

IMPACT OF PUBLIC-PRIVATE-PARTNERSHIPS

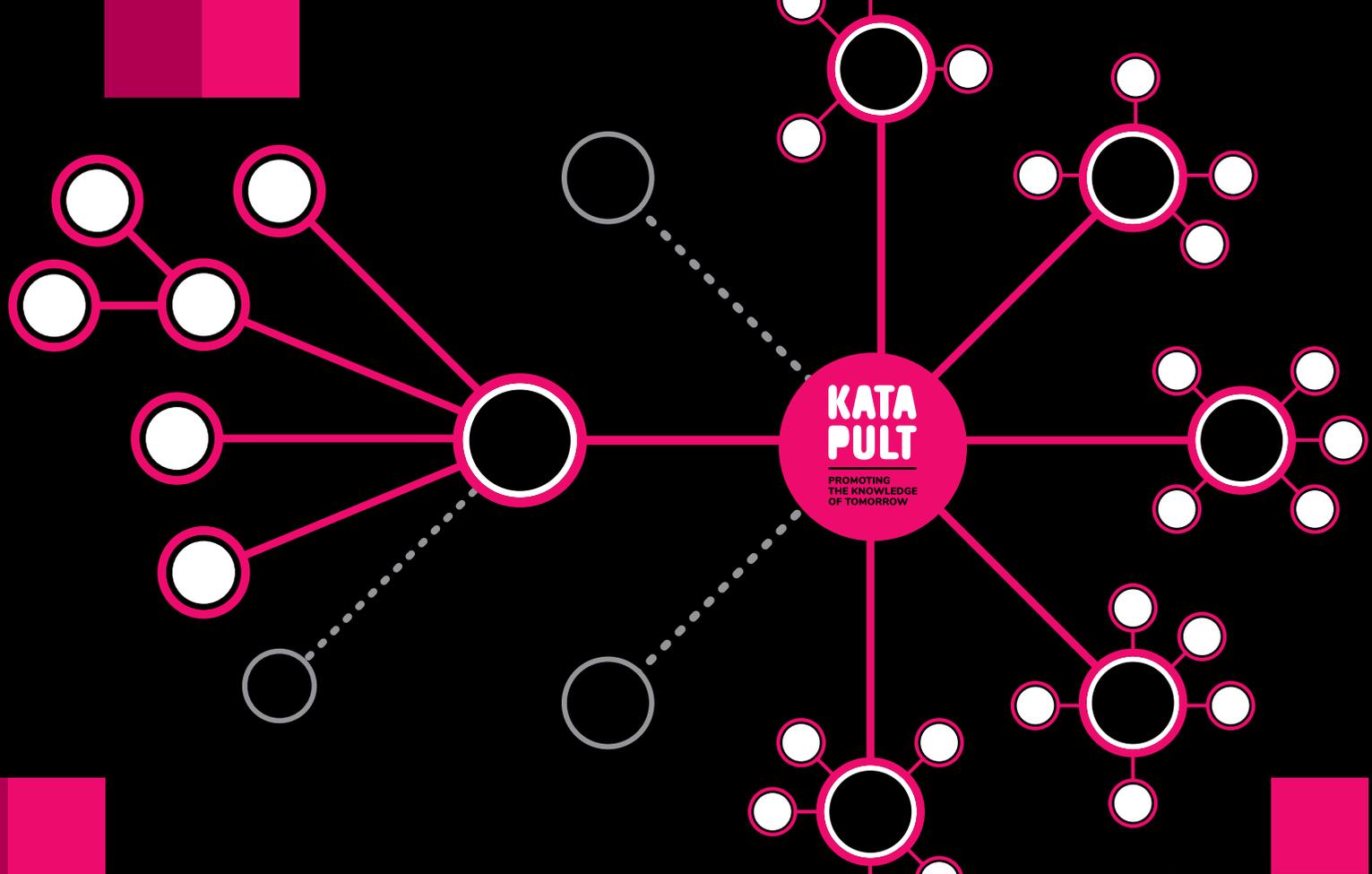
REPORT ON PUBLIC-PRIVATE-PARTNERSHIPS IN VOCATIONAL & HIGHER EDUCATION

THE NETHERLANDS, 2017-2019



**KATA
PULT**

PROMOTING
THE KNOWLEDGE
OF TOMORROW



CONNECTION AND GROWTH

The economy and society are changing rapidly, and education must change along with them. This change involves many new initiatives, as well as fragmentation, large expenditures, and wasted energy. Projects are started and they disappear, or they live in the minds of just a few people. What if we bundled all the knowledge and experience generated by those ideas and initiatives together? That is what Katapult is about: connection. Sharing knowledge and working together. And, when that goes well, scaling up. We are now a movement of more than 300 public-private partnerships in the Netherlands between vocational education and the business world which together provide an answer to the question of how to deal with the ultra-rapid developments happening around us. Katapult is growing and that is wonderful.

This impact report shows in figures and graphs that we have achieved a great deal since 2016. We have been approached from the education side and are now increasingly being approached by the business world. There too, they understand the urgency of working together to achieve a future-proof result. This work is about more than the student and employee of the future. It's also about knowledge and innovation like developing and using new technology. Together we are trying, experimenting, and implementing. We are already in motion. Are you coming with us?

Pull back and take aim. We are Katapult.



Colophon

This impact report, 'Impact and Added Value', comes from Katapult, in collaboration with the Talent for Technology Platform (PTvT) in the Netherlands. The figures in this publication are based on a survey conducted in the spring of 2019 among 191 partnerships and the network chart, with more than 300 partnerships and their partners.

September 2019



THE IMPACT OF COLLABORATION

We have been on the move for almost ten years. Countless collaborations have launched fantastic and diverse initiatives. There is increasing interest from SMEs to large corporations and from technical fields to the public sector. Companies get fresh ideas from students and these collaborations offer opportunities to train employees. Education has become a knowledge partner for new technological developments, in areas like artificial intelligence and the circular economy. Companies are discovering the value of vocational education and training, in which students can start work immediately and be trained on the job. These and more positive outcomes make the effort worthwhile for everyone.

We are not there yet, but Katapult is becoming easier to find, thanks to our project leaders and collaboration partners for whom we are very grateful. Special thanks go to Joost Degenaar, Laura Polder, and Cees Alderliesten for their tireless efforts. Their work and that of others help us better shape Katapult. We also think it's great that people are willing to share their knowledge. The knowledge they share often derives from ideas developed at their own expense which we, in turn, can use for publications and knowledge sharing. Time and time again, we see that sharing experiences multiplies knowledge. That is the impact of collaboration.

In addition to figures and graphs, this publication includes a series of interesting interviews with experts in the fields of economics, sociology, and technology, including purpose economy advocate Kees Klomp and President of Philips Netherlands, Hans de Jong. What influence does technology have on education and what will be the role of companies, employees and students in the future? What is clear is that we are in a period of transformation and innovation. A movement that we, as Katapult, would like to help keep accelerating. On page 18, I will explain the challenges that still lie ahead of us.

I hope you enjoy reading this.
Pieter Moerman

A portrait of Marjolein ten Hoonte, a woman with short, curly grey hair, smiling. She is wearing a dark top. The background is a blurred office or library setting with bookshelves. There are decorative pink and black squares in the corners of the image.

“IF YOU DON’T JOIN IN, YOU’LL MISS A GREAT EXPERIENCE”

MARJOLEIN TEN HOONTE - LABOR MARKET & CSR DIRECTOR, RANDSTAD GROEP NEDERLAND

“When we look at how the world is changing, education continues to play an incredibly important role. But the question is whether it will remain in its current form. Should a teacher still have 20 or 30 people in a classroom? Technology helps with that: one teacher can now reach millions of people. The question is what will the new form be in the future? It will not be easy to achieve, but that’s not to say that we cannot find any new models for it. That will require collaboration. And that’s new; we’re not used to that. We find it very difficult to share people or knowledge.”

Paper tiger

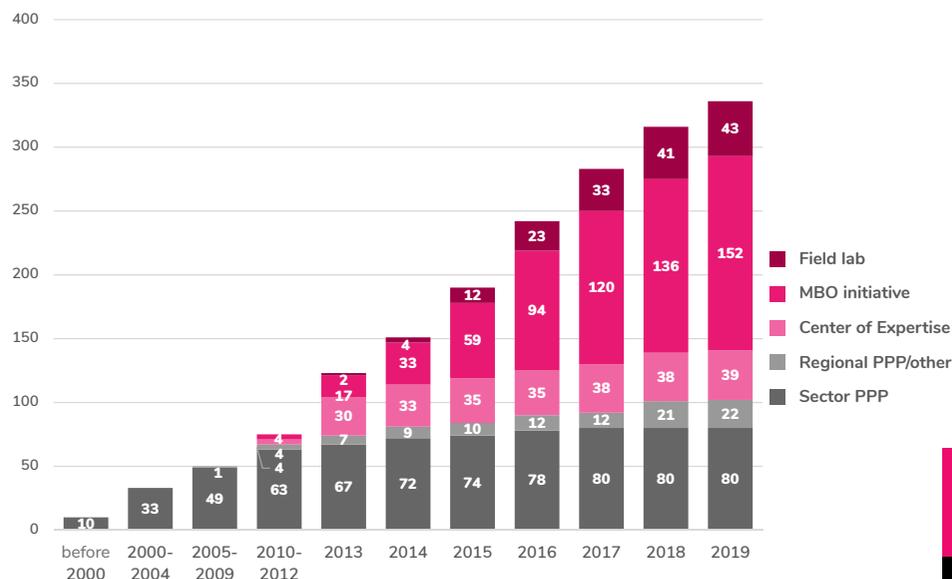
“In the public-private partnership, we are experimenting, and we are open and honest with each other. Through working together, you learn where each other’s interests lie and how you can develop. But you also really have to work together. Otherwise, the partnership will remain a paper tiger and you won’t get to know each other.”

Bringing energy to fruition

“If you don’t participate in public-private partnerships, you’re missing a great experience and that means you will lag behind with existing developments. I have always learned a great deal from all the partnerships I’ve been allowed to take part in. You’ll miss out on that if you don’t take part in that experiment. When I look at the Katapult initiative, for example, I’m very happy with all the energy that comes from those young people. I think the art is in bringing that energy to fruition and maintaining it.”

DIVERSITY OF PUBLIC-PRIVATE PARTNERSHIPS

Public-private partnerships (PPPs) as we know them today started at the beginning of this century, usually originating from training companies. In the beginning, they were mostly focused on training professional groups (technical sector), but in recent years they have expanded to initial education, as well as to connecting innovation and training (especially Centers of Expertise and field labs). Regional PPPs differ in focus and are characterized by the fact that they develop from regional agendas and are often financed by the region. This graph shows the various forms, differentiated based on the initiating partner(s).

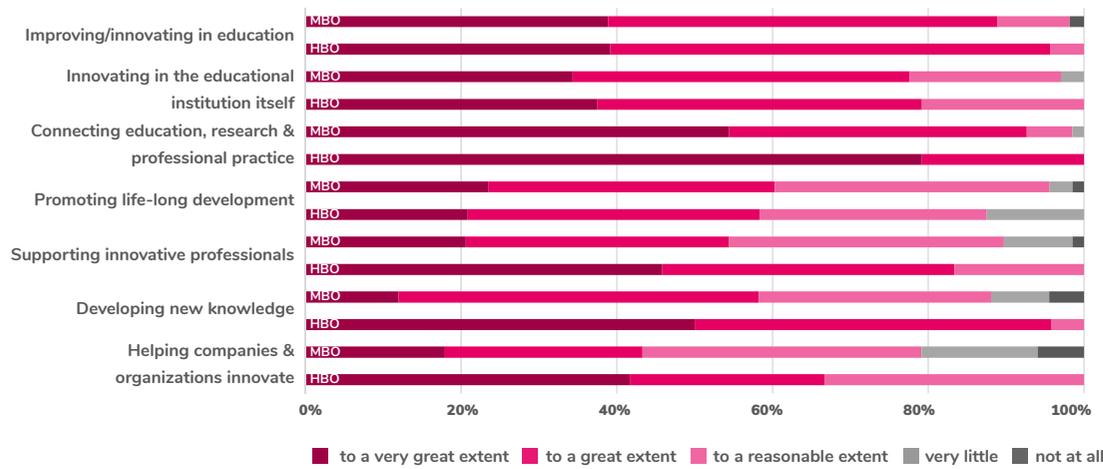


The 2019 impact assessment involved 152 vocational education institution partnerships and 39 Centers of Expertise. These 191 partnerships reached many individuals:

- **84,000 students**
- **5,000 teachers**
- **700 senior lecturers**

The individual partnerships reached an annual average of **400** vocational education (MBO) and **600** professional education (HBO) students with peaks of up to **2000** students. That is an increase of **33%** compared to 2016. Through the developed teaching materials such as minors and optional units, a much larger group of students came into contact with the PPP, with peaks of up to **5,000** MBO and **12,000** HBO students. There is an average of **22** MBO teachers and **52** HBO teachers directly involved, with peaks up to **150** in MBO and **250** in HBO. The MBO PPPs reach an average of **74** teachers and HBO PPPs reach an average of **157** teachers, with peaks of **400** in MBO and **500** in HBO.

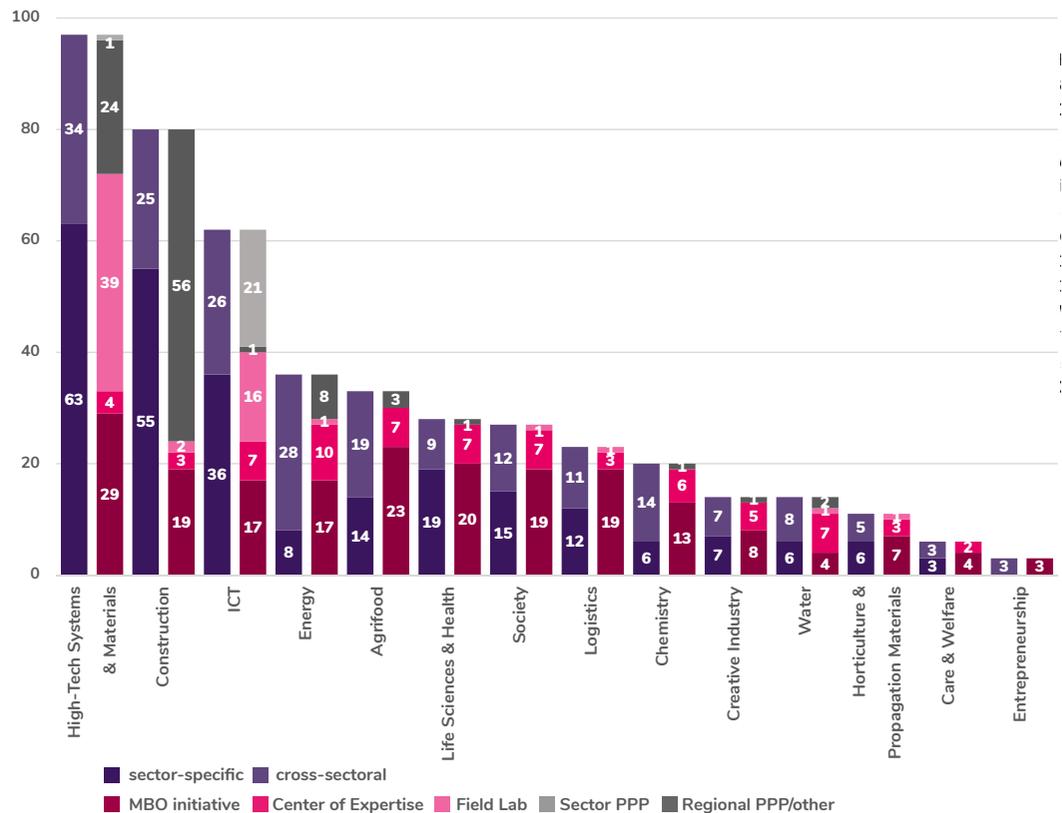
CONTENT-RELATED FOCUS OF THE PARTNERSHIPS



The partnerships are focused on bringing together education, research, and professional practice. In vocational education (MBO; top bar), the most important goals are making a good connection between education and professional practice and improving education. Those are followed closely by innovation of their own educational institution. The goals are different for professional education (HBO; bottom bar). At the HBO level, the balance between the goals is quite evenly distributed. Improving education and developing new knowledge are identified as the most important goals.

THE NETWORK IN SECTORS

Partnerships are represented in all sectors and are increasingly cross-sectoral: they focus on two or even three themes, such as digitization in industry. The left-hand bar of this graph shows the division between sector-specific partnerships and cross-sectoral partnerships by sector. The right-hand bar shows how many and what types of partnerships exist in each sector.

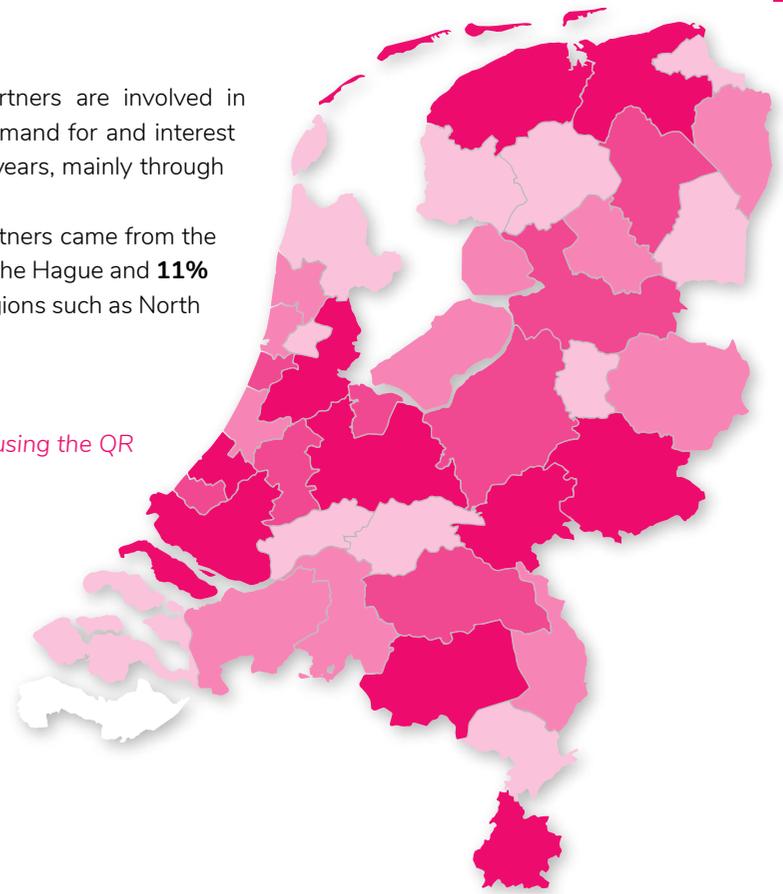


DIGITIZATION HEAT MAP

This “heat map” provides a regional overview of how many partners are involved in partnerships that (among other things) focus on digitization. The demand for and interest in partnerships around digitization has grown enormously in recent years, mainly through cross-sectoral and regional partnerships as well as the field labs.

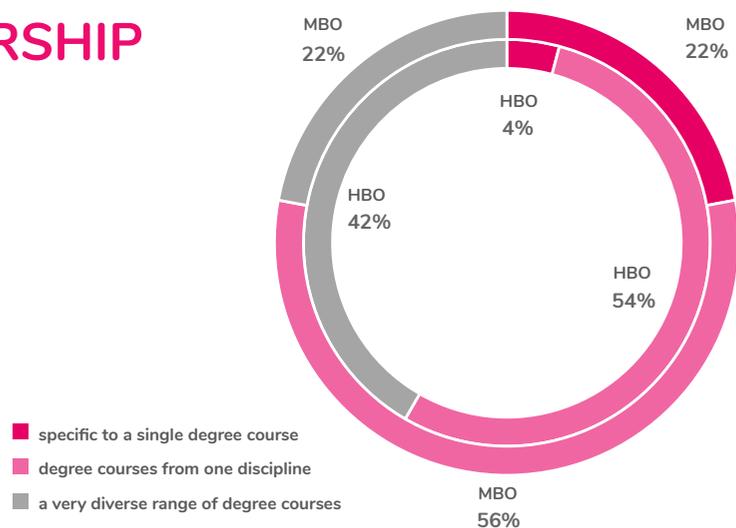
The regional distribution is considerable. For instance, **15%** of all partners came from the Greater Amsterdam region, **12%** from the metropolitan area around The Hague and **11%** from Utrecht. Outside the Randstad, there is overrepresentation in regions such as North Friesland, the Achterhoek and South Limburg.

Similar overviews for partnerships in other sectors can be accessed using the QR code on the last page.



DEGREE COURSE, DISCIPLINE OR CROSS-SECTORAL PARTNERSHIP

The partnerships vary greatly in the extent to which they involve a single degree course, a group of degree courses from one discipline, or a very diverse range of degree courses. In vocational education (MBO), **56%** are focused on a single degree course and **22%** are explicitly inter-sectoral. In professional education (HBO), there are almost no Centers of Expertise that are focused on a single degree course; instead, they are mostly focused on a single discipline (**54%**) or are very diverse (**42%**).





“IT’S A MATTER OF SEEING AND BELIEVING”

RUBEN HORBACH - REKNOWNED EXPERT AND SPEAKER IN THE FIELD OF TECHNOLOGICAL DEVELOPMENTS AND THEIR INFLUENCE ON PEOPLE AND SOCIETY.

“On the one hand you have companies that have been working on technological innovation for years, and on the other hand you have education. When they come together, they create a great mix that ensures that students get involved in developing a product or service at an earlier stage. That gives them experience with these new products and they see how the business operations surrounding them work. As a result, they are better prepared for a career in a world where these technologies are indispensable.”

Added Value

“For a large segment of students, learning is a matter of seeing and believing: using these technologies, really getting in touch with them, seeing what kinds of applications there are and what the effect of applying them could be. Here you have to make a distinction between the use of technologies because they will be used in the future and their possible added value for the student’s educational process.”

Learning by doing

“Learning to interact with technology is a matter of just getting out there. And bringing it into the classroom is certainly also the job of the educational institution. That’s a healthy exchange, and one that is urgently needed to ensure that students have tangible experiences with new technologies. It’s learning by doing according to the ‘10-20-70’ learning model in which 10% is know-how (knowledge that is transmitted), 20% comes from collaboration, and 70% is experience (working and doing something with it). It has been scientifically proven that this makes learning better.”

2018 PRO-MOTOR AWARD WINNER -

MAKE IT WORK

“IN THE FIRST MODULE, I THOUGHT:
‘WHAT HAVE I GOTTEN MYSELF INTO!’
I WAS SO CONFUSED AND
OVERWHELMED THAT I ASKED MYSELF:
‘IS THIS SOMETHING FOR ME, DO I LIKE
THIS?’ BUT, AT SOME POINT, YOU GET
PAST THAT AND THEN I THOUGHT:
‘WOW, YOU CAN DO A WHOLE LOT
WITH THIS!’”

WENDY VAN EPEN – FORMER STUDENT



DEVELOPMENT PARTNERS INVOLVED



Thanks to the scaling up of existing MBO partnerships and Centers of Expertise and the growth of new ones, there are now **9,800** companies who are part of a collaboration, an increase of **58%**. On average, **48** partners are involved in an MBO partnership and **66** in a Center of Expertise, although it's important to note that the individual differences are considerable.

In addition to this growth, the partners from field labs and public-private partnerships in the technical sectors have been tabulated: **5,575** partners in total, partly thanks to Katapult's partnership with Smart Industry, technical sectors and the Foundation for Cooperation on Vocational Education, Training and Labour Market (SBB). This creates an even better picture of how education and the business world collaborate in the Netherlands, and Katapult is even better able to connect these initiatives with each other.

A portrait of Kees Klomp, a man with glasses and a grey shirt, looking slightly to the right. The background is a blurred indoor setting with a wooden railing. There are decorative color blocks: a black and pink square in the top left, a pink square in the top right, and a pink square in the bottom right.

“HURRAH, THE SYSTEM IS BROKEN”

KEES KLOMP - FOUNDER OF KARMANOMICS, (CO-)AUTHOR OF BOOKS SUCH AS ‘PIONEERS OF THE NEW PROSPERITY’ AND PROMOTER OF THE PURPOSE ECONOMY IN THE NETHERLANDS

“The shortest possible summary of what I see happening now is: ‘Hurrah, the system is broken.’ I think we are currently experiencing the final days of an economic paradigm based solely on the pursuit of prosperity. That no longer works. We have long thought that economic growth has everything we need to experience well-being, but we are now starting to realize that that is only partly true. It is also accompanied by costs, such as the loss of biodiversity, climate change and social inequality. Mother Earth has become the garbage pit of the economy. Enormous ecological costs are incurred and passed on to the planet in the mistaken belief that we will not have to pay them.”

A universal value language

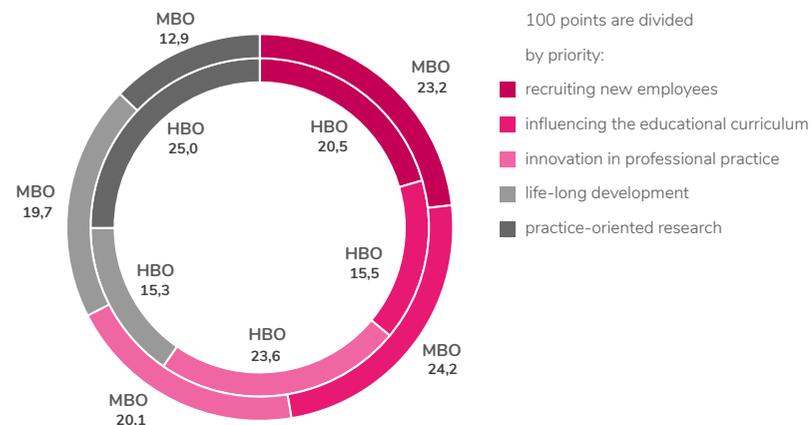
“We are becoming increasingly richer but not happier, and that’s because we only have one universal value language: money. It’s the only way we can indicate things like the value of a company. The frustrating thing is that we can’t do that for the other things that a company is: a source of well-being, meaning, personal development and so on. We think that money equals happiness, and that is a big misconception.”

The purpose economy

“The purpose economy is a movement in which we are increasingly putting greater emphasis on developing a new value language. Our need for meaning makes that the primary value activity in our economy. Ethics is the driving force behind this. The companies that mean the most to society are the companies that we increasingly value, and the companies that contribute to the world’s decline are losing. We are not only finding them unattractive but also unacceptable.”

PARTNERS' MOTIVES

Participants in the impact assessment identified the motives for market parties' participation by having them divide points into different categories. The result clearly shows that companies participate because they want a well-trained future workforce. PPPs achieve this with the current educational programs – recruiting new employees scores highly – and by influencing the curriculum. The need for innovation in professional practice is also widely recognized. In vocational education, Life-Long Development is also cited as an important reason for participation, while access to practice-oriented research is the most important factor within the professional education centers.



A qualitative study conducted in 2018 examined these reasons for participation and connected to models how this interest can be translated into concrete activities. That research can be found using the QR code on the last page.

**2016 PRO-MOTOR AWARD WINNER -
'EKOLECTRIC' FROM HIGH TECH CENTRE DELFT**

**"I THINK THAT HAVING A VISION OR AN
IDEA IS A VERY POWERFUL MEANS OF
ACHIEVING ANYTHING. WHETHER YOU
WANT TO START A COMPANY OR DO
RESEARCH, IT ALWAYS BEGINS WITH
IDEAS. IF YOU CAN GET LIKE-MINDED
PEOPLE BEHIND THEM, YOU ARE NOT JUST
BUSY FROM 9 TO 5, BUT YOU ARE
WORKING ON BRINGING YOUR DREAM OR
IDEA TO LIFE."**

**PROF. AD VAN WIJK -
DELFT UNIVERSITY OF TECHNOLOGY**



A portrait of Hans de Jong, President of Philips Nederland, wearing glasses and a light blue button-down shirt. The background is a blurred indoor setting with warm lighting. There are decorative pink and black squares in the top-left and top-right corners of the page.

“THE ANSWER BEGINS BY SEARCHING WITH EACH OTHER’

HANS DE JONG - PRESIDENT OF PHILIPS NEDERLAND.
PHILIPS HAS DEVELOPED INTO A HEALTH TECHNOLOGY COMPANY THAT FOCUSES ON IMPROVING LIVES AND MAKING HEALTHCARE AVAILABLE WORLDWIDE THROUGH MEANINGFUL INNOVATION.

“High tech can best be compared to elite sports. You really have to have the best people in it. In addition, we continually employ 120 people with a disadvantage on the labor market, giving them the opportunity to gain work experience. That’s an extremely successful program: more than 75% of them subsequently find a job. 120 people might not sound like a lot, but Philips is just one company. There are thousands of companies in the Netherlands, and I think that we can collectively still make improvements in that area. And you can only do everything through collaboration; you can’t do it alone.”

Brainport Eindhoven

“Philips is part of Brainport Eindhoven. There are five very large companies and hundreds of smaller independent businesses in Brainport, and more and more larger partnerships are being formed there. On the vocational education level, we work with partners like Summa College, which now houses its technical education on the new Brainport Industries Campus. There, technical companies share a building with schools and anything is possible.”

Bottom-up power

“We have not yet found the solution for dealing with the current changes, but the answer often begins by meeting each other. I think Katapult is a great example. It’s beginning to work on a huge scale and with it we have discovered and created something that really works. There is little direction at Katapult, and I think that is its strength. You shouldn’t impose a solution because that goes against the will of the people. It is precisely this bottom-up power that is the formula for success.”

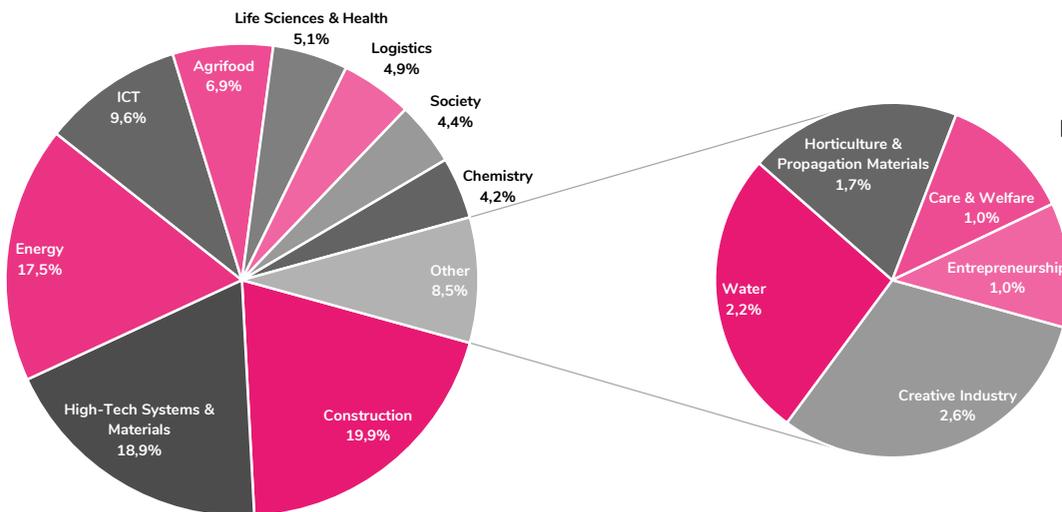
2017 PRO-MOTOR AWARD WINNER - FOOD &
PROCESS TECH CAMPUS (FPTC)

“OF COURSE, YOU GET CRITICAL QUESTIONS. A LOT OF COMPANIES THINK: ARE THESE ACTUALLY MY PUPILS, WHAT AM I PUTTING MONEY INTO, WHAT GUARANTEE DO I HAVE THAT THEY WILL COME TO ME? YES, YOU DON'T HAVE THAT! YOU REALLY NEED TO UNDERSTAND THE NECESSITY OF IT AND THAT WE ALL NEED THIS IN THE ZAAAN REGION. YOU REALLY NEED TO OVERCOME THAT SENSE OF COMPETITION.”

ANDRÉ OVERMARS – CHAIR OF FPTC



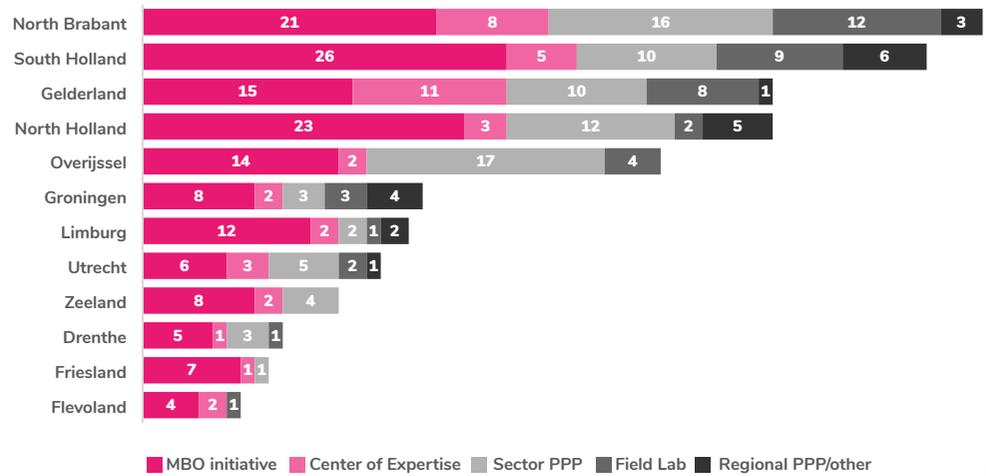
PARTNERS BY SECTOR



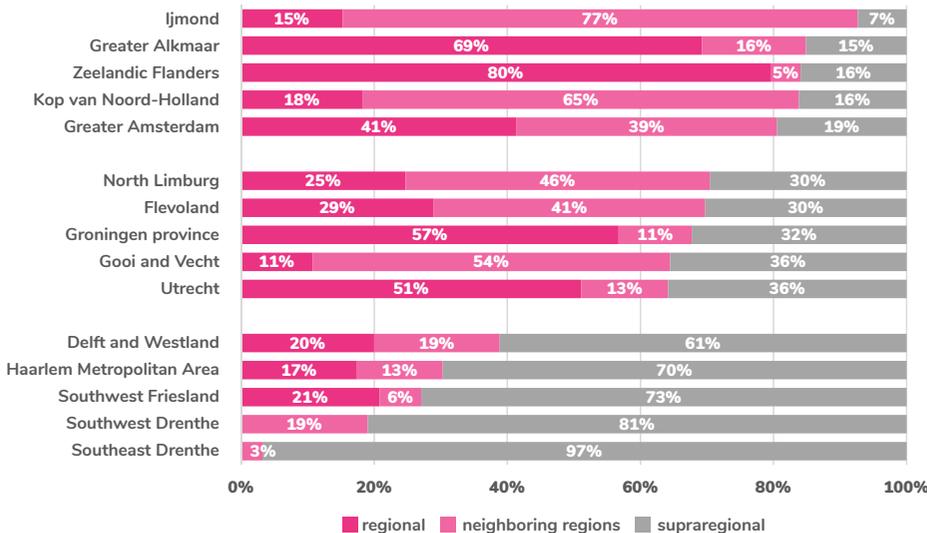
Partnerships in the Construction, HTSM, and Energy sectors connected the most participants, followed by ICT and Agrifood. Care and Welfare connects fewer participants in numbers, but this can also be partly explained by the fact that the participating institutions (e.g. healthcare organizations) are quite large.

TYPES OF PPP BY PROVINCE

There is great variation between the number of partnerships per province. The graph takes into account the location of the coordinator. North Brabant, South Holland, and Gelderland have the most partnerships. This is clearly closely related to economic activity and the number of students who attend vocational training in those regions



(INTER)REGIONALE SAMENWERKING PER REGIO

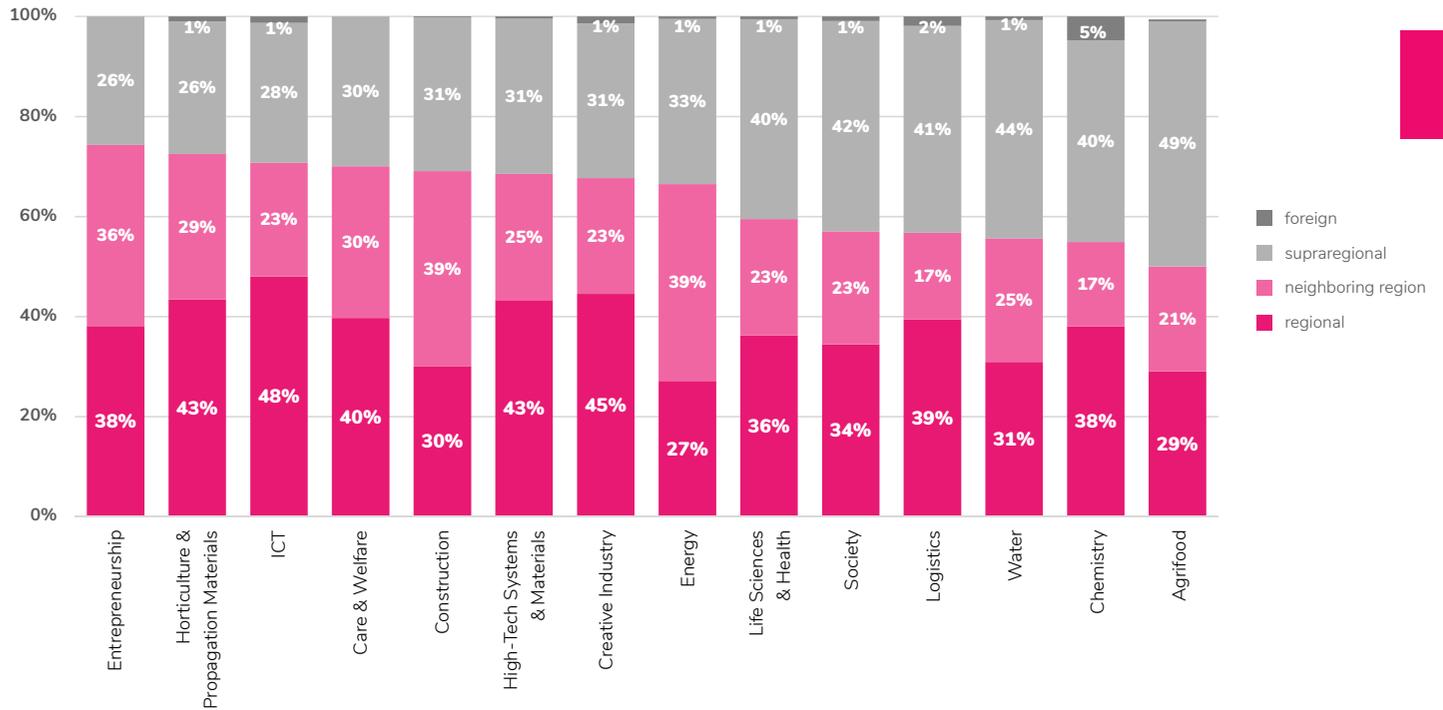


An in-depth analysis shows that there are major regional differences in the extent to which partnerships are active outside the region. The Gooi and Vecht, Zeelandic Flanders, Central Limburg, Zaan, and Haarlem Metropolitan Area regions have partnerships in which **80–95%** of participants come from their own or a neighboring region. This stands in stark contrast to the PPPs located in the North Friesland, Southwest Friesland, East North Holland, North Overijssel, and West North Brabant regions: **53–60%** of the participants in those PPPs come from regions outside their own or neighboring areas. In those regions, we also see that up to **7%** of participants are international partners. In the middle, we see that regions like Gooi and Vecht or North Limburg, where participants collaborate locally, in the neighboring region and on a supraregional level, collaboration is **2/3** regional and **1/3** supraregional.

(INTER)REGIONAL COLLABORATION BY SECTOR

Although the PPPs are located practically across the entire country, we see a difference by sector in the connection of PPPs to businesses. A range far beyond the PPPs own and neighboring regions is visible for all sectors.

In the Horticulture & Propagation Materials, ICT, and Construction sectors, a relatively large number of companies work in and around the region where the PPP is located. In the Logistics, Society, Water, Chemistry, and Agrifood sectors, we see a larger percentage of companies from outside their own or neighboring regions, varying from **43% to 49%**.



A portrait of Talitha Muusse, a woman with long dark hair, smiling. The background is blurred, showing what appears to be an outdoor setting with other people. There are decorative black and pink rectangular blocks on the left and right sides of the image.

“PROFESSIONAL ORIENTATION IS A PHRASE THAT WILL DISAPPEAR”

TALITHA MUUSSE – GENERATION EXPERT, KEYNOTE SPEAKER, HONORARY CHAIR AND PRESENTER

“Professional orientation is a phrase that will disappear. It’s becoming an illusion to think that you can orient yourself toward a permanent profession that you will practice for the rest of your life. The guiding questions when choosing and operating within a degree program are who do you want to be, what sort of person are you, what are you good at, and what is your unique story? What is your added value in this life and in this society, given the major issues of this time? I think you are a good educational institution if you help your students find answers to those questions. That requires collaboration with a lot of parties and letting go of the idea that you should deliver ready-made employees to a profession.”

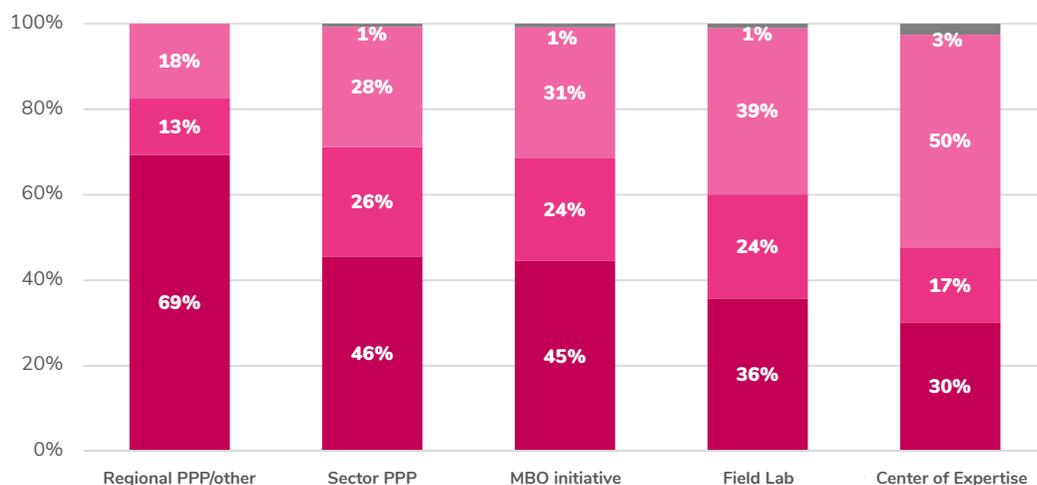
A shift

“What you see now is that in addition to educational collaborations with companies, employers and regions are also setting up training centers. That is happening because there is still too large a gap between education and what you expect from employees’ skills. Initial education remains an important foundation for your formative years, but I expect that these public-private initiatives will play a strong, complementary role in future preparation for the labor market. There is much more collaboration with the business community, with social organizations, and with learning environments in which you can participate yourself.”

Mentorship

“We need to make the role of mentoring – helping young people develop their skills and answer life’s big questions – a bigger part of education. Then you have a large target group of professionals at one time. There are so many people who want to do that. You can make much more use of the learning environments that already exist in society.”

(INTER)REGIONAL WILLINGNESS TO COLLABORATE BY TYPE OF PARTNERSHIP



If we compare the type of partnerships, we see that regional PPPs are relatively strongly focused on the region, followed by sector partnerships and MBO initiatives. Centers of Expertise are the most strongly supraregionally (and often nationally) oriented, followed by field labs.



CENTRES OF VOCATIONAL EXCELLENCE

Public-private partnerships focused on Vocational Excellence are also high on the agenda in Europe. The first five pilot projects for platforms of Centres of Vocational Excellence began in **2019**, with Dutch input into three of them (Water, Advanced Manufacturing, and the Open Design School). The European Commission's goal is to have **40** European platforms by **2027** in which companies, government authorities, and educational institutions will collaborate on a social issue or in a sectoral approach. Financial support from the new Erasmus+ program for setting up these platforms is expected to begin in **2021**.

MAINTAINING AND SCALING UP

We've been practicing for almost ten years now, and we've needed that time. The way the educational system is organized has not changed for about 40 years and you can't change that overnight. There are rules and practical objections to overcome in the shift from dreaming to doing, but once a model works it's time to scale up. Right now, many partnerships are starting, practicing, and experimenting, often in small classes but sometimes with outlier groups of up to 2,000 pupils. We are now reaching about 10% of vocational education students, which means we are still missing 90%. There are so many pupils and students that we still have to reach.

We also realize that the economy is doing very well right now. The business world is suffering from staff shortages, which increases the urgency of creating good partnerships with educational institutions. This presents a challenge for the coming years. How can we continue to prevent fragmentation? Because urgency also arises when things don't go fast enough, which makes it tempting to continue on your own. And what happens if the economy does less well in the future? How can we continue to hold ourselves together?

Our work will only be done once it's obvious that we need to hold on to each other and once education and the business world are equal partners who work together with the same sense of responsibility. It is important that we not only look for solutions together but that we actually work together, as Marjolein ten Hoonte stated so eloquently in her interview. So, do it! It's good to hear that various experts, each of whom is involved with Katapult in their own way, are convinced that the paradigm shift is already under way. That's an optimistic message for the promoters of the knowledge of tomorrow.

Please do not hesitate to contact us if you also want to be part of the solution and a public-private partnership appeals to you. We are happy to help you make connections.

We are stronger together.

Pieter Moerman



QR CODE: WHAT CAN YOU FIND HERE?

This publication is just a snapshot. New partnerships are starting literally every month and existing partnerships are scaling up and merging with one another. That means that the 'PPP landscape' is constantly changing, as we can already see if we compare this to the report from 2017.

It is Katapult's goal to map out the partnerships as well as possible so they can find each other and to clarify what certain public-private partnerships do best so others can learn from them. By doing so, we increasingly focus on making an impact. Enthusiasm is important but, in the case of scaling up partnerships, one question is increasingly being asked: what exactly does it deliver? We can contribute to answering that question by regularly conducting an impact assessment and ensuring that the PPP landscape remains as up to date as possible.

Scan this QR code to go to our website where we constantly update the figures in this publication and share tools and best practices. You can also contact us at hallo@wijzijnkatapult.nl.



WITH THANKS TOO

This trend report **'Impact and Added Value'** was made possible thanks to the collaboration and efforts of:

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