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Summary

Achieving a sustainable and green province of North Holland is not possible without a resilient engineering and technology labour market. In other words: North Holland entrepreneurs working in/in the field of engineering and technology must have access to sufficient fully qualified employees in the coming years in order to successfully rise to the climate challenge within and outside North Holland.

This Manifesto 2.0 is the successor to the previous document (Manifesto 1.0, presented in March 2021 with an agenda for action drawn up by 12 development coalitions) and has once again been formulated by the stakeholders involved in the collaborative structure. Reviews were conducted and new developments and actions discussed. This led to a new agenda for action for the 2024 - 2027 period, drawn up in co-creation.

The new agenda for action consists of six components that facilitate implementation, development and collaboration. Each component is associated with a specific mission, namely:

3 learning communities

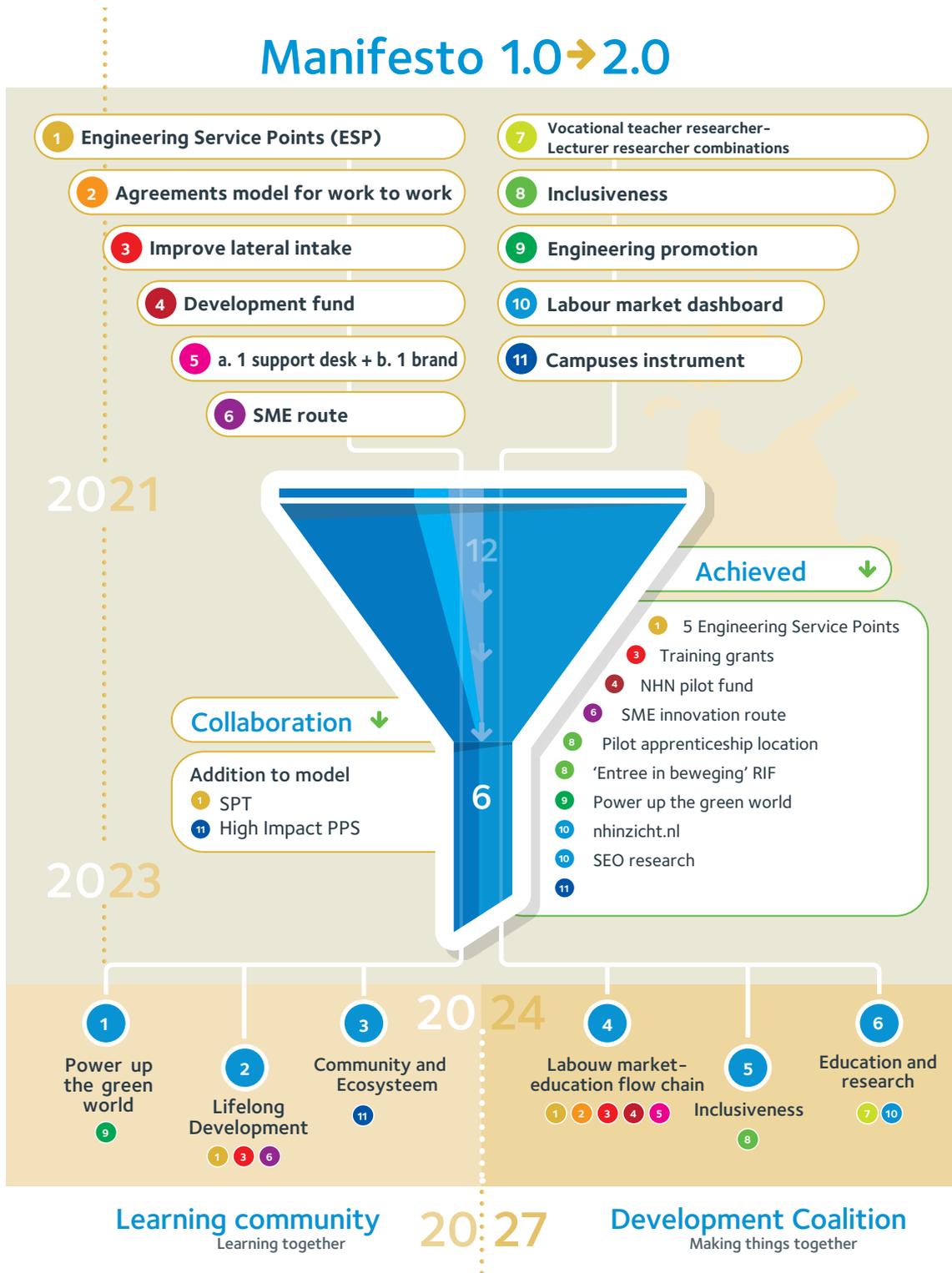
1. Power Up the Green World
Focuses on: implementation, improvement and scaling up of engineering promotion.
2. Lifelong development
Focuses on: knowledge development and knowledge dissemination in respect of retraining and further education.
3. Community and ecosystem
Focuses on: increasing the visibility and role of the manifesto and campus structure in the context of, for example, regional engineering and technology centres.

3 development coalitions

4. Education and labour market flow chain
Focuses on: retaining students and staff in the fields of engineering and technology.
5. Inclusiveness
Focuses on: low-threshold and sustainable apprenticeship locations and vocational education and training hubs in the fields of engineering and technology.
6. Technology for the climate challenge in the context of research and education
Focuses on: good alignment between the innovation activities of SMEs and regional knowledge institutions to drive educational innovation.

The collaborative structure was also evaluated and fine-tuned. The regional engineering & technology campuses (E&T campuses) continue to play a central role in connecting education and business and in the areas of Choosing, Learning, Working and Innovating. New additions are the High Impact PPPs (HIP) and the 'Servicepunten Techniek', translated in this document as Engineering Service Points (ESP), that have been set up in the recent period to further accelerate regional collaboration and co-implement (components of) the manifesto.

The figure below shows the changes between Manifesto 1.0 and Manifesto 2.0.



There are several ways to get involved in this movement: join the monthly online manifesto meetings ('Manifest Meets'), come to a live Technology Round Table or visit the website (nhinzicht.nl) for news releases or the dashboard showing labour market statistics. An interactive visualisation clearly identifies aspects of the talent infrastructure.

Foreword

This Manifesto 2.0 is the output and the next step forward of a movement of over 400 lead facilitators from businesses, education and government in North Holland. During the period from 2021 to 2023, based on Manifesto 1.0 (presented in March 2021), these stakeholders worked closely together on facilitating a resilient labour market through shared goals and actions in the field of work and development, with a primary focus on the engineering and technological labour market needed for a sustainable and green North Holland. This Manifesto 2.0 is the successor to that earlier document. Reviews have been conducted, new developments discussed and new actions identified. This document presents these targeted goals and actions and a new agenda for action. This document was drawn up during the period from October 2023 to February 2024 in a co-creation process that involved many of the stakeholders.

This manifesto should be seen as a 'living document', which will never be completely finished because new developments continue to emerge at a rapid pace. For this reason, the manifesto is also linked to a website presenting background and current information (see Communications section).

Through this Manifesto 2.0, entrepreneurs, educational institutions and government bodies in North Holland are taking a resolute next step in intensifying and interlinking regional collaborations aimed at achieving a sustainable and resilient labour market.

Labour market policies in North Holland in the coming years can be based on this manifesto. It is emphatically not a document of the provincial authority of North Holland. All the organisations involved in work and development inside the province have worked jointly to produce it.

Reader's guide

This manifesto consists of four parts: background information, the ambitions for 2030, an agenda for action and a collaborative model. Part 1 analyses the creation of Manifesto 2.0, the results achieved and (new) developments that have emerged in the period from the launch of the manifesto in March 2021 to the present. Part 2 presents six themes for which stakeholders have provided input regarding the vision, goals and especially the desired actions in the run-up to 2030 and under the control of a lead facilitator. This should be read as the output from these discussions. Part 3 prioritises and provides a framework for desires and specific actions in the form of an Agenda for Action. These are the key actions. Part 4 contains a modified model (relative to the March 2021 manifesto) for provincial collaboration and alignment with this manifesto. Information and communication tools that contribute to awareness and collaboration within the manifesto's scope are also identified. Finally, a comprehensive list of terms and definitions has been included.

Use it as a source of inspiration and a starting point for inspiring us. Take action and get involved. So that we can work together on a resilient engineering and technology labour market for a sustainable and green North Holland.

Part 1 Background information

Impact & lessons learned from Manifesto 1.0 in the period from 2021 to 2023

Between November 2020 and January 2021, the Manifesto for Work and Development 2030 in North Holland was drawn up in a co-creation process involving more than 160 stakeholders active in the education & labour market. The provincial authority of North Holland initiated and orchestrated the process. The meetings took place during the various coronavirus lockdowns. The manifesto was presented in March 2021 and explores six strategic themes (including the visions and main goals formulated by all the stakeholders for 2030 and the kick-off actions).

The strategic themes are:

1. Innovation
2. Intake, throughput & engineering promotion
3. Lifelong Development and sustainable employability
4. From work to work
5. Inclusiveness
6. Working ecosystem and campus creation

Based on prioritisation, an agenda for action was drawn up that identifies 12 concrete projects, to be developed and implemented in coalitions with various stakeholders through a co-creation approach. The starting point per project was the appointment of a lead facilitator and the development of a Purpose Case: a community-oriented and societal business model that shows the added value of the project for the partners, the target group and society in general.

The 12 development coalitions were:

1.	Engineering Service Point NH (SPT)
2.	Agreements model for intersectoral work-to-work transitions
3.	Improved lateral intake into engineering
4.	NHN Development Fund
5a.	Single support desk (in terms of perception) for people, companies and trainers
5b.	Brand and talent infrastructure
6.	SME route for innovative entrepreneurship as part of the digital HUB
7.	Combined vocational education expertise platforms and academic research groups
8.	Inclusiveness
9.	Uniform communications style and approach in North Holland for Engineering Promotion
10.	Generation of management information for Labour and Education 2030
11.	Investment instrument for E&T campuses

Results achieved by each development coalition:

1 and 3	5 Engineering Service Points (one per Arbeidsmarktregio, translated in this document as Labour Market Region) with a coordinator from a joint steering committee and with training funds (vouchers) until the end of 2024
4	A pilot development fund in North Holland North and an exploratory study investigating scaling up for all of North Holland. An interprovincial exploration is also ongoing regarding the creation of a nationwide network of regional talent funds under the name HC NL.
5a	Under development: One single online support desk for people in work (NB. This approach is integrated into ESP and HIP development). Additionally, it is being developed per labour market region with the intention of forming a single regional work centre as a follow-up to Regional Mobility Teams (RMT), for the purpose of providing accessible services to people in work and job seekers.
6	Creation of the SME route for innovative entrepreneurship and further scaling up at national level.
8.	Funded and launched: RIF 'Entree in beweging' project for Regional Education Centres (ROCs) above the North Sea Canal, including a vocational education expertise platform for vulnerable groups in the labour market. Several low-threshold apprenticeship locations and vocational education and training hubs are also under development as pilot schemes.
9.	Achieved: a single communications style and approach for technology promotion. (Power Up the Green World)
10.	Achieved: the NHinzicht online labour market monitor with an additional two separate labour market regions and a manifesto dashboard (tender in progress). A new SEO survey that was conducted also provided new insights (for more information, see page 10).
11.	A guideline for sustainable campus formation and a provincial campus creation policy have been formulated. In addition, three High Impact PPPs have been created: two through NGF/Katapult funding awards and one is in the process of obtaining final funding through other procedures and schemes (including use of the JTF).

Coalitions 2, 5b and 7 were not set up as separate coalitions, but implemented through other coalitions or projects.

Manifesto strengths and weaknesses

Between October 2023 and February 2024, the collaboration under the manifesto was evaluated in several meetings with different bodies. Based on these discussions, the strengths and weaknesses of the manifesto and other aspects were explored and identified:

Strengths	Weaknesses
<ul style="list-style-type: none"> The manifesto is a story that interweaves different perspectives originating from and serving the interests of all triple helix partners, with development (of the individual) as the key objective. It offers support for many new developments and requests, such as the PPPs and RIFs. The manifesto is a movement that focuses on and aims to achieve less fragmentation and more effective pooling of resources. There are many initiatives that have emerged from and are facilitated by the manifesto. Like the "Power Up the Green World" communications concept. The manifesto helps reduce 'reinvention of the wheel' through an explicit focus on connection with others. Regional campus creation has been a success. Increase in the number of people and organisations embracing the manifesto. Sometimes parties work with the manifesto without actually being aware of this. Many parties are participating, which results in expansion of the network. 	<ul style="list-style-type: none"> But how do we keep this movement current, concrete and results-oriented? It is not a one-size-fits-all manifesto for all urgent Work & Development issues (e.g. healthcare). Not all the components are relevant to all the stakeholders. Duplication of initiatives remains a challenge. Does all the effort produce a concrete result? (For example, are we going to move from a deficit of 12,000 FTEs to 0?) Alignment and broad anchoring need to be intensified. Consider for example the labour market regions and entrepreneurs, but also regional Human Capital Agenda (HCAs) or other developments like regional deals. As ownership is split across multiple parties, it is sometimes not clear who takes responsibility. Sometimes there is a feeling of being in competition. What would we leave behind if we were to stop this? Does the outside world understand this? Isn't it too abstract and inner-circle? How do we ensure adequate and representative attendance at the various meetings in the collaborative structure, such as the learning & advisory committee and the steering committee?

Co-creation process to arrive at Manifesto 2.0

Strategic discussion

THURS.
5

OCTOBER 2023

Engineering is increasingly technology-based and is everywhere

The Manifesto for Work & Development 2030 in NH can also add value to other deficit-plagued sectors such as Healthcare and Education. These sectors can also contribute to meeting the climate challenge.
(Helma van der Hoorn, Vonk).

It is precisely when there are differences of opinion that we need to maintain dialogue. The Manifesto provides an excellent framework for continuing that dialogue and moving forward together.
(Ivo van Oosterhout, ROC Amsterdam).

We must be wary of dilution of effort. Focus is not a bad thing, because ultimately about half of all people trained in engineering and technology (can) go to work outside the engineering sectors.
(Gerbrand de Lange, OVO-Zaanstad).

TUES.
5

Live technology round table

JANUARY 2024

Learning & advisory committee

Desired uniformity and opportunity for customisation through regional campuses and supra-regional learning communities.

Sufficient regional decision-making powers and flexibility are needed in the Manifesto to bring provincial and/or national policy ambitions to fruition in the specific regional context. So look, think and learn supra-regionally, to set up powerful collaborations for implementation and development.

(Richard Oerlemans, Inholland University of Applied Sciences)

The five Engineering Service Points and the twelve campuses, including the collaboration in the three High Impact Public Private Partnerships (HIPs), make regional customisation possible.

(Ronald Kleijn, AUAS).

Amongst others, the Labour Market Dashboard NHinzicht.nl provides a platform for knowledge exchange and learning, both at the labour market level and at the level of the Province.

(Ben Tap, RPA-NHN).

WED.
13

DECEMBER 2023

Online technology table

Through a collaborative approach between education, business and government, everyone is given a chance. Regardless of ethnic origin, age, gender or any disability. Because everyone counts in a functional labour market!
(Ronald Koenen, RPA-NHN).

Connective collaboration is essential in our view to address the enormous task at hand in North Holland's labour market.

(Monique vd. Voort/ Vivianne Hanh, Technologiccoalitie Noord-Holland).

For us, the ecosystem is a (sub)regional system where work, development, learning and innovation are 7connected. This results in regional campus creation - a process in which formulating a shared vision, shared ownership, joint action agendas, value creation and concrete action are priorities.

(Martin de Haan (VTi).

THURS.
7

THURS.
25

Steering Committee

FRI.
9

FEBRUARY 2024

Between intentions and the final contract, there are concrete agreements

In active work-oriented projects, such as the Engineering Service Points, we need to talk more constructively with each other about specific factors that stand in the way of further scaling up or that reduce impact.

(Mark Denys, Tata Steel).

Make more and better use of universities in the ecosystem and also share each other's facilities more effectively: analyse each other's processes and approaches.

(Margrethe Jonkman, VU Amsterdam).

The focus on engineering and technology in order to successfully meet the climate challenge and the perceived urgent need help to achieve greater coherence and implement a programme-oriented approach with and between separate projects of individual stakeholders.

(Nico Gitz, KSB-Nederland BV).

Managing based on joint contracts and performance may possibly undermine individual (intrinsic) intentions. Nonetheless, further concretising the agreements that we make together to achieve the goals under the manifesto is a productive step.

(Florus Roelofsen, Nova College).

THURS..
21

Launch

MARCH 2024

Specifically in today's environment, individual action by stakeholders is no longer effective and we need to make the collaborative element in the approach to transitions more concrete and transparent. The Manifesto helps achieve this. It is important to think further than local initiatives; in that context, we must venture outside our comfort zones as businesses, governments, knowledge institutions and societal institutions, scale up regionally and work to create the regenerative and inclusive economy of the future. As a networking organisation, we are happy to contribute to that.
(Jessica Peters-Hondelink, Amsterdam Economic Board).

Companies no longer have the luxury of letting (a large and rapid) turnover in new employees run its course, simply because there are no queues of new candidates standing at the door.

(Jaap Zijlstra, Facta constructietechniek).

Higher vocational education should be given room for experimentation in creating flexible and modular educational offerings in collaboration with the business community.

We need to do this together and lobby for it together, because right now we are trapped between the urgent need for innovation and the current demands in respect of the existing curricula.

(Esther Ras, Amsterdam University of Applied Sciences).

Developments in the field of work and development during the period from 2021 to 2023

Since the launch of the manifesto in 2021, several new developments have emerged in the areas of Choosing, Learning, Working and Innovating, the engineering & technological labour market and the climate challenge. The list below identifies some of these developments:

- National Growth Fund (Nationaal Groeifonds, NGF) to stimulate the sustainable earning capacity of the Netherlands. (Also reflected in the Green and Digital Jobs Action Plan) The following aspects are relevant to the manifesto:
 - Through the Katapult programme for upscaling PPPs, three High Impact PPPs have been created (Greenchain, GreenTech and Techport+).
 - ‘LLO-Katalysator’, translated in this document as LLD Catalyst. LLD Catalyst is a multi-year programme through which educational institutions from secondary vocational education, universities of applied science and academic universities give a strong impetus to lifelong development, both nationally and in the regions. The goal of the LLD Catalyst programme is to ensure that organisations and professionals are continuously in tune with a rapidly changing society and labour market.
 - GroenvermogenNL is a transition programme that focuses on accelerating a smoothly functioning market for the industrial use of green hydrogen and also has a Human Capital Agenda (HCA) for this purpose (calculations indicate a need for 38,000 FTEs nationwide).
- Aanvalsplan Arbeidsmarkttekorten Techniek, Bouw en Energie, translated in this document as Action Plan to address Labour Market Shortages in Engineering, Construction and the Energy sector (initiative of Metaalunie, FME, Techniek Nederland, WENB and Bouwend Nederland).
- Actieplan Groene en Digitale Banen, translated in this document as Green and Digital Jobs Action Plan, which is an initiative of the Dutch Ministry of Economic Affairs and Climate, the Dutch Ministry of Education, Culture and Science and the Dutch Ministry of Social Affairs and Employment. The above-mentioned two action plans are interrelated and share collaboration scope.
- Aanvalsplan Chronisch Tekort ICT'ers, translated in this document as Action Plan to address the Chronic Shortage of ICT Professionals (an initiative of NLdigital, Dutch Data Center Association, Dutch Cloud Community, Fiber Carrier Association and Cyberveilig Nederland).
- Human Capital Agenda ICT.
- New policy for Strong Engineering Education.
- New policy for the Vocational Education Regional Investment Fund (RIF).
- Regional Deals (ZaanIJ 2.0 and Maritime Cluster Kop-NH are relevant at this time).
- 2022 SEO report ‘Investeren in duurzaamheid en energietransitie, analyse van de gevolgen voor de arbeidsmarkt’, translated in this document as ‘Investing in sustainability and the energy transition, analysis of the labour market impacts’ (commissioned by the provincial authority of North Holland, see next paragraph).
- Letter to Parliament on regional work centres (RWC) dated 11 October 2022, 33566, no. 108.
- European Just Transition Fund (JTF) in the IJmond region.

Development of the engineering and technology labour market in North Holland

The “Investing in sustainability and the energy transition, analysis of the labour market impacts” report by SEO Amsterdam Economics, commissioned by the provincial authority of North Holland (November 2022) shows that, for the realisation of planned investments in the energy transition and sustainability in North Holland, up to 12,000 FTEs (full-time equivalents) will be required annually. The study estimates the potential additional labour supply at about 18,000 workers. However, at several points in time, specifically during their education (1), when transitioning from education to industry (2) and within the first five years of employment (3) in the engineering industry, engineering students and employees choose careers outside engineering. In summary, educational institutions and companies are having difficulty retaining the people who do actually opt for engineering as their first choice. After referring initially to this phenomenon in working documents using the term ‘leaky supply line’ (see pages 12 and 13), now we now talk about “optimisation of the education-to-labour-market flow chain”.

SEO recommends that the provincial authority work with stakeholders such as employers and educational institutions to implement policies aimed at preventing a mismatch between supply and demand.

SEO also recommends additional policy-supported efforts aimed at tapping into the potential labour supply:

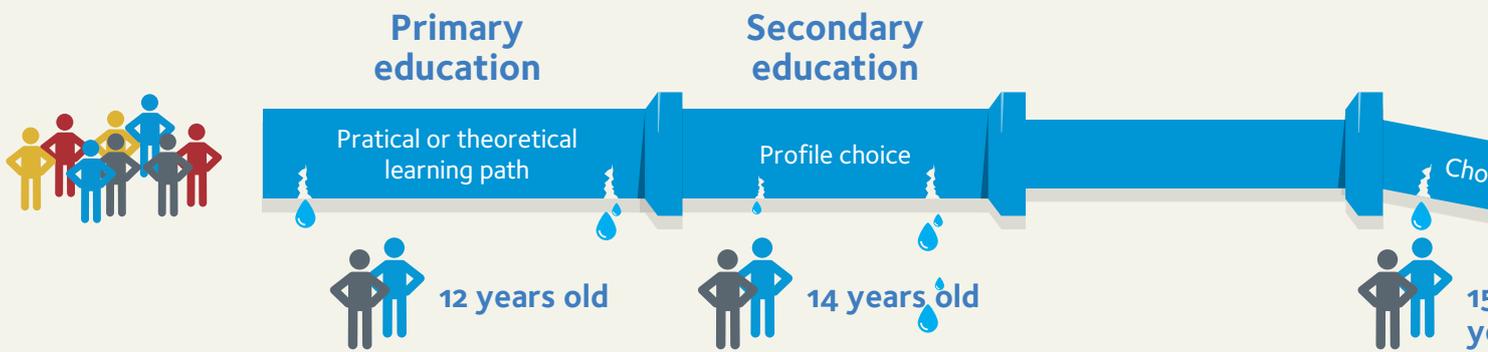
- Greater focus in education on the future prospects of jobs for which a technical education (in the Sustainability and Energy Transition, i.e. SET, sectors¹) is required. In a general sense, more can be invested in information about SET education courses and the SET professions;
- Greater focus in education on the future prospects of jobs associated with the energy transition and sustainability. In a general sense, educational institutions can be encouraged to ensure that the courses better match employers’ requirements;
- A recruitment campaign funded by the provincial authority of North Holland to highlight the benefits of living and working in the province;
- Policy aimed at employers to achieve optimal commitment of workers in SET sectors to jobs in sustainability and the energy transition. This requires investment in education and training and possibly adjustments to working conditions;
- Policy aimed at the Dutch Employee Insurance Agency, hereinafter UWV in this document, and intermediaries to guide job seekers with suitable profiles to work in SET sectors.

1 For an explanation of terms, please refer to the glossary at the end of this manifesto.

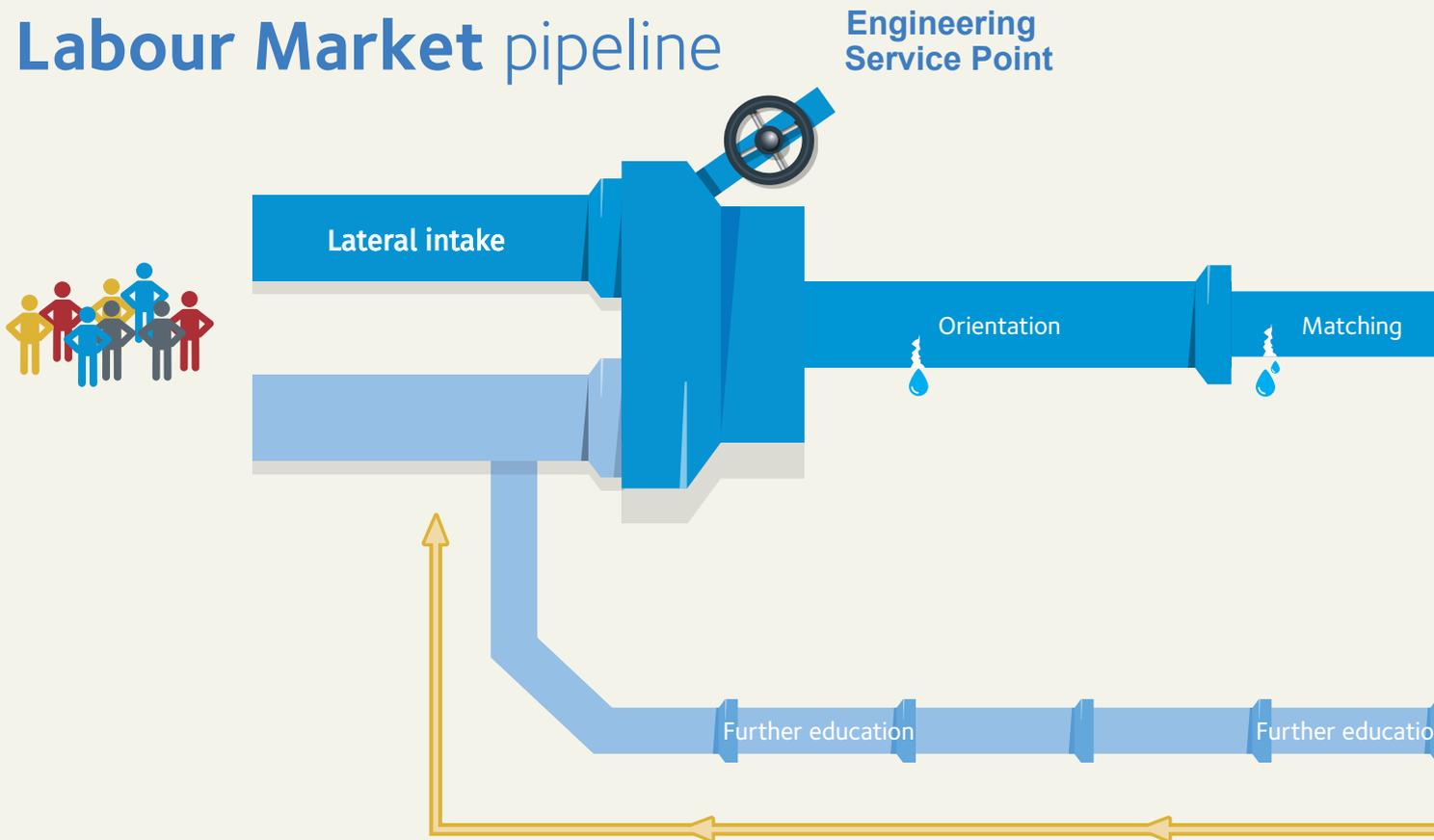
Education and labour market flow chain

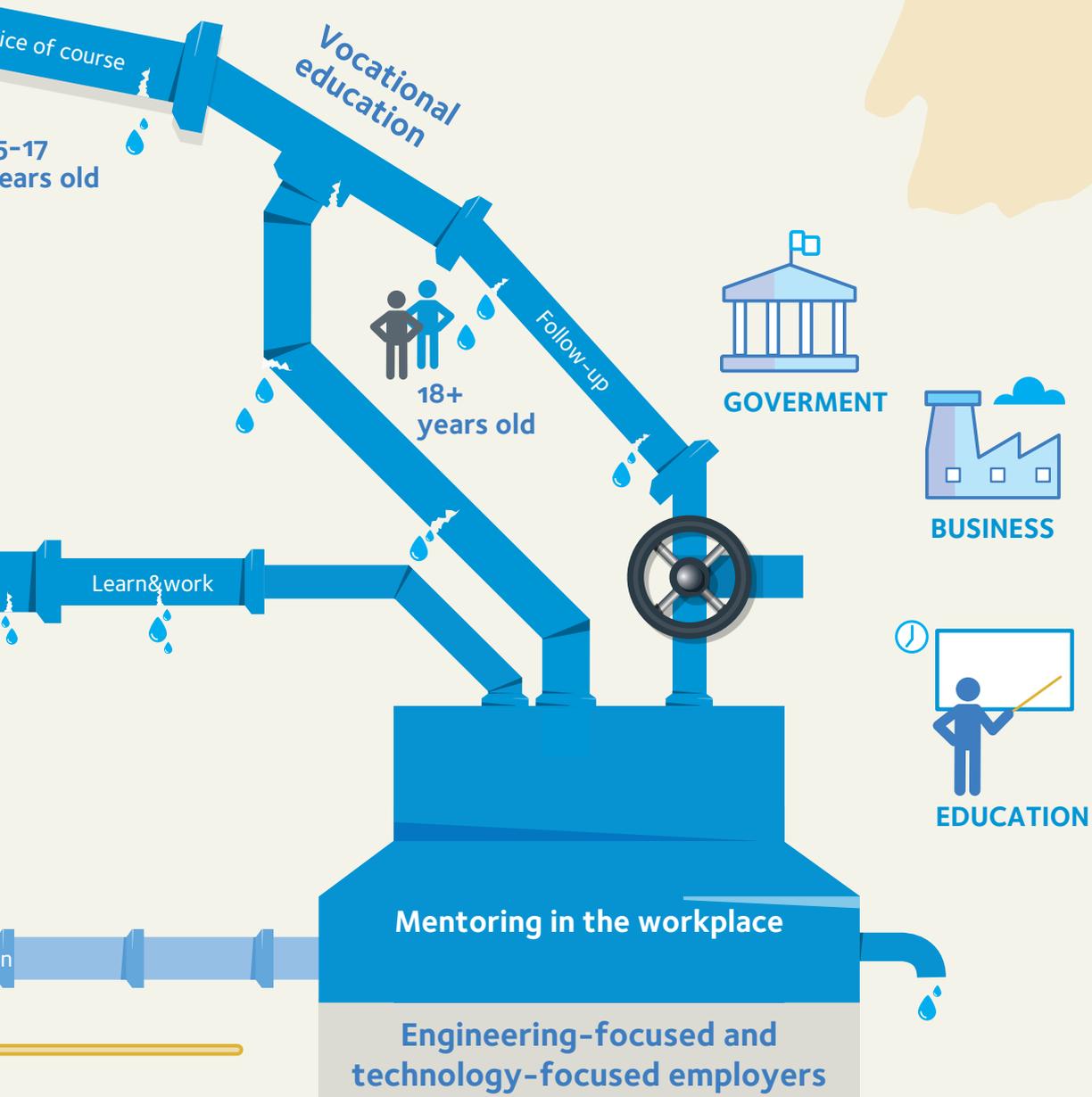
Repairing the leaky pipeline together (see SEO study, page 10)

Education pipeline



Labour Market pipeline





Part 2 2030 Goal

Work and development in 2030

Joint ambition

“We are working together on a resilient engineering and technology labour market in the North Holland region, which is needed for building a sustainable and green North Holland.”

In 2030...

- Employees, entrepreneurs, education and government will work together to ensure the availability of the right number of employees with the right skills and competencies to fill all the positions associated with successfully meeting the climate challenge.
- There is a single infrastructure that is connected and transparent. The barriers have been eliminated and the parties all speak the same language. There is transparency in the approach and results.
- Income, work and learning are less rigidly linked, giving employees the opportunity to develop themselves throughout their professional life. In a manner of speaking, people work in order to learn rather than learn in order to work.
- All parties (employees, entrepreneurs, educational institutions, government) have become proficient at responding more quickly to new trends and developments and are able to adjust their operations accordingly. Employees are facilitated through lifelong development to ensure that they continue to adapt to changing circumstances.
- The North-West region of the Netherlands (North Holland, Flevoland and Utrecht) is known as the digital HUB for work and development in respect of the climate challenge in Europe.
- The provincial authority of North Holland facilitates, creates connections and drives activities forward.

Strategic themes



Intake & throughput



Engineering promotion

Profile engineering in education, the engineering sector and the region as an attractive apprenticeship area, to increase the intake into engineering and technological education and jobs.



Lifelong Development



Sustainable employability

Learning culture in companies. Offer career prospects to employees by providing opportunities for further development in order to retain them for the sector (engineering, healthcare, etc.). Promote employability and labour mobility of employees through opportunities for training, retraining and continuous education of those in work (including work-to-work opportunities) and job seekers (resilient labour market).

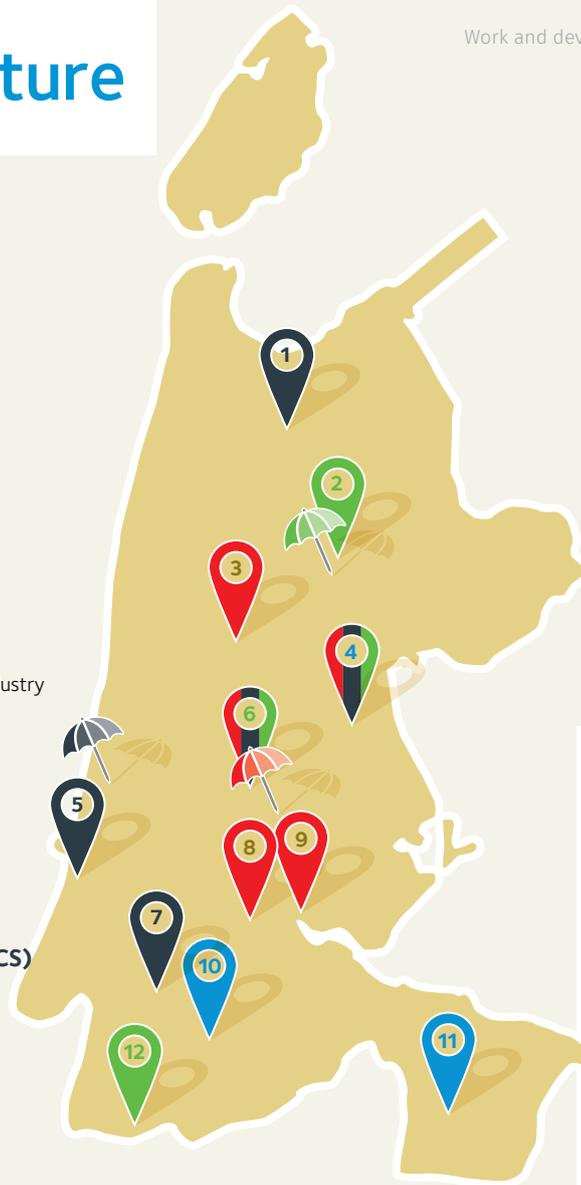


Inclusiveness

Everyone participates and matters.

Campus structure

- 1 Tech@Connect**
Maritime and sustainable energy
- 2 Greenport NHH**
Agribusiness and Agritech
- 3 DudocXP**
Construction, installation, metalworking and electrical engineering
- 4 E | sport TechCampus**
(Creative) ICT
- 5 Techport**
Manufacturing and maintenance industry
- 6 Techlands**
Food processing and food manufacturing industry
- 7 3D Makers Zone**
3D printing and circular construction
- 8 VTi**
Construction and installation
- 9 NexTechnician**
Mobility
- 10 Luchtvaart Community Schiphol (LCS)**
Aviation
- 11 Media Campus**
Media (and ICT/AI)
- 12 Greenport Aalsmeer**
Agri-business flowers and plants



High Impact PPS-en

-  **Greenchain NH**
(sustainable agri-food chain)
-  **GreenTech**
(sustainable construction and mobility)
-  **Techport+**
(sustainable port/manufacturing industry)
-  **Circulair en Digitaal Denken en Doen**
(Flevoland)



From work to work

There is an unabated shortage of skilled workers with an engineering and technological education, especially in connection with the climate challenge. Intersectoral and sectoral mobility is facilitated to make the labour market resilient and future-proof.



Campus creation



Ecosystem

Combine resources in the network, also by creating clusters at a specific location, to ensure cross-fertilisation, learning together (e.g. Learning Communities), exploiting collaboration opportunities and greater effectiveness in achieving regional ambitions in respect of the climate challenge. At the provincial level, strengthen and promote synergy in activities in the context of Choosing, Learning, Working and Innovating in engineering and technology.



Innovation

Promote the innovative power of business and education in the areas of the climate challenge, digitalisation and technology adoption through knowledge development, knowledge sharing and applying knowledge.



Theme: Intake, throughput & engineering promotion

“Profile engineering in education, the engineering sector and the region as an attractive apprenticeship area, to increase the intake into engineering and technological education and jobs.”

2030 Vision

- Education is offered without location constraints and in a modular and flexible manner. The offer is transparent, highly visible and presented under one single label. Learning and development is like listening to a playlist on Spotify: you choose your own path. Online and/or in person. Regardless of your background, age or prior education. Developing your skills is the main priority.
- Diplomas, obtaining certificates and hands-on practice are intertwined and seamless.
- The educational and training offers have been developed by various providers: international, national, regional, and both public-sector and private-sector and public-private providers. The offerings of local/sub-regional campuses and field labs are also included.
- Rather than choosing a profession, you choose a career pathway.
- Hybrid teachers are part of inter-school teams and offer guidance for learning and development.
- Engineering and technology are fixed components of all subjects in education. From primary school education to colleges and universities, vocational programmes with enjoyable and instructive hands-on subjects are included.
- Sometimes you learn at school, but more often in companies and at regional incubators and field labs. You work in learning communities with different target groups on societally relevant themes and assignments.
- Educational institutions are agile and flexible.
- There is a wide variety of work formats tailored to individual learning goals and styles.
- Cognitive and manual work is assessed and rewarded more equally.

Key goals for 2030

- In 2030, all stakeholders (triple helix) talk about engineering and technology education within a common frame of reference, such as the seven worlds of engineering, the STEM mentality model and the jointly developed shared language; Power Up the Green World (PUTGW).
- In 2030, there is a continuous learning pathway in engineering and technology. This educational offer is current and context-rich; children also learn outside their school. For this reason, all regions have an Engineering Promotion Event (EPE) (in primary education) and Tech Your Talent approach (in secondary education) with a dedicated curriculum and educational support provided by businesses.
- In 2030, the intake in the field of engineering and technology has been significantly increased through the deployment of a collaborative, provincial publicity approach highlighting careers in engineering and technology.
- In 2030, engineering and technology (including digitalisation)* are included at all stages of the learning pathway (primary education, preparatory intermediate vocational education, secondary education, intermediate and higher vocational education).
- All vocational education institutions in North Holland actively collaborate to achieve North Holland's shared 2030 goals. Supply is aligned with market demand.
- Campuses play an important role in connecting and renewing the education-to-labour-market flow chain, promoting intake, connecting sub-regions and driving innovation in professional practice.

Action list

Promotion:

- Establish a provincial learning network dedicated to the further implementation of the Power Up the Green World communication concept (PUTGW). Both for regular intake and lateral intake.
- Also add aeronautical engineering, maritime engineering and the nautical profile to PUTGW.
- Sharpen the focus of Engineering Promotion Events (PETs) to present engineering and the digital possibilities of working with technology as engagingly and realistically as possible. Specifically include parent participation in this, as well as possibly placing it in a broader Technology Event in the region.
- GreenTech MRA and Techniek NHN ensure that all actions associated with strengthening engineering and technology education at primary school/secondary school level and in intermediate-level vocational education are coordinated within the provincial authority.

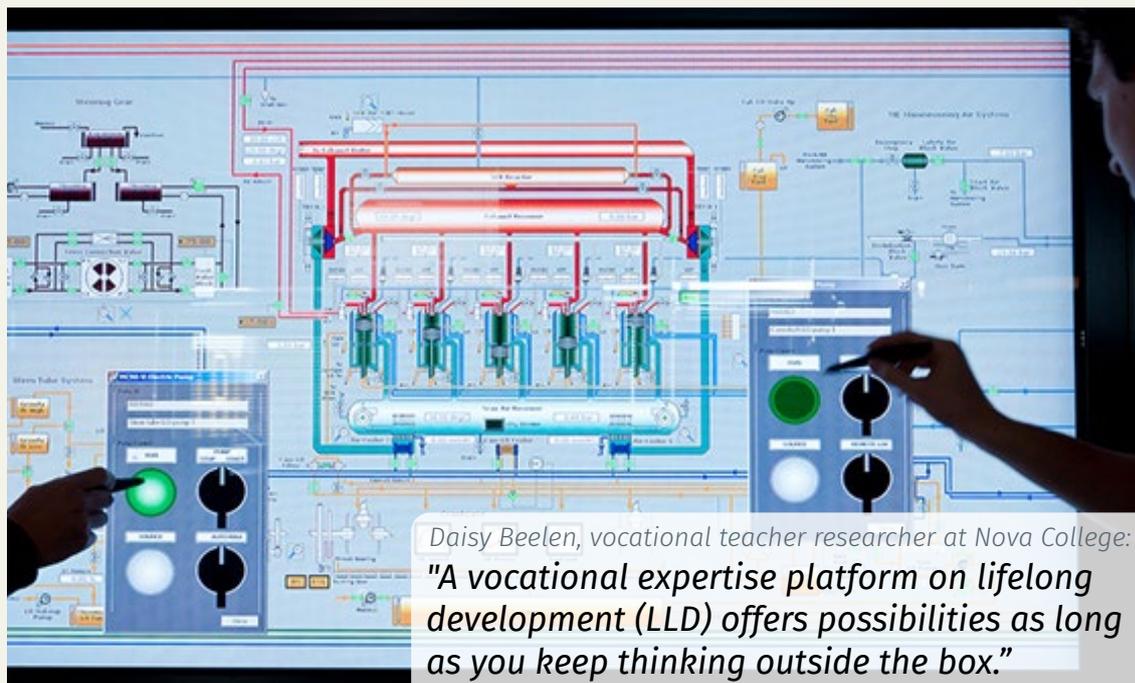
Regular intake:

- Work to improve the perception of a career in engineering & technology through PUTGW.
- Adapt educational information, for example. Courses at educational institutions should provide an up-to-date picture of occupations and the associated work.

Throughput:

- Continuous learning pathway in engineering and technology. Organisation managed within existing local/sub-regional ecosystems (triple helix). Extra attention to ensuring a smooth transition to preparatory intermediate vocational education.
- Improve transition management in order to limit outflow at all stages in the education-to-labour-market flow chain.
- Joint mobilisation to achieve improved relevance of internships.

* This involves the broadest possible approach to Engineering & Technology that is not tied to sectors, but in which the contribution to meeting the climate challenge is central.



Theme: Lifelong Development and sustainable employability

"Encourage a learning culture in companies. Offer career prospects to employees by providing sufficient opportunities for further development that will keep them in the sector (engineering, healthcare, etc.). Promote employability and labour mobility of employees through opportunities for training, retraining and continuous education of those in work (including work-to-work opportunities) and job seekers (resilient labour market)."

2030 Vision

- Working, learning and making a societal contribution are integrated with each other: you use your talents to further develop yourself, your employer and the region. Employees are meaningfully occupied.
- Your competencies or skills passport (across the entire breadth of your profession) indicates both the skills you have and the skills you still want to develop that are also attainable for you; there will be less emphasis on diplomas and certificates.
- You learn and develop yourself in your own work, in regional learning communities and through a demand-driven, modular, hybrid and flexible education/training/development offer.
- Employees, employers and educational institutions (public and private trainers) are working together on innovation within companies.
- There is a regional development fund where everyone has a personal development account. Through this development account, you can take advantage of training/development offerings, learning communities, incubators and career development coaches.

Key goals for 2030

- In 2030, active efforts are made to encourage lifelong development and promote inclusiveness, starting in primary education.
- Engineering and technology companies are appealing compared to other options due to their attractive learning culture and long-term labour market prospects.
- In 2030, Regional Education Centres (ROCs) and universities of applied science are fully equipped to support lifelong development; that is, modular, hybrid, flexible and designed for different target groups. Companies and hybrid teachers play an active role in continuing to update education.
- In 2030, businesses, governments and education in North Holland speak one language when it comes to learning and development. For example, the terminology used to refer to skills. This includes recognition of each other's certificates.
- In 2030, everyone in North Holland will have a basic skills passport to which new skills are added and that promotes matching people to jobs, including switches between sectors.
- In 2030 there will be a development fund in North Holland in which everyone works on lifelong development through a personal development account.
- The above substantive goals have been achieved thanks to the further development of the current labour market and education infrastructure in North Holland; regional campuses, public-private partnerships (secondary education, intermediate vocational education, higher vocational education), the House of Skills, training companies.

Action list

- Establish a broad LLD learning community at provincial level in addition to regional knowledge development associated with LLD at the campuses, in the labour market regions and, in the near future, with the LLD catalyst. The first action for the learning community: identify everything that is already ongoing in the province in terms of LLD in the context of SMEs, and strengthen these initiatives via the campus infrastructure.
- North Holland is firmly committed to skills development:
 - this involves using the same terminology for skills (part of LLD).
 - Use this terminology as much as possible, and help the employers apply the same terminology in job postings as well.
 - Ensure that the educational institutions adopt a different approach to certification (part of LLD).
- Work on the (further) development of:
 - Provincial development fund.
 - Skills passport.
 - LLD platform that is aligned with the ecosystem as well as the skills passport.
 - Hybrid teachers (pool, train-the-trainer, recruitment).
 - Low-threshold apprenticeships and job experience offerings.
- Present the ecosystem for SME entrepreneurs in easily understandable terms.
- Make a firm commitment to hybrid teachers (Generation Pact).
- Put increased effort into discussions with ROCs about (limited) LLD offerings.



In 12 weeks, aspiring technical talents learn the basics of installation and electrical engineering, among other skills, at TechCourt. They do so as participants in an innovative and accessible preliminary programme for the engineering sector.

Theme: Inclusiveness

“Everyone participates and matters.”

2030 Vision

- Everyone is able to keep up in their work and educational activities through personalised learning and development offerings combined with work to refine skills.
- Everyone participates in the labour market because:
 - People are hired based on skills. Consideration is given to what people can actually do.
 - Work is mainly done collaboratively in multidisciplinary teams and attention is given to the team's diversity and overall ‘skill set’.
 - Bespoke coaching and mentoring for everyone is offered as a matter of course. Some individuals will need this more than others.
- Across professions, there are all kinds of opportunities for orientation or reorientation regarding subsequent career steps via on-the-job training companies, apprenticeship locations, vocational education and training hubs, campuses and field labs.
- For people who need more time or other forms of (re)orientation and development, there are plenty of opportunities to gain experience and knowledge in a variety of low-threshold programmes within the network of schools, training and education offerings and the aforementioned apprenticeships.
- The labour market regions collaborate optimally.

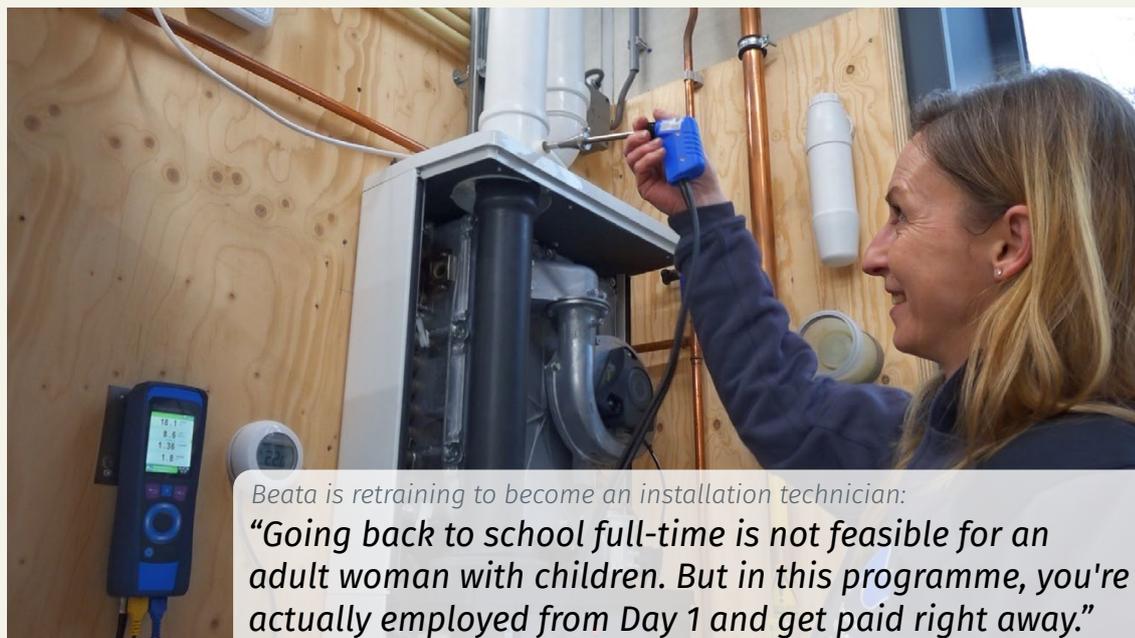
Key goals for 2030

- Working in line with the Sustainable Development Goals (SDGs*) is a given.
- An inclusive labour market is part of a circular economy that does not waste human capital.
- We work together because we know that no one can succeed alone.
- All types of value development are considered: personal value, wage value, diploma value, societal value. (Meaningful Economy)
- The system has been turned on its head; and we look at what people can actually do. Who you are and what you contribute are key aspects. That is the starting point for skills development.
- Employers recruit in markedly different ways (e.g. open hiring). Everyone has a good chance of finding employment.
- On campuses and in incubators, you can discover who you are, and most importantly, simply participate. This may include activities that are perhaps not directly profitable from an economic standpoint, but that lead to skills development, have societal value and/or contribute to the innovative strength of the region. (Parallel labour market, but avoiding the danger of turning campuses into sheltered workshops.)

Action list

(Further) develop programmes, in collaboration with the campuses and the future Regional Work Centres (RWCs), in the context of career development for people distanced from the labour market, where all forms of value development have a place. (Purpose Case). This includes:

- Tools and support provided by employers.
- 'Untying' funding.
- 'Open hiring', i.e. helping employers recruit differently.
- Transition and life coaches.
- Increased focus on language development and cultural differences due to international migrant flows.
- Outreach activities to more effectively engage with drop-outs.
- Research on making societal impact measurable.
- Give leaders in business a stage.
Good examples: IJmond, Seed Valley, Alliander and Equans).
- Bring different grant applications more in line with each other.
- Look for more locations that can be used as context-rich practice-based learning sites based on skills.
- Let education play a role in (establishing and sustaining) apprenticeship locations.
- Monitor national developments in respect of mainstream secondary education and practical education/secondary special-needs education to facilitate regional alignment and connection.
- Better interaction and coordination across labour market regions.
- Focus the Talent Fund (in part) on inclusiveness.



Beata is retraining to become an installation technician:

“Going back to school full-time is not feasible for an adult woman with children. But in this programme, you're actually employed from Day 1 and get paid right away.”

Theme: From work to work

“There is an unabated shortage of technical skilled workers, especially in the context of the energy transition and climate challenge. Intersectoral and sectoral mobility is facilitated to make the labour market resilient and future-proof.”

2030 Vision

- The labour market in North Holland is agile, resilient and future-proof because intersectoral and sectoral mobility are well-established.
- Through intensive and flexible collaboration, companies and organisations can quickly scale up and/or down the workforce they need without the risk of talented people leaving the region or becoming unemployed.
- This is possible thanks to a smoothly functioning overarching infrastructure in which:
 - Use is made of the strengths of the regions.
 - Lifelong development is a given and employees have continuous access to education/ training and coaching.
 - Intersectoral mobility teams provide support to employers and employees in cases where supply and demand do not naturally match. Customised solutions are the norm. These teams consist of both public-sector and private-sector parties.
 - Employers in North Holland work with each other to increase employee mobility between companies, projects and sectors.
 - All employees and self-employed workers have a skills passport, which summarises their (soft & hard) skills, professionalism and abilities and which facilitates the exchange and advancement of employees and self-employed workers.
 - Employers use a skills-based approach to recruit and select new employees and develop existing employees.
 - Skills development is possible through a platform that facilitates personal choice and progressive development through an accredited (skills) offer.

Key goals for 2030

- To facilitate work-to-work transitions, there is a uniform infrastructure for the entire province of North Holland with a one-stop support desk for employees and employers (physical and digital). The demand for and supply of workers (both qualitative and quantitative) are clearly identified based on skills.
- In 2030, employers, employees, governments and education work together in networks to increase (the likelihood of) employee mobility. This includes attention for practically educated people, flex workers and self-employed professionals.
- In 2030, hybrid teachers provide meaningful and lifelong education that is even more practice-based. The actual percentage of hybrid teachers relative to the total number of teachers is not yet known. In any case the funding system of an educational institution is set up to take these numbers into account.
- In 2030, employees are in a position where they are inherently more resilient and flexible in respect of the labour market and have choices open to them. Organise pilot schemes that help make this happen.
- Regional mobility teams where public-sector and private-sector parties work together between sectors and facilitate work-to-work transitions.
 - Education/training, coaching, internships are ongoing, highly diverse and accessible to all employees.
 - In 2030, technical job vacancies will not be open for more than three months.

Action list

- Further develop the Engineering Service Points, to promote collaboration (at the regional labour market level) and connect nationally with the Action Plan for Engineering (Gouden Poort).
- Obtain the commitment of more employers to the complementary and low-threshold orientation pathways such as TechCourt, TechportTechniekTuin, Poelenburg and Triple Threat (district-oriented approach). These pathways introduce candidates to various engineering sectors to help them make more targeted choices and give employers a better idea of the candidates they are investing in.
- Create clarity in the offerings of, for example, well-defined career pathways.
- Businesses and education collaborate in aligning supply and demand with each other and look at how employees can engage in lifelong development based on what motivates and drives them.
- Provide good on-the-job supervision and coaching.
- Further develop the personal backgrounds and skills of lateral entrants.



Collaboration in a campus is characterised by many unknowns about each other and yet we have agreed a goal together. Now we need to foster connection. We need to develop collaboration through PPP structures.

Theme: Working ecosystem and campus creation

“Combining resources in the network: at the provincial level, strengthen and promote synergy in activities in the context of Choosing, Learning, Working and Innovating in engineering and technology.”

2030 Vision

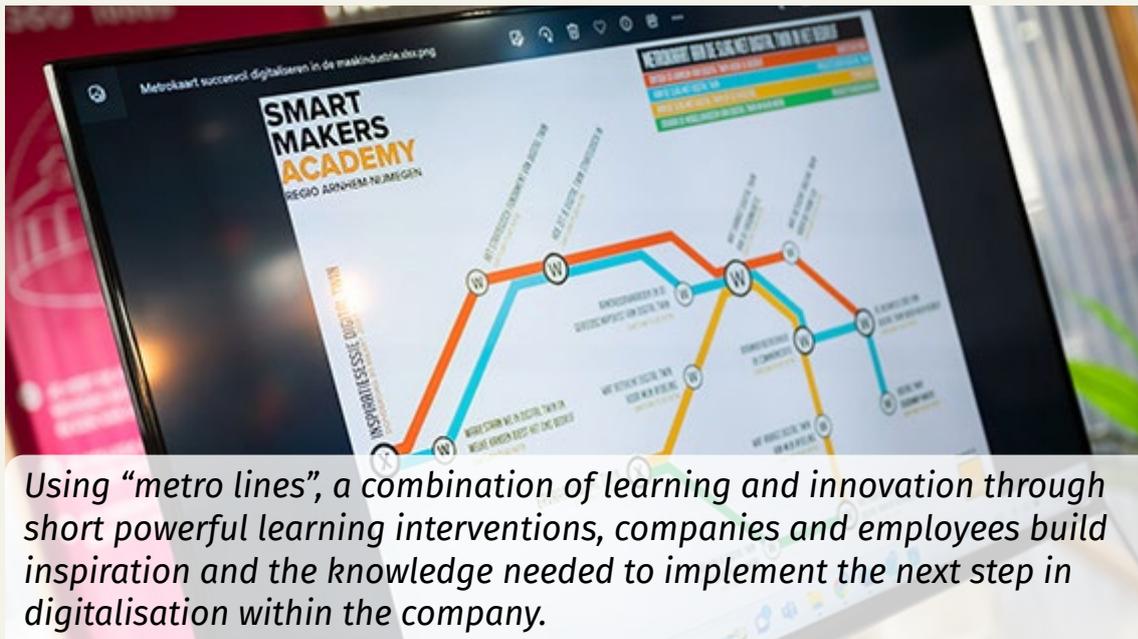
- The systems that existed in 2020 (sectors, chains, columns) have been transformed into a functioning innovation ecosystem within the province. There is a sustainable ecosystem where fixed or changing groups come together ‘anyway, anytime, anywhere’ to achieve successes based on goals.
- The ecosystem is a network of many different players that are connected (directly or indirectly) and collectively create value with each other. All the players fully participate and benefit from the joint effort. There is a balance between contributing and benefiting.
- Employees, employers, education and government work together in a logical way to further regional development and boost the innovative power of the region.
- Because roles, positions and money flows are clear, collaboration is possible in this way. Public and private resources are combined in a responsible manner.

Key goals for 2030

- There is a North Holland ecosystem that aligns with (and stems from) the various sub-regional economic priorities and innovative clusters and/or companies as a driving force.
- Each sub-region in North Holland has its own campus characterised by the region's distinctive technological focus/societal tasks (SDGs) in combination with a sustainable labour market perspective.
- There are campuses, incubators and field labs for all levels of work and development. There is a connection with prior and ongoing learning pathways and effort is put into companies’ innovation projects and finding solutions to societal issues.
- A provincial network of campuses or PPPs in each labour market region is the engine driving forward reciprocal regional and provincial collaboration for Human Capital.
- Various parties in the province work together supra-regionally on solutions for the future through (theme-oriented) learning communities and/or development coalitions. The campuses are involved in this as a driving force as much as possible.

Action list

- Consistent use of regional campuses and HIPs achieves visibility and avoids fragmentation for people and businesses in the route for accessing Work and Development NH (via the ecosystem).
- Work within the boundaries of that approach to connect North Holland's SMEs more and with greater effectiveness.
- Strengthen the North Holland Labour Market & Education (L&E) ecosystem through further triple-helix investment in the network of these campuses or PPPs. The latter play an important role in mapping sub-regional demand (economic priorities and societal issues), and have a driving role in implementing the North Holland L&O agenda for action. Good connection with the relevant labour market region requires attention in this regard.
- Work on one single (perceived) support desk structure for the North Holland business community, pupils, students and job seekers. Many companies do not know where to go and whom to contact in the context of their requirement for and/or supply of people and training offerings. This is an access point for companies to obtain general information and support. And for people, it is the portal for accessing all the learning, development and work offerings in engineering and technology.
- Make the ecosystem and initiatives more visible, and communicate successes so that parties can better find each other for the coordination and development of new initiatives.
- Start theme-based learning communities to allow knowledge sharing and development. Also as crossovers between sectors and education/training offerings.
- Do not be afraid to make choices and stop when something no longer works, or when an issue has been resolved.
- Take the time needed for ecosystem development, be patient and activate collective energy. Organise more informal get-togethers.
- Increasingly work together on the climate transition through an ecosystem approach. A systematic approach across/in conjunction with the economic, societal and sustainability domains is needed. At present, these domains are approached separately and sometimes hinder each other.
- Work with a community approach.
- Let PPP forerunners take responsibility in helping other PPPs.
- Link regional Human Capital Agendas with the manifesto.
- Facilitate hybrid engineering centres (Action Plan for Engineering) to achieve better connection and greater effectiveness via the opportunities of this Action Plan for the engineering sectors by, for example, setting up regional engineering centres, preferably in or with existing campuses and with a focus on innovation(s).
- The Work Ambassador contributes to national positioning and public affairs of the campus structure with (12) regional E&T campuses and three active HIPs.
- Critically examine the manifesto's collaborative structure. Can overlap be avoided by establishing smarter connections with other platforms? Are the right people on the learning and advisory committee and steering committee, given the more extensive HIPs and LLO Catalyst movements now being created in North Holland.
- Maintain the dialogue about the supra-regional ambition and the associated management initiatives in the context of the manifesto.
- Appoint a lead facilitator to drive ecosystem development.



Theme: Innovation

“Promote the innovative power of business and education in the areas of the climate challenge, digitalisation and technology adoption through knowledge development, knowledge sharing and applying knowledge.”

2030 Vision

- In 2030, businesses and schools innovate together. There is coordination to ensure the desired speed of innovation and parties help each other.
- Regional campuses, their field labs and incubators are home bases for multidisciplinary and multilevel teams, learning communities and innovation clusters. These teams work on building innovation capabilities for both companies and education through ‘make-athons’ and other R&Do work approaches. The focus is on developing new applications and applying new developments.
- North Holland has several sub-regional innovation clusters that are part of the overall North Holland ecosystem of work and development.
In the clusters, SMEs, start-ups/scale-ups, large companies, education and government work together in a logical way. Here too, incubators, campuses and field labs play an important role.
- North Holland is known worldwide as a leading technology region with solutions for the climate challenge.
- Not only are the innovative products sold globally, but the ecosystem within the province is considered a global best practice.
- The way in which innovation is fostered and organised is seen internationally as the example to follow (see also ecosystems & campus formation).

Key goals for 2030

- In 2030, North Holland is an innovative region. The (SME) businesses in North Holland have a clear development-focused culture. That means copious experimentation, an open attitude, trying out new ways of working with a focus on the climate challenge, digitalisation and technology adoption. This development culture has emerged thanks to:
 - Businesses, education and government working together on (applying technical) innovations.
 - Multidisciplinary and multisectoral programmes at all levels aimed at encouraging discovery-oriented learning.
 - Physical experimental labs in companies, but also regionally in campuses (various companies and training/educational offerings collaborating on specific themes).
 - New leadership where collaborative innovation within the PPPs/campuses is the norm.
 - Encouragement to apply other collaborative approaches in which, in the case of technical innovation, the consequences for implementation and professional practice are discussed.
 - Prioritisation of technological innovations with a clear societal objective. They determine the direction for innovation, educational development, retraining/further education, engineering promotion and collaboration of a campus/PPS.
- North Holland is the European Digital Innovation Hub (known as the Smart Industry Hub and European Digital Hub), along with Flevoland and Utrecht. Particularly in the context of work and development that is needed to successfully meet the climate challenge.

Action list

- Activate all SMEs and include them in new developments and innovations.
- Continue in the province with good initiatives like the Innovation Festival, Seedvalley, Techport Innovation Centre, voucher scheme. Make sure there is interaction, with a focus on learning from each other, throughout the year.
- Create a better transition between intermediate vocational education and higher vocational education. Among other things, through combined academic research groups and vocational education expertise platforms and specifically via the campuses/PPPs and associate degrees.
- Involve universities through the innovation projects with companies and/or through the academic research groups at the campuses.
- Leverage PPPs and field labs to establish the digital hub.
- Make innovation grants conditional to mapping the impact of the (combined) innovation in respect of implementation and professional practice as a mandatory component. And engage in lobbying to encourage other lenders of funds to participate.
- Organise more collective funding for improved alignment between campuses and the SME sector.
- Explore duo appointments as an academic lecturer researcher/vocational teacher researcher.
- Continue the existing approach to HIPs, campuses, vocational education expertise platforms (and academic research groups) and associate degrees.
- Learn from good examples of innovation hotspots (from other regions) where business and students publicise the benefits of joint innovation more widely. Example: Director for One Day (HortiHeroes, GreenPort Aalsmeer and Duin & Bollenstreek, Fruittech Campus, SeedValley).
- Engage in discussion on what is needed to become a leading innovative region in respect of the (global) climate challenge.

Part 3 Collaboration

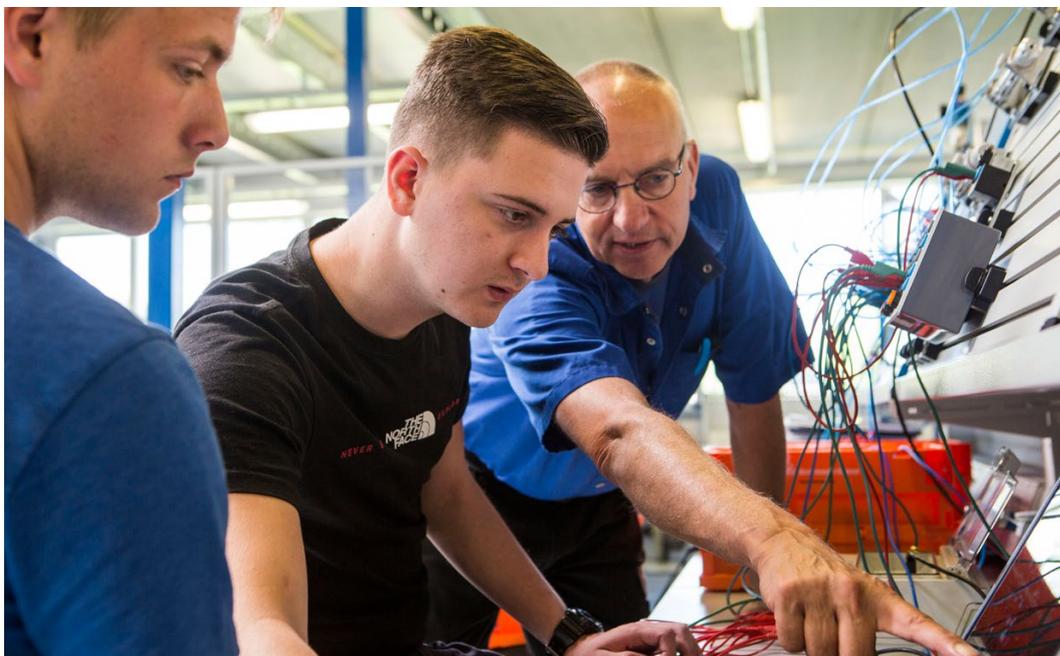
How do we want to collaborate?

Within the province of North Holland, organisations and partnerships are working to strengthen the technology and engineering labour market.

Collaboration model

The idea behind the model is to achieve a logical collaboration for work and development. The updated model is presented on pages 30 and 31. When setting up the model, consideration was given to working from within the triple helix to achieve shared goals. Collaboration goes beyond mere consultation; implementation of the tasks identified in the agenda for action is a mandatory requirement. Development coalitions in their final form (Engineering Service Point and E&T campuses through High Impact PPPs) have been established and are now part of the collaborative structure. Moreover, when setting up the collaboration model, consideration was given to the following:

- The collaboration model does not conflict with existing collaborations and consultation structures. It fosters smart collaboration and strengthens what is already there, rather than increasing the administrative burden and/or resulting in further fragmentation of initiatives.
- All parties involved retain their autonomy while working in co-creation towards common goals.
- Those who wish to participate and are capable of doing so are granted the opportunity to do so: it is an open ecosystem.
- The provincial authority of North Holland can logically act to fulfil the desire for greater joint control and coordination.
- Regional Human Capital Agendas or other plans in which connecting education and the labour market is an important theme can be linked to the manifesto.
- We work together based on core values, as listed below.



Core values

- We organise differently: this involves using what we already have and redesigning the ecosystem where necessary, always keeping in mind both our own organisational goals and the shared goals.
- Connection & cohesion: acting together, coordinating with each other and strengthening each other.
- Learning & development: sharing experiences, learning with each other and helping each other over 'bumps in the road'.
- Leadership: we all continue to work towards common goals and implementation of the transition. Also in the longer term. (What is good for North Holland?)
- Entrepreneurship: focus strongly on achieving the 2030 plan for work and development in North Holland.
- Ownership: parties endorse the content and core values of the manifesto and are reciprocally accountable for their responsibilities under the collaboration.

"It is precisely when there are differences of opinion that we need to maintain dialogue. The Manifesto provides an excellent framework for continuing that dialogue and moving forward together."

(Ivo van Oosterhout, ROC Amsterdam).

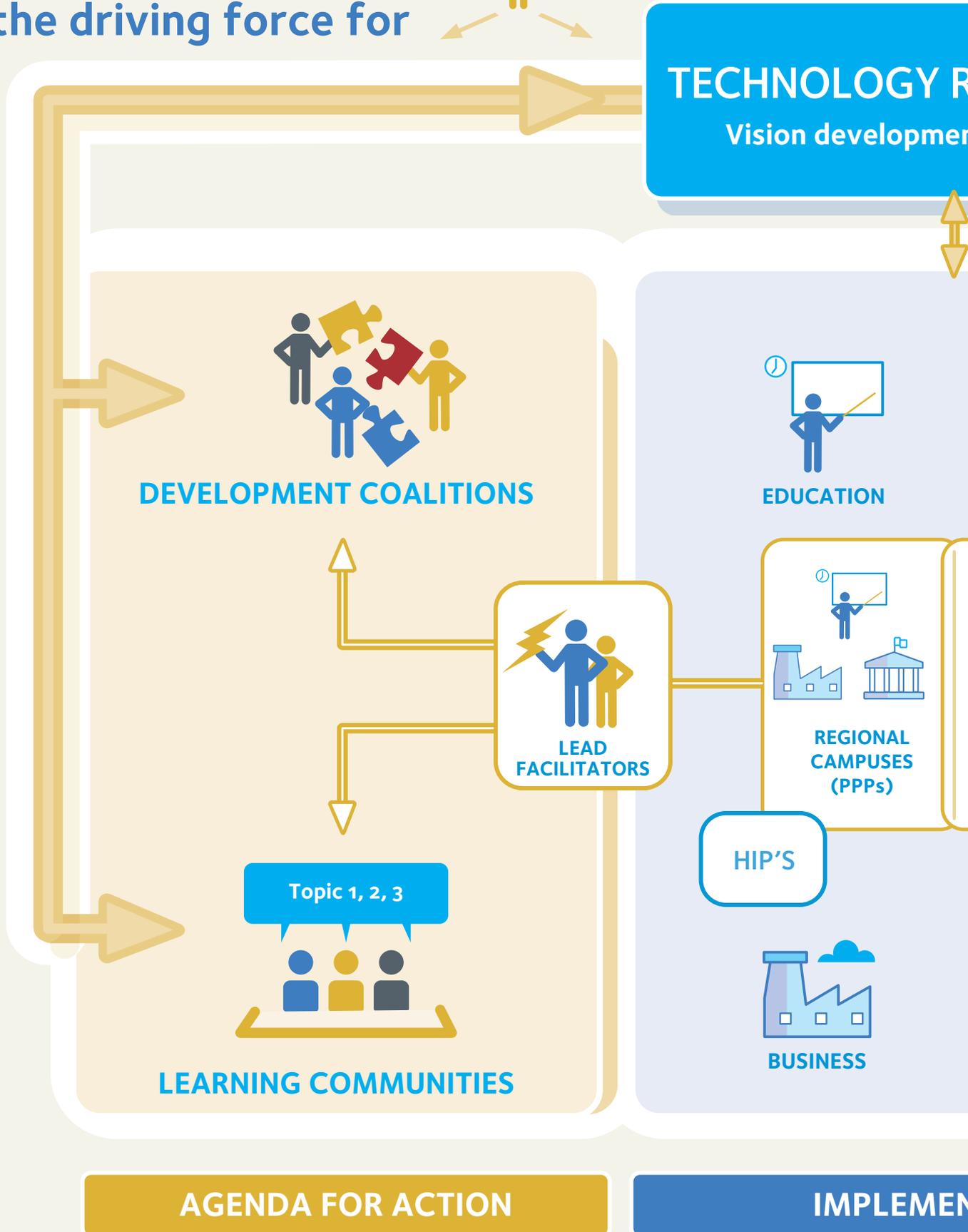
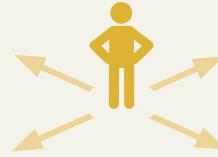
"Both the five Engineering Service Points and the 12 campuses, including the collaboration in the three High Impact Public Private Partnerships (HIPs), make regional customisation possible."

(Ronald Kleijn, AUAS).

"Specifically in today's environment, individual action by stakeholders is no longer effective and we need to make the collaborative element in the approach to transitions more concrete and transparent. The Manifesto helps achieve this. It is important to think further than local initiatives; in that context, we must venture outside our comfort zones as businesses, governments, knowledge institutions and societal institutions, scale up regionally and work to create the regenerative and inclusive economy of the future. As a networking organisation, we are happy to contribute to that."

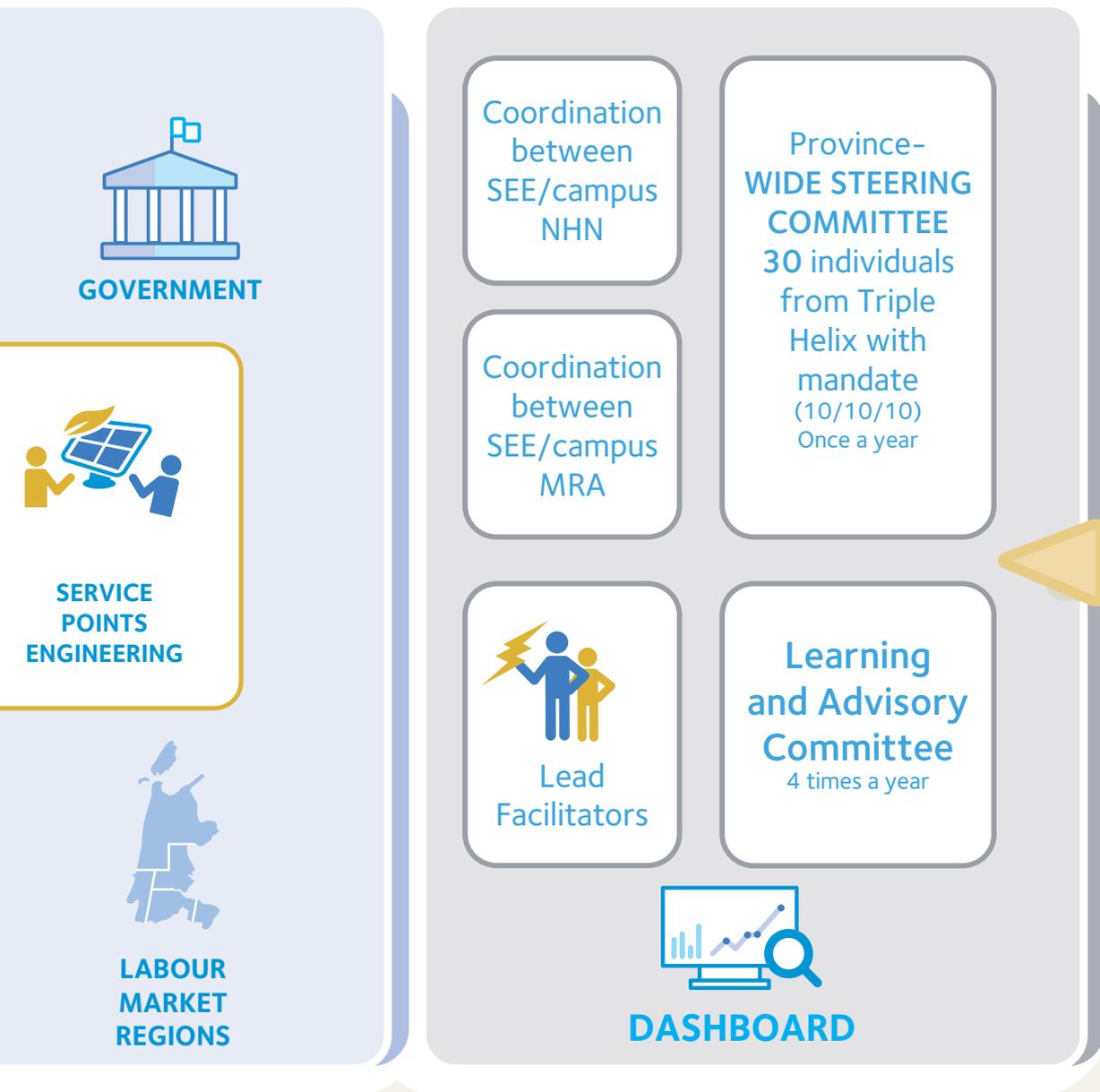
(Jessica Peters-Hondelink, Amsterdam Economic Board).

Work Ambassador acts as the driving force for



“As the Member of the Provincial Executive responsible for Economy and Labour Market, I continue to be pleasantly surprised by the mix of consultation and action found in the Work and Development Manifesto. Version 2.0 marks another step forward in jointly tackling tomorrow's labour market issues. My focus is on sustainably connecting entrepreneurs, education and fellow government bodies and acting to prevent the fragmentation of initiatives. The provincial authority is committed to the creation of regional Engineering and Technology Campuses and fostering underlying collaboration in High Impact PPPs such as GreenChain, GreenTech MRA and Techport HIP.” **(Esther Rommel, Member of the Provincial Executive of North Holland).**

ROUND TABLES Work with everyone



CONSULTATION

CONTROL & COORDINATION

Explanatory notes to the collaboration model

Technology round tables: meetings periodically organised by the provincial authority of North Holland where stakeholders who have committed to the work and development task within the province discuss (and fine-tune) the shared visions, goals and actions needed for a future-proof labour market. The meetings are also an opportunity for networking and sharing the latest insights with each other.

Learning Communities: a learning community is a group of education and labour market professionals who interact with each other in pursuit of a common goal associated with learning and developing together on specific topics in the areas of Choosing, Working, Learning and Innovation. The learning community contributes to strengthening regional knowledge sharing and development and is intended to avoid a situation where different organisations and regions simultaneously work on 'reinventing the wheel'.

Development coalitions: a group of stakeholders from the triple helix who, based on their own goals and plans, wish to work together to develop a joint initiative or proposition in order to concretely act to achieve the goals of this manifesto.

Lead facilitator: a party or parties with a forerunner role in a development coalition or learning community that has/have the right knowledge, skills and network to actually realise the ambitions.

High Impact PPPs (HIPs): a High Impact PPP (HIP) is a consortium of successful and sustainable PPPs complemented by new partners from education, business and government and other relevant societal stakeholders. They work together in the flow chain on coherent and integrated solutions for SMEs (among other parties) in connection with a major (regional) societal challenge.

Campuses: action-oriented partnerships of companies, educational institutions, government bodies and other public organisations that work to achieve a good match between education and the labour market, train innovative professionals/tradespeople, promote lifelong development or help accelerate and increase the innovation capability of companies via the domains of Choosing, Learning, Working and Innovating. Education refers to all institutions from primary education up to academic university education. Including commercial and corporate trainers.

Business refers to SMEs, large companies and industry representatives.

The Netherlands is divided into 35 labour market regions, five of which are in North Holland. Within these regions, municipalities and the Dutch Employee Insurance Agency (UWV) work together to provide services for employers and job seekers.

Government refers to national government, 47 municipalities in North Holland and the provincial authority of North Holland.

Engineering Service Point (ESP)

An Engineering Service Point (ESP) is a partnership between employers' organisations in engineering (sectors), T&D funds, trade unions, UWV and government bodies. An ESP has been established in each labour market region of the province, with the goal of matching and training candidates and employers across (and through) the four affiliated engineering sectors and their Training and Development (T&D) funds.

Control & coordination²

Supra-regional coordination

Both in the Amsterdam Metropolitan Area and in North Holland North, there is a separate consultation of Strong Engineering Education (Sterk Techniek Onderwijs) and RIF project leaders and programme managers/campuses/High Impact PPPs on implementation specifically of intake promotion and learning in engineering and technology. In North Holland North this is Techniek NHN and in the rest of the province this collaboration is coordinated by the Green Tech HIP.

Province-wide steering committee

A provincial steering committee meets at least once a year. The steering committee consists of 30 senior public servants/directors from the triple helix ecosystem. (10 from companies/ engineering sectors, 10 from education, 10 from governmental and semi-governmental organisations). The representatives have mandates within their own organisations and/or support community regarding deployment of people and resources. If unable to attend, members are asked to personally arrange a substitute from within the ecosystem in good time (and not from their own organisation). The steering committee group evaluates the progress made in implementing the agenda for action and makes recommendations regarding progress and/or changes in direction. After adoption of Manifesto 2.0, consultation with this group will take place regarding the composition of the steering committee for this 2.0 version, with developments in the area of High Impact PPPs and Engineering Service Points specifically in mind.

Learning and advisory committee

The learning and advisory committee consists of 12 strategic representatives from the triple helix ecosystem. This committee meets at least three, but usually four or five times a year. Members are asked to represent the interests of the ecosystem, rather than acting on behalf of one specific organisation.

The learning and advisory committee discusses the supra-regional ambitions and the associated management initiatives in the context of the manifesto. This committee also evaluates the progress and coherence of ongoing actions and, if desired, provides advice on strategic course corrections and learning. They advise on any new developments and actions (such as a possible RIF 3.0, further development of 'Sterk Techniek Onderwijs', Green Deals, UWV Mobility Teams, etc.) that are contributed by, or add value for, other parties. If unable to attend, members are asked to personally arrange a substitute in good time from within the ecosystem, specifically from within their own part of the triple helix of business, education and government and semi-government bodies (and not from their own organisation).

² For meeting dates, refer to www.werkenontwikkelen2030nh.nl

Part 4 Agenda for Action

The input from the various sessions on the six themes was incorporated into an agenda for action for the period from 2024 to 2027.

Guidelines for compiling the agenda for action

- Actions must make the shared 2030 goals more easily achievable.
- Actions strengthen and build upon the existing ecosystem. Actions are launched as much as possible from the existing PPPs, HIPs or ESPs.
- Smart interventions are realised by deploying people and resources in line with the goals and plans of the organisations and regions concerned.
- Actions must produce results for the entire province, not just those parties directly involved. In other words, think in terms of solutions for the whole province.
- Actions focus on the Human Capital side of the climate challenge in North Holland.
- The scope addressed by actions is the labour market mismatch in the areas of engineering and technology, including digitalisation.
- Actions always run to an end date, or are terminated if their effect is found to be insufficient based on research and/or discussion in the Technology Round Tables, learning and advisory committee and the steering committee.
- We strive to achieve as much synergy and connection between actions as possible

Concrete actions from 2024 onwards

When implementing the actions, we distinguish between development coalitions, learning communities or assigning an action to one or more ecosystem stakeholders. In addition, lead facilitators are needed to activate these development coalitions and learning communities.

There are three different learning communities:

1. Power Up the Green World
2. Lifelong Development
3. Community Manifesto and Ecosystem

And three development coalitions:

4. Education-to-labour-market flow chain
5. Inclusiveness
6. Technology for the climate challenge in research and education

We strengthen the existing ecosystem with these actions, and expand the activities as needed.

Type of entity:	Learning community	Theme:	Intake, throughput and engineering promotion
Name:	#1 Power Up the Green World (PUTGW)		
Proposed learning objective:	Learning network to combine, improve and scale up activities and/or networks in the field of technology promotion, including implementation of the PUTGW communication concept.		
Parties needed (as a minimum):	HIP Techport+, GreenTech and Greenchain NH, Sterk Techniek Onderwijs regions, Techniek NHN, Engineering Service Points (ESP), vocational education		
Approach:	First action: bring the stated parties together and ask for a plan of action. Discuss the results of the learning community with the learning and advisory committee at least once a year.		

Type of entity:	Learning community	Theme:	Lifelong Development (LLD)
Name:	#2 Lifelong Development (LLD)		
Proposed learning objective:	Broadly supported knowledge network at the provincial level, complementing regional knowledge development in respect of LLD at the campuses, in the labour market regions and via new developments (e.g., the LLD Catalyst and Regional and/or National Talent Fund).		
Keywords:	appropriate offerings, common terminology to refer to skills and the skills passport, different approach to certification, low-threshold access and career pathways		
Parties needed (as a minimum):	HIP Techport+, GreenTech and Greenchain NH, Sterk Techniek Onderwijs regions, Techniek NHN, Engineering Service Points (ESP), vocational education, labour market regions (LMR)		
Approach:	First action: bring the stated parties together and ask for a plan of action. Discuss the results of the learning community with the learning and advisory committee at least once a year. First actions to be undertaken by the learning community: identify what is happening in respect of LLD in the context of SMEs in the region; create a link with LLD Catalyst; and provide general reinforcement through the campus infrastructure. Implementation resources for all SMEs that want to learn how to promote lifelong development can be sourced under the following scheme: https://www.wijzijkatapult.nl/leren-ontwikkelen-mkb/ . For individual lifelong development, the Ministry of Social Affairs and Employment is working on an integration of the former STAP budget and the current SLIM scheme, and (some) labour market regions may have a talent development fund.		

Type of entity:	Learning community	Theme:	Working ecosystem and campus creation
Name:	#3 Community Manifesto and Ecosystem		
Proposed learning objective:	Increase the visibility and role of both the Manifesto and the North Holland campus structure for all stakeholders in the province (and nationally where possible). The campuses (in collaboration with the High Impact PPPs), as a regional engineering centre for hybrid vocational education, have a feeding and implementing role in respect of the agenda for action.		
Parties needed (as a minimum):	HIP Techport+, GreenTech and Greenchain NH, engineering & technology campuses		
Approach:	First action: bring the stated parties together and ask them to prepare a kick-off memorandum and (if applicable) a purpose case. Discuss the results of the learning community with the learning and advisory committee at least once a year.		

Type of entity:	Development Coalition	Theme:	Intake, throughput & engineering promotion
Name:	#4 Education-to-labour-market flow chain		
Target result:	<p>1. Identify the crucial points where loss (leakage) occurs in the flow chain. Then explore what instruments can be used to reduce the problem. After this review and analysis, start implementing the top 3 solutions and instruments.</p> <p>2. Work to improve the perception of a career in these sectors (in consultation with learning community #1 PUTGW).</p> <p>3. Adapt the information available to, for example educational and training institutions, to provide an up-to-date picture of professions and the work (in consultation with learning community #1 PUTGW).</p>		
Keywords:	Preventing student drop-outs, focused on all levels of education, on the transition from study to work, and on retention of human capital for engineering and technology businesses, hybrid teachers, combining resources to achieve an improved match with internships.		
Parties needed (as a minimum):	HIP Techport+, GreenTech and Greenchain NH, together with the participating businesses		
Approach:	The participants draw up a kick-off memorandum and (if necessary) a purpose case. Submit these documents to the learning and advisory committee. Utilise, for example, for concretisation and possible implementation resources: https://www.techniekpact.nl/nieuws/subsidieregeling-versterking-aansluiting-beroepsonderwijskolom , which focuses on the transitions for secondary education/secondary adult education/preparatory intermediate vocational education/intermediate vocational education and intermediate vocational education/higher vocational education.		

Type of entity:	Development Coalition	Theme:	Inclusiveness
Name:	#5 Inclusiveness		
Target result:	<p>1. At least one engineering orientation site and at least one engineering or technological apprenticeship location per labour market region, in collaboration with these regions.</p> <p>2. Education embraces a role in (establishing and sustaining) apprenticeship locations.</p> <p>3. Handbook for setting up and sustaining apprenticeship locations based on pilot schemes.</p> <p>4. Work to achieve measurable impact in respect of 'everyone participates in the labour market'.</p> <p>5. Publicise good examples and share knowledge about them.</p>		
Keywords:	engineering-oriented sites, (sustainable) apprenticeship locations, talent fund, in collaboration with the labour market regions (LMR) and education		
Parties needed (as a minimum):	HIP Techport+, GreenTech and GreenchainNH, Engineering Service Points (ESP), vocational education, labour market regions (LMR)		
Approach:	The participants draw up a kick-off memorandum and (if necessary) a purpose case. Submit these documents to the learning and advisory committee. Resources required for implementation can be found in the Regional Investment Fund for intermediate vocational education, among others. Targeting intake and special-needs education is a still under-explored area in the projects.		

Type of entity:	Development Coalition	Theme:	(professional) Innovation
Name:	#6 Technology for the climate challenge in research and education		
Target result:	<p>1. Good connection between innovation requests regarding the climate challenge faced by SMEs and collaboration with regional knowledge institutions to respond to these requests. Influence of this collaboration in the content and innovative nature of education.</p> <p>2. Publicise good examples/hot spots and share knowledge about them.</p>		
Keywords:	hybrid teachers, context-rich learning environments for all levels, academic research groups, vocational education expertise platforms, associate degrees, elective components, continuous learning pathways and so on		
Parties needed (as a minimum):	HIP Techport+, GreenTech and Greenchain NH, together with the participating vocational education institutions		
Approach:	The participants draw up a kick-off memorandum and (if necessary) a purpose case. Submit these documents to the learning and advisory committee.		

Communication in respect of Work and development 2030 North Holland

Communication is an important instrument for strengthening connections and highlighting initiatives within the manifesto movement. A landscape of communication resources has been worked out to illustrate this. These resources contribute to the achievement of the four communication goals: **inspire**, **inform**, **motivate**, encourage collaboration.

The communication resources are available to all participants in the manifesto movement and interested parties, and grouped based on the information provided on:

The manifesto and the movement

The progress made in implementing the manifesto

The activities associated with specific themes of the manifesto

Would you like to participate? Send an email to manifest@noord-holland.nl

Website



Interactive and up-to-date summary offering information and articles on the Manifesto Movement and all **relevant initiatives** and collaborations in the programme lines **Choosing, Learning, Working and Innovating**.



Manifest Meet



Online meeting on every **third Thursday** of the **month**



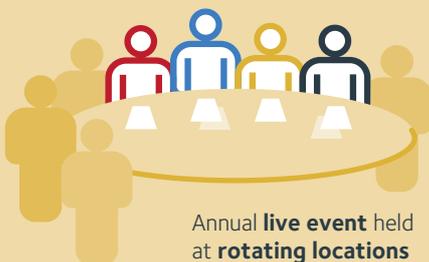
Labour market dashboard



Realtime data about the **themes** in the **manifesto**



Technology Round Table



Annual **live event** held at **rotating locations**



Challenge trophy

Annual award The prize is a **trophy**. The winner participates in an **interview!** And gets worthwhile extra publicity.



Glossary

<p>Aanvalsplan arbeidsmarkttekorten Techniek, Bouw en Energie, translated in this document as Action Plan to address Labour Market Shortages in Engineering, Construction and the Energy sector</p>	<p>Plan presenting numerous unconventional measures to reduce the shortage of technicians to ensure that the implementation of the energy transition and the construction task, for example, do not come to a grinding halt. Action Plan for Engineering, via five engineering sectors in collaboration with VNO-NCW and MKB-Nederland.</p>
<p>Aanvalsplan Chronisch Tekort ICT'ers, translated in this document as Action Plan to address the Chronic Shortage of ICT Professionals</p>	<p>Action plan to address staff shortages in ICT (an initiative of NLdigital, Dutch Data Center Association, Dutch Cloud Community, Fiber Carrier Association and Cyberveilig Nederland).</p>
<p>Actieplan Groene en Digitale Banen, translated in this document as Green and Digital Jobs Action Plan</p>	<p>The Green and Digital Jobs Action Plan addresses shortages of technically and digitally trained staff. This requires a coordinated approach in which all parties - employers, workers, education and national and regional government bodies - act together. This includes the initiators of the action plans discussed above.</p>
<p>Arbeidsmarktregio, translated in this document as Labour Market Region (LMR)</p>	<p>Division into regions from which municipalities and the Dutch Employee Insurance Agency (Uitvoeringsinstituut Werknemersverzekeringen, UWV) determine the provision of services to employers and job seekers. It is a regional level between municipalities and provincial authorities. In the province of North Holland, there are five LMRs.</p>
<p>Associate Degree (AD)</p>	<p>An associate degree is a two-year degree programme at higher vocational education level, intended primarily for people with an intermediate vocational level diploma (MBO 4) who want to continue their education, but do not want to pursue a full 4-year bachelor's degree at a University of Applied Sciences.</p>
<p>Bèta&TechMentality-model, translated in this document as STEM&Tech Mentality model</p>	<p>From the perspective of the STEM&Tech Mentality model, you will encounter five STEM types who differ greatly in their attitude toward Science, Engineering, Technology and Mathematics (STEM). So each type requires a specific approach. For example, you may have more Discoverers in your class, Creative Makers or a mix of Innovators, Social Appliers and Doers. Each of the segments is characterised by specific strategies for arousing a lasting interest in engineering during the time this target group spends at school.</p>
<p>Campus</p>	<p>Campus is defined in the North Holland labour market policy as a network of relevant stakeholders: entrepreneurs, education and government; three parties working together on a distinctive technological specialisation, which contributes to a good connection between business and education. In a campus, the requirements of companies, the supply capability and possibilities of vocational education and the task package of (local) government bodies in respect of the economy and participation all come together. The provincial authority opts for commitment to engineering and technology based on the contribution to a region's innovative capacity and the need for sufficient technologically schooled professionals to meet the climate challenge.</p>
<p>DET-sector, translated in this document as SET sector</p>	<p>Sustainability and Energy Transition sectors (SET). Term as used in the SEO report.</p>
<p>Ecosystem</p>	<p>The ecosystem is the set of institutions, companies and organisations that are directly or indirectly committed to the manifesto's objectives. They are constantly interacting, in a partially interdependent manner, to achieve those objectives.</p>

Field lab	A field lab is a practice-oriented environment in which entrepreneurs and knowledge institutions collaborate intensively and experiment with the development and implementation of new technology. By connecting research and technology with real-world business and revenue models, field labs contribute to groundbreaking innovations.
Gouden Poort, translated as Golden Gate in this document	Methodology referred to in the Action Plan for Engineering. The plan puts forward suggestions for completely redesigning the labour market for technicians. The new system, the Golden Gate, is intended to become the central place for starters, lateral entrants, newcomers and experienced professionals who are considering a switch to a (different) engineering sector.
Groene en Digitale Banenplan, translated in this document as Green and Digital Jobs Plan	Initiative of the Dutch Ministry of Economic Affairs and Climate, the Dutch Ministry of Education, Culture and Science, the Primary and Secondary Education boards, the Poverty Reduction department and the Labour Participation and Pensions department, comprising measures to address labour market tightness in sectors with jobs that are crucial for the climate challenge and the digital transition.
Human Capital Agenda (HCA)	Regional development and regional labour market policy are generally based on a Human Capital Agenda (HCA). A Human Capital Agenda provides guidance for the activities in the region, which are carried out to strengthen the regional economy.
High Impact PPP (HIP)	A High Impact PPP (HIP) is a consortium of successful and sustainable PPPs complemented by new partners from education, business and government and other relevant societal stakeholders. They work together in the flow chain on coherent and integrated solutions for SMEs (among other parties) in connection with a major (regional) societal challenge. In North Holland, three supra-regional consortia, or HIPs, have been formed. They are working together on the task of attracting even more students and facilitating more SMEs. And thereby achieving increased impact through the broader application of innovation and lifelong development.
Hybrid teacher	Hybrid teachers choose to work partly as teachers while also working in another salaried or self-employed job: an accountant who teaches economics one day a week or a computer science teacher who is also a programmer.
Just Transition Fund (JTF)	The Just Transition Fund (JTF) plays a role in supporting the transition to a Climate Neutral Europe. The main goal of the JTF is to allow regions that are heavily dependent on revenues and employment associated with fossil fuels to initiate the energy transition process in a just and fair manner without suffering disadvantage. A transition process that takes into account societal, economic and environmental impacts. In North Holland, there is a JTF for the IJmond region.
Learning communities	Major societal challenges in the areas of population ageing, sustainability, digitalisation, segregation and educational quality require new ways of working, learning and innovating. Increasing effort is therefore being devoted to combining the knowledge and expertise of both public-sector and private-sector organisations, which need each other to innovate and tackle complex issues. The learning community concept is seen as the solution to connecting together learning, working and innovating in a different manner - one that is collaborative, based on co-creation and context-rich.
Lifelong Development (LLD)	The key elements of the LLD approach are encouraging people to take control of their careers so that they continue to develop, and ensuring that this development matches the changing demands of the labour market. Ideally LLD results in vital people who are flexible and sustainably employable in the labour market.
Lecturer researcher	A lecturer researcher conducts practice-oriented research (with a team of (teacher) researchers and students in an academic research group) at a university of applied sciences together with a specific knowledge network.

LLO-Katalysator, translated in this document as LLD Catalyst (LifeLong Development Catalyst)	LLD Catalyst is a multi-year programme through which educational institutions from secondary vocational education, universities of applied science and academic universities give a strong impetus to lifelong development, both nationally and in the regions. The goal of the LLD Catalyst programme is to ensure that organisations and professionals are continuously in tune with a rapidly changing society and labour market.
Make-athon	A 'battle', usually between students, to conceive and design an innovative solution to a business issue.
MKB-route Innovatief Ondernemen, translated in this document as SME route for Innovative Entrepreneurship	The aim is to develop basic skills related to technological and business developments with accessible and small learning units (nanomodules of only a few hours). The low-threshold nature makes these modules highly suitable for flexible use as needed and as teasers for further exploration. Groups of multiple nanomodules (stations) are referred to as metro lines, and focus on a particular transition or topic. For more information: Smart Makers Academy.
Nationaal Groeifonds (NGF)	Through the Nationaal Groeifonds (National Growth Fund), the Dutch government will invest €20 billion between 2021 and 2025 in projects that contribute to the earning capacity of the Netherlands in the field of sustainability. Several projects are associated with the labour market: Lifelong Development theme: <ul style="list-style-type: none"> • scaling up PPPs in vocational education • National LLD Catalyst Education theme: <ul style="list-style-type: none"> • Investing in the talent of the future!
NHInZicht	Online labour market monitor presenting recent data relating to the province of North Holland. Also available here are statistics from two labour market regions in North Holland (North Holland North and Zuid-Kenemerland/IJmond) and the manifesto dashboard.
Development Coalition	A development coalition is a collaboration between two or more parties involved within the Work and Developing 2030 NH manifesto. They focus on the development of a specifically formulated main goal. The coalition is accountable to the learning and advisory committee, which also monitors progress.
Development Fund	Fund and platform to make funds available and more easily accessible to all, to promote lifelong development. A pilot scheme is ongoing in North Holland North.
Open hiring	Open hiring is one of four recruitment pathways, which allow employers to easily connect with job seekers. In the case of open hiring, the basic principle is that anyone who wants to work simply starts work. Without having to submit a CV or attend a job interview.
'Practor', translated in this document as vocational teacher researcher	A vocational teacher researcher is a 'standard bearer', inspirational role model and/or facilitating lead in a vocational expertise platform. The vocational teacher researcher is responsible for development, application and dissemination of knowledge, both internally and externally, in the context of intermediate vocational education. Practice-oriented research and ensuring that teachers follow developments are also important tasks.
'Promotie Event Techniek', translated in this document as Engineering Promotion Event (EPE)	During an Engineering Promotion Event (EPE), grade 7 and 8 (primary school) pupils are introduced to the seven worlds of engineering in an informal, playful and positive manner. Teachers and parents/carers also receive information and are encouraged to take an interest.
Public Private Partnerships (PPPs)	In PPPs, teachers, students and/or employers invest, experiment and innovate together in order to future-proof vocational education and professional practice. Typical examples of this collaboration are business professionals providing classes, or students conducting research for an SME during their study. As such, a PPP complements the collaboration between vocational education and business that has naturally existed for decades through, for example, internships, practice-oriented research, vocational apprenticeship training ('beroepsbegeleidende leerweg', BBL) and national cooperation.

Purpose Case	The Purpose Case is an instrument used to design a societal business model for a development coalition, in which the participants jointly have an impact and the return on investment is valued in both financial and non-financial terms.
'Regionaal Investeringsfonds mbo', translated in this document as Vocational Education Regional Investment Fund (RIF)	The Vocational Education Regional Investment Fund (RIF) encourages collaboration between schools, the public sector and business. The goal of the RIF is to prepare students in intermediate vocational education even more effectively for the current and future job market by having them work with state-of-the-art techniques and methods during their study.
Regional Mobility Teams	<p>Regional Mobility Teams (RMT) are a partnership between municipalities, the Dutch Employee Insurance Agency (UWV), education, SBB, trade unions and employer organisations. The aim is to prevent unemployment or make the period of unemployment as short as possible by providing services that are necessary for finding (transitioning) to a new job.</p> <p>The services provided by the RMTs are designed for people who have lost or are in danger of losing their jobs and who need additional support in finding new employment. That group also includes self-employed people and young people. The scope has now been expanded to include recipients of welfare benefits and people who are not entitled to receive state benefits.</p>
RWC (Regional Work Centre)	RWC provides a single recognisable support desk, the regional work centre, where all job seekers and employers can go for the support and guidance needed to help people make the transition to a new job. Municipalities and the Dutch Employee Insurance Agency (UWV), together with societal and other parties, are required to ensure a better functioning labour market through increased labour participation, retraining and throughput.
SEO report 'Investeren in duurzaamheid en Energietransitie in Noord-Holland', translated in this document as 'Investing in sustainability and the energy transition in North Holland' (November 2022)	Analysis of the consequences for the labour market arrived at by investigating the companies involved in the energy transition and sustainability (SET sectors)
'Servicepunt Techniek', translated in this document as Engineering Service Point (ESP)	An Engineering Service Point (ESP) has been established in each labour market region of the province, with the goal of matching and training candidates and employers across (and through) the four affiliated engineering sectors and their Training and Development (T&D) funds.
Skills	Skills is the collective term for all the personal and professional skills, competencies and knowledge a person has or can develop.
'Sterk Techniekonderwijs', translated in this document as Strong Engineering Education (SEE)	<p>The Strong Technology Education (SEE) scheme encourages collaboration in the region. Grant funding is available to schools providing preparatory intermediate vocational education. This allows them to invest in machinery, materials and people. The objective is to work on providing a sustainable, comprehensive and high-quality engineering education. So there are activities for primary schools and effort is being put into developing continuous learning pathways from preparatory intermediate vocational education to intermediate vocational education.</p> <p>The Ministry of Education, Culture and Science, Stichting Platforms vmbo (SPV), Platform Talent for Technology (PTVT), are jointly committed to boosting Strong Engineering Education in the coming years. To achieve this, they are working closely with VNO-NCW, Federatie Techniek, MKB-Nederland, Engineering sectors, Platform TL, MBO Raad (VET Board), and the VO-raad (Secondary Education Board).</p>
Tech Your Talent	During Tech Your Talent, the junior classes in preparatory intermediate vocational education and higher vocational education can learn about the seven worlds of engineering in an informal, playful and positive manner.
Triple Helix	Triple Helix refers to the participation of at least one public organisation (government), one knowledge organisation (knowledge or educational institution) and one private-sector company (business).

Contributors:



Parties endorsing the manifesto are listed here:

www.werkenontwikkelen2030nh.nl

Work and
development

2030

North
Holland

