in line with higher education. The Ministry of Education, Culture and Science will invest a total of €22 million in these scholarships and subsidy up to 2027.</p>	<p>OCW, teachers.</p>	<p>2022 and onwards</p>
<p>We will strive to ensure that VET becomes a full and equal partner in the research and knowledge networks, in line with higher education, in the realm of research and innovation and knowledge infrastructure, and is included when it comes to research and innovation.</p> <p>We will catalogue where VET stands in qualitative and quantitative terms with regard to research and innovation. We will draw a distinction between different forms of innovation research and different inter-institutional partnerships. We will do so at the start and at the end of this Agenda for VET. In this way, we will also establish a picture of whether VET can deliver enough within the existing financial (and other) systems. As part of this cataloguing exercise, we will also look at networks in neighbouring countries, and how VET schools can perform an expertise role in international collaboration with universities and universities of applied sciences in terms of knowledge and the application of technical and practice-based education. An example of this are the Centres of Vocational Excellence, such as PoVE.</p>	<p>OCW, MBO Council</p>	<p>On-going</p>

What?	Who?	Timeline
<p>The Ministry of Education, Culture and Science is investing in the open approach <i>VET in 2030</i>, so that innovation challenges can be issued. The themes are regional ecosystem, personalised learning, validating and the changing role of the teacher. In addition, challenges will specifically be targeted at VET students, so that they too can give their perspectives on the future of VET</p>	<p>OCW</p>	<p>2022 and 2023; after that, the approach will be evaluated and, if the verdict is positive, continued.</p>
<p>The Ministry of Education, Culture and Science will explore how the new VET Regional Investment Fund scheme can be oriented more strongly towards the societal challenges facing the Netherlands, such as the climate and energy transition, housing, education, safety, care, childcare and digitalisation (where societally relevant).</p>	<p>OCW</p>	<p>The new scheme will enter into force on 1 January 2024</p>
<p>VET schools will start work on excellence pathways, appropriate to the needs in their region. The schools will further develop the excellence pathways in an evidence-based way. In doing so, they will be supported by the VET Excellent foundation. We will highlight which excellence opportunities are available in VET.</p>	<p>Publicly funded VET schools</p>	<p>Ongoing</p>
<p>Cybersecurity and the protection of privacy are preconditions for safe digitalisation in education. <i>Digitally Safe VET</i> is a programme through which we are improving this.</p>	<p>OCW, MBO Council</p>	<p>2022-2027</p>
<p>We will utilise the growth fund proposal <i>Digitaliseringsimpuls NL</i> (Digitalisation Stimulus for the Netherlands) to set up an infrastructure with Centres for Teaching and Learning and regional transformation hubs. This infrastructure can accelerate and broaden VET knowledge-sharing between schools, teachers and other parties about innovations in education that have been shown to be effective. In the future, it may be possible to utilise this infrastructure more broadly for research and innovation in VET. (Currently, the main focus is still on the issue of ‘digitalisation’).</p>	<p>OCW, MBO Council</p>	<p>Tranche 1: 2022 – 2024 Tranche 2: 2025 to 2030</p>

Our aim is that
young people
and adults feel
supported in
choosing an
educational
programme and
an occupation.



Ministerie van Onderwijs, Cultuur en
Wetenschap

