



## Youth Wiki national description

# Youth policies in the Netherlands

2018

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit

<https://eacea.ec.europa.eu/national-policies/en/youthwiki>



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# Overview

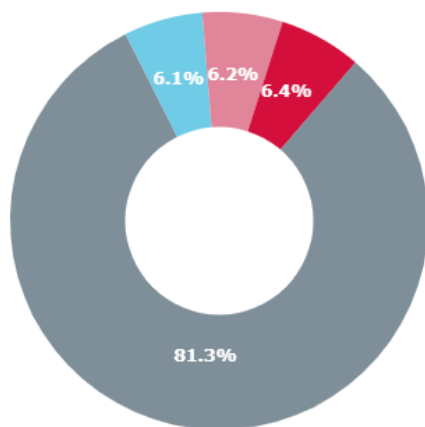
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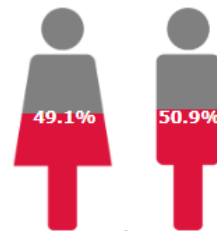
1. Young People in the Netherlands
2. Youth Policy in the Netherlands

## Young People in the Netherlands

Ratio of young people in the total population on 1st January

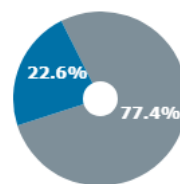


- Age group 15-19
- Age group 20-24
- Age group 25-29
- Other age groups



Ratio of men and women in the youth population

Ratio of young immigrants in all immigrants from non-EU countries



- Age group 15-29
- Other age groups

### Total number of young people:

#### References:

Ratio (%) of young people in the total population (2017): Eurostat, yth\_demo\_020 [data extracted on 4/09/2018].

Absolute number of young people on 1 January for the age group 15-29 (2017): Eurostat, yth\_demo\_010 [data extracted on 4/09/2018].

Ratio (%) of men and women in the youth population (2017): Eurostat, yth\_demo\_020 [data extracted on 4/09/2018].

Young immigrants from non-EU countries (2016): Eurostat, yth\_demo\_070 [data extracted on 4/09/2018].

# Netherlands

## Youth Policy in the Netherlands

### **Responsibility of the National Government**

Youth policy is coordinated by the Ministry of Health, Welfare and Sports (VWS). In the scope of this Youth Wiki and the eight themes of the European Youth Strategy it is important to mention that the Ministry of VWS works together with three other ministries related to various fields of care and welfare for children and young people: the Ministry of Justice and Security (concerning youth protection and probation), the Ministry of Education, Culture and Science (concerning schools, other educational institutes and cultural education) and the Ministry of Social Affairs and Employment (concerning preschool, leisure time, labour and income).

### **Legal rules and regulations**

Various acts are important for policy and measures for youth in the Netherlands: the Youth Act (2015) to address needs for preventive and specialized care; the Social Support Act (2015) to stimulate participation and citizenship; the Participation Act (2014) to stimulate participation in the labour market; and the Appropriate Education Act (2014).

### **Local youth policy**

The implementation of youth policy has been decentralized to the municipalities. Since 2015, individual Dutch municipalities carry responsibility for the whole range of care for children, young people and families in need of support and assistance, including mental health provisions. Important for local policy are the Participation Act (2014), the Youth Act (2015) and the Social Support Act (2015).

The municipalities manage a wide range of services for children and families, from universal and preventive services to specialized - both voluntary and compulsory - care for children and young people from birth to 18 years of age. Each municipality bases its local youth policy on what is needed and available at local level, preferably together with citizens and stakeholders in their own local settings. Youth policies related to the eight themes in the Netherlands are described in general in the following chapters, illustrated with numerous national and local examples and projects.



# 1. YOUTH POLICY GOVERNANCE

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## Special feature

The Netherlands is a densely populated country. It covers a small geographical area (41.543 km<sup>2</sup>), bordering the North Sea in the West, Germany in the East and Belgium in the South, and accommodates a population of around 17 million people. Most people live in the west of the Netherlands in the 'Randstad', an area between the four major cities Amsterdam (capital), The Hague (seat of Government), Rotterdam and Utrecht. The Caribbean islands of [Bonaire](#), [Sint Eustatius](#) and [Saba](#) are part of the Netherlands as special municipalities (since October 2010). Governance is shared between the national level, the provincial level in twelve provinces and the municipalities (380, as of 1 January 2018, Statistics Netherlands). Quite a complicated governance challenge, not only in the field of youth.

## Highlights

Before 2015 services for youth were fragmented, financial streams differed and the system was ineffective. Reforms were needed to better streamline services and approaches and to adapt them to local needs. This led to a transition and transformation of youth services and the decentralization from national and provincial to local policy. The Dutch municipalities have been made responsible for the whole continuum of welfare, support and care for all citizens, including children, young people and families in need of help. This is a major opportunity for transforming policies and services towards integrated approaches. The decentralization is high on the agenda and is permanently monitored, to see how the system works to benefit all children and young people in the Netherlands.

## 1.1 Target population of youth policy

In the Netherlands, the term youth is applied to children and young people from 0 up to the age of 25. In 2015, there are almost 5 million children in this age group: children (0 – 12 years) and young people (12 – 25 years). This is almost one third of the total population of 17 million inhabitants. As in most other industrialized countries, the proportion of youth in the total population is decreasing.

- The age of maturity in Dutch law is 18 years.
- Compulsory education is from 5 to 16 years.
- Primary school starts at the age of 4 and finishes at the age of 12.
- Secondary school starts at 12 years until the age of 16 - 17. If no basic qualification is reached, children are obliged to continue education until 18 years.

Youth policy focusses on preventive and specialized guidance, care, and support for children and young people. Different legal frameworks apply, depending on the age and type of support needed. The two main points of departure are:

- Promoting children and youth participation is the responsibility of local municipalities. It is a part of local active citizenship policies. The national Social Support Act (see par. 1.2) is the legal framework that applies for all citizens, including young people.
- Youth care is for young people until 18 years. This is the responsibility of local municipalities. It is laid down in the Child and Youth Act (see par. 1.2). When continuous care is needed, this belongs to the realm of public health and (mental) health care. This is laid down in the Social Support Act and other Health Care Acts that apply for all citizens.

More information can be found on the [Dutch governmental website](#), in the [Youth monitor](#) or [here](#).

## Existence of a National Youth Law

### A new law in effect

The Child and Youth Act (2015) regulates how youth care should be addressed at the local level. It is a parliament's bill approved on the 1st of March 2014 and concerns the rules about the municipal responsibility for prevention, the support, help and care for youth and parents with growing up and upbringing, youth mental health problems and disorders. It came into effect on the 1st of January 2015. There is no specific period of time it covers, but in 2018 the Ministers must report to the Dutch Parliament about the effectiveness and effects of the Law in practice (Art. 12.2 of the Child and Youth Act).

### Different laws concerning Dutch youth

The UN Convention on the Rights of the Child forms the basis for all rules and regulations concerning youth in the Netherlands. The needs and rights of young Dutch people are addressed in different laws and the governance responsibility has been decentralized mostly since 2015. There is not one encompassing law, but there are four relevant laws:

#### Local responsibilities

- Stimulating participation and citizenship; [Social Support Act](#) (2015).
- Addressing needs for preventive and specialized care; [Child and Youth Act](#) (2015).
- Stimulating participation in the labour market; [Participation Act](#) (2014).

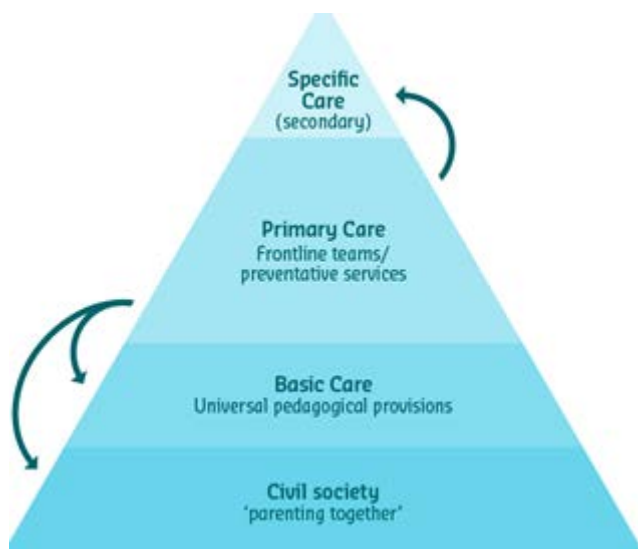
#### National responsibilities

- Access to Education for all: Educational acts such as the [Act on Primary Education](#) (2016) and the [Act on Secondary Education](#) (2016).
- Access to education for children with special needs: [Appropriate Education Act](#) (2014); also a local responsibility for municipalities to streamline the collaboration between special education and mainstream schools within the regions.

## Scope and contents

### Services

The municipalities now steer a wide range of services for children and families, ranging from universal and preventive services to the specialized (both voluntary and compulsory) care for children and young people between 0 – 18 years. Also provisions in the social field are now part of the responsibility of local municipalities with the view towards further integrated approaches.



## Revisions/updates

The [Child and Youth Act](#) (2015) came into effect on the 1<sup>st</sup> of January 2015. There is no specific period of time it covers, but in 2018 the Ministers must report to the Dutch Parliament about the effectiveness and effects of the Law in practice (Art. 12.2 of the Child and Youth Act).

More information about the decentralization and the transformation in the Dutch youth care you can find in the publication Children and youth support and care in The Netherlands (2015) of the Netherlands Youth Institute NJi.

## 1.3 National youth strategy

### Existence of a National Youth Strategy

#### Decentralization policy

Before 2015, responsibilities in welfare and care for all citizens, including children and young people, were divided between local, provincial and national authorities. Services were fragmented, financial streams differed and the system was ineffective. Reforms were needed to better streamline the services and approaches and to adapt them to local needs.

Since January 2015, all 393 Dutch municipalities (390, January 2016) have been made responsible for the whole continuum of welfare, support and care for all citizens, including children, young people and families in need of help. This is a major shift in transforming policies and services towards integrated approaches.

The decentralized responsibilities relate to all types of services, including youth mental health.

In paragraph 1.2 more information is given about the national Child and Youth Act.

The [Netherlands Youth Institute NJi](#) gives information about the Dutch youth policy on its [English pages](#).

### Scope and contents

#### Aims of the transformation

- Facilitating “agency” and empowerment of all citizens, including young people;
- Creating needs-based services;
- Better approach to prevention and early interventions;
- Support, help and care for all citizens;
- Integrated methods;
- Mental health support and support for disorders;
- Cost effectiveness;
- Care made to measure;
- Involve children and families in policies and services.

These transformation goals set in the [Child and Youth Act](#) (2015), related to the transformation in youth care are meant to achieve more coherence between the youth and social domains.

## Responsible authority for the implementation of the Youth Strategy

### Ministries involved

National governmental responsibilities for children and young people belongs to 4 different ministries:

- [Ministry of Health, Welfare and Sport](#)
  - youth policy and most specialized services for families and children
  - social support towards active citizenship for all
- [Ministry of Security and Justice](#)
  - juvenile justice policy and related institutions, juvenile criminal justice
- [Ministry of Education, Culture and Science](#)
  - all educational matters
- [Ministry of Social Affairs and Employment](#)
  - labour related measures, including the [Childcare Act](#) (2004) for childcare centres and playgroups
  - work and income for according to the [Participation Act](#) (2015)

### Revisions/updates

#### Revision of the Child and Youth Act

In 2018 the Ministers shall send to Dutch Parliament a report about the effectiveness and effects of the

[Child and Youth Act](#) (2015) in practice (Art. 12.2).

In paragraph 1.2 more information is given about the national Child and Youth Act.

The [Netherlands Youth Institute NJi](#) gives information about the Dutch youth policy on its [English pages](#).

## 1.4 Youth policy decision-making

### Structure of Decision-making

#### National public authorities

After the general elections of 2012, a new government was installed from a coalition between the People's Party for Freedom and Democracy (VVD – Liberal party) and the Party for Labour (PvdA – Social Democrats). The next Dutch general elections will take place on 15 March 2017 to elect all 150 members of the House of Representatives. More information can be found on the English pages of [the Dutch governmental website](#).

As stated before in paragraph 1.2, four ministries are responsible for various aspects concerning youth in the Netherlands:

- [Ministry of Health, Welfare and Sport](#): Overall youth policy and most specialized services for families and children. The minister is responsible for all domains of the Ministry. The State Secretary also has Youth in his portfolio.
- [Ministry of Security and Justice](#): juvenile justice policy and related institutions.
- [Ministry of Education, Culture and Science](#): all educational matters in the Netherlands.
- [Ministry of Social Affairs and Employment](#): labour related measures, including the Childcare Act for the childcare services and playgroups.

## Main themes

### Regional public authorities with competencies in the youth field

All responsibilities of the provincial authorities in youth policy are transferred to the municipalities in 2015. For some of the smaller municipalities it is necessary to cooperate on a regional level because they are too small to perform all tasks themselves. Smaller municipalities have therefore formed regional alliances to organize residential care, foster care, child protection measures, youth probation, certain types of specialized care and/or secure care.

### The National Agency for Youth

There is no national agency for youth in The Netherlands.

## 1.5 Cross-sectoral approach with other ministries

### Mechanisms and actors

#### Mechanisms and actors

There is a cross-sectoral inter-ministerial approach and cooperation between the staff members youth from the aforementioned four ministries (par. 1.2) on the subject of youth:

- [Ministry of Health, Welfare and Sport](#): Overall youth policy and most specialized services for families and children. The minister is responsible for all domains of the Ministry. The State Secretary also has Youth in his portfolio.
- [Ministry of Security and Justice](#): juvenile justice policy and related institutions.
- [Ministry of Education, Culture and Science](#): all educational matters in the Netherlands.
- [Ministry of Social Affairs and Employment](#): labour related measures, including the Childcare Act for the childcare services and playgroups.

This cooperation is not formalized and does not have a legal framework. On an average of once every two weeks informal meetings take place. Staff members of the four ministries participate on a voluntary basis, inform each other and exchange information about trending youth topics. It is a follow up of the cooperation they already had, when there was a ministry for Youth and Family in the Netherlands (2007-2010).

During meetings staff members decide together on policy matters and set the agenda in youth matters. At every meeting one of the participants gives a presentation about a current subject. There is opportunity for discussion and asking questions.

The Ministry of Health, Welfare and Sport has the lead. This is not hierarchal. There is a contact person at the ministry who prepares the meetings. It is considered effective for networking. Trending topics are for example the transition of youth care, youth help, institutional youth care and youth policy information.

#### Information from the national government

The national government has system responsibility in accordance with the [Child and Youth Act](#). This also concerns the provision of public information and facilitation on the subject of youth matters. On the [website of the national government](#) (in Dutch: Rijksoverheid) information is given about youth policy in the Netherlands. One category of themes concerns [youth and family](#) (in Dutch: familie, jeugd en gezin) and offers 24 subjects on the theme. Among them Youth protection, which is the responsibility of the Ministry of Security and Justice, and Youth care, which is the joined responsibility of both the Ministry of Security and Justice and the Ministry of Health, Welfare and Sport.

## Co-operation on facts and figures

The [Child and Youth Act](#) (2015) rules that municipalities have policy information at their disposal to be able to form their own youth policy. The [National Youth Monitor](#) gives policy information and an insight into the use of youth care and the application of youth protection and youth rehabilitation.

Each theme offers research figures about various subjects. The health and welfare theme for example offers information about the number of children that smoke or are overweight. The data are categorized according to age, sex and origin or region.

The National Youth monitor is commissioned by the ministries for:

- Health, Welfare and Sports
- Education, Culture and Science
- Social Affairs and Employment
- Security and Justice

[Statistics Netherlands CBS](#) executes the National Youth monitor and draws up a yearly report.

## 1.6 Evidence-based youth policy

### Political Commitment to Evidence-Based Youth Policy

The Ministry of Health, Welfare and Sport has system responsibility concerning the knowledge chain between the government and the youth research community.

The [Netherlands Youth Institute](#) is commissioned and financed by the ministry for the collecting, validating and dispersing of knowledge about youth matters that can support professionals in the field and help municipalities shape their local youth policy.

### Cooperation between policy-making and research

There is no data available about this subject at the moment. This will be updated.

### National Statistics and available data sources

#### Statistics and reports about youth policy information

Youth help providers and certified organizations provide the data for youth policy information to [Statistics Netherlands](#), the official national office of statistics (in Dutch Centraal Bureau voor de Statistiek – CBS). CBS processes these data in statistical information and reports. With this information the ministry of Health, Welfare and Sports and the ministry of Security and Justice can supervise the effect of the youth system.

#### Youth policy information tools

On the website of the national government various tools are made available, such as:

- A video with explanation and background of youth policy information [uitleg en achtergrond van beleidsinformatie jeugd](#)
- A manual for professionals and the general public [handreiking beleidsinformatie jeugd](#)
- An information protocol on how to provide data about youth policy to Statistics Netherlands and which definitions to use [versie voor het aanleveren van gegevens over het jaar 2015](#) and [versie voor het aanleveren van gegevens over het jaar 2016](#)

Other information on the website is provided about youth help in municipalities, quality of youth help, tackling of sexual abuse in youth help and figures about youth policy support.

## Figures about youth policy support

The development of a coherent youth policy requires coherent information. This is available in the national Youth monitor. This monitor informs policymakers, researchers and others about the situation of youth.

The National Youth monitor ([Landelijke Jeugdmonitor](#)) is a digital database with publications and figures about children and youth from 0 to 25 years of age. The information is clustered in five themes:

- Health and welfare
- Youth and family
- Education
- Work
- Security and justice

## Budgetary Allocations supporting research in the youth field

### National Policy Programmes on youth to foster evidence based policies

Programme: [Academic Youth Laboratories](#). ZonMw is financing six academic youth laboratories that are committed to develop knowledge for the youth sector. The laboratories result in products and interventions that benefit the strengthening of the (former) Centres for Youth and Families, the (indicated) youth care and youth mental health services and/or a coherent chain of care. From 2010 to 2014, the focus was on research and development. In the period 2014 to 2016, dissemination and use of results are the spearhead of the workshops. Budget: 9.325 million.

- Programme: [Academic Laboratories Transformation Youth](#). This programme supports the transformation of the youth care with 12 academic laboratories. In September 2015 the first workshops were launched. Duration: 2014-2020. Budget: 6.3 million.
- Programme: [Working effectively in the youth sector](#). The mission of this programme is to increase, compile and disseminate knowledge on promoting of the psychosocial development of children and adolescents that is useful for the sectors youth health, local preventive youth policy end/or clients on the cutting edge of youth care/youth mental health care/mentally disabled youth. Duration: 2012-2019. Budget: 21.145 million.
- Programme: [Longitudinal effect monitor Youth Care Plus](#). The programme has been developed on behalf of the Ministry of Health, Welfare and Sports, directorate of Youth with input from relevant organizations. Goal is to identify the progress of the Youth Welfare Plus and to stimulate the quality of the Youth Care Plus. Duration: 2011-2018. Budget: 2 million.
- The programme [Youth Health Care Guidelines 2013-2018](#) should lead to further professionalization and standardization of Youth Health Care. This is done through the development and revision of guidelines, collaboration guidelines and products that support the implementation of guidelines. Duration: 2012-2018. Budget: 6 million.
- Programme: [Sport Impuls Youth in low-income neighbourhoods](#). Various studies have shown that participation in sport by young people from families with low incomes remains. Goal of the Sport Impuls is to promote youth up to 21 years to achieve sustained levels of physical activity. Duration: 2014-2016. Budget: 4.7 million. A similar program, for reducing obesity in children, is [Sport Impuls Sporty at Weight](#). Duration: 2013-2016. Budget: 1.9 million.

## 1.7 Funding youth policy

### How Youth policy is funded

#### National level

Because four ministries (Ministry of Health, Welfare and Sport; Ministry of Security and Justice; Ministry of Education, Culture and Science; Ministry of Social Affairs and Employment – see par 1.3) are responsible together for all youth related policies, the public expenditure allocated to youth is hard to define.

#### Local level

Municipalities are free to choose how they are going to spend their funding on youth. Therefore, the expenditure differs between municipalities.

### What is funded?

More information about national programmes on youth to foster evidence based policies is given in Paragraph 1.7.

### Financial accountability

As mentioned before (in this paragraph), because four ministries are involved and the fact that local expenditure differs, it is hard to say something in general about financial accountability. This needs further exploration.

### Use of EU Funds

Information about the use of EU funds is given in paragraph 1.9 Cross-border cooperation with European countries.

## 1.8 Cross-border cooperation

### Cooperation with European countries

#### European Dimension of youth policy

The Ministry of Health, Welfare and Sport is the ministry to contact for international relations and organizations. Under the authority of the ministry, the [Netherlands Youth Institute](#) carries out several international activities and act as the Dutch correspondent for the EKCYP, the European Knowledge Centre on Youth Policies of the Council of Europe and the European Commission.

The Ministry of Health Welfare and Sport has cross-border cooperation in the youth field through different European channels:

#### EU and the Council of Europe

Concerning youth policy the ministry has, like all other EU-countries, cross-border cooperation with the EU and the Council of Europe through the Permanent Representation. There is exchange of information, knowledge and good practices about the subject of youth policy, and the ministry sees the Youth Wiki tool as a good service instrument for this exchange. There are no obligatory EU rules and regulations on how to shape youth policy in your country. Each country is responsible for its own youth policy.

The Youth Directorate of the ministry disseminates the information on the youth programmes of the EU and the Council of Europe to all relevant Dutch organizations in the field.



## The Netherlands EU Presidency 2016

During its EU presidency in the first half of 2016 the Netherlands' guiding principles are a Union that focuses on the essentials, a Union that focuses on growth and jobs through innovation, and a Union that connects with civil society. The Netherlands will be focusing on four priority areas: migration & international security, Europe as an innovator & job creator, sound finances and a robust Eurozone, and ahead-looking climate and energy policy.

Youth issues

The Netherlands EU Presidency describes the focus on [youth issues](#). It states that there is little European legislation governing education, youth, culture and sport. The member states mainly deal with these areas themselves. The EU will facilitate cooperation and the exchange of information and experience. It mentions Erasmus+, Europe's grant programme that supports education, youth and sport.

During its EU Presidency, the Netherlands will focus on the following issues on education and youth:

- How can we better align the education system with the labour market? What kinds of knowledge and skills do students and citizens need in a changing society?
- How do we ensure that our secondary vocational education and higher education systems are geared to the future? How do we create more scope for talented learners, and for various kinds of open and online education? What do lifelong learning and internationalisation mean in practice?
- What role can education and youth work play in integrating migrants and refugees? How can we convey our common values and combat radicalization?
- How can youth work help combat violent extremism among young people?
- How can we ensure that young people with mental health problems can participate in society, whether within the community, the world of education or the labour market?
- How can we initiate a structured dialogue between member states on the theme of 'Enabling all young people to engage in a diverse, connected and inclusive Europe – Ready for Life, Ready for Society'?

### **European Social Network (ESN)**

The [European Social Network](#) (ESN) is a network for local public social services in Europe. The ESN has more than 120 member organizations in 35 countries, including national associations of directors, departments of social welfare within government, regions, counties and municipalities, funding and regulatory agencies, universities and other research and development organizations. The [Netherlands Youth Institute](#) participates in a peer review and compiles a country profile on child care services in the Netherlands.

The report 'Investing in Children, Improving Outcomes', with the implementation of children's services in The Netherlands and 13 other EU countries will be launched at the final meeting of the project group during the European Social Services Conference 20-22 June 2016 in The Hague.

## **International cooperation**

### **UN**

Through the EU-presidency (from January to June 2016 - see above) the Netherlands is the official spokesman of the EU in talks with the UN. In July Slovakia will take over the EU-presidency for the second half of 2016.

According to the Convention of the Rights of the Child, both the Ministry of Health, Welfare and Sport and the Ministry of Safety and Justice report every 5 years about the situation of children's rights in the Netherlands.

## OECD

The Dutch government has cross-border cooperation with the OECD about early childhood, children's rights and wellbeing.

## **1.9 On-going debates and reforms**

### **Decentralization**

The decentralization of all youth care from the national and the provincial governments to the local authorities, and the transition into a more preventive youth policy, is under constant debate since its start (January 2015). It is high on the agenda and it will probably stay there for the time being.

### **Youth care after 18<sup>th</sup> birthday**

The transformation all youth care is challenging for young people in youth care after their 18th birthday. Starting from that age their surroundings change: the involvement of guardians and youth care services end at the age of maturity. Suddenly the youngster is in charge, and has to formulate his or her own help request and solve his or her own problems. The Social Support Act applies from that age on has less possibilities in comparison with the Child and Youth Act. And so young people just out of youth care tend to 'fall between two stools'.

### **From youth to maturity**

The Netherlands Youth Institute compiled the information file [Van Jeugd naar volwassenheid](#) (From youth to maturity). The Institute wants to promote an integral and preventive approach of municipalities and other partners in the areas of education, work, income, care, safety and housing.

## 2. VOLUNTARY ACTIVITIES

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### Special feature

51 percent of young people aged between 15 and 25 years participate in voluntary work, for example in sport clubs, youth organizations, schools, care services, churches, mosques and cultural organizations. There is no national stand-alone law on youth volunteering. Volunteering for all citizens, including youth, is part of the [Social Support Act](#) (2015) and promotes informal and formal social systems. The national government supports all voluntary activities. For example, the Ministry of Health, Welfare and Sport subsidizes thirteen volunteer umbrella organizations, as part of its coordinating role. Municipalities are responsible for the voluntary activities of their citizens and act as brokers to facilitate them in their own initiatives.

### Highlights

In the school year 2011-2012 civic internship of high school students was introduced. It was mandatory in vocational and secondary education. Four years later this obligation ended. Since 2015 schools themselves can decide if they want to have civic internship in their curriculum. The general opinion in those years was that a favourable image of volunteering among young people will stimulate them to continue participating in voluntary activities as adults. Another important boost to volunteering was the 4 year programme (2009-2012) '[Voluntary input for and by youth and family](#)' (paragraph 2.1) that stimulated the active role of citizens in communities in towns and villages to strengthen a pedagogical civil society.

## 2.1 General principles

### Historical developments

#### No stand-alone law

There is no national stand-alone law on youth volunteering in the Netherlands. The national government stimulates all voluntary activities, but municipalities are responsible. Voluntary work is part of the kind of activities Dutch people are involved in. This voluntary work is bound to certain laws and regulations, all concerning compensation, accommodation, insurance and whether and how many hours somebody can work as a volunteer.

The focus of the Dutch government is access to education and work. There is no 'third road' to volunteering. Volunteering is part of the [Social Support Act](#) (2015) (in Dutch: Wet maatschappelijke ondersteuning – Wmo) and stimulates informal and formal social systems. The Social Support Act gives municipalities the assignment to connect with initiatives of citizens.

#### Historical developments

Voluntary activities in the Netherlands has a history of many years. It is important to define what is meant by voluntary activities. In her article [Jongeren en vrijwilligerswerk: een verhaal over motivatie](#) (Young people and voluntary work: a story about motivation) (2004) Linda Bridges Karr gives an overview of available literature on the subject. Lucas Meijs, professor of volunteering, civil society and businesses at Rotterdam School of Management, Erasmus University (RSM) states in his foreword to the article that this research shows only a limited insight into the motivation to do voluntary work, but the article forms a promising onset to new research and development in practice.

In her article Karr speaks mainly about forms of voluntary efforts that look like formal organized voluntary work. This term is applied throughout the article.

Many young people in the Netherlands were at that time (2004), and still are, enthusiastically active in a great diversity of forms of voluntary activities. In her article Karr describes that there was also a general image: young people are less active and are less interested in doing voluntary work than grown-ups.

Karr shows in her article that the general images of young people showing less interest in doing voluntary work does not correspond with the experiences of young people and young people's organizations in practice. As it turned out, general knowledge about voluntary work was lacking. That is why the effort to stimulate young people to civic participation was high on the agenda at that time. The [Ministry of Health, Welfare and Sport](#) called for a special regulation that would reach 19,000 young people in 3 years.

### **Civic internship**

Together with the [Ministry of Education, Culture and Science](#) they stimulated the development of various ways to let young people get acquainted with voluntary work under the title 'civic internship' (maatschappelijke stage):

In 2007 the Ministry of Education, Culture and Science made an amount of 30 million euro extra available for civil internships and volunteers. Municipalities with a secondary school could count on 15 million euro to help students find an organization to do their civil internship. Another 15 million would be divided between all municipalities and was meant to boost volunteering, such as civic internship. About 195.000 students were supposed to find a nice and educational internship in the environment of their school, village, town or city.

From the school year 2011-2012 the introduction of civic internship was obligatory in vocational and secondary education. As of the schoolyear 2014-2015 civic internship is not obligatory anymore. Schools themselves can decide if they want to have civic internship as part of their curriculum.

The voluntary civic activities of young people got a lot of attention in those years. The general opinion was that a favorable image among young people will stimulate them automatically to participate in voluntary activities. As a result there was an increase of marketing campaigns, that aimed at improving the image of voluntary work.

### **Research about motivation (1999)**

Some Dutch practical researches discussed the motivation of young volunteers. These studies are mostly quantitative, based on predesigned categories of motivations. For example, in their background study Maatman, De Poorter en Van der Gugten (1999) point at a classification of motivations used in a research about young people and their participation in sport clubs: relational motives, personal development motives, recreational motives, intrinsic motives and external/expressive motives.

### **Pedagogical civil society - Programme about volunteering for and by youth and families (2009-2012)**

[Voluntary activities for and by youth and families](#) (Vrijwillige inzet voor en door Jeugd en Gezin). That was the title of a 4 year programme (2009-2012) that stimulated the active role of citizens in civil societies such as neighbourhoods and districts in towns and villages, in raising and growing up to strengthen a pedagogical civil society. The programme wanted to improve co-operation and exchange between municipalities, youth care, welfare and volunteer organizations in the area of active citizenship about raising and growing up.

It was a successful programme that resulted in a great many projects, products and research, all compiled on the website. The last issue of the magazine [Vrijwillige Inzet](#) (Voluntary Activities) (June 2012) highlights all aspects of the programme, the use of it, and its possible follow-up. One article in the magazine (pag. 42-53) contains a dialogue between Lucas Meijs and Micha de Winter, two professors with expertise in the field of volunteering. They concluded: '*The pedagogical civil society is completely self-evident.*'

In the advice 'Investing around children' the [Council for Health and Society](#) (Raad voor Gezondheid en Samenleving) had introduced the concept of the pedagogical society three years earlier and in 2012 it was a common term. The advice formed an important basis for the programme.

The programme was financed by [ZonMw](#) The Netherlands Organization for Health Research and Development, commissioned by the [Ministry of Health, Welfare and Sport](#) and [NWO](#) The Netherlands Organization for Scientific research.

### Recent research about volunteering

[Statistics Netherlands \(CBS\)](#) published the research paper [Vrijwilligerswerk: activiteiten, duur en motieven](#) (Arends and Schmeets, July 2018) (Voluntary work: activities, duration and motives). Over a period of 6 years (2012-2017) the response of 45,695 persons was available and analyzed.

Almost half of the population (48,5 percent) of the Dutch population of 15 years and older said in 2017 that they had been active as a volunteer for an organization or union, at least once a year. This percentage is fairly constant since 2012. About 50% of all young people is involved in voluntary work. Most volunteers are active in sports clubs, schools, youth organizations, religious or philosophical organizations and in care and nursing. Volunteers spend an average of 4,5 hours a week doing voluntary work, with most hours (4.9) being spent in youth organizations and the least hours (1.5) in the neighbourhood.

There are strong differences between population groups:

- Volunteers are more likely to be found in the middle aged groups;
- Men and women spend about the same time in voluntary work, but differ in the type of organizations they are active in: Women are twice as active in schools and in care, while men are more active in the area of sport and youth work. Men put more time in voluntary work than women;
- Higher educated people are more active as a volunteer than lower educated people, be it for less hours a week;
- More than half of the volunteers with a Dutch background do voluntary work, while people with a Western and non-Western migration background are much less active.
- People of religious or philosophical denomination are more active than others, of which members of the Protestants Church Netherlands and Reformed Church are most active.
- In less urbanized communities more volunteers are active than in strongly urbanized communities.

### **In conclusion, results show that level of education, age and religious denomination are most relevant for doing voluntary work.**

The majority of volunteers are regularly working as a volunteer, mostly every week. Voluntary work is often incidental for the neighbourhood and for schools. Young people in the ages of 15 to 19 are more often incidentally active than older people.

According to the volunteers themselves the kind of work they do is mostly organizing and coaching, 'something else' and administrative tasks, depending on the type of organization

Young volunteers (15-19) mostly organize activities, give training or 'something else – not specified'. Young people are less inclined to continue the voluntary work than older people.

Most of the volunteers come in contact with voluntary work through the organization they work at, through family, friends, or acquaintances, or through work or study. The most important reasons why people do voluntary work is because they like it and they enjoy doing something for somebody else. Volunteering because it helps to find a job plays a role only to a minority of volunteers.

## Definition(s) and concepts

### Volunteering, voluntary activities, voluntary work

To define voluntary work [Movisie](#), Netherlands centre for social development, uses the 2008 definition of Civic (the former organization on volunteering, now part of Movisie): *Voluntary work is work that gets done unpaid and voluntarily for the benefit of other people or the (quality of) the society in general, in an organized setting.*

In their theme card on volunteering (april 2016) Movisie talks about volunteering in a broader sense, also including non-formal activities such as citizens initiatives. Six years ago the focus was on all organized forms of volunteering, whereas starting from 2015 citizens are supposed to take the initiative themselves. That meant a change in the main functions and focal points of municipalities. They now act as brokers to facilitate citizens in their own initiatives. Two developments are significant, both asking for the full participation of all citizens:

In the **care** for people that have care needs and demands the support given is the link to the social systems of a client. A person's own coping competences and sense of responsibility are important factors in this form of volunteering.

Also there is attention for the development of **active citizenship** and a so-called 'Do-democracy' wherein citizen's own initiatives are being stimulated.

### Volunteering is participating

Movisie developed a theme card about [Participation](#) (2017). It describes volunteering and voluntary work as a means of participating in society. Doing voluntary work for example, provides a sense of esteem and lesser feelings of stress and loneliness. In Chapter 5 Participation all aspects of youth participation are described.

## 2.2 Administration and governance of youth volunteering

### Governance

Over 5.6 million Dutch people are active in the voluntary effort sector. Society as a whole benefits from their unpaid activities.

### Coordinating role

The Department Social Support (in Dutch: Dienst Maatschappelijke Ondersteuning) of the Ministry of Health, Welfare and Sport has no special policy concerning voluntary work among young people. Volunteers policy is decentralized. The department does have a coordinating role concerning voluntary work in the Central Government. This means that the department deliberates and discusses about relevant developments within the Central Government and with external actors in the field of voluntary activities and work.

Other ministerial departments are also part of the volunteers work. For example, the Ministry of Safety and Justice gives special attention to volunteers in the police force and the fire brigade. The Ministry of Social Affairs and Employment focuses on the link between paid labour and voluntary work.

As part of its coordinating role the Ministry of Health, Welfare and Sport subsidizes the volunteers umbrella organization [NOV](#) (more information under subheading 'Actors' in this paragraph).

### Local context

Most of the voluntary work takes place within the local context in municipalities, in the combined action between volunteers, volunteers organizations, local organizations, companies and local government. The Dutch government puts in every effort to help remove legal bottlenecks and other limitations for volunteers, and works on innovating

and facilitating volunteers policy. This cabinet invests in the collecting and dispersing of knowledge, information and good practices about volunteers and voluntary work, for example via [Movisie](#) Netherlands centre for social development (see par. 2.1) and [NOV](#) Association of Dutch Voluntary Effort Organizations (more information under subheading 'Actors' in this paragraph).

### **Volunteering close by**

Besides Movisie and NOV the cabinet supports thirteen national volunteers' organizations in care and welfare in the three years programme Vrijwillig dichtbij (Volunteering close by). Goal is to equip volunteers in care and welfare with tools about all aspects of volunteering and to be able to anticipate changing demands. The thirteen organizations work on better local cooperation and offer training and (individual) coaching to volunteers.

## **Main actors**

### **The Association of Dutch Voluntary Effort Organizations (NOV)**

[NOV](#) is the leading organization within the voluntary effort sector of the Netherlands. NOV has 350 member organizations that work with or for volunteers. NOV is unique because it is the only organization in the Netherlands geared to strengthening voluntary effort and work. It has two kinds of members: organizations that perform voluntary work and those that fulfil a supporting or coordinating role.

Main tasks:

- To serve the interests of the voluntary effort sector.

NOV is the spokesperson and lobbyist of Dutch voluntary work and as such a serious discussion partner of politicians, government officials and other policy-influencing parties. NOV provides advice, both solicited as well as unsolicited.

- To provide a major stimulus to the voluntary effort. NOV works towards more public recognition of voluntary effort, but its name is also used in innovative initiatives.

NOV focuses on the voluntary effort sector as such. The member organizations determine NOV's future policies, and they are invited to make maximum use of the networking role of the NOV.

### **Netherlands centre for social development (Movisie)**

Movisie is the Netherlands centre for social development. Their mission is to promote the participation and independence of citizens by supporting and advising professional organizations, volunteer organizations and government institutions.

Main tasks

Five themes are central to their work: effectiveness; professionalization; participation; combating and preventing domestic and sexual violence; social care.

The expertise of Movisie ranges from active citizenship to client participation, and from combating domestic and sexual violence to effective interventions in the social sector.

The organization collects knowledge from abroad, to gain international inspiration and to place developments in the Netherlands in a broader international context.

## **2.3 National strategy on youth volunteering**

### **Existence of a National Strategy**

As stated before in paragraph 1.1 there is no national stand-alone law on youth volunteering in the Netherlands. The national government stimulates all voluntary

activities, but municipalities are responsible. Voluntary work is part of the kind of activities Dutch people are involved in. This voluntary work is bound to certain laws and regulations, all concerning compensation, accommodation, insurance and whether and how many hours somebody can work as a volunteer.

The focus of the Dutch government is access to education and work. There is no 'third road' to volunteering. Volunteering is part of the [Social Support Act](#) (2015) (2015) (in Dutch: Wet maatschappelijke ondersteuning – Wmo) and stimulates informal and formal social systems. The Social Support Act gives municipalities the assignment to connect with initiatives of citizens.

## Scope and contents

There is no national strategy on youth volunteering in the Netherlands. As said before the Ministry of Health, Welfare and Sports is the responsible ministry on volunteering in general. The official information about volunteering can be found on the [governmental website](#).

### Rules for volunteers and volunteers organizations

For volunteers and volunteers' organizations various rules apply. A volunteer with an unemployment benefit for example, is obligated to apply for paid work. Also rules concerning the working conditions (in Dutch: Arbo) can apply. And there are behaviour rules to tackle sexual harassment and abuse within voluntary organizations. More information can be found on the [governmental website](#).

## Responsible authority

See under 'scopes and contents' in this paragraph.

## Revisions/ Updates

See under 'scopes and contents' in this paragraph.

## 2.4 Youth volunteering at national level

### National Programme for Youth Volunteering

As mentioned before there is no national programme for volunteering in the Netherlands. The government does support volunteering activities in general but municipalities and ngo's are responsible for the execution of volunteering efforts and work.

## Funding

Social service

[Central government](#) stimulates young people to use their talents in providing an amount of their time to do social service and with it to make civil society stronger. By doing social service young people can learn something and at the same time contribute to society. Government finds it important that all young people are able to serve a period of time in social service, no matter their education, background or stage of life. After consulting young people about their views and ideas on how such social service period should look like, pilot projects have started in 2018 to experiment with social service. The [Ministry of Health, Welfare and Sport](#) is responsible for the development of social service.

[ZonMW](#), the Netherlands Organization for Health Research and Development, has assessed the subsidy requests for experimental projects for social service, with the help of a panel of young people and experts. The projects should be compliant to the wishes



of young people. That was an important criterium in selecting the projects, and young people's assessment was decisive in granting the subsidies.

38 projects have been chosen that started from the middle of September 2018. About 13,000 young people went ahead with a period of social service. There was lots of choice in the kind of social service. Young people could work in care, sports or culture, in rural areas and even at sea.

## Characteristics of youth volunteering

[Statistics Netherlands \(CBS\)](#) published the research paper [Vrijwilligerswerk: activiteiten, duur en motieven](#) (Arends and Schmeets, July 2018) (Voluntary work: activities, duration and motives). Over a period of 6 years (2012-2017) the response of 45,695 persons was available and analyzed.

Almost half (48.5 percent) of the Dutch population of 15 years and older said in 2017 that they had been active as a volunteer for an organization or union, at least once a year. This percentage is fairly constant since 2012.

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## Support to young volunteers

In some cases young people get compensated for their voluntary work by the organisation they work for. Also, under certain conditions they are exempted from paying income tax. Information about working as a volunteer and taxes can be found on the website of the [Tax and customs administration](#) (Belastingdienst).

## Quality Assurance (QA)

A social service programme for young people is developed in 2018 and described in this section under 'Funding'. The [Ministry of Health, Welfare and Sport](#) has ordered a research office to monitor the developments of the experimental projects that have started within the frame of this programme. They want to appoint the operative elements in the big variety of projects. In the beginning of 2019 the amount of projects will be extended. Mid 2019 it will be decided how the social service programme will continue, based on the experience during the pilot projects.

For their contribution during social service young people can get a volunteer fee. They can also get a certificate or references, which can be helpful in finding a job.

## Target groups

At national level Dutch government has made efforts to promote the opportunities and benefits of volunteering among all young people. There are no measures taken to enhance the participation of specific groups of young people in voluntary activities.

## 2.5 Cross-border mobility programmes

### EU programmes

#### Implementation of the Youth in Action programme (2007 to 2013)

The European subsidy program Youth in Action funded international group exchanges for young people, international volunteering and other international youth projects for young people from 13 to 30 years, including seminars and networking activities. Youth in Action also provided opportunities for international training and meetings on cooperation and knowledge exchange between volunteers and professionals in the youth sector.

#### Impact study

The Netherlands Youth Institute has studied the impact of Youth in Action (2011). The study shows that participation in Youth in Action has impact in several respects, young people, project managers and organizations, too. Participating in Youth in Action increased young people's European awareness, they believe their chances on the labour market have increased and they grew regarding their personal development and skills. You can find the study (in Dutch) [here](#).

#### Follow up of the EU Youth Strategy (2010 – 2018) on the national level

[Erasmus+](#) is the European Commission's Programme for education, training, youth and sport for the period 2014-2020. As an integrated programme, Erasmus+ offers more opportunities for mobility of learners and staff and cooperation across the education, training and youth sectors and is easier to access than its predecessors, with simplified funding rules and a structure which aims to streamline the administration of the programme.

Erasmus+ will give people the chance to study, train, undertake work experience and volunteer abroad with the aim of boosting skills and employability, particularly amongst young people, in The Netherlands.

#### Erasmus+ agencies in The Netherlands

The grant programme Erasmus+ is carried out by two national agencies: the National Agency Erasmus+ Education & Training and the National Agency Erasmus+ Youth. EP-Nuffic, CINOP and the Netherlands Youth Institute together form the National Agencies, commissioned by the Ministry of Education, Culture and Science and the Ministry of Health, Welfare and Sport.

The National Agency Erasmus+ Youth is part of the Netherlands Youth Institute. They combine efforts to support professionals in the youth sector in improving the participation, growing up and education of young people in the ages of 13 to 30 years.

#### Eurodesk - Youth information

[Eurodesk](#) is an international non-profit association created in 1990. As support organization to the Erasmus+ programme (2014-2020) Eurodesk is one of the most comprehensive and most accessible sources of free youth information about international learning mobility opportunities. Eurodesk is present in 34 countries. In these countries, Eurodesk Centres help multipliers in their work to carry out Eurodesk's mission: 'to raise awareness among young people on learning mobility opportunities and encourage them to become active citizens.'

The Dutch Eurodesk Centre is [Go-Europe](#). The site has a separate section with information on all aspects and possibilities of voluntary work abroad. One possibility is European Voluntary Service (EVS). Subsidized by the European programme Erasmus+ EVS offers opportunities for young people aged between 17 and 30 to do voluntary work abroad in Europe for the duration of two months up to one year.

The [European Youth Portal](#) offers European and national information and opportunities that are of interest to young people who are living, learning and working in Europe. It gives information around eight main themes, covers 34 countries and is available in 28 languages.

### Dutch EU Presidency

From January 1 to June 30, 2016, the Netherlands holds the Presidency of the Council of the European Union for the twelfth time. Priorities are: a strategic agenda for the EU in times of change, job creation through innovative growth and connecting to social actors. During the EU presidency, the Netherlands chairs the Council meetings and takes the lead in negotiations between Member States. The Netherlands also promotes the interests of the Member States in negotiations with the other European institutions on new legislation.

### Structured dialogue

The Dutch Youth Council (NJR), together with the Ministry of Health, Welfare and Sport and the Netherlands Youth Institute is involved in a large-scale European project, the [Structured Dialogue](#). The Structured Dialogue is a European initiative involving all Member States in a dialogue between young people and policy-makers. This concerns extensive consultations with young people about different themes, which are processed in a report to be discussed at a European Youth Conference. The goal of this project is that both Europe and local parties develop youth policy together and that youngsters and policy-makers exchange knowledge on youth policy on a European level.

Every six months there is a different theme for the Structured Dialogue. In this cycle (January 2016-July 2017), the theme is "Ready for life, ready for society". At every EU Youth Conference, the frames will be outlined for the next two conferences. Because of the Dutch EU presidency, the Youth Conference took place in Amsterdam (4-7 April, 2016) and was organized by the Dutch Youth Council, together with the [Ministry of Health, Welfare and Sport](#).

### Other programmes

This section needs to be explored further.

## Legal framework applying to foreign volunteers

### EVS volunteers in the Netherlands

The Erasmus+ Youth Programme has a special agreement on cultural exchange for EVS Volunteers with the [Immigration and Naturalization Service](#) of the [Ministry of Safety and Justice](#). That means that a number of Dutch non-governmental organizations have the legally recognized status to host volunteers from abroad, for an agreed period of time.

Volunteers from non EU-countries are obliged to apply for a visa, whereas EU-citizens are not.

## 2.6 Raising awareness about youth volunteering opportunities

### Information providers

#### NOV

As part of its coordinating role the Ministry of Health, Welfare and Sport subsidizes the volunteers umbrella organization [NOV](#) (more information in par. 2.2 under subheading 'Actors'). NOV is the advocate organization for voluntary work in the Netherlands and is discussion partner in politics and with the government.

They aim to raise awareness about voluntary work and have a special focus on youth voluntary work with their campaigns. They do this for example, by supporting municipalities to make optimum use of local possibilities in voluntary work. On their [website pages about youth policy and voluntary work](#) NOV promotes the support of municipalities and youth organizations to help each other -even with limited resources- to give children the chance to grow and develop. The place where you grow up is very important for your development, according to them. NOV recognizes the wish of municipalities to create and maintain a positive living environment, with optimum developing opportunities and plenty activities. According to NOV this will help children to become stable young people with a sense of responsibility.

Action points for youth voluntary work

NOV provides municipalities with a set of action points. Voluntary work for youth must:

- be well thought-out and have a prominent position in youth policy;
- be available for all children and young people;
- connect youth with other target groups;
- give space, and result in fewer rules;
- have arrangements for minimum wage earners, also for youth work;
- be well insured.

### Scouting Netherlands

Scouting is the largest youth organization in the Netherlands with over 100.000 members. Some other facts and figures:

- 1 in 5 children in the Netherlands is or has been a member of Scouting.
- There are over 1000 Scouting groups in the Netherlands.
- One or more Scouting groups are active in 80% of all communities.
- 75% of volunteers in Scouting Netherlands is younger than 25 and spends an average of 8 hours a week on Scouting.
- 25% of volunteers in Scouting Netherlands is also a volunteer in another organization.

Importance of scouting youth volunteering

The website offers a whole section of [information for children and youth about all positive aspects of volunteering](#), with the slogan 'be a volunteer and develop yourself'. They have a scouting academy where the voluntary group leaders can learn to guide children and youth in their development, while engaging in scouting activities.

### Key initiatives

National and local Dutch organizations want to attract young people to work as volunteers within their organization. Some examples:

- The Dutch Red Cross [Rode Kruis](#) has a programme to attract children to volunteer through school campaigns. On their website they have a section [for schools and "What can you do?"](#).
- The [Oranje Fonds](#) (Orange Fund), a social welfare fund that invests annually about € 30 million in almost 7,000 social initiatives in the Netherlands and the Caribbean part of the Kingdom, has the following project: '[Groeien en B\(l\)oeien van jonge talenten](#)' (Growing, blossoming and getting the interest of young talents). The aim of this project is to attract more sustainable young volunteers. The focus is on making voluntary work more attractive through making better use of the talents of young volunteers.
- The local project '[Hart voor Zwolle](#)' is a foundation in the municipality of Zwolle that connects young volunteers to vulnerable citizens.

## 2.7 Skills recognition

### Policy Framework

The Department Social Support (in Dutch: Dienst Maatschappelijke Ondersteuning) of the Ministry of Health, Welfare and Sport has no special policy concerning voluntary work among young people. Volunteers policy is decentralized. Skills recognition for (young) volunteers is one of the activities of NOV, the Dutch umbrella organization for volunteering, they work on commissioned by the ministry.

See also par. 2.2.

### Existing arrangements

[Youthpass](#) is a European tool that is used in European programmes for the recognition of non-formal learning in the youth field and is developed on the European level. The Dutch government has given approval on the European level to use the tool and the programme connected to it in the Netherlands.

By decision of the European Commission, Youthpass is valid as of 1 January 2007. That is, Youthpass Certificates can be issued to participants in projects funded by the 'Youth in Action' programme (2007-2013) and Erasmus+ Youth programme (2014-2020).

The National Agency of Erasmus+ Youth in the Netherlands promotes the use of the tool for all young people that participate in Erasmus+ mobility projects.

## 2.8 On-going debates and reforms

At this moment there are no governmental on-going debates or reforms concerning youth volunteering in the Netherlands.

## 3. EMPLOYMENT & ENTREPRENEURSHIP

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### Special feature

The Dutch government is actively involved in promoting that young people leave school with a diploma and are able to find suitable jobs. The government takes policy measures and cooperates with both the business world and the education sector to achieve this. Municipalities focus on supporting young people without a diploma or the necessary starting qualifications. Stimulating participation in the labour market is based on the [Participation Act](#) (2014). The Act is meant to help all people (including youth) with or without work restrictions to find suitable jobs.

Developing entrepreneurial skills is part of the curriculum of Secondary Vocational Education.

### Highlights

For students of Secondary Vocational Education a 'learning-by-doing' educational route has been developed. It combines working and learning in companies acting as learning environments. The [Scientific Council for Government Policy](#) (Wetenschappelijke Raad voor Regeringsbeleid – WRR) calls for policies aiming at [social cohesion in education to foster equal opportunities for all youths](#). The Ministry of Education, Culture and Science stimulates easier transition between different kinds of schools, to learn from each other's experiences, awareness of all involved, and space to experiment.

### 3.1 General context

#### Labour market situation in the country

The Dutch government is actively involved in taking care that young people leave school with a diploma and are able to find a suitable job. For this the government takes policy measures and cooperates with both the business world and the education sector.

In 2014 over 800,000 Dutch young people in the ages of 15 to 27 years were not in education and 183,000 of them (22,9 percent) did not have a job. From this percentage four out of every ten young people did not look for a job and were also not available for the labour market for various reasons. Most reasons they mention were health problems, being unable to work, or – mostly young women - because they had to take care of family or household. (Source: [Centraal Bureau of Statistics CBS Statistics Netherlands](#)).

#### Definitions and concepts

Since then the government has taken various actions. In September 2015 the Minister of Social Affairs and Employment made € 14 million available to tackle youth unemployment. The Ministry is working together with companies and municipalities to support young people to find suitable jobs. Municipalities focus on supporting young people without a diploma or the necessary starting qualification. For these youngsters combining work and learning in so-called 'leerbedrijven'(learning companies) has been developed as an educational route, in the sense of 'learning-by-doing'.

### 3.2 Administration and governance

#### Governance

Dutch government policy has a focus on youth employment and education for young people, but also on entrepreneurship, which will be discussed later in this chapter. The

government took a number of policy measures to tackle the problems with youth unemployment and to make education possible for all young people. In the next paragraphs the policy measures will be presented.

### **Labour market**

Stimulating participation in the labour market is based on the [Participation Act](#) (2014). Everybody who can work but needs support in getting a job falls under this Act. The Act is meant to help all people (including youth) with or without work limitations in finding a suitable job.

In the Netherlands the re-integration policy is carried out in a decentralized way. The government establishes the frameworks and makes funds available to municipalities and the Employee Insurance Agency (in Dutch: Uitvoeringsinstituut Werknemers Verzekeringen [UWV](#)). The municipalities are co-responsible for supporting jobseekers (including young people) towards a minimum income, a training or job. UWV is responsible for the support of jobseekers when they draw up their resume, list of vacancies and tips for finding work.

The Dutch labour market is divided into 35 [Arbeidsmarktregio's](#) (Labour market regions). Regional and local stakeholders are well informed about local labour market circumstances. They are able to provide, if necessary, custom-made support to unemployed people. This regional approach is the outcome of a process that started already in 2009 to create cooperation structures of stakeholders at the regional level in order to address unemployment issues.

### **Ministries involved**

Since 2009 the Ministry of Social Affairs and Employment together with the Ministry of Education, Culture and Science have taken extra measures, in addition to the already existing generic policy, to tackle youth unemployment as a result of the economic crisis. It is a joint approach with UWV, municipalities, employers, schools, social partners and youths themselves. See for further information paragraph 3.6

The ministry of Economic Affairs is the main actor for the areas of entrepreneurship and economic policy.

### **Cross-sectorial cooperation**

The Ministry of Social Affairs and Employment works together with the Ministry of Education, Culture and Science on the issue of the transition between education and the labour market and cooperation between education, companies and government in order for young people to find suitable jobs.

The Ministry of Education, Culture and Science has partnerships with education institutes and business companies in order to find suitable traineeships and apprenticeships. In the following paragraphs the cooperation between these actors will be discussed.

### **Agencies**

#### **The Social and Economic Council of the Netherlands (SER)**

The Social and Economic Council of the Netherlands [SER](#) advises government and parliament on the directions of the implementation of socio-economic policies. Since October 2015 SER has an active youth platform. With this platform the SER wants to structure youth participation within their activities. The Youth Platform meets a couple of times per year. Young people can be consulted in the case of special counselling sessions of SER.

#### **Youth Trade Unions**

Youth trade unions can influence central policies through consultation. For example:

- [FNV Jong](#) (Federation Netherlands Trade Union - Young). This is an organization for and by young people. Since 2006 the FNV has a seat at the Social and Economic Council SER.
- [CNV Jongeren](#) (Christian National Trade Union – Young people).

You can read more about these organizations in the section ‘the main non-public actors’ in this paragraph.

## Main actors

Main **governmental actors** involved in policy making on youth employment:

- [Ministry of Social Affairs and Employment](#) : Responsible for labour market policies;
- [Ministry of Education, Culture and Science](#) : Ensures that everyone gets a good education and is prepared for taking responsibility and independence;
- [Ministry of Economic Affairs](#) : Committed to ensuring an excellent entrepreneurial business climate, by creating the right conditions and giving entrepreneurs room to innovate and grow;
- [Netherlands Enterprise Agency](#) : Encourages entrepreneurs in sustainable, agrarian, innovative and international business. It helps with grants, finding business partners, know-how and compliance with laws and regulations. The aim is to improve opportunities for entrepreneurs and strengthen their position;
- Municipalities and the [Arbeidsmarktregio's](#) (Labour market regions).

Main **public actors** involved in policy making on youth employment:

- Vereniging van Nederlandse Gemeenten [VNG](#) (Association of Dutch Municipalities);
- [Werkgevers Servicepunt](#) (Employers service desk). This is a cooperation between [UWV](#) (Employee Insurance Agency), municipalities, schools and several knowledge centres;
- The Social and Economic Council of the Netherlands [SER](#);
- [Nationale Jeugd Raad](#) (National Youth Council);
- Cooperation Organisation for Vocational Education, Training and the Labour Market ([SBB](#)): Provides students with the best possible practical training with a view to gaining employment;
- Uitvoeringsinstituut Werknemers Verzekeringen [UWV](#) (Employee Insurance Agency);
- Municipalities' councils aldermen (in Dutch: wethouders);
- Regionale Meld en Coördinatie punten [RMC](#) (Regional Reporting and Coordination Centre): There are 39 RMC's for the reporting of early school leavers. They follow school leavers between the age of 18 and 23 until they have obtained their basic qualification;
- [Inspectorate of Education](#) : Responsible for the inspection and review of schools and educational institutions;
- [Inspectie SZW](#) (Inspectorate Social Affairs and Employment): Works on honest, healthy and safe work and income for all citizens.

Main **non-public actors** taking part in the regulation and implementation of youth employment:

- Schools
- Schoolboards
- Sector councils, such as:
- [VSNU – Association of universities in the Netherlands](#);
- [VH – The Netherlands Association of Applied Sciences](#);
- [MBO Raad](#), the Dutch VET council;
- [VO Raad](#), the secondary education council;
- [PO-Raad](#), the primary education council.

Representation bodies for students:

- Landelijke Studenten Vakbond [LSVB](#) (National Students Union);



- [ISO - Dutch National Students Association](#) (Interstedelijk Studentenoverleg);
- Jongeren Organisatie Beroepsonderwijs [JOB](#) (Youth Organisation Vocational Education);
- Landelijk Aktie Komitee Scholieren [LAKS](#) (National Action Committee Students secondary education).
- Temporary employment agencies;
- Employers' organizations: Important for the implementation of youth employment and entrepreneurship policies. These employers' organizations will be discussed in the next paragraph on Entrepreneurship;
- [CNV Jongeren](#) (Christian National Trade Union – Young people) is an independent trade union for young people. CNV Young is connected to the [National Federation of Christian Trade Unions in the Netherlands](#) (Christelijke Vakbond Nederland) that has over 350,000 members;
- [FNV Jong](#) (Federation Netherlands Trade Union - Young) was established in 2012 and is an independent trade union for young people. FNV Young is connected to the [Federation Netherlands Trade Union](#) that has over 1,1 million members;
- Research institutes, such as [Statistics Netherlands](#) (Centraal Bureau voor de Statistiek - CBS). Research institutes enable people to debate social issues based on reliable statistical information.

## Consultation of young people

Thanks to several (youth) councils young people have opportunities to express their concerns on topics such as employment and entrepreneurship. The following are examples of councils which represent young people in these topics:

[FNV Jong](#) and [CNV Jongeren](#) are both youth trade organizations that try to influence the government on topics such as youth employment and entrepreneurship. As stated above, young people can for example contact FNV Jong if they encounter problems at work. The position of FNV Jong in the Social Economic Council gives them the right to advise the government directly.

Another example is the [Nationale Jeugd Raad](#) (National Youth Council). In chapter five 'Youth Participation' the role of the National Youth Council in participation processes is explained.

### Outcomes of consultations

[FNV Jong](#) (Federation Netherlands Trade Union - Young), which has a seat in the Social and Economic Council of the Netherlands [SER](#), helped develop a consultation report about equal chances on the labour market for non-Dutch youth.

## Policy monitoring at the national level

### Evaluation at the national level

The programmes and policy measures of the Ministry of Social Affairs and Employment are being evaluated. The Action Plan Youth Unemployment, prepared in 2009, was evaluated in 2011. This evaluation was done by [Panteia](#) (in English), commissioned by the Ministry of Social Affairs and Employment. Panteia provides support to decision makers, helping them to monitor and evaluate strategies for effective policy. In their report '[Samen in actie. Evaluatie Actieplan Jeugdwerkloosheid](#)' (Acting together, Evaluation of the Actionplan on Youth unemployment).

Evaluation Action Plan Youth Unemployment 2014-2015) was also evaluated by Panteia and discusses the results.

### Evaluation at the regional level

Some of the regional Action Plans of the period 2014-2015 were also evaluated at regional level. An example is the Evaluatie Actieplan Jeugdwerkloosheid region Rijnmond

(Evaluation Action Plan Youth Unemployment region Rijnmond). After the evaluation of this Action Plan region Rijnmond FNV Jong lobbied to renew the policy and the measures.

### Monitoring and policy evaluation

All [ministries](#) (Evaluaties van beleid = Evaluations of policy) are required to frequently evaluate their programmes and their acts. In their budget proposals the ministers present the evaluation studies they are planning. The outcome of the evaluation is reported in the annual report. The reports are discussed in the Parliament.

## 3.3 Skills forecasting

### Forecasting system(s)

#### Future demands in the labour market

- The [Netherlands Institute for Social Research \(Sociaal Cultureel Planbureau\)](#) (SCP) is a government agency that conducts research into the social aspects of all areas of government policy. The main fields studied are health, welfare, social security, the labour market, and education, with a particular focus on the interfaces between these fields. The reports published by SCP are widely used by government, civil servants, local authorities and academics.
- The [Centraal Bureau voor de Statistiek](#) (CBS) ([Statistics Netherlands](#)) publishes reliable statistical information which responds to the needs of Dutch society. They identify, for example, future demands in the labour market.

### Skills development

#### Vocational education and training (VET) and the labour market

Vocational Education and Training (VET) in the Netherlands is called [Middelbaar Beroepsonderwijs](#) (MBO) (Secondary Vocational Education). There is a forecasting system for MBO. On 1 August 2015, the Ministry of Education, Culture and Science handed over their national advisory role to a new foundation: [Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven](#) (SBB) (Cooperation organization Vocational Education and Training and the Labour Market).

SBB is responsible for most of the labour market research, development and maintenance of the qualifications structure and the accreditation of work placement companies. The aim is to find a fit between secondary vocational education and the labour market.

The 17 single sector 'knowledge centres' have been reorganised into 8 broader sector chambers:

1. Engineering and the built environment;
2. Mobility, transport, logistics and maritime;
3. Health care, welfare and sport;
4. Commerce;
5. ICT and creative industries;
6. Food, agriculture and hospitality;
7. Business services and security;
8. Specialist expertise.

The legal tasks of SBB for the vocational education sector and the business world are as follow:

- Recognition and support of so-called 'leerbedrijven' (learning companies);
- Maintaining of the qualification structure of the sector;
- Providing information about labour market and suitable cooperation with education and training possibilities.

### Advise and information

SBB provides information on forecasting. The organization has an advisory role. They can advise the Ministry of Education, Culture and Science and the Ministry of Economic Affairs on the convergence between the secondary vocational sector and the labour market. SBB provides information to the secondary vocational education. They want to ensure good cooperation between schools and learning companies, and make sure that there are enough learning companies in the regions.

### Non formal education

Information about non formal education is usually available at branche level. For information about the validation of non-formal and informal learning within vocational secondary education students can address school directly.

## 3.4 Career guidance and counselling

### Career guidance and counselling services

The Ministry of Education, Culture and Science focuses on [Loopbaanoriëntatie en Begeleiding](#) (LOB) (career guidance and counselling). In a sector agreement this ministry and the [VO Raad](#), a secondary education council, agreed on a mandatory inclusion of career guidance and counselling in secondary and tertiary education.

In [Middelbaar Beroepsonderwijs](#) (MBO) (Secondary Vocational Education) career guidance and counselling is obligated by law. With the ([MBO Raad](#)), the Dutch VET council, the ministry carried out an improvement plan and created a service point for implementation of products, materials and services, for improving and professionalising career guidance and counselling services within the VET schools and support the transitions of students in education. The availability and quality of relevant career guidance information on VET improved by developing relevant websites and information tools and using them in career guidance.

### Policy measures

The programme [Aanpak Jeugdwerkloosheid](#) (Tackling Youth unemployment) contains policy measures to tackle youth unemployment. This programme is the responsibility of the Ministry of Social Affairs and Employment and Education, Culture and Science.

### City Deal

One policy measure to address youth unemployment is to cooperate with schools. This measure is called the City Deal and is an example of career guidance within schools. Career guidance helps young people to make good decisions regarding education and their profession. It also helps them to find jobs and prevents students from leaving school without a diploma. It makes the transition of education to labour market easy. Because of this, young people are better prepared for their future. The Team Tackling Youth unemployment wants to do this by improving LOB activities together with the Ministry of Education, Culture and Science, local municipalities, councils and individual schools:

1. A better preparation in school. LOB does not exist yet in every secondary school and not every student from tertiary education is satisfied with LOB. The two ministries want to improve this.
2. Creating a more LOB-minded environment. To develop students 'LOB competences a LOB environment is essential. Students will gain real life experiences via work placements.

### More information on career guidance and counselling

For more information please visit [Aanpak Jeugdwerkloosheid](#) (Tackling youth unemployment). According to the ministry this website will not be available anymore

after medio 2017. More information in Dutch on LOB in secondary education you can find on the site of the VO Raad (Secondary Education Council) on [this page](#). More information about LOB in [Middelbaar Beroepsonderwijs](#) (MBO) (Secondary Vocational Education) you can find at the website of the [LOB servicepoint](#).

## Funding

### Better connections with the labour market

In addition the Cabinet took measures for better connections with the labour market. These measures are for tertiary education. The Ministry of Education, Culture and Science has introduced a duty of care labour market prospects for schools, which demands that education has to have good labour market prospects. To achieve this goal, the Ministry of Education, Culture and Science has also set up a [Regionaal Investeringsfonds mbo](#) (Regional Investment fund on secondary vocational education). The ministry wants to stimulate the cooperation between education, the public sector and the business world and invests 100 million euro for this purpose. There is no information available in the link with the national Guarantee's scheme.

### Tackling youth unemployment

According to the [Aanpak Jeugdwerkloosheid](#) (Tackling youth unemployment) public career guidance targeting young people takes place within formal education institutions. Every pupil has a mentor. They can coach pupils when necessary. Also a school dean can advise on how to approach the study and future career opportunities. No information was found on informal education providers. However the business sector is an important actor for offering work places to students. To achieve this the ministries started a partnership with the business sector.

[The Dutch government](#) (only in Dutch) does not only focus on students in secondary schools, but has also developed measures for students in secondary vocational education. The Ministry of Education, Culture and Science is responsible for these policy measures. You can read more about these policy measures in the following paragraphs.

### Policy on school dropout

The LOB (career guidance and counselling) applies to all pupils. But there is also a policy that targets specific groups in the youth population. According to a [news report](#) (only in Dutch), which was published in 2016 on the website of the Dutch government of April 2016 approximately 66000 young people under the age of 27 were in a vulnerable position in the labour market. Although school dropout decreased massively in the last couple of years (from more than 70.000 yearly towards less than 25.000 in 2015) this number asked for extra focus upon this group. The minister (Lodewijk Asscher) of Social Affairs and Employment and the minister (Jet Bussemaker) of Education, Culture and Science announced in November 2015 that they will make policy arrangements with municipalities to help young people find a job and to tackle school dropout.

### Reducing youth unemployment

As mentioned above, the Ministry of Education, Culture and Science has set up a [Regionaal Investeringsfonds mbo](#) (Regional Investment fund on secondary vocational education) to improve the connection between education and the labour market in vocational education. In this way youth unemployment can be reduced. [The budget](#) (only in Dutch) of the fund is € 100 million for the period 2014-2017. From 2018 the [ministry of Education, Culture and Science](#) (only in Dutch) will reserve a maximum of € 30 million (from educational advance funds) which can be used for students to facilitate the step towards higher education. Through regional cooperation the ministry aims for a better fit between secondary and vocational education to higher education, and eventually a better fit with the labour market.

## Quality assurance

### Encouraging career guidance and counselling

In 2013-2014 several projects were carried out by the [VO Raad](#) Secondary Education Council. These projects encouraged secondary schools to create a quality improvement in career guidance and counselling in secondary education, to enable students to direct their own careers.

These LOB projects were evaluated on the basis of questionnaires, interviews and reports. The projects and activities that had been evaluated are:

- Online courses;
- Encouragement and guidance;
- Deployment of ambassadors.

At the end of April 2014 the VO council and the Cabinet reached a [sector akkoord VO](#) (sectoral agreement secondary education) on future proof secondary education. They agreed that performance indicators will be used to monitor LOB (career guidance and counselling) by using the indicators 'study successes' and 'satisfaction measurements'. This will be used among former pupils who are preparing for their future education. The main outcomes of the LOB evaluation will be used to improve LOB activities.

### LOB in future

The Minister and the State Secretary of Education, Culture and Science want to further improve career guidance and counselling of students at schools. The focal point will be on strengthening the cooperation between the various educational sectors. As mentioned before, in secondary education several projects were carried out by the [VO Raad](#) (Secondary Education Council) between 2009 and 2014 that served as booster to put LOB on the agenda of all schools. Almost all schools formulated a vision on LOB and many teachers were trained in LOB-talks.

### Lifelong guidance / LOB

[Euroguidance](#) is the organization for the innovation of Lifelong Guidance / LOB. Their aim is to improve mobility and provide relevant information about the Dutch Lifelong Guidance/LOB and the European Lifelong Guidance policy and developments. Their website and [Euroguidance.com](#) contain many relevant documents on the policy and results of Lifelong Guidance in the Netherlands and Europe.

## 3.5 Traineeships and apprenticeships

### Official guidelines on traineeships and apprenticeships

According to a policy officer, coordinator Traineeship programme national government of the Dutch [Ministry of the Interior and Kingdom Relations](#), there is no information on how traineeship programmes are developed in the public sector. This means that this coordinator does not have information on how municipalities and provinces fill in their traineeship programmes. In the [Traineeprogramma](#) (Traineeship programme of the national government) trainees have the same rights as public servants.

### Guidelines on cooperation among social partners

No information has been found concerning guidelines on cooperation between social partners.

### Participation in traineeships by specific target groups

The national government does identify specific target groups. For example, according to the policy officer of the Ministry of Interior and Kingdom Relations, a project class has been established at the Ministry of Infrastructure and the Environment existing of highly

educated refugees. However, no information could be found on the website link with the Youth Guarantee scheme.

## Promoting traineeships and apprenticeships

According to the policy officer at the Ministry of Interior and Kingdom Relations the Traineeship programme national government is well known among young people. Every year a large number of students or graduates apply for this traineeship. Therefore they do not need to actively promote this traineeship programme.

## Recognition of learning outcomes

The recognition of outcomes varies considerably. For example, the [Traineeprogramma](#) (Traineeship programme of the national government) lasts for two years. After 1,5 year trainees get a final review. If the trainee functioned very well, they may be offered the possibility of paid employment.

Another formal way to recognize learning outcomes is the [Recognition of prior learning \(Erkennen van Verworven Competenties - EVC\)](#). The [Stichting Arbeidsmarkt en Opleidingsfonds](#) (Foundation Labour market and Education Fund, please see below for more information) makes it possible for organizations, e.g. municipalities, to start an EVC-course for their employees.

## Funding

Public funding is available for municipalities to support their traineeship and apprenticeship programmes. The [Stichting Arbeidsmarkt en Opleidingsfonds](#) (A+O fonds) (Foundation Labour market and Education Fund) supports the sector in the fields of labour market and Human Resource Management policy. The activities of this foundation contribute to more dynamic and creative municipalities. There is no further information found on the source of public funding at the top-level and the use of EU funding.

The strong growth of the ageing population makes the intake of young people in the public sector very important. To stimulate this movement for municipalities the foundation distributes different subsidies which municipalities can apply for. The [Jongerenregeling](#) (Youth arrangement) for example is a subsidy for municipalities to encourage them to employ young people. With the Jongerenregeling the foundation supports municipalities with work placements for young people up to 27 years old.

## Quality assurance

Unfortunately no information has been found on quality assurance. As mentioned earlier in this paragraph, the traineeship programmes in public organizations vary. This makes it difficult to discover which quality assurance is applied to schemes of traineeship and apprenticeships.

## 3.6 Integration of young people in the labour market

### Youth employment measures

#### National youth employment measures

At national level the cooperation with the Ministry of Social Affairs and Employment and the Ministry of Education, Culture and Science are intensive concerning this policy issue. They aim to tackle youth unemployment and school dropout of young people. Firstly, the national measures will be described followed by regional and local measures.

### Action plan; investing in equal opportunities

At national level there is a strong focus on the integration of young people in the labour market. There are top-level policy frameworks and initiatives to increase this integration. In September 2016 the Minister of Culture, Education and Science announced a new measure called [Investeren in gelijke kansen](#) (Investing in equal opportunities). This measure aims to give children of low skilled parents the same opportunities as their peers with higher educated parents. In this measure attention is also paid to:

- A better transition from secondary vocational education to a university of applied sciences; for many students of vocational education it is a huge step to continue studying at a university of applied sciences. Many of these vocational students drop out of school. To tackle this problem the Minister of Education, Culture and Science is investing €7, 5 million to improve this transition. The Minister invites suggestions from students from vocational education and universities of applied sciences for a plan to tackle this problem. Better career counselling for vocational students is also one of the measurements (please see 3.5 Career Guidance and Counselling).
- Abolishing fees for educational selection in higher education; some studies like the Arts academy can charge students for selection. This is a selection fee paid by the student. It is mostly between €30 and €80, but the amount can increase to €150 for a selection day. Through this measure these studies will be accessible for all students.
- Innovation of education for equal opportunities; good education is available if it is innovative and improved. From September 2016 teachers and professors can submit an application for the first 10 Comenius grants of €50.000. The aim of this Comenius grant is to boost the improvement of higher education.

On October 31 2016 the collaboration [Gelijke Kansen Aliantie](#) (Equal Opportunities Alliance) was announced. During the launch of this collaboration, minister Bussemaker announced the measures. Within this collaboration teachers, parents, schools, employers' and social organizations will strive for equal chances for children.

### Tackling youth unemployment at top-level

In paragraph 3.2 Administration and Governance, an important measure of the [Ministry of Social Affairs and Employment](#) to tackle youth unemployment was discussed, namely the [Aanpak Jeugdwerkloosheid](#) (Initiatives to prevent and tackle youth unemployment). This top-level measure aims to tackle youth unemployment and to integrate young people to the labour market. Several important stakeholders, such as municipalities, educational institutions, UWV and employers (organizations) are involved at regional level to make sure that young people can gain work experience and can find jobs.

### Regional youth employment plans

Each of the 35 labour regions have also presented regional plans with involvement of local stakeholders which contained concrete ambitions and objectives to be undertaken. Plans of sectoral partners support the regional plans.

The coordination of the approach is in hands of both the minister of Social Affairs and Employment and the minister of Education, Culture and Science.

The Dutch approach comprises:

- **Supporting youngsters who are looking for work after fulfilling school obligations.** They can register at [Werk.nl](#) (division of the Social Security Agency UWV). By registration they receive the general services of the e-support. The direct services consists of a list of vacancies, general tips for the resume, tips for finding work, competence tests;
- **Supporting youngsters who have left school without a basic qualification.** Young people who have not completed their education have, according to several studies, a weak position on the labour market. They have twice more chance to become unemployed. And when they have work it is often temporary work. This is why young people who do not have a basic educational qualification, are assisted by

the municipalities to find their way back to school or onto the labour market (if education isn't an option for them);

- Supporting youngsters who are unemployed after a period of work and apply for an unemployment benefit. These can register at Werk.nl and UWV guides them to work;

**Supporting youngsters who are unemployed and receive no unemployment benefit, they can ask the municipality for support.** The first 4 weeks the youngsters themselves have a search period. During this 4 weeks they have to make efforts to find a job or educational and training opportunities. The support they receive after 4 weeks is tailor-made.

In addition to the above, the Dutch approach comprises:

- **Good quality education**, with a strong focus on the actual practice and demands of the labour market, gives the best opportunities to prevent youth unemployment. The Ministry of Education, Culture and Science focuses on improving the quality of education and that the curriculum is relevant for the labour market. Important is the cooperation between vocational education institutes and the employers. Employers can talk about the content of the curriculum through the Cooperation Organisation for Vocational Education, Training and the Labour Market ([SBB](#)) ( Stichting Samenwerkingsorganisatie Beroepsonderwijs & Bedrijfsleven SBB), a foundation for vocational education and employers. Important is also that the programmes offer sufficient traineeships and apprenticeships;
- **Career learning**; together with educational institutions and their partners, the government assists schools to develop tools to improve the career skills of students. These tools are directed at youth in order to improve their study choices, to develop their employee skills and make their job searches more effective;
- **Preventing early school leaving**; within the Dutch education policy there is the obligation for people up to the age of 18 to obtain a basic qualification (at least on an MBO-2 level or MBO senior secondary vocational education or a diploma for senior general secondary education (HAVO) or pre-university education (VWO). Young people between the age of 18 and 23 are assisted by their schools and monitored by the Regional Reporting and Coordination Centre (RMC) for early school leavers. The contact-municipality of a RMC region sees to it that young people are monitored until they have obtained a basic qualification;
- **City Deal**; Together with seven cities and their partners, the government has identified innovative solutions for problems (migrant) youth in disadvantaged neighbourhoods might face when searching for work. These measures are focused on learning and career matching at work. In a number of cities youth unemployment is high, in particular in neighbourhoods where young migrants live. Migrant children are performing much better in education. For example, the number of higher trained young migrants doubled between 2003 and 2014 and more young migrants are in higher education. The education of many young migrants approaches that of the native youth. However, the increasing educational success of young migrants translates into insufficient success in the labour market. Migrant young people have a much weaker labour market position than native youth. This means that these young people must be supported in making informed study choices, in order to enhance their employee skills, and to overcome negative perceptions or discrimination. They also need more assistance in the transition from education to work.
- **To help young people to quicker find a more sustainable job**, the government invests in a better matching for work, connecting stakeholders and making appointments, together with municipalities, UWV and their partners. Together these stakeholders aim at improving services to employers and how to look for job openings. Employers are key partners in tackling youth unemployment. Not only do they provide jobs, but they also function as role model, coach and tutor.
- **To match youngsters without basic qualification with work and training** the government stimulates cooperation between municipalities and (temporary) employment agencies. These agencies tend to have a lot of job openings for the lower educated.



## Collaboration between education and labour market

In the Netherlands the Ministry of Education, Culture and Science handed over the central advisory role to a new foundation, [Stichting Samenwerking Beroepsonderwijs Bedrijfsleven](#) (SBB) (Organisation for Vocational Education and Labour Market) (in English) in August 2015. The SBB is now responsible for labour market research, the development and maintenance of the qualifications structure and the accreditation of work placement companies. Vocational education and business, trade and industry collaborate within SBB to provide students with the best possible practical training with a view to gaining employment.

## Dissemination of information

In the Netherlands there are large-scale outreach strategies to disseminate information about job opportunities. Municipalities have a jongerenloket (youth counter) for young people between 16-27 years. Young people with questions related to education, income and work can approach the youth counter in their municipality. There is no national framework for the dissemination of information.

## Disabled young people; Job agreements and Quota

The government also pays attention to disabled young people, who find it difficult to work or to find a job. However, the measures described below are for a larger group including disabled young people. In 2013 the Cabinet Rutte II decided in the [Sociaal Akkoord](#) (Social Agreement) to tackle unemployment. Within this Social Agreement employers agreed to create 100,000 jobs and the government agreed to create 25,000 extra jobs, the so-called [Banenafsprak](#) (Job agreement). The two actors, employers and government, are responsible for reaching the goals in the Job agreement. If the goals are not met and the promised jobs are not created then the [Quotumwet](#) (Quota law) will enter into force. In this Quota law every employer, who has more than 25 employees, has to employ an agreed percentage of people of the target groups mentioned in the Job agreement. Employers will be fined with €5,000 if the jobs are not filled with these targeted people, among them disabled youth.

## Proefplaatsen (Trial jobs)

The intervention [Proefplaatsen](#) (Trial jobs) gives disabled (young) employees receiving social benefits the possibility to work as a trial. The duration of the trial jobs are two months and the employees continue to receive social benefits. During these two months the employer does not pay wages.

This intervention makes it possible to see if the (disabled) employee can handle the tasks. Moreover, during the trial the productivity of the potential employee can be assessed. If the productivity of the potential employee is low, then the employer can claim [loondispensatie](#) (wage dispensation). Employers can claim this wage dispensation if the employee receives benefits from Wajong. The Wajong arrangement is for young people who are completely unable to work. With this intervention government aims to foster employment of disabled youth with a Wajong benefit in the private and public sector.

## Mentoring

[Link2Work](#) is an example of a successful project which for now only works in the city of Eindhoven. It started as an initiative involving many stakeholders such as the Social Economic Council, social partners and the Ministry of Social Affairs and Employment. In the region of the municipality of Eindhoven partners strengthen existing mentor and peer-to-peer projects. Link2Work has a strong focus on connecting with the labour market and is able to use the business network of these stakeholders to help young people to get to the next level in finding a job. Members of these business networks are the business mentors for these young people. Mentors can support young people with their job applications or they can offer a work place.

## Other measurements

For further top-level measurements please see the website of the Programmaraad, [Samen voor de Klant](#) (Together for the Client). This is a large-scale cooperation between different organizations such as the Vereniging van Nederlandse Gemeenten [VNG](#) (Association of Dutch Municipalities) and the Employee Insurance Agency (in Dutch: Uitvoeringsinstituut WerknemersVerzekeringen [UWV](#)) that aims to support municipalities and the 35 labour market regions to improve the provision of services to jobseekers and employers.

## Regional and local measurements

Besides national measures a lot also happens at regional and local level. Some examples:

### Youth work in the picture

The (academic) members of the Netherlands Youth institute in 2015 published a report called '[Jongerenwerk in beeld](#)' (Youth work in the picture). In this report they describe a local initiative in the municipality Almere. This initiative, [Learn2Work](#) (only in Dutch), is a learning and working project supported by youth work. It helps young people with multiple problems to structure their lives. The municipality of Almere is one of the actors providing grants.

### Tailor-made route

Another project that has a focus on youth work is [Traject Op Maat](#) (T.O.M.) (Tailor-made route) which is described by the Netherlands Youth institute. T.O.M. is an initiative of the municipality of Den Bosch for young people between the ages of 18 and 23 years. Through this process young people are supported in education and a job. The youth work in the municipality takes the lead in the implementation.

- Matching vulnerable young people with the labour market

The Minister of Education, Culture and Science aims for a regional cooperation between education, municipalities and employers. The Netherlands Youth institute has published the report '[Arbeidstoeleiding kwetsbare Jeugd. Participatie in de samenleving](#)' (Matching vulnerable young people with the labour market. Participation in society), which also provides governmental recommendations. This report describes five good practices of secondary vocation schools and the cooperation with municipalities. The report can be used as a guideline by schools and municipalities for regional cooperation to tackle school dropout and provide better links with the labour market.

## Flexicurity measures focusing on young people

There is a general law targeting all employees. Young people are relatively often employed through a flexible labour contract. With this Work and Security Act the government has created a better balance between permanent and flexible terms of employment. Employees with a temporary contract will sooner receive permanent contracts and will have more job security. This measure also applies to young people with a temporary contact.

Both regular and temporary employees receive a transition fee under certain conditions in the event of dismissal, and the unemployment benefit focuses more on the resumption of work.

## Reconciliation of private and working life for young people

No information has been found about the reconciliation of private and working life for young people.

## Funding of existing schemes/initiatives

The initiatives mentioned earlier are mainly funded by the Ministry of Social Affairs and Employment and the Ministry of Education, Culture and Science when related to education.

The wage dispensation for example is funded by the Employee Insurance Agency (in Dutch: Uitvoeringsinstituut WerknemersVerzekeringen [UWV](#)).

The initiatives mentioned earlier are mainly funded by the Ministry of Social Affairs and Employment and the Ministry of Education, Culture and Science when related to education.

The wage dispensation for example is funded by the Employee Insurance Agency (in Dutch: Uitvoeringsinstituut WerknemersVerzekeringen [UWV](#)).

## Quality assurance

As mentioned above, the [Banenafspraak](#) (Job agreement) can be seen as a tool to measure whether the targets are achieved.

## 3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities

### Programmes and schemes for cross-border mobility

#### Erasmus+ programme use for vocational opportunities in the Netherlands

The Erasmus+ programme provides a lot of vocational training opportunities to young people. It makes it possible for young people to follow a traineeship or education abroad. By participating in an Erasmus+ programme young people can also develop entrepreneurial skills. But Erasmus+ does not support business creation. Young people can however use their new skills in developing a business themselves. The business network [Young Startup](#) (only in Dutch) can help new starters to find working space.

#### Nuffic, focus on higher education

Another programme that stimulates cross-border mobility in vocational opportunities is [Nuffic](#). They focus on higher education. Students can study abroad at another university. Nuffic also provides an overview of funds for young people from abroad. According to an employee of the Erasmus+ office guidance is available for young people who want to go abroad. Pre-departure training and a database of opportunities are also available.

Young entrepreneurs can get qualified for the programme [Erasmus for Young Entrepreneurs](#). This programme is an initiative of the European Union and provides opportunities to gain experience and work for a maximum of six months in a small or medium sized enterprise.

## Legal framework

Social security is available for (young) workers who are staying in the Netherlands. This is arranged by the [Employee Insurance Agency](#)

### Rights and obligations concerning the entry and stay of young foreigners

For European citizens there is no specific work permit or work visa requirement. For non-European citizens the [Immigration and Naturalisation Service](#) (Immigratie- en Naturalisatie Dienst IND) has an overview of the requirements to stay in the Netherlands for individuals, students and business representatives.

## Supporting entrepreneurs

The Dutch government supports innovative start-ups and helps them to develop. The [government](#) supports innovative enterprise in a number of ways:

- 1. Increasing the scope for finance**

The government has various financial schemes for:

  - entrepreneurs wishing to expand their businesses quickly;
  - innovative entrepreneurs.
- 2. Promoting cooperation between researchers and the private sector**

The government is working with the private sector.
- 3. Reducing the regulatory burden**

The government is taking steps to reduce the regulatory burden on entrepreneurs. These include granting permits more quickly - or even automatically - and making greater use of digital technology.
- 4. Developing IT tools**

Providing government services online reduces the regulatory burden on entrepreneurs. It also offers unlimited scope for new products or for making business processes more efficient.
- 5. Helping entrepreneurs access networks**

Good networks help businesses grow. The government is using the following tools to help entrepreneurs build solid networks:

  - Trade missions abroad. By conducting trade missions abroad, the Netherlands can access new foreign markets. The focus here is on emerging markets like Brazil and India.
  - Enterprise forum. This is the government's one-stop shop for entrepreneurs, where they can access services from a range of agencies, including the [Chamber of Commerce](#) (KvK), the [Tax and Customs Administration](#), the [Road Transport Agency](#) (RDW) and [Statistics Netherlands](#) (CBS).
- 6. Better links between education and the labour market**

The government also wants to establish better links between education and the labour market. It is important for young people who have finished their training to find a job quickly and that there are enough skilled workers for companies.
- 7. Better cooperation with the franchise sector**

The government and the franchise sector created a code of conduct. An independent disputes committee will also be established. These measures should improve cooperation in the sector and prevent issues like unfair distribution of income between the entrepreneur (franchisee) and the owner of the trading name (franchisor).
- 8. Retail Agenda**

Customer behaviour and preferences are changing. More and more purchases are being made online. The government's 2015 Retail Agenda describes these and other developments in the retail sector. It also lists the 20 agreements reached between the government and the retail sector. These include new ideas on combined zoning for shops, cultural establishments and hospitality businesses, and additional training for shop workers.

Unfortunately, there is no information found on the existence of specific tax arrangements applying to young people from another EU country coming to work in the Netherlands.

## 3.8 Development of entrepreneurship competence

### Policy Framework

No information about a policy framework concerning development of entrepreneurship competence is found.

## Formal learning

The curriculum of the [Middelbaar Beroepsonderwijs](#) (MBO) (Secondary Vocational Education) has been adjusted with the introduction of options that offer the possibility to directly learn entrepreneurial skills. On the website of [Ondernemend Nu](#) (Entrepreneurial Now) information is given about this new development.

An MBO education consists of a qualification part, enriched with one or more optional parts. The student can broaden his or her skills and gain more in-depth knowledge about a certain subject. The student is obliged to take an exam on the optional subjects but cannot fail as yet. The Minister of Education, Culture and Science wants to make optional subjects obligatory for getting a diploma, starting from 2018.

An optional subject get regional connection, to enable the student to strengthen his or her position on the labour market in sectors that are strongly represented in the region. E.g. for the harbour of the city of Rotterdam or the watersport industry in Friesland (a northern province in the Netherlands). An optional subject can also be directed towards moving on to a higher level in the MBO school or to Hoger Beroepsonderwijs (HBO) (Tertiary Vocational Education), also known as University of Applied Sciences.

### Platform Education 2032

As mentioned earlier in this chapter Platform Education2032 advised the Cabinet to design new, forward looking curricula. The Netherlands Enterprise Agency and [Jong Ondernemen](#) (Young Entrepreneur) developed an advice report on this topic in which they indicate that entrepreneurial education should be a basis for the future curriculum. There is an intensive cooperation between different partners such as sector organizations from education and business community to ensure relevant entrepreneurship education.

### Fiscal consciousness

The [Tax authority](#) (Belastingdienst) has developed a [Lespakket 'Ondernemen en belastingen'](#) (teaching package 'Entrepreneurship and taxes') for students in secondary schools to increase their fiscal consciousness. It is developed in cooperation with the [Vereniging van leraren in de economisch-maatschappelijke vakken](#) (Vecon) (Association of teachers in economical-societal subjects), [the Dutch Order of Tax Advisors](#) (Nederlandse Orde van Belastingadviseurs NOB) and the [Ministry of Finance](#). Another teaching package developed is called ['ondernemingsvormen en belastingheffing'](#) (business enterprise design and taxation). This package contains a manual for teachers, assignments and a summary of the theory.

## Non-formal and informal learning

The Erasmus+ programme is a large-scale initiative that gives young people the opportunity to develop their skills and competences. In the [Edison Entrepreneurship project](#) education organizations and MBO schools from The Netherlands ([MBO Raad](#) - the Dutch VET council), [Alfa college](#) - an MBO-school, and the [Nationaal Expertisecentrum Leerplanontwikkeling](#) - Netherland Institute for curriculum development) and Austria, Ireland, Italy, Spain and United Kingdom.

## Educators support in entrepreneurship education

No information is found on this subject.

## 3.9 Start-up funding for young entrepreneurs

### Access to information

#### Business creation

The government developed a set of measures in order to create a favourable environment for business creation. Funding opportunities to create a start-up can be found on [Netherlands Enterprise Agency](#) (only in Dutch).

#### Eco-system and innovations

One of the important Dutch initiatives is [StartupDelta](#) (in English). It intends to strengthen, connect and grow the thriving and competitive start-up eco-system of the Netherlands, making it the best place to start and grow innovative companies. It is an initiative of the main [innovation centres](#) (in English) in The Netherlands, the ministries of Economic Affairs and Education Culture and Science and the start-up community.

The StartupDelta has [three major actions](#) (in English):

- Capital, example: Establish a strong business network.
- Network, example: Opening up governmental procurement for start-ups.
- Talent, example: Launch 'entrepreneurship' as part of professional and academic education.

### Access to capital

#### Ambitious Entrepreneurship Action Plan

The [Dutch government](#) (in English) wants to help ambitious start-ups and other entrepreneurs to grow quickly. Start-ups are new businesses that have only recently been launched. Fast access to networks and finance are vital for them. They want to reach this through the Ambitious Entrepreneurship Action Plan. It is important that start-ups have better access to capital, knowledge, innovation and the global market. To achieve this and help entrepreneurs, the government has earmarked €75 million.

## 3.10 Promotion of entrepreneurship culture

### Special events and activities

#### Young entrepreneurs

The business foundation [Jong Ondernemen](#) (Young Entrepreneurs) plays an important role in promoting entrepreneurship for young people. The foundation Young Entrepreneurship aims to inspire young people and challenge them to build an enterprising future. This happens through educational programmes and experience based projects for all education levels. Young Entrepreneurs cooperates with private organizations like the ABN AMRO Bank and the Ministry of Economic Affairs.

At the end of June 2016 the Social Enterprise 360 (SE360) programme (only in Dutch) took place in Bucharest. This project aims at stimulating social entrepreneurship amongst students in higher secondary school. SE360 is an European education programme concerning social entrepreneurship. It is developed by Young Entrepreneurship in cooperation with other organizations from seven other countries. This project is financed by the Erasmus+ programme. At this event more than 10,000 students of 373 schools presented 668 ideas for social enterprises.

For more information about the activities of Young Entrepreneurs please see [projects](#).

## Networks and partnerships

The [Dutch government](#) (in English) is helping entrepreneurs to access networks because good networks help businesses grow. Another important network at national and regional level is the largest employers' organization [VNO-NCW](#) (in English). VNO-NCW represents the interests of Dutch business and industry and provides a range of services to its members. VNO-NCW strives to represent its members' interests by promoting a high quality business environment and investment climate in the Netherlands, with a view to boosting the competitiveness of Dutch industry. VNO-NCW also maintains special links with a variety of other organizations. These include the five regional employers' associations affiliated to VNO- NCW. These associations represent regional business interests, provide services to their regional members and encourage networking between those members.

### 3.11 Current debates and reforms

#### Social cohesion in education

The [Scientific Council for Government Policy](#) (Wetenschappelijke Raad voor Regeringsbeleid – WRR) calls for policies aiming at social cohesion in education. In this way a new Cabinet could help children of lower educated parents to have the same opportunities for a good education as equally talented children of higher educated parents.

#### Equal opportunities

An important current debate is the equal opportunities debate from the Ministry of Education, Culture and Science: [Brede aanpak voor gelijke kansen in het onderwijs](#) (Broad approach for equal opportunities in education). With this approach the government wants to stimulate easier access between different kinds of schools, to learn from each other's experiences, awareness of all involved, and space to experiment. The government wants to invest € 87 million in the coming three years (2017 – 2019). The [Gelijke Kansen Alliantie](#) (Equal Opportunities Alliance) is connected to this approach. This alliance consists of everybody who wants to contribute to a world of equality, e.g. children, parents, caretakers, teachers, educationalists and other initiators.

## 4. SOCIAL INCLUSION

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### Special feature

Policy aspects of social inclusion are the responsibility of three ministries: the [Ministry of Social Affairs and Employment](#), the [Ministry of Health, Welfare and Sport](#), and the [Ministry of Education, Culture and Science](#). There are three national strategies that foster social inclusion for all youth. They concern tackling poverty, financial support by municipalities and education. They are described in Paragraph 4.3. Other main challenges to deal with are the social inclusion of young people with disabilities and the decentralization of social policy.

### Highlights

Government and private organizations have taken several steps to tackle labour market discrimination, to safeguard democracy, to prevent radicalization and extremism and to promote young people's rights (Paragraph 4.5). Youth work plays an important role in social inclusion of young people. Most youth work happens at local level and in each municipality it is organized differently. The municipality provides subsidies to youth work organizations. Programmes at local level are mostly directed towards young people at risk.

## 4.1 General context

### Main challenges to social inclusion

#### People with a disability

In 2016 the [Human Rights Institute](#) (College voor de Rechten van de Mens) (please see paragraph 4.2 for more information) published the report '[Insight in inclusion](#)'. The ratification of the VN-agreement makes it compulsory that (young) people with a disability have more access to their rights. It turns out that paid work, education and living independently are nearly impossible for people with a disability. This is one of the reasons that this group has a considerable disadvantage in society.

#### Decentralization of social policy

Following the above the Human Rights Institute in 2015 in their [annual report](#) (only in Dutch) published the results of the annual monitor of the human rights in the Netherlands. Every citizen should have an opportunity to participate in society and not be excluded. In the report the Institute describes the problems related to the decentralization of the social domain. This reform has a big impact on citizens, especially ones in vulnerable positions. The Human Rights Institute gives some recommendations to local and national government to foster the rights of these citizens in a vulnerable position.

#### Growing up in poverty

A third main challenge is formed by children and young people growing up in poverty. The [Netherlands Youth institute](#) (only in Dutch) presents the figures on poverty in families. In 2015 almost 225,700 children lived in households receiving social benefits. In the past five years a constant rise can be seen of the number of children living in households with social benefits. In 2010 this concerned around 197,380 children.

#### Youth unemployment

On November 3, 2016 [Statistics Netherlands](#) published the following findings on young people and unemployment. A lot of young people not in education (niet-onderwijsvolgend) and without basic qualification are unemployed. In 2008 approximately more than 70 percent had a job, but in the meantime this has decreased



to less than 60 percent. Statistics Netherlands also report that, after the economic crisis, it is hard for young people to find a job even if they have a basic qualification. Having a basic qualification means that one has at least a certificate at vocational level or secondary level. In the table below percentages are given of young people at work without (zonder) and with (met) basic qualification

### Rising inequalities

In 2014 the [Wetenschappelijke Raad voor het Regeringsbeleid](#) (WRR) (Scientific Council for Government Policy) (in English) and [Sociaal en Cultureel Planbureau](#) (SCP) (The Netherlands Institute for Social Research) (in English) published the report '[Gescheiden Werelden](#)' (Separated Worlds) (only in Dutch). In their report, they state that different societal developments increase the unequal chances of young people in society and education. People with different educational levels have less contact with each other and have different views on issues in society. In the Youth Wiki, in chapter 3, paragraph 3.6 'Integration of Young People in the Labour Market' and in this chapter 4, paragraph 4.3, you can read more about the policy measure 'Investing in Equal opportunities' by the Ministry of Education, Culture and Science.

### Refugees

In 2015 there was a sharp increase of refugees coming to the Netherlands. The increase presented challenges to local administrators and citizens in residential areas. Also their participation in society was a challenge. The [ministry of Social Affairs and Employment](#) (only in Dutch) strives for early activation of (unemployed) refugees. The minister of Social Affairs and Employment will change the procedures to help refugees with no legal status to do volunteer work.

### Homeless young people

Another main challenge is the number of homeless young people. The age range of these homeless young people is between 18 and 23 years old. [Statistics Netherlands](#) (only in Dutch) presented figures on this topic. It is emphasized that in the age range of 18 – 30 years old homeless young people with non-Western migrant background are younger than homeless young people of Dutch origin.

### Main concepts

#### Appropriate education

A concept which is important in the Netherlands when describing social inclusion concerns 'appropriate education' ([passend onderwijs](#)). This was introduced in August 2014. Appropriate education is a new method of teaching which focusses on providing education for pupils that need extra help. The goal of this appropriate education is to make sure that all pupils find a suitable place in regular education. The implementation of appropriate education is well underway around half of the action period (2014-2020). You can read more about appropriate education and its results so far in Chapter 6. Education and Training, paragraph 6.2 (internal link).

## 4.2 Administration and governance

### Governance

The responsibilities concerning social inclusion are divided over several ministries. Each ministry works in different policy areas. Government policies are to a large extent implemented at local level.

### Main actors

There is not one top-level authority responsible for social inclusion. Several ministries contribute with their policies to fostering the broad concept of social inclusion:

- [Ministry of Social Affairs and Employment](#)
- [Ministry of Health, Welfare and Sport](#)
- [Ministry of Education, Culture and Science](#)

### The main public actors involved in policy making

Please see chapter 1, 2 and 3 for other public actors involved in policy making. The main public actors below are not directly involved in policy making. They are, however, important in the Netherlands because they carry out research, monitor and advise governmental institutions.

The Ombudsman for Children [Kinderombudsman](#) monitors whether children's rights are adhered to in the Netherlands by the central and local government. But also by private organizations in education, childcare, child welfare and health care. The Dutch parliament appointed Margrite Kalverboer as the Netherlands' ombudsperson for Children, on 20 April 2016. Recently, in September 2016, this [Ombudsman](#) (only in Dutch) tried to involve children and young people to talk about their concerns and their opinions on the kinds of arrangements they need. On November 8 2016 the Ombudsman for Children published a report. You can find this report in paragraph 4.5 Young People's Rights.

The [Human Rights Institute](#) (College voor de Rechten van de Mens) explains, monitors and protects human rights, promotes respect for human rights (including equal treatment) in practice, policy and legislation, and increases the awareness of human rights in the Netherlands.

[Statistics Netherlands](#) ([Centraal Bureau voor de Statistiek](#) - CBS) publishes reliable statistical information which responds to the needs of Dutch society. They identify, for example, future demands in the labour market.

The [Netherlands Institute for Social Research](#) (Sociaal en Cultureel Planbureau – SCP) is a government agency that conducts research into the social aspects of all areas of government policy. The main fields studied are health, welfare, social security, labour market and education, with a particular focus on the interfaces between these fields. The reports published by SCP are widely used by government, civil servants, local authorities and academics.

[Movisie](#) is the Netherlands centre for social development. Its mission is to promote the participation and independence of citizens by supporting and advising professional organizations, volunteer organizations and government institutions. One of the key issues it focuses on is 'Emancipation and Inclusion'.

The [Netherlands Youth Institute NJi](#) gives information about the Dutch youth policy on its [English pages](#).

### The main non-public actors involved in policy making

Please see chapter 1, 2 and 3 for other non-public actors involved in policy implementation. Other main non-public actors are:

Children's rights coalition ([Kinderrechtencollectief](#)). This is a coalition of different children's rights organizations that want to promote the rights of children. The coalition consists of:

- [Defence for Children Netherlands](#) (only in Dutch);
- [Nationale Jeugdraad](#) (National Youth Council) (only in Dutch), which is an umbrella organization of youth councils in The Netherlands;
- [Unicef Netherlands](#) (only in Dutch);
- [Save the Children Netherlands](#) (only in Dutch);
- [Bernard van Leer Foundation](#), investing in solutions for healthy child development;
- [Stichting Kinderpostzegels Nederland](#) (only in Dutch) wants to support the development of vulnerable children all over the world.

## Consultation of young people

For more information on consultation of young people please see chapter 5 Youth Participation.

## Policy monitoring and evaluation

All [ministries](#) (only in Dutch) are required to frequently evaluate their policies. The ministers report on the evaluation studies they are planning in their budget proposals. The outcomes of the evaluations are reported in the ministries' annual reports. Specific information evidence-based research and analyses has not been found.

[Statistics Netherlands](#) ([Centraal Bureau voor de Statistiek](#) - CBS) and the [Netherlands Institute for Social Research](#) ([Sociaal Cultureel Planbureau](#)) (SCP) also provide information about the impact of policies. This information can be used by the government to develop new policies or to adjust them. [Statistics Netherlands](#) (only in Dutch) provides figures on poverty and social exclusion.

## 4.3 Strategy for the social inclusion of young people

### Existence of a National Strategy on social inclusion

The concept of Social Inclusion contains a number of policy aspects with responsibilities for different ministries. For the policy area 'education' the ministry of Education, Culture and Science is responsible. The ministry of Social Affairs and Employment is responsible for the poverty policy. In short, there is no one ministry responsible for Social Inclusion. In this section three national strategies will be presented.

1. [National strategy; poverty projects](#)
2. [National strategy \(policy proposal\); financial support by municipalities](#)
3. [National strategy; education](#)

### Scope and contents

1. [National strategy; poverty projects](#)

Below you will find information on the regulation in the area of [combating poverty](#) (only in Dutch).

State Secretary Jetta Klijnsma of the ministry of Social Affairs and Employment twice made a budget of 4 million euro available for projects that combat poverty and debts. She claims that a lot is being done by volunteers and staff of organizations that help people with financial problems. The State Secretary is willing to help the volunteers and staff of organizations through supporting these projects.

These projects, however, must focus on vulnerable people, especially on children growing up in poor families, young people with financial problems, single parents and non-Western households.

Type of document: Regulation

Time of introduction: 30 June 2014

Timeframe: until 01-01-2019

Name: Regeling van de Staatssecretaris van Sociale Zaken en Werkgelegenheid van 30 juni 2014, 2014-0000087456, ter stimulering van activiteiten die een duurzame bijdrage leveren aan het tegengaan van armoede- en schuldenproblematiek (Regulation from the State Secretary of Social Affairs and Employment to promote activities providing a sustainable contribution to combating poverty and indebtedness)

Web-link: <http://wetten.overheid.nl/BWBR0035291/2016-03-26/0>

## 2. National strategy (policy proposal); financial support by municipalities

Below you will find information on a [policy proposal](#) for 2017 in the area of combating poverty in households with children (only in Dutch). The government will make 100 million Euro available, through municipalities, for children (0-18 years) to prevent their exclusion. With this money children in poverty can go on school trips or can attend swimming lessons.

## 3. National strategy; education

Below you will find information on the regulation in the area of education and equal opportunities.

In chapters 3 and 4 inequality in education was emphasized. This is also described as a main challenge. On October 31 2016 the minister of Education, Culture and Science presented the action plan [Equal rights in education](#) (only in Dutch) in which measurements and the collaboration [Gelijke Kansen Alliantie](#) (Equal Rights Alliance) (only in Dutch) were presented. The minister is aiming for more equality by a better transition in education, investing in link-up programmes between education levels, and so on. The action plan will be implemented and evaluated between 2017 and 2019. Specific target groups have been identified in this action plan, for instance young people with disadvantages, who have little opportunity to continue their studies.

Type of document: Action plan

Time of introduction: 31 October 2016

Timeframe: 2017 – 2019

Name: Action plan Equal opportunities education

Web-link:

<https://www.rijksoverheid.nl/documenten/kamerstukken/2016/10/31/kamerbri...>

## Responsible authority

### 1. National strategy; poverty projects

Ministry of Social Affairs and Employment ([State Secretary](#) Klijnsma) (only in Dutch) is the responsible authority. The minister is the responsible actor for the evaluation of this regulation in 2020 ([Article 19](#)) (only in Dutch).

No further information was found on the integration of this regulation on poverty in any other strategy.

### 2. National strategy (policy proposal); financial support by municipalities

The ministry of Social Affairs and Employment is the responsible authority for this policy proposal. The Senate and the House of Representatives both still have to approve this proposal first.

### 3. National strategy; education

The ministry of Education, Culture and Science is the responsible authority. This action plan, however, is implemented by the actors in the Alliance Equal Opportunities. This Alliance is an open network that exists of and for professionals in and outside education. Together they can inspire and share knowledge. The action plan will be evaluated approximately in 2019 by the responsible ministry. As yet there is no further information about how it will be evaluated.

This action plan builds on existing policy. The past years the ministry of Education, Culture and Science invested in a good qualitative education system in the Netherlands

## Revisions/Updates

### 1. [National strategy; poverty projects](#)

This regulation did not undergo major revisions or updates.

### 2. [National strategy \(policy proposal\); financial support by municipalities](#)

The policy proposal has not been approved yet.

### 3. [National strategy; education](#)

This regulation did not undergo major revisions or updates.

## 4.4 Inclusive programmes for young people

### Programmes specific for vulnerable young people

In chapter 3 you can find programmes for vulnerable young people. [Learn2Work](#) (only in Dutch), for example, is a learning and working project supported by youth work. You can find more about this project in chapter 3.

Another policy measure is the [mbo card](#). The minister of Education, Culture and Science wants to promote that every student in vocational education has the opportunity to experience cultural activities. According to the minister, not every student is able to visit cultural institutions.

The programme 'Extraordinary Ordinary' ([Gewoon Bijzonder](#)) is an initiative of the Ministry of Health, Welfare and Sport. The implementation is being done by [ZonMw](#) (The Netherlands Organisation for Health Research and Development). This programme '[Gewoon Bijzonder Nationaal Programma Gehandicapten](#)' has a direct connection with the UN treaty and focuses on greater participation and empowerment of disabled people. This includes a focus on young people with disabilities. With this programme disabled people are, for example, enabled to work and learn. This programme was introduced in 2015 and has a timeframe of eight years.

### Appropriate education

The [Ombudsman for Children](#) (only in Dutch) (please see below for more information) published a report '[Werkt passend onderwijs?](#)' (Does appropriate education work?) (2015). In this report appropriate education is evaluated. The conclusions are as follows: It turns out that there are still children that do not get appropriate education in their schools; There are still children who stay at home for long periods of time. The Ombudsman for Children observed that appropriate education did not solve these problems. He emphasized that laws and regulations need to be adjusted and problems in schools should be solved.

## Funding

The [Ministry of Education, Culture and Science](#) funds the mbo card with € 1 million.

The programme Extraordinary Ordinary (Gewoon Bijzonder) receives € 8 million for the first four years, from the budget of the [Ministry of Health, Welfare and Sport](#).

There is no further information on the funding of these programmes.

## Quality assurance

The programme Extraordinary Ordinary [Gewoon Bijzonder](#) (only in Dutch) will have an interim evaluation in 2017. This is requested by the ministry of [Ministry of Health,](#)

[Welfare and Sport](#) and will be conducted by ZonMw. At the end of 2018 the programme will have a final evaluation. The monitoring of the projects continues until 2021.

## 4.5 Initiatives promoting social inclusion and raising awareness

### Intercultural awareness

In 2015 the [minister of Social Affairs and Employment](#) (only in Dutch) announced that a special team will be established at the Inspection of Social Affairs and Employment to tackle labour market discrimination. The team has the duty to research whether employers have a policy on discrimination. If this is not the case, employers are obliged to develop a policy against discrimination and can be fined if they do not comply.

On 31 May 2016 the [minister of Social Affairs and Employment](#) (only in Dutch) launched an anti-discrimination campaign. The campaign focused on the recruitment process of new employees. The campaign wanted to make employers and HR professionals aware of their subconscious prejudices and how these can be dealt with. The ministry of Social Affairs and Employment also launched the [website on discrimination](#). This website provides information for employers and schools. The picture below is an example of an anti-discrimination campaign ("Cross out discrimination"). It says "I did not get an internship" (Ik kreeg geen stage) and "Cross out discrimination" (Zet een streep door discriminatie).

### Young people's rights

The [Kinderombudsman](#) (Ombudsman for Children) (in English) is concerned with children between the ages of 0 and 18. It is an independent institute existing since 1 April 2011. The Ombudsman for Children provides advice to the government and Parliament regarding laws and policies that have an effect on children's rights. On November 8 2016 the [Ombudsman for Children](#) (only in Dutch) published a report about the situation regarding the transition of the social domain. This report is about the impact of the transition of the social domain on children. The Ombudsman for Children argues that municipalities and providers of youth care services should implement the Convention on the Rights of the Child.

A second, private initiative that fosters young people's rights was initiated by the [Kinderrechtencollectief](#) (Child rights collective) (only in Dutch) (please see paragraph 4.2). They published a website [www.kinderrechten.nl](http://www.kinderrechten.nl) ([www.rightsofachild.nl](http://www.rightsofachild.nl)) where a lot of information is can be found on law and rights.

### Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

In 2014 the ministers of Security and Justice and Social Affairs and Employment presented the [Actieprogramma Integrale Aanpak Jihadisme](#) (Action programme Integrated Approach against Jihadism) (only in Dutch). The goals of this Action programme are threefold:

- Protect the constitutional state
- Suppress and weaken the jihadist movement in the Netherlands
- Remove the breeding ground for radicalization.

In 2016 the Netherlands Youth institute published a report that was commissioned by the ministries of Health, Welfare and Sport and Security and Justice. This report is called the (Quickscan Radicalization) (only in Dutch) and research took place in 11 municipalities. This report relates how professionals and volunteers cope with (almost) radicalized young

people, how they observe these young people and what they do to prevent young people from radicalization.

The [minister of Education, Culture and Science](#) (only in Dutch) and the State secretary of Health, Welfare and Sport asked Naima Azough to be a special reporter to prevent extremism. Till the end of 2016 she will collect good examples and barriers. She will discuss her findings with experts, to enable the debate on this issue between youth care workers, social workers and education professionals.

## 4.6 Access to quality services

### Housing

In December 2015 a bill was submitted to the House of Representatives by the minister of [Security and Justice](#) (in English). The bill '[doorstroming huurmarkt](#)' (movement in rental housing market) (only in Dutch) extends the possibility for temporary tenancy agreements.

The [Rent law](#) (only in Dutch) first had provisions only for elderly people, disabled people and students. This new bill extends the scope with new tenancy agreements for PhD students, large families and young people. This [bill](#) (only in Dutch) has been accepted by the House of Representatives.

There is also a special [top-level measurement](#) (only in Dutch) for young people who are not able to live on their own. The target groups are:

- Young people under the age of 18 with no fixed abode.
- Young people who return to their own community after having stayed in youth care (for instance following a placement in care).
- Young people with mental disabilities.

In February 2016 a new Law (only in Dutch) entered into force that makes it possible for young people between 18 and 23 years to get a temporary tenancy agreement for a maximum of five years (with a possibility of two years extension). During this tenancy period young people will continue to be on the list of people seeking housing, which will increase their opportunity to get subsequent housing. The [Netherlands Youth Institute](#) (only in Dutch) presents a few examples of municipalities implementing this law. One of them is the municipality of Veenendaal which has a promotion fund for realizing affordable youth housing. It finances the subsidies of the Starters arrangement for initiatives. Recently an initiative was subsidized for building new houses for young people with autism, so they can have their own living rooms. For more examples, please visit the Netherlands Youth Institute website.

### Social services

On 23 February 2016, the Team [Tackling Youth unemployment](#) (only in Dutch) invited 20 young people to come up with ideas to develop measures against discrimination of young migrants. Team Tackling Youth unemployment will use the ideas of these young people in their measures.

Young people between 18 and 23 years old can get financial assistance for rent payment. This is called the [huurtoeslag](#) (extra rent allowance) (only in Dutch). This can be applied for when:

- The person lives together with a partner or co-occupant who also claims the financial assistance.
- The minimum rent is € 226,98 and the maximum is € 389,05 a month.
- The collective income is not more than € 29,325 a year.

## Health care

The [Youth Act](#) outlines the following about youth care. The care and support for children and young people is no longer part of the health care assurance. All treatments of children and young people up to 18 years are paid for by the municipality in which they live.

In the report of the [Ombudsman for Children](#) (only in Dutch) the Ombudsman points out that the access to youth care is not optimal. Most of the times children and their parents do not have any idea where they can get help. Or they have to wait too long for help and meanwhile the problems get worse.

For counselling and psychological services children and young people can approach the [Kindertelefoon](#) (Children's phone) (only in Dutch). They can use the on-line forum to find an answer to their question, but they can also talk over the phone with a volunteer or professional.

## Financial services

The Dutch government pays attention to the debt position of young people. The State Secretary of the ministry of Social Affairs and Employment in 2015 wrote in a [Kamerbrief](#) (letter to Parliament) (only in Dutch) that in the year before more than half of young people (18-27 years) were in debt. The policy of the government on access to credits is making young people more aware of the risks. It is precautionary and informative. Young people in a vulnerable position form a target group, but students are also at risk. They can get easy access to student loans. The State Secretary tries to make these students aware of the risks involved in high loans during their college years.

## Quality assurance

In 2016 the minister of [Housing and the Central Government Sector](#) (in English) writes in a [Letter to Parliament](#) (only in Dutch) that an evaluation of the 'Doorstroming Huurmarkt' Act will take place after five years. No information has been found for other inclusive services. However, please see paragraph 3.2 Policy monitoring and evaluation for more information.

The Ombudsman has an important role in monitoring the rights of children in the Netherlands. As you can read above the recently published report describes the observations.

Since the beginning of 2015, all Dutch municipalities are responsible for the whole range of care for children, young people and families in need of support and assistance. The transition relates to all types of services, including mental health provisions. The municipalities now manage a wide range of services for children and families, ranging from universal and preventive services to specialized - both voluntary and compulsory - care for children and young people from birth to 18 years of age.

The ministries of Health, Welfare and Sport and Security and Justice commissioned the evaluation of the Youth Act. [ZonMw](#) will guide the evaluation.

The evaluation will be conducted by a consortium existing of NIVEL, The Netherlands Institute for Social Research, Netherlands Youth institute, the Legal Faculty of the University of Leiden, and Foundation Alexander.



## 4.7 Youth work to foster social inclusion

### Policy/legal framework

Several governmental sources have been consulted, but no information has been found regarding national policies or legal frameworks on youth work. An expert on youth work from the Netherlands Youth Institute confirms the absence of a national policy. A lot of youth work happens at local level and in an informal way.

### Main inclusive Youth-Work programmes and target groups

The expert states that unfortunately there are no main youth work programmes on national level directed at vulnerable people. Most youth work happens at local level and in each municipality it is organized differently. The municipality provides subsidies to youth work organizations. The programmes at local level are directed at young people at risk. In the past youth work organized a lot of activities for young people at risk. This has changed, because now these young people themselves are expected to take the initiative. Youth workers have to stimulate them to take responsibility for themselves. The lectureship [Youth Spot](#) (only in Dutch) is an example of an existing cooperation between youth work, teachers, trainers and other practitioners. In this lectureship knowledge and practice meet and are used for research and innovation in education. Youth Spot aims to implement their projects in a mixed team of youth workers, teachers, researchers and students. In addition to this, Youth Spot provides workshops and lectures.

### Youth work providers in the field of social inclusion for young people

Scouting is the largest voluntary youth organization in the Netherlands. Please see chapter two for more information. Besides voluntary youth work there is also professional youth work involved in social inclusion of young people.

The main ways of evaluating youth work happen at local level. Professional youth work presents an offer to the municipality or gets an assignment from the municipality. The report *Jongerenwerk in beeld* (Youth work in the picture) of the Netherlands Youth Institute states that municipalities cooperate with youth work. The municipality uses the knowledge of youth workers regarding (vulnerable) young people. The report claims that there should be more clear arrangements between these two actors. It also states that interim consultations take place concerning the situation of young people in the municipality and whether reforms are needed.

### Training and support for youth workers engaged in social inclusion programmes

[Youth spot](#) (only in Dutch) has the aim to professionalize youth work. The lectureship develops education tools and describes methodologies. No other information was found on training and support for youth workers.

[Beroepsvereniging Jong](#) (only in Dutch) can be seen as a national Youth workers association. It aims to stimulate youth work in the Netherlands and to support youth workers.

The [Netherlands Youth Institute](#) (in English) is also engaged in training and support of social inclusion programmes by organizing meetings, workshops and publishing reports.

## Financial support

No information was found on financial support. This has been confirmed by the expert of the Netherlands Youth institute.

## Quality assurance

The quality assurance of youth work does not take place at national but at local level. According to the [Netherlands Youth institute](#) (only in Dutch) the child and youth work are heading towards professional registration (beroepsregistratie) within the Youth care Quality framework. This framework is useful to determine in which situations it is necessary to deploy a registered competent professional.

## 4.8 Current debates and reforms

On the annual Budget Day, every third Tuesday in September, the government announces its plans for the coming year. Here you will find brief outlines of the various [plans](#) (only in Dutch) for 2017.

The government wants to tackle poverty amongst children, because they all deserve equal opportunities. Secondly, the government will invest in equal opportunities in education and on the labour market. From 2017 young people aged 21 and above will get full minimum wage when employed.

The inflow of refugees is still an issue for debate, as you could read in the main challenges. The participation and integration of these groups of people still provide a challenge.

As last the government is focusing on prevention of radicalization of young people. They want to further accomplish social cohesion.

## 5. PARTICIPATION

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### Special feature

There are many ways in which young people in the Netherlands can participate and let their voice be heard in political and governance structures. Government aims to stimulate active citizenship of all youth. Young people have to be 18 years old to vote or become political representatives. The National Youth Council ([Nationale Jeugdraad](#) NJR) is a youth advisory board in which young people participate. There are youth councils at local level and youth councils in residential youth care institutions (Paragraph 5.3). The National Youth Council is subsidized by the Ministry of Health, Welfare and Sport and cooperates with them.

### Highlights

Participation and active citizenship of young people is stimulated through formal, non-formal and informal learning. Some municipalities have a youth mayor or a youth council in which children of 12 to 18 years can voice their ideas and wishes. Social and civic competences are being stimulated. The action committee LAKS voices the opinions of high school students. All vocational education institutes, universities of applied sciences and universities have student councils. There are partnerships between formal education providers, youth organizations and youth work providers. The central objective of the [Foundation Weekendschool](#) is to inform and motivate young people to help them broaden their perspective, increase their confidence and strengthen their ties with Dutch society (Paragraph 5.7).

### 5.1 General context

#### Definitions and concepts

##### Social domain

The Netherlands is a [constitutional monarchy](#) a decentralized unitary state with a parliamentary system. Since January 1<sup>st</sup> 2015 the social domain has been decentralized. This means that municipalities are now responsible for the social domain, which includes youth care (see par 1.2).

##### What is youth participation?

Youth participation is the active engagement of young people. Three ways of youth participation can be distinguished:

**Vertical youth participation** (formal) – youth is formally involved in decision-making processes. This happens by means of voting, political membership, through youth councils and student unions. This occurs on international, national, local, community and institutional level. In this chapter the majority of information concerns vertical youth participation.

**Horizontal youth participation** (informal) – the participation of youth in sports, school, creative activities, etc. This happens mostly through voluntary activities. More about this type of youth participation can be read in chapter 2. Voluntary activities.

**Diagonal youth participation** (formal/informal) – this is a mixture between vertical and horizontal youth participation. Informal ways of youth participation are used to give young people a say in their daily environment.

##### Client participation

A key principle of the Youth Law is based on the ability and strength of clients to give direction to their lives and to solve problems independently as much as possible . Care

professionals can provide support when needed. More about client participation can be found in paragraph 5.4.

## Institutions of representative democracy

At the [national level](#) (in English) the King is the head of the Dutch state and forms the government together with the ministers. King Willem-Alexander has been the head of state of the Kingdom of the Netherlands since 2013. The Prime Minister is head of the Cabinet (Ministers and State Secretaries).

The [Parliament](#) (in English) consists of a Senate and a House of Representatives. It monitors the government and is responsible, with the government, for enacting legislation. Legislation only becomes effective after it has been passed by Parliament. The government and individual ministers are accountable to Parliament. The Netherlands has a multiparty system. Every four years a new Parliament is chosen.

At the [regional level](#) (in English) the [Netherlands](#) has 12 provinces that represent the administrative layer between [national government](#) and [the local municipalities](#), carrying responsibility for matters of subnational or regional importance.

The government of each province consists of three major parts:

- Provinciale Staten ([States-Provincial](#)) is the provincial Parliament elected every four years. The number of members varies between 39 and 55 (as of 2015), depending on the number of inhabitants of the province. Being a member is a part-time job. The main task of the States-Provincial is to monitor the work of the provincial government.
- Gedeputeerde Staten ([Provincial-Executive](#)) is a board elected from the members of the States-Provincial charged with most executive tasks. Each province has between three and seven deputies, each with their own portfolio. The task of the Provincial-Executive is the overall management of the province.
- The Commissaris van de Koning ([King's Commissioner](#)) is an official appointed by the Crown who presides over the States-Provincial as well as over the Provincial-Executive. The Commissioner is appointed for a term of six years, following which reappointment for another term is possible.

At the regional level Dutch municipalities have the right to cooperate with each other. This so-called [Gemeenschappelijke Regeling](#) (Joint Arrangements Act) (only in Dutch) is a regulation between the municipalities. This can be used for joint action on any matter for which municipalities have authority.

At the [local level](#) (in English) the municipal council and the size of the municipal council depend on the number of inhabitants of the municipality: the maximum is 45 seats (large cities) and the minimum is 7 seats as in the smallest municipalities. The municipal council supervises the College van Burgemeester en Wethouders (municipal executive board i.e. mayor and aldermen), questions, criticizes and opposes when necessary and expedient. And if the municipal executive board does not do what (the majority of) the council wants, the council can send the entire municipal executive or an individual alderman home.

For more information on the institutional representatives of the Netherlands please visit the website of the [Vereniging van Nederlandse Gemeenten](#) (VNG) (The Association of Dutch Municipalities) (only in Dutch). The Association of Dutch Municipalities is a public agency and represents the interests of all Dutch Municipalities.

The [Kieswet](#) (Electoral law) (only in Dutch) contains the main legal principles concerning the elections. These legal principles are divided into national, province and local:

**National:** The [Tweede Kamer](#) (The [House of Representatives](#)) (only in Dutch) has 150 members, elected for a four-year term. Elections are also called after a dissolution of the House of Representatives. All elections are [direct](#), except for the [Eerste Kamer](#) ([Senate](#))

(in English), which has 75 members, elected for a four-year term by provincial councillors on the basis of proportional representation at the provincial elections. Voting is not compulsory (in English).

- The voter must possess Dutch nationality
- The voter may not be debarred from voting

**Province:** The members of the [provincial council](#) are elected directly once every four years. Voting is not compulsory.

- The voter must be a resident of the province concerned on election day
- The voter must possess Dutch nationality
- The voter may not be debarred from voting

**Local:** In the Netherlands, elections for the [municipal councils](#) (only in Dutch) take place once every four years. Voting is not compulsory.

- The voter may not be debarred from voting
- The voter must have been a resident of a Dutch municipality on nomination day, as evidenced by the [Basisregistratie Personen](#) (Basic Registry Persons) (only in Dutch)

The [Kiesraad](#) (Electoral Council) (in English) has an overview of the elections of the Tweede Kamer (House of Representatives). The votes are cast as follows:

- Polling stations are open from 7.30 a.m. to 9.00 p.m. Only special polling stations may open their doors at an earlier time. No station may be open after 9.00 p.m. As many polling stations as possible, but no fewer than 25% of the total number, must be in buildings accessible to voters with physical disabilities and be in a location that is easy to reach for such voters.
- Everyone who is eligible to vote will receive an invitation to cast their vote by mail at their home address no later than fourteen days prior to Election Day. This invitation includes their poll card. The poll card allows the voter to cast their vote in the polling station of their choice within the municipality's borders. Holders of a voter card may cast their votes in any municipality in the Netherlands.
- Voters unable to cast their vote in person on Election Day may have their vote cast by proxy. In the Netherlands it is possible since 1928 to vote by proxy (in Dutch: stemmen per volmacht) for example for citizens who are unable to vote in person, because they are on vacation abroad, ill or in custody. There are two ways of voting by proxy: by handing over the poll card, which is signed by both voters. The voter who has the proxy will have to show his ID and a copy of the ID of the person he votes for by proxy. Or by written request, until five days before the voting day, and addressed to the mayor of the municipality in which the voter is registered.
- All voters casting their vote must show identification. Any such identification may not have been expired by more than five years.

For more information about the Dutch elections please visit the website of [Kiesraad](#) (Electoral Council) (in English). The Electoral Council consists of seven members. These members are appointed by Royal Decree for a period of four years, and can be reappointed twice. They are appointed on the basis of their expertise in giving advice on the Election Law and elections.

## 5.2 Youth participation in representative democracy

### Young people as voters

The age limit for voting is 18. At this moment there are no plans to lower the age of voting and there are no special provisions for young people in the electoral law and rules.

The turnout of young people in the [national elections](#) in 2012 was 71%. The age range of these voters was between 18-25 years. The overall population turnout was 74,6% in 2012.

In the latest national elections of March 2017 the [overall population turnout](#) was 89,1%, which was the highest turnout since 1989. [Statistics Netherlands](#) published about the outcome of the national elections in March 2017: 'Political commitment in the Netherlands' ([Politieke betrokkenheid in Nederland](#), CBS, December 2017). Political participation by voting has risen compared to the years before. An important incentive for political participation is interest in politics. One of the outcomes is that the youngest voters (18-25 years) are more political active eg. in demonstrations and campaigns compared to people of 65 years and up, but they vote less often.

The latest elections for the municipal councils were held in March 2018, with an overall population turnout of 55%. The elections for the European Parliament in May 2014 had an overall turnout of 37,3%. No information could be found on the turnout of young people in these latest local and European Parliament elections.

## Young people as political representatives

Following the [constitutional reform](#) of 1983, the minimum age to become eligible as a member of the Tweede Kamer (The House of Representatives) was decreased to 18 years. There is no quota of seats reserved for young people. Almost every political party has a youth wing of which young people between 14 and 27 years can become members.

Examples are:

- [ROOD](#) (RED) (only in Dutch) is formally affiliated with the Socialistische Partij (SP) (Socialist Party) and is dependent upon the political party.

De [Jongeren Organisatie Vrijheid en Democratie](#) (The Youth Organization Freedom and Democracy) (only in Dutch) is formally affiliated with the Volkspartij voor Vrijheid en Democratie (People's Party for Freedom and Democracy) but is independent.

More information about Dutch political youth wings can be found on the website [parlement.com](#) (only in Dutch). The age range of the members of the [Tweede Kamer](#) (House of Representatives) (only Dutch) varies from 31 to 66 years.

## 5.3 Youth representation bodies

### Youth parliament

In the Netherlands there is no youth parliament at national level.

### Youth councils and/or youth advisory boards

#### At local level and within youth help and care institutions

Various youth councils exist at local level, e.g. the Youth council in the municipality Goes ([Jongerenraad](#) in Goes) (only in Dutch). Almost all residential youth help and care institutions have a youth council, e.g. the Youth council of youth help organization Cardea ([Jongerenraad Cardea](#)) (only in Dutch) that provides services in 4 municipalities. These youth councils work together in the Youth welfare council ([Jeugdwelzijnsberaad](#)) (only Dutch), the largest platform of youth councils in youth help organizations in the Netherlands.

#### National Youth Council

The [National Youth Council](#) (Nationale Jeugdraad NJR) is a youth advisory board in which young people participate. More information:

- Structure

The National Youth Council is an umbrella organization of youth councils for young people between 12 and 30 years. It was established in 2001 after an [official letter](#) (4 July 2001)

(only in Dutch) from the State Secretary to the House of Representatives (Tweede Kamer). In the letter the cabinet advises to start a national youth council, because of the importance to improve youth participation. The State Secretary states: *“Youth participation gives the opportunity to children and young people to think along and join in the conversation. It is an instrument to better involve youth in society and let them take responsibility. Youth participation is an end not a means. The National Youth Council can be an important link in youth participation policy.”*

The National Youth Council is not part of the Dutch constitutional structure, but is supervised by the [Ministry of Health, Welfare and Sport](#) and cooperates with this ministry.

- Composition

In 2018 the board consists of 7 people. Their age ranges between 21 and 24. Candidate members can apply for a position in the board by sending an e-mail to the organization. The sitting board is not involved in the selection of new members. The National Youth Council is an alliance of 40 youth organizations. They select the board and the 8 youth representatives [jongerenvertegenwoordigers](#) (only in Dutch). Youth representatives form the link between young people and (political) institutions. They seek out opinions and ideas of young people and discuss them with policy makers.

- Role and responsibilities

The objective of the National Youth Council is to stimulate and support youth participation at the national and local level. On an international level the National Youth Council also has an important role to provide youth representatives in European bodies and the United Nations. Youth representatives represent the voice of Dutch young people at the General Assembly of the UN, the European Union, UNESCO and the Climate and Sustainability Conferences.

The Youth Council also advises national as well as provincial and local governments and other relevant organizations on youth policy.

- Funding

The National Youth Council receives public funding from the central level (Ministry of Health, Welfare and Sport). The board of the National Youth Council is financially accountable to this ministry.

In the external evaluation report ‘Children’s rights and youth participation: two pillars of youth policy’ ([Kinderrechten en jeugdparticipatie: twee pijlers van jeugdbeleid](#)) (Timmerman, M.C. & Nijdam, F.) (2016) it was concluded that the National Youth Council saw possibilities to execute its main tasks even after the transformation in youth help and care in 2015, although the relation between tasks on national level and local level and the role and responsibility of the ministry were still unclear at that time.

## Higher education student union(s)

### [National Students Union \(Landelijke Studentenvakbond LSVB\)](#)

- Structure

The National Students Union has been an important representative of Dutch students in higher education since 1983. The local student unions wished to have a voice at the national level and this gave rise to the establishment of the LSVB. The local unions play an important role. They are the representatives of students and they identify problems that must be addressed at the national level. The local unions also decide on policy through the General Assembly of the National Students Union.

The National Students Union has regular discussions with spokespersons in the education field from [the Senate](#) (in English) and [the House of Representatives](#) (in English) and with civil servants at the Ministry of Education, Culture and Science. For many years the

National Students Union has been an official interlocutor in the Studentenkamer (Students room). The Studentenkamer is a public consultation between the Minister of Education and LSVB and ISO (see below). The LSVB also meets with educational institutions, de [Vereniging Hogescholen](#) (the Association of Higher Education) (only in Dutch) and de [Vereniging van Nederlandse Universiteiten](#) (VSNU) (the Association of Dutch Universities) (in English).

- Composition

There are five student members in the board. They work fulltime and receive an administrative grant (Page 14, only Dutch) of €1,650 per month before taxes for their activities. The board members are responsible for the policy of LSVB. In addition to the board a team of volunteers is active. The National Students Union has 18 paid staff members and a few interns. Interested students can apply for a position on the board by sending an e-mail to the organization. They are also required to send a draft opinion article written from the perspective of LSVB. The selection committee is responsible for the distribution of functions.

- Role and responsibilities

The National Students Union represents the interests of students in higher education. They are active in a wide range of [themes](#) (only in Dutch) that affect students. A few examples are: Onderwijskwaliteit (Quality of education), Huisvesting (Housing of students).

- Funding

The LSVB is subsidized by the Ministry of Education, Culture and Science. Information is not available on the amount of funding they receive.

*[ISO \(Interstedelijk Studenten Overleg\)](#) (in English)*

- Structure

In 1973, the [Interstedelijk Studenten Overleg](#) (ISO) (Dutch National Students Association) (in English) was founded in Amsterdam as a national umbrella organization for five university student councils from different cities in the Netherlands. These students felt the need to discuss affairs and exchange information with fellow student council members from other cities. It represents the interests of students in the Netherlands. Like the LSVB, ISO regularly meets with spokespersons of the [Ministry of Education, Culture and Science](#), political parties and the [Vereniging van Nederlandse Universiteiten](#) (VSNU) (Association of Dutch Universities) (in English).

ISO has [35 member organizations](#), together they represent about 700,000 students in higher education. These organizations are local students groups, councils and unions of universities and universities of applied sciences. Together they form the General Assembly, the highest body.

- Composition

The [board](#) consists of 5 members and is responsible for the policies of ISO. ISO has 9 staff members which help the ISO on several topics. There is no information on the age range of the board.

- Roles and responsibilities

[ISO](#) (in English) represents the interests of students in all universities and universities of applied sciences. It aims to make sure that education is accessible for all people who are motivated and have the intellectual capacities to complete an education, regardless of socio-economic and financial background. The board consults with students, politicians and the Ministry of Education, Culture and Science.

- Participation



ISO aims to strengthen the role of students in participation. It provides information to students about their legal rights and obligations and where they can find this information in legal documents. ISO also provides information about the status of students' participation in the Participation monitor ([Medezeggenschapsmonitor](#)) (only in Dutch), after a framework for better student participation was initiated by ISO following a letter in 2013 on the subject by the Minister of Education.

A new Law on strengthening administrative power (Wet versterking bestuurskracht) came into force as of 1<sup>st</sup> of September 2017, according to the [official announcement \(327\)](#) (only in Dutch).

- Funding

ISO is subsidized by the Ministry of Education, Culture and Science. Information is not available on the amount of funding they receive.

### ***Jongeren Organisatie Beroepsonderwijs (JOB) (Youth Organisation Vocational Education) (in English)***

- Structure

JOB was founded in 1999 by the [Landelijk Actie Komitee Scholieren](#) (LAKS) (National Action Committee Students) (only in Dutch). See below for more information about LAKS. JOB is active at national level, but is not part of the Dutch constitutional structure.

- Composition

The [board](#) consists of 5 members. JOB has also 6 [policy officers](#). There is no information about the age range of the members.

- Role and responsibilities

[JOB](#) (only in Dutch) is only for students in secondary vocational education. They represent the interests of these students, but also act as an advisory and support office. The board consults with politicians and with the Ministry of Education, Culture and Science on issues that matter to students. Two examples of how JOB represents the interests of students:

- In 2016 JOB worked together with the foundation Cultural Youth Passport ([stichting Cultureel Jongerenpaspoort CJP](#)) (only in Dutch) to make a culture card (cultuurkaart) available to secondary vocational education students. With this card vocational education students also are entitled to fee reduction for visiting museums and all kinds of cultural events in the whole country.
- In 2010 JOB started the project 'Your decision is included' ('Jij Beslist Mee'), to stimulate participation of students in vocational education. In March 2011 this resulted in the obligation of all vocational education institutions to have a working Central Students Council (Centrale Studentenraad CSR). This gives vocational education students the opportunity to participate and have a voice in the Boards of Schools.

- Funding

JOB is subsidized by the Ministry of Education, Culture and Science. Information is not available on the amount of money they receive.

## **School student union(s)**

### ***Landelijk Actie Komitee Scholieren (LAKS) (National Action Committee Students) (only in Dutch)***

- Structure

In 1984, [LAKS](#) (only in Dutch) was founded in Amsterdam by a few pupils to improve the legal status of pupils in secondary education. Thanks to LAKS it became mandatory by

law that all schools have a student charter. This was achieved in 1993. LAKS is active at the national level and is highly independent.

- Composition

The [board](#) consists of 7 members. The members are all pupils in secondary education. The age range is between 15 and 17 years. For the establishment of a new board the [selection committee](#) selects the new members. After selecting new members the selection committee presents them at the spring assembly.

- Role and responsibilities

LAKS represents the interest of pupils in secondary education. Pupils can reach LAKS if they have questions concerning secondary education. Exam candidates in secondary education can call the [eindexamenklachtenlijn](#) (exam complaints line) if they have questions or complaints about the conditions of their examination.

- Funding

LAKS is subsidized by the Ministry of Education, Culture and Science. Information is not available on the amount of funding they receive.

## Other bodies

There are no other bodies of participation.

## 5.4 Young people's participation in policy-making

### Formal Mechanisms of Consultation

There are no formal mechanisms of consultation. Most of the consultation takes place in an informal process. The only formal mechanism of consultation is the legal framework which encourages student's participation in their educational institution. This is discussed in paragraph 5.7 Non-formal and informal learning.

At the top level, mostly by the Ministry of Health, Welfare and Sport, young people are being involved in consultations on topics that concern youth, but there is no law regulating this. The consultation by other Ministries is very limited, according to the director of the National Youth Council. The Ministry of Health, Welfare and Sport is now focussing on youth participation at local level so that measures or policies can be proposed if needed. Because of the decentralization of the social domain including youth policy and services, all municipalities are responsible for their youth consultation. But the degree of attention for youth participation in decision-making processes varies between municipalities.

A problem that municipalities encounter is how to stimulate youth to participate in decision-making processes. The Dutch municipalities are, however, required to monitor the transition of the youth domain. The [Vereniging van Nederlandse Gemeenten](#) (VNG) (Association of Dutch Municipalities) reports that in 2016 municipalities must work with client experiences studies Youth and the Wet Maatschappelijke Ondersteuning (WMO) (Social Support Act). The outcome of this research provides an indication of the quality of help and support within the Social Support Act and the Youth care Act.

### Client participation

A key principle of the Youth Law is based on the ability and strength of clients to give direction to their lives and solve problems independently as much as possible. Care professionals can provide support when needed. In line with this principle and bearing in mind the explanation of the Youth Law, it is stated that adolescents and parents are given more influence on the quality of care being offered to them. The underlying idea is

that the influence of clients is necessary to organize appropriate care that meets the wishes and needs of clients and their social environment.

The extent to which the participation of clients is successful is strongly depending on the attitude of managers and professionals of youth care institutions. Also a shared view and vision on client participation and the way to carry this out are important factors.

#### Other Mechanisms

The [Monitor Transitie Jeugd](#) (Transition Youth Monitor) (only in Dutch) is an initiative of six client organizations. These client organizations represent the participation and advocacy of clients in all relevant youth and family services, such as youth help, care for youth with physical and intellectual disabilities, chronic illness or mental disorders, and in education. This monitor, launched in January 2015, conveys signals of parents and young people concerning the changes in the field of youth, youth protection and juvenile probation to local interest groups, municipalities and government. The combination of signals from parents and young people provides valuable information for improving policies. Another level of mandatory consultation concerns youth care. The Youth Law (2014) ([Jeugdwet](#)) (only in Dutch) prescribes the consultation of youth in youth care.

#### **Youth councils**

At the national level a few important councils play a role in consulting young people. As mentioned in chapter 3 Employment and Entrepreneurship, the FNV Young (FNVJeugd), a youth trade union, has a seat in the Social and Economic Council (Sociaal-Economische Raad SER). In this position FNV Young can advise top-level institutions on behalf of young people. Another council is the National Youth Council ([Nationale Jeugdraad](#) NJR) (for more details see 5.3.1), which represents youth interests at the national and local level. The National Youth Council can be seen as a [policy instrument](#) to achieve youth participation. This was one of the goals when this council was established. An example of activities organized by the National Youth council is the National Youth Debate ([Nationaal Jeugddebat](#)) (only in Dutch) that was held in 2016. It took place in the House of Representatives (Tweede Kamer) where young people under 18 met with Dutch politicians. The dialogue concerned topics of interest to young people. The politicians can subsequently consider including the wishes of young people in their policy choices.

The main methods for consulting young people vary at the national and local level. There may be more focus on participation within ministries and municipalities. The actors mentioned above can have some influence on activities, for instance through the National Youth Debate.

A good example is the [Platform Onderwijs2032](#) (only in Dutch) in which the future of the Dutch education system was discussed with a view to a better connection with the labour market. The director of the National Youth Council stated that this consultation process was helpful. The National Youth Council was asked for its view and the director claims that their perspectives were taken into account and their input will be used.

#### Youth participation at local level

At local level young people can participate in the municipal council meetings and debate topics that interest them. According to the director of the National Youth Council there is a problem with representation. Disadvantaged young people often participate less, so the outcome is not representative for the whole group of young people. The National Youth Council is cooperating with municipalities to design a consultation structure to tackle this problem.

A good example of a consultation method can be found in the municipality of Schiedam: The Little Embassy ([De kleine Ambassade](#)) (only in Dutch) is a foundation with several projects on child and youth participation and consultation. The foundation has organized a children's town council. This was a first in the Netherlands. Children are invited to give advice to the municipality in different policy areas.

## Actors

The following actors are involved in the mechanisms of consultation. However, according to the director of the National Youth Council, participation of youth is done on the basis of themes such as sustainability etc.

Youth actors:

- [The National Youth Council](#) (only in Dutch)
- [Jeugdwelzijnsberaad](#) (Youth welfare council) (only in Dutch); is an exchange between youth councils of youth care institutions in the Netherlands.
- [Jongerenraad](#) (youth council) (only in Dutch); According to the Jeugdwet (Youth Law) (in art 4.2.4 Youth law) Dutch youth care institutions are required to have a youth council. Student council (primary education and secondary vocational education); As of March 1, 2011, every school is required to have a central student council. This happens at local level.
- [Taskforce Kindermishandeling](#) (Taskforce Child abuse) (only in Dutch). The Ministry of Security and Justice together with the Ministry of Health, Welfare and Sport have developed the Taskforce Child abuse to redirect the approach of child abuse.
- [Het Landelijk Actie Komitee Scholieren](#) (LAKS) (National Action Committee Students) (only in Dutch).
- [FNV Young](#) (please see chapter 3 Employment and Entrepreneurship) (only in Dutch)
- [CNV Young](#) (please see chapter 3 Employment and Entrepreneurship) (only in Dutch)

Specific target groups:

- The Ministry of Health, Welfare and Sport does no longer have a policy focusing on specific target groups such as immigrants.

The National Youth Council, however, does focus on immigrants and concerns itself with young disadvantaged people. The programme of the National Youth Council is a success with this target group because they participate actively.

Public authorities:

- The municipalities are the key public authorities in youth consultation processes.
- Additional stakeholders:
- Schools can play a role in consulting young people. As mentioned above, all vocational and secondary vocational school are required to have a student's council.
- Youth foundations such as The Little Embassy ([De Kleine Ambassade](#)) and Raaz culture participation in the municipality of Zaanstad ([Raaz Zaanstad](#)) (only in Dutch) provide a link between the municipality and young people. Through their activities young people have an opportunity to participate.

## Information on the extent of youth participation

The Ministry of Health, Welfare and Sport is collecting data on young people's participation. The ministry has commissioned the task to [Verwey-Jonker Instute](#) (in English), a research institute, to collect data on youth participation and consultation on local level. The new Youth Act calls on municipalities to involve young people in decision making processes. The Ministry wants an evaluation of the state of affairs and wants to know what kind of problems municipalities encounter. The first results of this research were presented on 2 June 2016 by the researchers. At this meeting they presented a few good practices, such as the activities of The Little Ambassade and [Raaz Zaanstad](#) (only in Dutch) in the municipality Zaanstad. Raaz supports young people wishing to set up a local initiative. Raaz also has a youth advisory council that advises the municipality on policy issues. In September 2016 the study '[De staat van jeugdparticipatie in Nederland 2016](#)' (The state of youth participation in the Netherlands 2016) (only in Dutch) was published by Verwey-Jonker Institute.

## Outcomes

The research conducted by Verwey-Jonker Institute included a questionnaire in 122 municipalities. Some findings:

- From 2015, after the transition of the social domain, more budget has become available for youth participation, especially in municipalities with more than 50.000 inhabitants.
- Municipalities that involve young people in designing or implementing public policies have doubled; from 40% in 2009 to 73% in 2016.
- The percentage of municipalities that involve young people in youth care has increased from 13% in 2012 to 52% in 2016.
- Part of the municipalities that still are not involving young people in youth participation, do have the intention to arrange this. But because of the transition in the social domain the municipalities needed to focus on this first.
- There are differences in the size of municipalities. Small municipalities are often less active and have less budget than larger municipalities.
- More municipalities are designing youth participation at a higher level. This means that young people have a real voice in it; participation and stimulating own initiative.
- As in 2009, youth participation shaped by a group of youth representatives in municipalities and by organizing panels or debates.
- Social media are used more frequently now to reach the target group.

For more results please read the study '[De staat van jeugdparticipatie in Nederland 2016](#)' (The state of youth participation in the Netherlands 2016) (only in Dutch).

## Large-scale initiatives for dialogue or debate between public institutions and young people

[Idebate](#) is a large-scale initiative for young people who are difficult to reach. Idebate organizes debates at national and international level. It aims to promote mutual understanding and respect and to strengthen democracy worldwide. It does this by encouraging local debate and active citizenship through debate trainings and organizing (inter)national debate exchanges.

## 5.5 National strategy to increase youth participation

### Existence of a national strategy to increase young people's political and civil society participation

There is no national strategy to increase the political participation of youth. However, as mentioned above (in 5.4.3), the Ministry of Health, Welfare and Sport is researching the state of affairs in municipalities. The Ministry will take measures on the basis of these findings. Although there is no national strategy, the Ministry of Health, Welfare and Sport is concerned with youth participation. The establishment of the National Youth Council in 2001 and the Ministry's cooperation with it shows that it strives to increase youth (political) participation. According to the director of the National Youth Council, the Ministry of Health, Welfare and Sport is open to new ideas, but the outcome of their input is not always visible. The Ministry does involve the Council in a lot of issues, which is hardly the case within other Ministries. The National Youth Council, however, strives for even better youth participation that should be included in a national strategy.

## Scope and contents

## Responsible authority for the implementation of the strategy

## Monitoring and evaluation

## Revisions/Updates

## 5.6 Supporting youth organisations

### Legal/policy framework for the functioning and development of youth organisations

There is no legal/policy framework for the functioning and development of youth organizations.

### Public financial support

The funding of community-based organizations differs. Usually the province and municipality provide subsidies to organizations or initiatives. For example the Municipality of Rotterdam financially supports the [Buddy project](#) (only in Dutch). Another example is the [Oranje Fonds](#) (Orange Foundation) (only in Dutch). The Orange Foundation financially supports social initiatives for youth such as buddy projects, thus promoting contact and communication between groups of people. The [Erasmus+](#) programme also offers an important opportunity for Dutch organizations and young people to access funding for education, training, mobility and volunteering (for this last subject, also see Chapter 2. Voluntary activities).

### The types of activities that are supported

The types of activities vary from cultural to educational. But there is also a focus on activities for young people that should result in paid jobs. The [Buddy project](#) (only in Dutch), mentioned above, is an example. It is a cooperation between municipalities in the region Rijnmond (the region of the river Rijn estuary, near Rotterdam), and the employment agencies Randstad and Unique. This project originated from the [Regionale Aanpak Jeugdwerkloosheid](#)(2014) (Regional Approach Youth unemployment) (only in Dutch) and supports unemployed youth to find a job.

A second type of activity is Scouting Netherlands (See chapter 2). Young people can meet and become involved in projects.

### Initiatives to increase the diversity of participants

Scouting Netherlands has developed an initiative that stimulates the participation of [refugee children](#) (only in Dutch). In 2012, the [Oranje Fonds](#) (Orange Foundation) (only in Dutch) for their programme Kansen voor jongeren (Chances for youth), selected twenty volunteer initiatives that focused on early school leavers from 18 to 23 years.

## 5.7 “Learning to participate” through formal, non-formal and informal learning

### Policy Framework

In 2003 the [Onderwijsraad](#) (Education Council) (only in Dutch) proposed to implement citizenship in a legal framework. This advice was conducted by the Ministry of Education,

Culture and Science. The Onderwijsinspectie (Inspectorate of Education) has a monitoring function in this field. There is a policy framework regarding social and civic competences, but the educational institutions are free to work out these subjects at their own preference.

An [examination of the Inspectorate of Education](#) (only in Dutch) led to a few important conclusions that should be mentioned here. Firstly, generally the schools score positive in the field of social and civic competences. But, secondly, there are schools that do not work very purposefully towards achieving social and civic competences.

Because of this the State Secretary answers in the [Kamerbrief](#) 2016 (only in Dutch) (Letter of the House of Representatives) that he will investigate this and will ask for advice. This all has resulted in a Platform called [#Onderwijs2032](#) (only in Dutch) (#Education2032).

More information on this Platform can be found on their website: [www.onsonderwijs2032.nl](http://www.onsonderwijs2032.nl)

This [advice](#) (only in Dutch) in #Onderwijs2032 (#Education2032) is based on societal dialogue, the current Dutch Education field, international examples and scientific insights. At the request of the Platform, the [OECD](#) has also written papers on four themes:

- Knowledge and skills for learning and working
- Social tools
- Personal development
- Principles for designing a curriculum

### **What framework of reference for social and civic competences is used and which target groups are defined**

In 2003 [the Onderwijsraad](#) (Education Council) suggested to legally establish citizenship. The advice *Onderwijs en Burgerschap* (Education and citizenship) was implemented in 2003. In 2004 the Education Council aimed to bring European Citizenship to the attention of the general public.

In secondary education knowledge of Europe is a key subject. After having implemented the law, the minister of Education, Culture and Science asked for an evaluation. In 2011 the Education Council examined in which ways schools can be supported in their civics education tasks. With the report of the Inspectorate of Education, these conclusions resulted in the Platform #Education2032.

Please see previous section for information on this platform.

No specific target groups have been defined. The publication of the [Onderwijs Inspectie](#) (Inspectorate of Education) (only in Dutch) focuses on all pupils. However, they do mention that increasing these competences will help a specific group such as non-Dutch children to overcome some disadvantages they have.

## **Formal learning**

The [Inspectorate of Education](#) (Inspectie van het Onderwijs) in its report '[The State of Education in the Netherlands 2013/2014](#)' (De Staat van het Onderwijs: Onderwijsverslag 2013/2014) reports that most schools meet the minimum requirements for civics education. But there is little development in civics education. Schools have the freedom to fill in their own curriculum with regard to civics. There is hardly any information in laws and regulations about the content of civics education. Teachers and school directors indicate that there is little to support civics in the formal education curriculum. In 2015 the [Inspectorate of Education](#) (Inspectie van het Onderwijs) reported that the way in which schools interpret civics education meets the minimum legal requirements in most schools. However in the upper secondary education most schools have insufficient knowledge of pupils' progress, if any, on the subject and do not know enough about where pupils stand and how they develop concerning this subject.

With regard to this, the State Secretary responded to the Letter of the House of Representatives ([Kamerbrief](#)) (only Dutch) number 2015Z07022 as follows: "This issue is sent to Platform #Education2032." ([#Onderwijs2032](#)) (only in Dutch).

It is difficult to say whether citizenship is a separate subject or integrated in curricula. As mentioned earlier, schools have the freedom to give substance to this themselves, but citizenship has to follow the legal frameworks.

According to a news item of the Inspectorate of Education of April 2015 ([Nieuwsbericht | 10-04-2015 | 00:00](#)) (only in Dutch) there is a focus on children's social development. It is acknowledged that social and societal competences prevent school dropout, stimulate learning and lead to more job opportunities. These competences are important for good coping strategies in society, and are crucial for a democratic society.

Other main learning objectives are to developing knowledge of topics such as political and societal citizenship. There is also a focus on subjects that concern citizenship, such as solving conflicts and using arguments to debate issues.

## Non-formal and informal learning

There is no national law or regulation on non-formal or informal learning. The Ministry of Education, Culture and Science focuses on topics related to formal learning, such as the quality of education. Municipalities, however, can support organizations providing activities that stimulate non-formal or informal learning.

However, top-level policy regulations or guidelines exist requiring or encouraging pupils' and students' participation in decision-making in their educational institutions. This is also the only formal regulation in the field of youth participation.

- In higher education and universities, participation in decision-making is required by law. These rules can be found in de [Wet op Hoger Onderwijs en Wetenschappelijk Onderzoek](#) (WHW) (the Law on Higher Education and Research) (only in Dutch). [Artikel 9.37. lid 1](#) (only in Dutch) of this law states the following rule: If a university has more than one faculty, every faculty has to have a faculty council in which students participate.
- In secondary education a pupil's council is not required by law. Pupils over 13 years can join the representative advisory council.
- In secondary vocational education a students' council is required by law since 2010. In 2010 the [Wet educatie en beroepsonderwijs](#) (Law on education and vocational education) (only in Dutch) was modified and accepted this new framework.

[The Landelijk Actie Komitee Scholieren](#) (LAKS) (National Action Committee Pupils) (only in Dutch) made a manual for schools. This manual is a roadmap with information on how to set up a student's council. LAKS gives also trainings to student's councils on how to plan and hold meetings.

## Measures to encourage student participation in the local community and wider society

In chapter 2 you can find information about the provisions that form a part of national curricula to take part in activities serving the community outside school. This information in chapter 2 is about the maatschappelijke stage. Since August, 1 2014 this is no longer mandatory in secondary education.

Since 2018 the government is developing a so called social service ([Maatschappelijke diensttijd](#)). The social service offers time and space in which young people work for someone else and discover and develop their own talents. It is also an opportunity to gain experience and perhaps get a clearer picture of future perspectives. Social service also offers the opportunity to bring people from different backgrounds and ages closer together.



### **Recent national or large-scale policy initiatives and programmes giving pupils/students the opportunity to participate in citizenship-related activities/projects outside school.**

The projects of [Erasmus+](#) give pupils and students opportunities to participate in citizenship-related projects outside of school. Other examples of citizenship-related activities are organised locally or regionally. For example in the municipality of Amsterdam there is a participation project named [VoorUit](#) (Forward) (only in Dutch). In exchange for housing students provide social work for 10 hours per week in the neighbourhood in which they live. The purpose of VoorUit is to contribute to strengthening social cohesion of the neighbourhood by involving residents.

The director of the National Youth Council suggested that abolishing the basic grant for students will lead to discouraging participation in projects outside school such as volunteer work. The Ministry of Education, Culture and Science has an arrangement for a student scholarship that is related to educational activities. Students at universities can join the board of their students association. These students get an administrative grant (bestuursbeurs). Because only a small group of students can claim a position in these boards, other students are excluded from participating in these activities.

### **Partnerships between formal education providers, youth organizations and youth work providers**

On the national level the focus is on cooperation with partners, such as for instance the [RAAK-regulation](#) (only in Dutch). Colleges, businesses and professionals can reinforce each other by working together on innovation issues. The aim of the programme is to encourage research leading to strengthening of knowledge and use of knowledge in universities and the public sector.

For the RAAK-regulation there is financial support. Per RAAK-project organizations can request an amount of € 700.000,-

### **National/top-level programmes establishing, encouraging or supporting education projects related to the promotion of civic and social competences;**

As mentioned earlier the [Ministry of Education, Culture and Science](#) does not have a national programme for initiatives related to non-formal learning. It focuses exclusively on formal education.

However, on 23 August 2016 a focus group took place on the topic of '21st skills'. The [European Commission](#) works with EU countries to strengthen 'key competences' – knowledge, skills, and attitudes that will help learners find personal fulfilment and, later in life, find work and take part in society. To explore these skills in the Netherlands, the National Youth Council invited different organizations such as the Ministry of Health, Welfare and Sport and the municipality of Amsterdam. The topics discussed were concerned which life skills young people need in this dynamic society. So there is a focus on initiatives concerning social and civic competences.

### **Specific target groups whose participation in civic education projects is especially encouraged (e.g. young people with a migrant background);**

There are specific target groups whose participation in civic education projects is encouraged. The projects of Erasmus+ Youth focus on youth in NEET (Not in education, employment or training). Also young people from disadvantaged neighbourhoods are a target group in several municipalities (Amsterdam, Rotterdam, Utrecht, The Hague etc.).

Another example on how specific groups can be reached is the Weekendschool. The central objective of [the Foundation Weekendschool](#) (in English) is to inform and motivate young people. They have three objectives:

- Broaden Perspectives
- Increase Confidence
- Strengthen ties with Dutch society

Young people of disadvantaged neighbourhoods voluntarily participate in the curriculum. The young people become acquainted with different disciplines of culture, science and society.

### **Sources of public funding available for the development of such projects/youth work initiatives.**

- European:

[Erasmus+](#) (in English)

- National:

[Jeugdcultuurfonds](#) (Youth Culture Foundation) (only in Dutch). This is partly public and partly private funding. E.g. theatre classes and creative courses

[Oranje Fonds](#) (Orange Foundation) (in English)

[Fonds voor Cultuurparticipatie](#) (Foundation for Culture participation) (in English)

### **Quality assurance/quality guidelines for non-formal learning**

As stated above the Inspectorate of Education oversees the quality of formal learning. In short, there is no quality assurance for non-formal learning. However, there is an organization that can authenticate the experiences made in non-formal or informal learning. This is called the [Erkenning van verworven competenties](#) (EVC) (Acknowledgment of prior learning) (in English). The Youth pass and Europass also provide a quality assurance for non-formal learning.

### **Educators' support**

#### **Specific websites, guidelines, handbooks and other pedagogical material and tools supporting educators;**

[Het Nederlands Jeugdinstituut](#) (The Netherlands Youth Institute) (in English) is the Dutch national institute for compiling, verifying and disseminating knowledge on children and youth matters, such as child abuse, youth work, youth care and parenting support in the Netherlands. The Netherlands Youth Institute has, for example, developed pedagogical materials and tools to support educators and youth workers.

#### **Networks or events organized to support citizenship education and the development of social and civic competences.**

A programme has been developed for primary schools to promote social competence and democratic citizenship. This programme is called the [Vreedzame School](#) (Peaceful School) (only in Dutch). It considers the classroom and the school as a community, in which children are heard and feel noticed, given a voice, and in which children learn to take decisions together and resolve conflicts. Children feel responsible for each other and for the community, and are open to the differences between people. The [Netherlands Youth Institute](#) has published a detailed report of the Vreedzame School.

The [Vreedzame Wijk](#) (Peaceful District) evolved from the Vreedzame School. A lot of districts in the Netherlands are working with this programme, which is a pedagogical approach, and offers citizenship skills to children. Thanks to this programme they get a voice and learn to consider different topics. They also learn how to interact positively with each other.

## 5.8 Raising political awareness among young people

### Information providers / counselling structures

In the Netherlands there are important information providers related to raising the political awareness of young people. This includes the provision of information about democratic rights and values. The first public body that is responsible for this is [ProDemos](#) (in English). It is called the House for Democracy and the Rule of Law. Their job is to help explain the systems that govern democracy and the rule of law, and to show what citizens themselves can do to exert political influence – at the municipal, provincial, national and European level. For schools Prodemos organizes political excursions, guest teachers, roleplays and lesson material on current topics related to democracy and rule of law. The second public body is the youth wing of political parties, with campaigns that make youth aware of their rights. [ROOD](#) (RED) (only in Dutch) is the youth wing of the political party Socialistische Partij (Socialist Party). This youth wing is active in setting up panels about the rights of students. The two information providers have a contact centre (also online) that young people can access to receive information. Both organizations receive public financial support.

There is, however, no top level framework for youth information and counselling structures. The National Youth Council states in its [policy report 2016-2020](#) (only in Dutch) that a consultation law/framework should be adopted. This consultation law/framework should describe that policymakers have to consult youth.

### Youth-targeted information campaigns about democratic rights and democratic values

Currently the Netherlands has no major youth-targeted information campaigns about democratic rights. A few years ago youth-targeted information campaigns existed. However, there are awareness raising actions such as the Liberation festival ([Bevrijdingsfestival](#)) that targets a young audience by appointing young artists and bands as ambassadors of freedom ([ambassadeurs van de vrijheid](#)). Every year on [4 May](#) the Dutch commemorate the victims of war. On [5 May](#) the Dutch celebrate the fact that they were liberated. These two days carry the theme of democracy.

### Promoting the intercultural dialogue among young people

In the Netherlands there are initiatives and projects that promote the intercultural dialogue of young people from different cultural backgrounds, but not at the national level. In paragraph 5.4 the large-scale initiative [Idebate](#) was mentioned. This intercultural dialogue also takes place through schools. Another example is [Model United Nations](#) (only in Dutch) in which students can participate. [The conferences](#) (in English) are experiential learning programmes that provide students with a better understanding of the inner workings of the UN and a forum to practice skills in diplomacy, negotiation, critical thinking, compromise, public speaking, writing, and research.

### Promoting transparent and youth-tailored public communication

As mentioned in paragraph 5.8.1 there is no top level policy framework or guideline on transparent public communication targeting young people. Usually politicians call on commercial communication agencies to disseminate their views. Public communication experts have little knowledge of how to approach young people and are hardly aware of resources and channels that could be used.

In the absence of such a framework, the National Youth Council plays an important role in raising awareness, by lobbying the government, but also through the so-called [Jargonbrigade](#) (only in Dutch). This is an activity organized by the National Youth

Council. The board of the Jargonbrigade consists of eight young people. Their aim is to make politicians speak more plainly and clearly. Most politicians use abstract and complicated language making it difficult for young people to understand and to join in the discussion. Therefore once a year the Jargonbrigade, during the [General Political Debate](#) (Algemene Beschouwingen) in September, visits the House of Representatives to assess the language used by politicians. Politicians who use clear language get a Clear Language award (Klare Taalprijs). Politicians who do not use clear language get an Unclear Language award (Zwetsprijs). This activity is not supported financially by the government.

No information has been found regarding national or large-scale programmes on providing training for policy makers at various levels to provide suitable and youth-tailored communication.

## 5.9 E-participation

No top level legal framework exists that encourages young people to participate in political processes electronically, even though public administrations may encounter problems with other communication paths.

In her dissertation '[Young, Online and Connected. The impact of everyday Internet of Dutch adolescents on social cohesion](#)', a national study on the relationship between e-participation and youth political engagement, Marjon Schols, who obtained her doctorate at the Erasmus University in Rotterdam in 2015, claims that social networks such as Facebook are tools to increase social cohesion. For example, youth networks can mobilize other young people to participate online and offline in political activities.

## 5.10 Current debates and reforms

- A lot has been achieved with regard to changing the focus on positive youth policies.
- The Netherlands experiences ageing of the population (vergrijzing). It is to be expected that young people will be required to work longer because there will not be sufficient pension funds to allow for early retirement.
- The gap between higher and lower educated people is increasing. The National Youth Council has brought these issues to the attention of the Platform Education 2032 ([Platform Onderwijs2032](#)). This Platform aims to increase the quality of education with input of different stakeholders.
- The [Ministry of Health, Welfare and Sport](#) is exploring the state of affairs of youth participation at the local level. This Ministry will take measures on the basis of the results of the exploration.
- Many municipalities still struggle with the decentralization of the social domain. Most of them have little expertise as yet of how to involve youth in decision-making processes.

## 6. EDUCATION AND TRAINING

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### Special feature

A distinctive feature of the Dutch education system is that it combines a centralized education policy with decentralized administration and management of schools. The Ministry of Education, Culture and Science lays down statutory requirements for [early childhood education](#), [primary](#) and [secondary](#) education and [secondary vocational education](#). It also lays down the framework within which higher education institutions have to operate, but it is the responsibility of the competent authority of each institution to expand on the government framework in the teaching and examination regulations (Paragraph 6.2). The aim of the Appropriate Education Act (2014) is that all children are placed in a school that fits their qualities and capacities.

### Highlights

The Equal Opportunities Alliance ([Gelijke Kansen Alliantie](#)) (only in Dutch), is an initiative of the Ministry of Education, Culture and Science (2016). The Alliance promotes equal opportunities in education for all children (Paragraph 6.6). Central government, schools and municipalities try to prevent early school leaving. The Netherlands has a relatively low percentage of early school leavers (8,2%, January 2017). This means that the European standard of 8% has almost been reached (Paragraph 6.1). Government has initiated a website to stimulate digital citizenship of young people: a Dutch media literacy network called [Mediawijzer.net](#) (Paragraph 6.8).

### 6.1 General context

#### Main trends in young people's participation in education and training

##### Equal Opportunities Alliance

On the 31<sup>st</sup> of October 2016 the Equal Opportunities Alliance ([Gelijke Kansen Alliantie](#)) was announced. During the [launch of this collaboration](#), both Minister Bussemaker and State Secretary Dekker of the [Ministry of Education, Culture and Science](#) announced the measures. This collaboration of teachers, parents, schools, employers and social organizations strives for equal opportunities in education for all children.

Various studies of the [Inspectorate of Education](#) of the [Ministry of Education, Culture and Science](#), the [Netherlands Scientific Council of Government Policy](#)WRR, the [Netherlands Institute for Social Research](#) SCP and [OECD](#) showed that children with the same talents do not always have the same opportunities in education. Their chances of good education are determined in part by the education level of their parents or the support their parents are able to offer. Instead of decreasing, the differences between children increase when they start school. Some bottlenecks are the transition between school types and the lack of support for children with low educated parents.

##### Funding

In 2017 the Ministry reserves a budget of € 25 million for the improvement of equal opportunities in education; in 2018 this will be € 32 million, in 2019 € 30 million and as of 2020 € 26 million per year.

More information about the Equal Opportunities Alliance can be found on the website Equal Opportunities ([Gelijke kansen](#)), an initiative of the [Ministry of Education, Culture and Science](#). (See also paragraph 6.6)

## Early school leaving

Tackling early school leaving – Truants Pact

A national discussion group of public actors and representatives of three Dutch ministries ([Education, Culture and Science](#); Health, Welfare and Sport; [Security and Justice](#)) are meeting regularly to discuss how to reduce early school leaving. Their common goal is to achieve that no youngster stays at home without education or training for no longer than three months.

In June 2016 a national agreement was drafted: the so-called 'Truants Pact' ([Thuiszitterspact](#)) and signed by all the members of the national group. The members committed themselves to shared agreements about cooperation and support and shared measures to tackle early school leaving. This Pact is discussed in more detail in paragraph 6.3.

## NEET - young people Not in Education, Employment, or Training

In 2014 over 800,000 Dutch young people between 15 and 27 years old were not in education or training and 183,000 of them (22,9 percent) did not have a job. From this last group four out of every ten young people were not looking for a job and were also not available for the labour market for various reasons. Most reasons mentioned were health problems, being unable to work, or – mostly young women - because they had to take care of family or household. (Source: [CBS Statistics Netherlands](#)).

More information about tackling this youth unemployment of NEET young people in education and training is given in paragraph 6.3.

## Organisation of the education and training system

### Primary education

Most children start primary school at the age of 4, although they are not required by law to attend school until the age of 5. Primary school lasts till the age of 12 (average).

### Secondary education

When leaving primary school at the age of about 12, children are able to choose between three types of secondary education: (1) VMBO (pre-vocational secondary education: four years); (2) HAVO (senior general secondary education: five years); (3) VWO (pre-university education: six years).

Most secondary schools are combined schools offering several types of secondary education so that pupils can easily transfer from one type to another.

### Secondary vocational education

VMBO education leads pupils to a specific occupation. After completing VMBO at the age of around 16, pupils can go on to secondary vocational education (MBO). Pupils who have successfully completed the theoretical programme within VMBO can also go on to HAVO.

### Higher (tertiary) education

HAVO graduates and VWO graduates can opt at the ages of around 17 and 18 respectively to continue to higher education. A large number of HBO universities of applied sciences (hogescholen) in the Netherlands are government-funded. Others are officially registered but do not receive government funding. There are many universities in the Netherlands offering a broad range of programmes of study, several universities of technology and a number of universities that specialize in a limited range of academic sub disciplines.

### Special education

In addition to mainstream primary and secondary schools we also have special education. There are three types of schools in special education:

- *Special (secondary) education*: separate schools for children with disabilities of such a kind that they cannot be adequately catered for in mainstream schools.
- *Special primary education*: for children with learning and behavioural difficulties who – temporarily at least – require special educational treatment.
- *Practical training*: pupils who are unable to obtain a VMBO qualification, even with long-term extra help, can receive practical training, which prepares them for entering the labour market.

Read more at the webgate of Euridyce.

## Main concepts

### Centralized education policy and decentralized administration and management

A distinctive feature of the Dutch education system is that it combines a centralized education policy with decentralized administration and management of schools. With due regard for the provisions of the Constitution, central government creates enabling conditions for education through legislation that applies to both publicly and privately run institutions. The involvement of the provincial authorities mainly takes the form of statutory supervisory and judicial duties vis-à-vis public and private schools alike. As the local authority for all schools in the area, the municipal authorities have certain statutory powers and responsibilities with respect to both public and private schools.

All schools, both public and private, are governed by a legally recognized competent authority. The competent authority is the body responsible for implementing legislation and regulations in schools. The competent authority or school board of publicly run schools is the municipal authority. Since 1997 the municipal authorities have been able to choose the form the competent authority takes. The competent authority or school board of a private school is the board of the association or foundation that maintains it. Read more on the [webgate of Eurydice](#).

### Official definition of early leaving from education and training

[Early school leavers in the Netherlands](#) (voortijdig schoolverlaters) (only in Dutch) are pupils and students who leave school without a so-called 'basic qualification' (startkwalificatie). This is a diploma at the level of senior general secondary education (HAVO), pre-university education (VWO) or senior secondary vocational education (MBO 2). Young people who leave school without a diploma have fewer opportunities to find jobs, are more subject to crime and have higher care costs. Central government, schools and municipalities try to prevent early school leaving. Central government wants to tackle early school leaving by funding programmes that stimulate young people to get a basic qualification. Every year the government makes about € 140 million available for regional approaches (more than € 80 million) and rewards for schools based on their good results (more than € 57 million).

### Maximum 20,000 early school leavers in 2021

The government aims at a maximum of 20,000 new early school leavers in 2021. The number of school leavers decreases each year. In 2015-2016 22,948 young people left school without a diploma, while in 2002 there were still 71,000 early school leavers.

In Europe, the Netherlands are among the leaders of reducing early school leaving. When comparing the 28 EU member states as a whole (11% average), the Netherlands has a relatively low percentage of early school leavers (8,2%). This means that the European standard of 8% has almost been reached. (Source: [news item of the central government](#) of 21 February 2017)

At its website central government offers an overview of early school leavers per region, municipality or school in facts and figures ([Feiten en cijfers schooluitval](#))

## Whether and how non-formal education is defined in the country

Non-formal education in the Netherlands is defined in an [official government document](#) of as follows:

*"All learning activities that evolve in the course of one's life to improve one's knowledge, capabilities, and competences from a personal, civic, social and employability perspective."*

*("Alle leeractiviteiten die gedurende het hele leven ontplooid worden om kennis, vaardigheden en competenties vanuit een persoonlijk, burgerlijk, sociaal en/of werkgelegenheidsperspectief te verbeteren.")*

### School attendance

School attendance for Dutch children is compulsory from the age of 5 years until they have a 'startkwalificatie' (basic qualification) or when they become 18 years of age. The basic qualification may be a HAVO, VWO (secondary education) or MBO level 2 (VET education) diploma. For students from 5 to 16 years this is called 'leerplicht' (compulsory education) and for 16 to 18 year olds this is called 'kwalificatieplicht' (compulsory qualification).

### Compulsory education (5 – 16 year olds)

All children between the ages of 5 and 16 years old who live in the Netherlands have to go to school. This also includes children with a different nationality and children of asylum seekers and foreigners. Most children go to school at the age of 4 years, but they are not obliged to until they are 5 years old. Parents of 4 year olds do not get fined when they keep their child at home. The education obligation starts from the first day of the month following a child's fifth birthday. From that moment on parents are liable to punishment when their child does not attend school.

### Compulsory qualification (16 to 18 years)

Youths between 16 and 18 year old who do not have a basic qualification, are obliged to attend full day education to get compulsory qualification. They are not allowed to work full time, unless they attend professional guided learning [beroepsbegeleidende leerweg \(bbi\)](#). There are two varieties: in one learning track the student follows most education in school. In the other track a student works in a company and goes to school 1 or 2 days a week.

Compulsory education and compulsory qualification and all the conditions related to it are laid down in the [Law on Compulsory Education](#) (1969, renewed from the 1<sup>st</sup> of January 2017).

Read more [here](#) (Dutch only).

Sometimes a child can be exempted of compulsory education. This is only allowed in exceptional cases such as a funeral or a marriage. It can also happen that a child is unable to go to school because of physical or psychological reasons.

### End of compulsory education

Compulsory education lasts until the end of the school year. A young person who becomes 16 year during a school year has to finish the school year first. A school year in the Netherlands runs from the 1<sup>st</sup> of August until the 1<sup>st</sup> of August the next year. When a child has followed school education for at least 12 school years, compulsory education is finished automatically. Skipping a school year counts as a fully followed school year.

### Why compulsory education?

According to national government compulsory education is one of the measures to prevent school dropout. The measure has to increase the opportunities for young people to start at the labour market. Read more on the [governmental website](#) (only in Dutch).



## 6.2 Administration and governance

### Cross-sectorial cooperation

#### Partnership between education and youth care

All children and young people have a right to the best opportunities to develop themselves. Preconditions for this are the cohesion between and the good quality of upbringing, education, support, help, care and guidance. This asks for close cooperation between all concerned parties to work on an comprehensive offer for children and young people.

#### Law on appropriate education

The aim of this Law on appropriate education ([Wet op het passend onderwijs](#)) that came into force on the 1<sup>st</sup> of August 2014, is that all children get placed in a school that fits their qualities and capacities, also if when they need extra support. That is why schools in the same region work together in partnership. The Law says that these partnerships are obliged to have a supporting plan with at least agreements on:

- The level of basic support available at the schools;
- The way the support system is organized in and between the schools;
- The distribution of means.

According to the Law on appropriate education a partnership of schools is also obliged to adapt their support plan to the municipal policy plan. Sometimes it is necessary that education, youth care and the municipalities arrange their policy plans together around individual support of a child.

A school has to offer every registered child a well-matched form of education. This is compulsory by law. If the school cannot provide the required education it is obliged to propose a better offer to the parents at another school within the partnership.

#### Funding

All schools, including schools for special education, receive a set amount of money for basic costs per registered student. The partnership of schools also receives an additional budget for extra support, related to the number of students in the partnership schools together. Before the Law on appropriate education entered into force (1 August 2014) the means for extra support were distributed unevenly over the country.

#### Implementation of appropriate education

On 20 June 2017 the eleventh progress report on appropriate education was presented to the House of Representatives, midterm during its implementation period (August 2014 until August 2020).

Not all goals have been achieved yet, but the State Secretary of Education, Culture and Science sees many positive developments: more cooperation between regular and special education, more students in an appropriate place in a regular school and more attention for truants. Extra attention should be focused on decreasing bureaucracy and on improving the connection between care and education.

#### Youth Law

With the Youth Law (see for more information Chapter ..., paragraph.... Internal link toevoegen) municipalities are responsible for all support, help and care for youth. Based on the Youth Law each municipality has a coherent policy that is laid down in a plan every four years. This municipal youth policy plan describes among others:

- The vision of the municipality;
- Execution of the policy, including rules on granting individual support;
- Assessment method and consideration of a grant;

- Intended results;
- Quality standard;
- Participation of children, parents and educators in the execution of youth care.

According to the Youth Law the municipal youth policy plan has to aim at, among others, prevention and early detection, and the strengthening of the educative climate in families, neighbourhoods and schools. Communication and connection with the education sector are necessary. Municipalities are therefore obliged to coordinate their youth policy plan with the support plan of the primary and secondary schools partnership in the municipality concerned. Coordination of the youth policy plan with vocational education is desirable, but not legally required. If professionals deem this necessary, the municipality has to consult with youth help and education about individual treatment and support. This applies to primary, secondary and vocational education.

### Funding

Starting from 2016 central government provides each municipality with basic funding per youth to pay for all support, help and care. According to an objective distribution model some municipalities receive extra budget based on risk and protective factors, such as poverty or psychiatric problems of parents.

### More information

The file on 'Connecting education and youth help' ([Verbinding onderwijs en jeugdhulp](#)) of the Netherlands Youth Institute Nji provides good examples, tips, quality indicators and information about the connection between education and youth care for municipalities, cooperatives, school boards, VET (MBO) schools and youth help organizations.

More about appropriate education can be found on the [governmental website](#) (only in Dutch) of the [Ministry of Education, Culture and Science](#) and on the website Appropriate Education ([Passend Onderwijs](#)) (only in Dutch) which falls under the responsibility of the ministry.

Information on funding and all laws and regulations concerning the youth sector in the Netherlands is described in the Nji factsheet '[Wegwijs in de wetten van het jeugdstelsel](#)' (2015) (Find your way in the laws of the youth system) (only in Dutch).

## Governance

### Main Executive and legislative bodies

Overall responsibility for the education system lies with the State, specifically the Minister of Education, Culture and Science and the State Secretary (junior minister) for Education, Culture and Science. The Ministry of Education, Culture and Science lays down statutory requirements for [early childhood education](#), [primary](#) and [secondary](#) education and [secondary vocational education](#), and has overall control of adult general secondary education ([VAVO](#)). The government lays down the framework within which higher education institutions ([higher professional education](#) and [universities](#)) have to operate, but it is the responsibility of the competent authority of each institution to expand on the government framework in the teaching and examination regulations. The provincial authorities' role in education is limited to supervisory and legal tasks. The administration and management of primary and secondary schools and schools for secondary vocational education is organized locally.

### General administration at regional level

The Netherlands is divided into 12 provinces. The involvement of the provincial authorities mainly takes the form of statutory supervisory and judicial duties. The Provincial Council ensures the availability of adequate numbers of publicly run primary and secondary schools and acts as the appeal body for private schools with regard to decisions taken by the municipal authorities. With regard to the management of schools

and the curriculum, the role of the provinces is limited, partly because they cannot be the competent authority of an educational institution.

## 6.3 Preventing early leaving from education and training (ELET)

### National strategy

There is no national strategy concerning early leaving from education and training.

### Formal education: main policy measures on ELET

#### Policy on school dropout

LOB (career guidance and counselling) applies to all pupils. But there is also a policy that targets specific groups in the youth population. According to a [press release](#) (only in Dutch) published on the website of the Dutch government of April 2016, approximately 66,000 young people under the age of 27 were in vulnerable positions in the labour market. Although school dropout decreased massively in the last couple of years (from more than 70,000 annually towards less than 25,000 in 2015) this figure called for extra focus on this group. In November 2015 Minister Lodewijk Asscher of Social Affairs and Employment and Minister Jet Bussemaker of Education, Culture and Science announced that they would make policy arrangements with municipalities to help young people find jobs and to tackle school dropout. (See also 3.4 Career Guidance and Counselling – internal link toevoegen)

#### Vocational training and the job market

Since 2014 government has taken various actions. In September 2015 the Minister of Social Affairs and Employment made € 14 million available to tackle youth unemployment. The ministry is working together with companies and municipalities to support young people to find suitable jobs. Municipalities focus on supporting young people without a diploma or necessary basic qualifications. For these youngsters, a combination of work and learning in so-called 'learning companies' (leerbedrijven) has been created as an educational route, in the sense of 'learning-by-doing'.

An important part of the vocational educational training programmes consists of working and learning in practice, known as work placements. The organization responsible for this programme is the [Cooperation Organisation for Vocational Education, Training and the Labour Market \(SBB\)](#). SBB advises the ministers of Education, Culture and Science and of Economic Affairs on ways to link vocational education and the job market. They differentiate between practice placements and apprenticeships. More about this educational route of learning by doing can be found in chapter 3 Employment and Entrepreneurship.

#### Employment support

NJi provides information about policy and practice of employment support. It also describes the target group: young people between 16 to 27 who are vulnerable because they have one or more problems in various living domains, such as learning, working, social relations or self-reliance. They often have difficulties in getting the obligatory basic qualification needed to find a job. More about employment support is described in Chapter 3 Employment and Entrepreneurship.

#### Action plan Youth Employment

Ministries are required to monitor and assess their policies on a regular basis. They have to report the results to the Senate and the House of Representatives, as well as use the results to improve policy. The guidelines for the evaluation of policy are laid down in the Accounts Act ([Comptabiliteitswet](#)) (2001) (only in Dutch) and in the Measure on

Periodical Evaluation research ([Regeling Periodiek Evaluatieonderzoek](#)) (2012) (only in Dutch).

The evaluation showed that the Actionplan Youth employment led to valuable cooperation on national and regional levels, and provided an important foundation for future activities to improve youth employment.

Dutch government is actively involved in taking care that young people leave school with a diploma and are able to find suitable jobs. Government takes policy measures and cooperates with both the business world and the education sector to achieve this.

Municipalities focus on supporting young people without a diploma or the necessary basic qualifications. For these youngsters combining work and learning in so-called 'leerbedrijven' (learning companies) has been developed as an educational route, in the sense of 'learning-by-doing'.

A recent [study of Eurostat](#) (2016) showed that compared with other European countries the lowest share of young people not in education or employment between 20-24 is in the Netherlands.

### **Youth employment in 2017**

According to [Statistics Netherlands](#) (CBS) (15 June 2017), unemployment declined with an average of 6 thousand per month over the previous three months and stood at 456,000 (5.1 percent of the labour force) in May. The sharpest decline was seen among young people. According to Minister Lodewijk Asscher of Social Affairs and Employment this decline is due to good economic prospects. The economy grows faster than expected and there are more jobs and job openings. Read more in Chapter 3 Employment and entrepreneurship in 3.1 General context (internal link met 3.1)

## **Addressing ELET through non-formal and informal learning and quality youth work**

### **Tackling youth unemployment**

According to the Tackling Youth unemployment policy ([Aanpak Jeugdwerkloosheid](#)) public career guidance targeting young people takes place within formal education institutions. Every pupil has a mentor, who can coach him or her when necessary. Also a school career adviser can counsel pupils on how to approach their studies and future career opportunities. No information was found regarding informal education providers. The business sector is an important actor for offering work placements to students. To achieve this the ministries started a partnership with the business sector. Read more about this in chapter 3.4 Career Guidance and Counselling (internal link toevoegen)

Dutch government ([Rijksoverheid](#)) does not only focus on students in secondary schools, but has also developed measures for students in secondary vocational education. The Ministry of Education, Culture and Science is responsible for these policy measures. You can read more about these policy measures in the following paragraphs.

## **Cross-sector coordination and monitoring of ELET interventions**

No information on cross-sector coordination and monitoring of ELET interventions could be found. This will be updated as soon as more information is available.

## 6.4 Validation of non-formal and informal learning

### Arrangements for the validation of non-formal and informal learning

#### Experience certificate

The Experience certificate ([Ervaringscertificaat EVC](#)) describes one's abilities, knowledge and work experience. When people have worked for a long time already, they might work above their level of education. They are able to do more and they know more than their diplomas lead to expect. It is possible to recognize this knowledge gathered into an Experience certificate. It strengthens people's position in the labour market. People not currently working or without a diploma can also apply for an EVC.

Applications for an EVC take place at a recognized EVC provider nearby, often an education institute but possibly also a branch organization. The costs of an EVC can (partly) be paid by the employer, or the local employment agency or local social services. The costs of an EVC are tax deductible.

#### Information and guidance

##### Learn and work

The programme Learn and work ([Leren en werken](#)) (only in Dutch), supported by the [Ministry of Social Affairs and Employment](#), exists since 2009. Its aim is to strengthen the connection between education, the training market, the job market and job opportunities. Focal points are to improve workplace learning (learning while working), career counselling and the use of the Experience certificate ([Ervaringscertificaat EVC](#)), which describes one's abilities, knowledge and work experience. Above, in this paragraph, EVC is explained in more detail. To better connect these fields there are one or more Learn and work counters in all 35 Labour market regions ([Arbeidsmarktregio's](#)) in the Netherlands. For more information about Labour market regions please see Chapter 3. Employment and Entrepreneurship, par. 3.2 Administration and Governance.

##### Learn and work counters

Learn and work counters ([Leerwerkloketten](#)) are regional meeting places of education, entrepreneurs, employers and government (municipalities and the Employee Insurance Agency - Uitvoeringsinstituut Werknemers Verzekeringen [UWV](#)). They develop activities, arrangements, products and services and give independent advice to pupils, students, workers, job-seekers and employers.

The Learn and work programme is financed by the Ministry of Social Affairs and Employment. Regional partners support the Learn and work counters in their region. The national Learn and work team works together with other relevant national stakeholders.

#### Quality assurance

## 6.5 Cross-border learning mobility

### Policy framework

In this section, Cross border-mobility is interpreted as internationalization.

#### Internationalization in education

[Nuffic](#) is the Dutch organization for internationalization in education, from primary and secondary education to vocational and higher education and research. Their ambition is international experience for every pupil and student. The Nuffic head office is in The

Hague and they have 11 offices around the world. Together with national and international partners, they strive to further the development of pupils and students, as well as the development of teachers, professionals and organizations. Nuffic provides information about scholarships, internationalization, diploma recognition, study and work in the Netherlands and capacity building.

### **Cross-border learning mobility in higher education**

In the publication [Outgoing student mobility in Dutch higher education, 2015-2016](#), Nuffic elaborates on cross-border learning mobility of students in higher education. In 2013-2014 approximately 13.700 internationally mobile Dutch students officially enrolled in a bachelor's or master's degree programme abroad. This amounted to exactly 2% of the total number of students enrolled in higher education in the Netherlands, putting the Netherlands' outgoing degree mobility ratio at 2 in 100 students. Around two thirds of these students received a Dutch government grant or loan during their studies abroad.

### **Trends over time in mobility of higher education**

The Nuffic publication points out that, in general, the Netherlands has seen an upward trend in degree mobility since 2006-2007. The sudden drop in the total number of outgoing degree students in 2013-2014 was at least partially due to a data quality issue. Over time, the number of Dutch degree students enrolling in programmes at a master's level has gone up. Since 2009, the number of students enrolled in bachelor's programmes abroad has grown 40% to 6,900. By comparison, the number enrolling for master's degrees has since grown 100% to 3,100. Furthermore, given that master's programmes average around half the duration of the typical bachelor's programme, outgoing mobility for '1st-year' Dutch degree students abroad is much higher at the master's level.

## **Main cross-border mobility programmes for students in formal education**

### **Governmental interest**

The Ministry of Education, Culture and Science ([Ministerie van Onderwijs, Cultuur en Wetenschap](#)) (OCW) is the responsible ministry for cross-border mobility in education.

The Ministry aims to stimulate international experience for students and devotes special attention to the subject of education and internationalization on the central government [website](#).

The government encourages students to study or do an internship abroad as it will benefit Dutch economy. This includes students in higher education as well as in vocational education. On its website, the Government states that there is a need for well-educated employees with international experience to maintain the Dutch role in the world economy. By studying or doing an internship abroad, young people learn about and get to know other languages and cultures. At the same time, they learn what distinguishes their own country from others and what connects countries with each other. Also, foreign experience helps students to find a job more easily.

Many colleges and universities offer exchange programmes with foreign educational institutes. A student can study abroad partially or full time. About 17% of Dutch students in higher education studies abroad partially, and about 2,3% full time. In vocational education, almost 6% of the students follow full education abroad. Most of them engage in a (short time) internship abroad.

### **Holland Scholarship**

Together with universities and colleges the Ministry of Education, Culture and Science distributes 1536 scholarships every year in the [Holland Scholarship](#) programme (only in Dutch). They are:

- 768 scholarships for talented international students outside the European Economic Area (EEA), [Europese Economische Ruimte \(EER\)](#), who want to study for a bachelor or master degree in the Netherlands;
- 768 scholarships for Dutch students who want to study, do an internship or research in a country outside the EEA.

Next to this, the cabinet creates other possibilities for internationalization for Dutch higher education. With the [Bill on Stimulating internationalization of higher education and scientific research](#) (only in Dutch) the cabinet unfolds their plans on the subject. With passing the law the cabinet wants to set rules and regulations for the following:

Promotion rights: to have the authorization to promote a scientist with a 'doctor's' degree;

- To allow Dutch institutions for higher education to ask permission to cater an educational path abroad;
- To allow universities and colleges to lower or remit college fees for students who are embarking on a combined study in the Netherlands and abroad;
- To be able to equate the Dutch degree of 'doctor' with the common PhD degree abroad;
- To enable students to study abroad with financial support of their institutions' profiling fund.

The Bill applies as of 1 September 2017, except for the possibility to allow Dutch institutions for higher education to ask permission to cater an educational path abroad. In 2018 the starting point of this part of the Bill will be published.

### **International experience for students in vocational education**

The central government feels that more vocational students should be able to gain experience abroad. The EU-programme Erasmus+ offers extensive possibilities. Besides that, as of 2015 there is a national budget of € 5 million each year for the international exchange of students and teachers. This is part of the [excellence programme](#) (kwaliteitsplan) for vocational education.

#### **Erasmus+**

A budget of almost € 500 million has been set aside for 7 years (2014-2020) for the internationalization of Dutch education as of December 2013 by the Minister of Education, Culture and Science. This was announced in the national news and published on governments [website](#) (only in Dutch) on 10 December 2013. The money was put into the European programme Erasmus+. The budget is meant for exchange programmes in education, language education and internships through which both students and teachers in primary, secondary, vocational and higher education can acquire knowledge abroad.

## **Promoting mobility in the context of non-formal learning, and of youth work**

### **New coalition**

In a [news item](#) published on their website (26 October 2017), Nuffic reports about the inauguration of the new cabinet of that day: Rutte III. This is the third period of Prime Minister Mark Rutte to lead the Netherlands and again as the Minister at the [Ministry of General Affairs](#). Despite the fact that the debate about the government statement still had to take place that week, Nuffic stated that one fact was clear: internationalization will be getting a lot of attention in the new coalition. Foreign students will still be welcome. The new cabinet wants to make Dutch higher education more attractive for international students. The easy access has to be kept. For Dutch students, it has to become easier to study abroad.

## English language

The new cabinet will see to it sharply that the law on education institutes only using English language with added value and sufficient quality, is applied correctly. Besides that, there has to be a sufficient number of institutes offering education in Dutch. Nuffic endorses this initiative and appreciates the use of English in education as a positive development. Good education in a foreign language offers students the possibility to improve their language proficiency and expands their view on the world. However, it is important to carefully consider an appropriate balance between Dutch and English with attention to language proficiency, international competences and application per field of expertise.

## Mobility of young people and youth workers

Key action 1 of the programme Erasmus+ stimulates the mobility of young people and youth workers in Europe. Young people boost their chances by participating in youth exchanges and volunteer projects. Subsidy is also possible for the professional development of youth workers by means of training and network activities.

## Quality assurance

In the article [Quality assurance and internationalization](#) (November 2017), Nuffic writes that quality assurance is steadily gaining importance in the field of internationalization. Internationalization is no longer regarded as a goal in itself, but as a means to improve the quality of education. At the same time, proof of any connection between internationalization and the quality of education is limited. In the article, Nuffic gives information about three items that cover aspects of quality assurance:

- Manual of Quality Assurance in Internationalization, by EAIE (June 2010);
- GIOAC (Global Initiative for Quality Assurance Capacity) partnership, by the World Bank and UNESCO (2008);
- Checklists to measure internationalization developed by [Inholland University of Applied Sciences](#) in the Netherlands (2009), in accordance with the EQUIS accreditation standard, that allow schools to measure ten different aspects of internationalization. The results are categorized in five different phases or levels of internationalization. The lists can be used as a baseline measurement with internationalization activities.

# 6.6 Social inclusion through education and training

## Educational support

### General approach for equal opportunities in education

The Equal Opportunities Alliance ([Gelijke Kansen Alliantie](#)) (only in Dutch), an initiative of the Ministry of Education, Culture and Science, was launched by both Minister Bussemaker and Secretary of State Dekker in October 2016 in [a letter to the Lower House of Parliament](#). Together with stakeholders within and outside the educational field, the Alliance promotes equal opportunities in education for all children. The Alliance is a partnership between teachers, parents, schools, employers and civil society. Main targets are smoother transitions between school types, learning from each other, awareness raising, and space to experiment.

The financial investment is € 87 million for three years (€ 25 million in 2017, € 32 million in 2018 and € 30 million in 2019), and a structural budget of € 26 million as of 2020.

### Transitions between school levels

Transitions between school levels provide a major bottleneck. Parents with lower education run a risk of making further education choices for their children that do not do



justice to their children's talents. These parents have little or no experience and insufficient knowledge of the possibilities of the Dutch education system. That is why the ministry decided to structurally invest € 14,5 million in so-called Switch classes ([Schakelklassen](#)) (only in Dutch). In the transition between primary and secondary education it concerns children who do not get stimulated at home or have language or learning disadvantages.

In pre-vocational secondary education (VMBO) 5,000 pupils per year participate in a so-called Switch programme (Schakelprogramma) where they prepare themselves for the first year of senior general secondary education (HAVO) or secondary vocational education (MBO). A structural investment of € 7.5 million is set aside for the transition from secondary vocational education (MBO) towards higher education (HBO). Also, there is a designated budget of € 2.5 million for MBO-students who want to study to become teachers in primary education ([Pedagogische academie voor het basisonderwijs Pabo](#)), in particular for MBO-students with a migrant background. An extra € 4 million is invested to encourage MBO-students to 'scale up' (to continue education on a higher level). (See for an explanation about Dutch school types par. 6.1.2).

### Research

Evidence of various studies, among others of the [Inspectorate of Education \(Inspectie van het Onderwijs\)](#), [the Netherlands Scientific Council for Government Policy WRR \(Wetenschappelijke Raad voor het Regeringsbeleid WRR\)](#), [the Netherlands Institute for Social Research SCP \(Sociaal Cultureel Planbureau SCP\)](#) and [OECD \(OESO\)](#), shows that children with equal talents do not have equal opportunities in education. Their opportunities are partly determined by the level of education of their parents and the support they can provide for their children. Instead of decreasing, the differences sometimes can grow when children go to school.

### Support for children with low-skilled parents

Twenty schools in big cities receive space to experiment with teachers that have dedicated hours to support disadvantaged students or to coach colleagues. In 2017 and 2018 there is a budget of € 3 million for these experiments. An amount of € 2 million is assigned to the programme 'Count me in with language' ([Tel mee met taal](#), 2017-2018) (only in Dutch). 10,000 parents with limited language skills will be trained, coached and supported in parenting.

### Students as role model

On 6 July 2017 Minister Bussemaker of Education, Culture and Science launched the Students-4-Students campaign. Students in higher education are coaches or role models matched to students in secondary vocational education (MBO) or to students who just started higher education. Their aims are to achieve a better flow and less dropout in and towards higher education. A yearly budget of € 1 million is available for this campaign.

## Social cohesion and equal opportunities

The Minister realizes that these investments and measures alone are not enough. For a sustainable approach the combined efforts of the Equal Opportunities Alliance is crucial. As of July 2017 over a hundred organizations are part of the Alliance. 23 large municipalities started with the preparation and implementation of their own action plans on equal opportunities for all children.

On 25 July the ministry presented an Equal Opportunities magazine in [a letter to the Lower House of Parliament](#). The magazine reports about the results and gives the floor to teachers and school leaders who are determined to make a difference. They are all looking for new partnerships to strengthen the alliance between teachers, parents and coaches.

## 6.7 Skills for innovation

### Innovation in formal education

#### Middle vocational education (MBO)

As previously described in Chapter 3, Paragraph 8, the government is striving to make vocational education more attractive and accessible for students. Since the newly installed cabinet Rutte III (26 October 2017), the government has put forward several new plans to improve the quality of vocational education and the connection and transition between the lower, middle and higher levels. This includes the improvement of skills for innovation. New plans are presented on the [governments website](#) of the Ministry of Education, Culture and Sciences:

The cabinet has expressed that they want to stimulate the transition in vocational education from lower level (VMBO) to middle level (MBO) and from middle level to higher level (HBO). It wants students with MBO level 1 and 2 to finish earlier, when they complete their lower level vocational education (VMBO). This is stated in the coalition 'Faith in the future' ([Regeerakkoord 'Vertrouwen in de toekomst'](#)) (10 October 2017).

Furthermore, the cabinet wants to introduce a vocational certificate for students in middle vocational education (MBO) who have not completed their pre-entering or level 2 diploma. The certificate should show what a student has learned until then. Students with a vocational certificate have to be enabled to get a diploma later on.

In new budget rounds for the connection between middle vocational education (MBO) and the labour market (12 October 2017), the budget has been allotted to 9 partnerships. The partnerships are collaborations between MBO schools in the fields of care and welfare, building, media, entrepreneurship and security. They receive a total budget of 9 million to improve the connection between MBO education and the labour market. With this budget the total investments of business, education and government in this round is about 27 million euro.

Some examples of partnerships that receive part of the budget are:

- Regional Education Centre (ROC) of Twente together with the Twente Care Academy. Twente is an area in the province of Overijssel in the North of the Netherlands. The partnership is an innovative learn-and-work, practice and test environment.
- Techniek College Rotterdam, a partnership of the Albeda College and the Zadkine College in Rotterdam. They get the funds to improve the connection between their Practorate Cloud Engineering ICT and the companies involved.
- The educational programme 'The Rotterdam Plus' of the Albeda College, Zadkine College and Hoornbeeck College to provide more employees with a MBO level 2 education with jobs in nursing homes in the region of Rotterdam.

#### Regional Investment Fund MBO ([Regionaal Investeringsfonds MBO](#))

The target of the Regional Investment Fund of the Ministry of Education, Culture and Science is to better prepare MBO students for the current and future labour market, by introducing them to and letting them work with state of the art technics and methods during their study. 103 partnerships have already been established in the Netherlands. Partnerships of schools and companies have two possibilities to send in their plans and apply for financing next year. The first round is in January 2018.

### Fostering innovation through non-formal and informal learning and youth work

#### Non-formal and informal learning

The Erasmus+ programme is a large-scale initiative that enables young people to develop their skills and competences. See Chapter 3, Paragraph 8 for more information.

There are no national initiatives for fostering innovation through non-formal and informal youth work apart from the Erasmus+ programme.

### **Innovation in youth work**

The method Youth Organizing is an example of an innovate method for urban youth work. The method has been analysed and the workable elements of the method were identified and described to be transmissible to improve the quality and the effectiveness of youth work in general.

The Youth Spot Lectorate of the Amsterdam University of Applied Sciences published the report [Onderzoek naar Youth Organizing als specifieke methodiek van het grootstedelijk jongerenwerk](#) (Researching Youth Organizing as a specific method of urban youth work) (2017). The authors describe how youth workers and their organizations in Amsterdam, Haarlem and Zaanstad use Youth Organizing as a method in urban youth work. The results are positioned in literature and form the basis for an evidence-based method description of Youth Organizing in youth work.

### **Academie van de Stad (Academy of the City)**

Students of the Minor Creativity and Innovation of the Amsterdam Academy of Applied Sciences came up with ideas to motivate young people from two neighbourhoods in Amsterdam, de Pijp and Rivierenbuurt, to actively participate. They pitched their ideas to a jury of employees of the municipality, Academie van de Stad and a youth worker. The students came up with reactive and innovative ideas, such as ‘Spray to spray’ for pupils of primary schools to write positive and negative comments about their neighbourhood on banners, and an app to discuss and chat with other young people from the same neighbourhood. Selected as the best idea was ‘The River & Pipe games’, a series of games with obstacles. This race between various teams of young people from the same neighbourhood is played twice a year. In each game, they find an answer to a question of the municipality. The teams are followed in an online series. The winner will help the municipality to implement the solution. The city council decides how they are going to use the students’ ideas.

## **6.8 Media literacy and safe use of new media**

### **National strategy**

There is no national strategy on media literacy and safe use of new media, but the Ministry of Education, Culture and Science is responsible for national policy on media. The national government helps parents and educators to educate children in dealing with media.

It is good to point out that in the Netherlands media literacy according to the definition used here (“the ability to access media and to understand, critically evaluate, create and communicate media content”) is called ‘mediawijsheid’, which translates into media wisdom.

### **Media literacy and online safety through formal education**

Although schools are apparently not obliged to have media literacy and online safety education in their curriculum, they are strongly advised to do so. Many schools are already working to improve the digital citizenship of their students. Meaning that students are aware of social media and use it in a responsible way. This also includes responsible citizenship with regard to the use of internet, cell phone and other media.

At a [conference](#) (June, 2017) about digital citizenship, organized by the municipality of Utrecht, in their programme ‘Together we are Utrecht’ it was pointed out that the e-community has huge consequences for the interaction between people on-line. Digital citizenship can also be an important way to prevent polarization and radicalization.

Two websites have been initiated by government to promote media literacy and online safety in general, including through formal education: Mediawijzer.net and Mediawijsheid.nl. Both websites and their aims and contents are described in the following text.

### **Mediawijzer.net: Dutch media literacy network**

[Mediawijzer.net](http://Mediawijzer.net) was established in 2008 at the initiative of the government. Mediawijzer.net aims to provide all Dutchmen with a framework they can use to become more media literate in order to increase their full participation in society. Being 'media literate' means possessing the knowledge and skills to be able to function consciously, critically and actively in a multi-media world.

Mediawijzer.net is an expertise centre that links the activities of various organizations in the area of media literacy and promotes cooperation between them. The following five organizations are at the centre's core:

- [Netherlands Institute for Sound and Vision](#) (Nederlands Instituut voor Beeld en Geluid - [NIBG](#));
- Information Society Platform (Platform voor de InformatieSamenleving - [ECP](#)) (only in Dutch);
- [National Library of the Netherlands](#), ([Koninklijke Bibliotheek](#)), Institute for the Public Libraries Sector;
- Expertise centre for ICT in Education ([Kennisset](#));
- Public Broadcasting Company NPO.

These organizations all cover a specific area within the media literacy playing field. Additionally, Mediawijzer.net works with a growing number of network partners. Since 2008, more than 1,100 organisations have registered as network partners. Among the latter are libraries, schools, media producers, museums, research institutes, publishing companies and more. The free network membership enables these organisations to meet, exchange expertise and develop new initiatives.

The Ministry of Education, Culture and Science is responsible for the national media policy. The national government helps parents and educators to educate children in dealing with media. For example 'Watch wisely' ([Kijkwijzer](#)) warns parents about the age at which a programme or movie can be harmful to watch. All productions receive an age related advice. Kijkwijzer uses symbols that show the topic of the advice, e.g. violent content, discrimination or use of foul language.

The Netherlands Institute for Classification of Audiovisual Media [NICAM](#) (Nederlands Instituut voor de Classificatie van Audiovisuele Media NICAM) develops the standards for the advice concerning age. NICAM also deals with complaints people might have about the wrong use of the Kijkwijzer advice producers might use. About 1,600 companies are members of NICAM, either directly or through branch organizations:

- Public and commercial broadcasting companies
- On demand services
- Film distributors
- Video libraries
- Game distributors

### **All about age limits**

#### **Kijkwijzer**

Broadcasting companies have to take the young viewers' age in consideration with their daytime programming: they can only broadcast programmes with the age advice of 12 year after 8 PM and before 6 AM; programmes with the advice of 16 year should be broadcast after 10 PM and before 6 AM. Shops, cinemas and video libraries are not allowed to offer 16+ productions to young people below that age.

#### **Computer games**

The packaging of almost all computer games contains an age advice: the international [PEGI](#) (Pan European Game Information). This advice points out until which age a game can be harmful, e.g. because it contains gambling, violence or foul language.

Use media wisely

The network '[Mediawise](#)' ([Mediawijzer.net](#)) helps in using modern media. Children and young people use media a lot. According to [Statistics Netherlands CBS](#) (Centraal Bureau Statistiek [CBS](#)) seven in every ten Dutch internet users aged 12 years and older were active on social media in 2012, when the last European survey on media use took place. Facebook and Twitter were very popular social networks. Nearly all young people were regular users of Facebook and Twitter. At the time the proportion of social media users in the Netherlands ranked among the highest in the European Union. A recent [news message of CBS](#) (23 June, 2017) stated that the use of media among young people has hardly changed since 2014.

Children under 12 also use media more and more, often without supervision. [Mediawijzer.net](#) helps children, young people, parents and educators to use media safely and responsibly. It also explains the possibilities to use media, organises public campaigns or workshops and carries out research on media use. More than 1000 organizations, companies and institutions are connected to the network. These organizations work in media awareness raising, provide educational materials, manuals, give workshops, have projects and do research on safe use of media. They can meet and work together at [Mediawijzer.net](#).

### **Mediawijzheid.nl: Dutch website for schools**

[Mediawijzheid.nl](#) (only in Dutch) provides information for school leaders and school boards on how to give media literacy a permanent place in the school:

Brochures

Two examples: (1) The brochure 'Media literacy at primary school' ([Mediawijzheid op de basisschool](#)) in which 21 teachers tell about their successful digital citizenship lessons; (2) The brochure 'Media literacy for school boards' which gives advice on how to make schools media literate.

Games

An example is [MediaMasters](#), a game that won the Evens Price for Media Education in 2015, as the most successful European initiative for children between 9 and 16 years in using social media in a responsible and constructive way. MediaMasters stimulates the dialogue between students, parents and teachers about social media, commercials, information skills, programming, games, cyber bullying, video blogging, imaging, virtual reality and online behaviour.

Educational lessons

A lot of educational lessons material about digital citizenship is available. The [Mediawijzheid](#) website provides an overview of all available materials. They post lessons for various educational institutions, from child care to primary, secondary, higher, special and vocational education.

To know what a media literate pupil or student must know or be able to do, a competence model on media literacy has been developed: [Mediawijzheid Competentiemodel](#). In this model media literacy is divided in the following competences:

- Have an insight in the mediatizing of society;
- Understand how media is made;
- See how media colour reality;
- Use appares, software and applications;
- Be able to orientate oneself in media surroundings;
- Find and process information;
- Create content;

- Participate in social networks;
- Reflect on one's own media use;
- Achieve goals with media.

For each of these competences there are various levels of skills involved:

Information skills help in searching, finding, assessing and processing information. On the website of Mediawijsheid two examples are given of search engines:

- 'Your search engine' ([Jouwzoekmachine.nl](http://Jouwzoekmachine.nl)) takes children's reading level into account. It gives relevant information for 6 to 15 year olds.
- [Wikikids](http://Wikikids.nl) is a Wikipedia for children containing educational articles that are adjusted to their age.

Library and reading skills

The library is the expert area for searching, finding and critically assessing information. Two examples on the information libraries give about media literacy:

On [Webdetective](http://Webdetective.nl) (only in Dutch) children learn to develop a critical view on information.

The website 'Innovation library' ([Innovatiebieb.nl](http://Innovatiebieb.nl)) (only Dutch) is a platform for libraries to share ideas, knowledge and materials about innovation and to learn from each other. Also examples of innovative projects and initiatives on media literacy are given, such as the Action programme 'Count in with Language' ([Actieprogramma Tel mee met Taal 2016-2018](http://Actieprogramma_Tel_mee_met_Taal_2016-2018)). The target of this programme, supported by the Ministry of Education, Culture and Science, the Ministry of Health, Welfare and Sport, and the Ministry of Social Affairs and Employment, is to reach 1 million children from 0 to 13 years of age in 2018 with activities that stimulate their reading skills and their pleasure in reading.

According to MediaWijsheid.nl reading skills are essential for media literacy. Libraries play an increasingly important role in stimulating, supporting and facilitating Dutch people in the area of (new) media. They will become the houses of media literacy.

People without basic digital skills can also visit their library. They offer more information in their 'file on the digital gap' ([dossier over de digitale kloof](http://dossier_over_de_digitale_kloof)). An example of their information concerns the [Digimeter](http://Digimeter.nl). With the Digimeter municipalities, UWV's and other organizations can register if somebody has difficulties with digital skills, for instance with transferring the reading of the water meter or posting an ad on the digital market. It is an online instrument especially designed for people with limited language skills, including young people with learning disabilities.

Copyrights

On the website MediaWijsheid.nl information is also provided about copyrights ([Auteursrechten](http://Auteursrechten.nl)) (only in Dutch) on internet and social media.

## Promoting media literacy and online safety through non-formal and informal learning

One example of a programme that promotes online safety through non-formal learning is 'Mediawise by making media':

### Making migrant youngsters mediawise

The project *Mediawise by making media* (MMM) has been accepted within the route *Resilient and Meaningful Societies (Veerkrachtige en Zinnvolle Samenlevingen)* of the [Dutch National Research Agenda](http://Dutch_National_Research_Agenda). The project investigates how young migrant people, refugees in particular, can be trained in processing information and using media in order to feel at home more quickly and prepare for a future in the Netherlands.

By working together in classes with fellow students of diverse backgrounds, they are equipped as adolescent individuals with important new competences such as self-awareness, resilience and language and social skills.

The critical media use is based on: co-creation with children/young people; digital citizenship; digital identity formation.

## Raising awareness about the risks posed by new media

### Tackling online bullying

In the 'Week Against Bullying' ([Week Tegen Pesten](#)), 18 to 22 September 2017, the theme is: "Online bullying. Deal with it!" In this week teachers are supported with tips and tools to prevent and tackle online bullying. They cooperate with parents, the school team and the students. Mediawijzer.net and its partners organise many activities to take place in that week. Some examples:

- In the lesson 'Whatshappy' problems with chatting are discussed. It challenges students to make agreements on how they can decently communicate with each other.
- The youth theater show 'Like' by theater group PlayBack is all about friendship, group pressure, being excluded, bullying and the influence of social media. Students are confronted with the emotional results of bullying.

## 6.9 Awareness-raising about non-formal and informal learning and quality youth work

### Information providers / counselling structures

Here are examples of Dutch organizations that provide information and counselling to raise awareness about non-formal and informal learning and quality youth work:

#### Social Work Netherlands ([Sociaal Werk Nederland](#))

Sociaal Werk Nederland is the branch organization for social work in the Netherlands. It works together with their members, social work organizations, to strengthen social work. Its goals are:

- To integrally support people in their self-empowerment and social participation, with their own strength and with the help of the environment;
- To stimulate active citizenship and connect volunteers and citizens, informal and formal networks and professionals;
- To offer help or make help available if self-empowerment is lacking.

#### BVjong

[BV Jong](#) strives to guard, strengthen and stimulate children and youth work in the Netherlands. Furthermore, it lobbies for the interests of the professionals in general and for the preconditions for working professionally. Currently (October 2017), BV Jong is renewing its communication policy and developing new strategies to build networks and create a wider support platform among children and youth workers.

#### Youth Spot

The [Youth Spot research group](#) of the Amsterdam Academy of Applied Sciences investigates how youth work must innovate to retain its connection to young people and society and at the same time improve in terms of professionalism and effectiveness. The research group focuses on three issues:

- development-oriented approach;
- diversity;
- participation.

## Netherlands Youth Institute

The Netherlands Youth Institute is the Dutch national institute for compiling, verifying and disseminating knowledge on children and youth matters, such as child abuse, youth work, youth care and parenting support in the Netherlands. Main aim is to improve the development of children and young people by increasing the quality and effectiveness of the services rendered to them and their parents. In the NJi information file [Kinder- en jongerenwerk](#) (Children and youth work) children and youth workers can find tips and tools they can use in their work. Nji can help to improve children and youth work with:

- Research and advice;
- Getting a quality mark;
- Training, method description and implementation.

## Awareness raising initiatives

### National Day of youth work

On the 25<sup>th</sup> of April 2017 the national Day of youth work ([Dag van het Jongerenwerk](#)) took place at the Amsterdam Academy of Applied Sciences. The day was organized by the Lectorate Youth Spot, BV Jong, Netherlands Youth Institute, Movisie, Social Work Netherlands and Verdiwel, with the support of the Ministry of Health, Welfare and Sport.

The event was a work and exchange meeting of, by and for 250 youth workers from all over the Netherlands. Central theme of the day was 'Connecting': the youth worker connecting young people in the neighbourhood; connecting network partners such as the neighbourhoods police officer, social team, school and work; connecting youth workers with each other.

## 6.10 Current debates and reforms

### Social cohesion in education

The [Scientific Council for Government Policy](#) (Wetenschappelijke Raad voor Regeringsbeleid – WRR) calls for policies aiming at social cohesion in education. It calls for the new Cabinet to help children of lower educated parents to have the same opportunities for good education as equally talented children of higher educated parents.

### Equal opportunities

An important current debate is the equal opportunities debate of the Ministry of Education, Culture and Science: [Brede aanpak voor gelijke kansen in het onderwijs](#) (Broad approach for equal opportunities in education). With this approach the government wants to stimulate easier access in different kinds of schools, to learn from each other's experiences, awareness of all involved, and space to experiment. The government wants to invest € 87 million in the next three years (2017 – 2019). The [Gelijke Kansen Alliantie](#) (Equal Opportunities Alliance) is linked to this approach. This alliance consists of all groups that want to contribute to a world of equality, e.g. children, parents, caretakers, teachers, educationalists and other stakeholders.



## 7. HEALTH AND WELL-BEING

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### Special feature

[The Ministry of Health, Welfare and Sport \(VWS\)](#) is the main governmental authority responsible for youth health and wellbeing. However, local implementation and responsibility, for example for youth (mental) health care, often lies with municipalities. Every four years the Ministry of VWS publishes a national Health Policy document, in which the main strategies and themes for the next 4 years are described. In the latest document, three themes were mentioned involving extra attention for youth, namely healthy weight, substance use and sexual health (Paragraph 7.4). Since the introduction of the new Youth Act (2015) more attention is called to the prevention of diseases and problems of young people and parents in the field of health and wellbeing.

### Highlights

Over the last years, the concept of positive health became more dominant in the Netherlands, supported by the Dutch government (Paragraph 7.1). One of the Dutch government's aims is to encourage healthy lifestyles in children, especially those growing up in low-income families. Different initiatives are taken to achieve this goal, for example the National Youth Sports Fund (Paragraph 7.3). In the past years, more attention has also been paid to mental health. At the end of 2016, the Ministry of VWS presented the multi-annual Depression Prevention Programme. Youth is one of the target groups within the programme (Paragraph 7.5). National information campaigns are also active within the depression prevention programme, such as the 'Signs of depression campaign'.

### 7.1 General context

#### Main trends in the health conditions of young people

##### Main trends in the health condition of young people

There are changes in the health condition of young people in The Netherlands. This shows in the regular national survey [Health Behaviour in school-aged Children](#), and the [Growing up healthy: Youth Health Survey](#) (RIVM, 2014), which will be described later. The most important change between 2001 and 2013 is the decrease in substance use. Young people up to 15 years old showed a particularly strong decrease in smoking, drinking and cannabis use. However, there is an increase of young people that drink heavily. Dutch young people are also the happiest ones of all European young people. The incidence of bullying has declined, especially in secondary education. Condom use has increased since 2001. Furthermore the number of child abuse reports has increased between 2005 and 2010. There are no significant other changes in the lifestyles of young people since 2000. Being overweight and drinking alcohol remain the most important health problems of youth in the Netherlands.

##### National surveys

There are three (inter)national surveys that assess the state of health of young people. These are the national [Youth Monitor](#), which is conducted every year, the (international) [Health Behaviour in School-aged Children HBSC](#), conducted every four years, and the [Health Monitor Youth](#), also conducted every four years.

- Health is one of the topics questioned by the national [Youth Monitor](#), which focuses mostly on smoking behaviour. Other topics are school, labour and crime. The [Annual Report Youth Monitor 2016](#) shows that in the period 2011 to 2015 one-third of young people aged 18 to 24 smoked regularly or occasionally. Over one-fifth smoked daily. The national Youth Monitor is an initiative of the [Ministry of Health, Welfare and Sports](#) (VWS) and [Statistics Netherlands \(CBS\)](#).

- [Health Behaviour in School-aged Children HBSC](#) is a World Health Organization collaborative cross-national survey, conducted in 45 countries across Europe and Northern America. In this survey the health, well-being, behaviour and social environment of youth between 11 and 16 years is being studied. The [latest research](#) was conducted in 2013. Results from 2013 concerning health and well-being show that the vast majority of Dutch youth are very satisfied and happy with their lives. In general, Dutch youth also have pretty healthy lifestyles, since a large majority is member of a sports club and has regular breakfasts and healthy food habits. The results also show a decrease in substance use (drinking and smoking) among Dutch youth.
- The [Health Monitor Youth](#) (2015) provides an insight in the lifestyle and well-being of pupils in secondary education. All 25 regional GGD organizations (the term GGD is explained in 7.2) in the Netherlands distributed questionnaires in second and fourth grades in secondary education in 2015, based on a randomized sample. Almost 100,000 pupils answered questions about their health, psychosocial well-being, social media use, gaming, bullying, sports, smoking and drinking. The main results are described briefly on the [government website](#) (only in Dutch). About 9 out of 10 young people feel healthy. They see their health as good or very good. Most young people feel resilient, e.g. they will not easily let themselves be persuaded by others to do things they do not want to do. Around three-quarters of young people do sports weekly at a sports club or organization or in a gym, but only a minority (20%) meets the standard of exercising at least one hour a day. A majority of young people have breakfast on 5 or more days a week (more than 80%). Fifteen percent of pupils have at one time smoked a cigarette. The number of pupils that smoke daily is lower: about 5 percent. Eight percent smokes every week but not every day. There is a big difference in education level with regard to smoking: students in lower secondary education smoke a lot more often than students in higher secondary education. About 1 out of every 10 young people reported that they have been bullied in the past 3 months. Less than one third of this (3%) is structural bullying, i.e. 1 or more times a week. About 8% of the young people have an increased risk of problematic use of social media, especially girls. Five % of young people run a risk of problematic gaming, especially boys. About 1 in 8 pupils have had sexual intercourse, boys more often than girls. More than half of the pupils who had sexual intercourse always used a condom. In 2019 this survey will be conducted again. The results and monitoring data are presented on the website, which is the gateway to information about health and disease, risk factors, care and prevention of the entire Dutch population. The website has been developed and coordinated by the [National Institute for Public Health and the Environment RIVM](#). Nation-wide experts, research institutes and universities have contributed to the website in their field of expertise. The website was commissioned by the Ministry of VWS.

## Main concepts

### Positive health

For many years the definition of health of the [World Health Organization](#), first used in 1948, was an important definition in the Netherlands. This definition is: 'Health is a state of full physical, mental and social well-being and not just the absence of disease'. However, in 2009 discussions developed within the scientific field and with stakeholders about the concept of health and well-being in the Netherlands. Following these discussions, the concept of positive health was introduced in 2012 by Machteld Huber. The concept of positive health focuses less on the absence of disease and more on the strength of human beings. [The full definition of positive health is: 'Health is the ability of people to adapt and to choose their own direction in the light of physical, emotional and social challenges of life'](#). This definition is mentioned on the website [loketgezondleven.nl](#), which is a governmental website about health for all age categories. The Dutch government also supports this more positive and broad concept of health and wellbeing,

as mentioned in [the health policy letter](#). Government not only views health as a goal in itself, but also as a way to achieve other goals, such as 'more self-determination of life', 'quality of life', 'being able to participate in society' and 'making use of social networks'. This also fits in with the objectives in the broader social domain, participation, self-direction and self-reliance.

### Health insurance

It is mandatory for everyone who lives or works in the Netherlands to have health insurance, also for children. It is obligatory to have a basic health insurance, which covers the standard care of for instance a general practitioner (GP), a hospital or a pharmacy. For most care in basic insurance, an own risk budget is applied, which was 385 euros in 2016 and 2017. The coverage of the basic insurance is decided by government and may change every year. Parents or caregivers should take out insurance for their (younger) children until the age of 18. This is all described in the [Health Insurance Act](#) of 16 June 2005.

### Facilities

In the Netherlands there are different services for health and well-being at local level. Important services are community health services (GGD, explained in 7.2), Youth Health Care, GPs and consultation clinics for mothers with young children. These will be described later in this chapter.

## 7.2 Administration and governance

### Governance

#### Ministry of Health, Welfare and Sports

The main actor involved in policy-making in the field of health and well-being on national level is [the Ministry of Health, Welfare and Sport \(Ministry of VWS\)](#). This Ministry is responsible for health, welfare and sports for all age categories, including youth. The Ministry describes their motto as follows: 'The Netherlands healthy and well'. The ambition of the Ministry of VWS is to keep everyone healthy as long as possible and to restore the sick to health as quickly as possible. The Ministry also seeks to support people with physical or mental disadvantages and promotes social participation. Every four years the Ministry publishes a health policy paper, in accordance with [the Public Health Act \(Wpg\)](#). In this health policy paper, goals and strategies for the entire Dutch population for the next 4 years in the field of health are described.

With regard to public health, the Ministry of VWS encourages people to adopt healthy life styles: to exercise more, to refrain from smoking, to use alcohol in moderation, to practise safe sex and to eat healthy. People who have problems with their health should be able to call on their general practitioner (GP), the hospital or other forms of health care. They are insured for this care and therefore have a right to health care (see 7.1). Together with health insurers, health care providers and patients organisations, the Ministry of VWS ensures that there are sufficient facilities and that people have enough choice.

As regards welfare, there are groups of residents in the Netherlands benefit less from the welfare state. They are not economically independent or do not take an active part in society. In collaboration with other ministries, such as [the Ministry of Social Affairs and Employment](#) and [the Ministry of Education, Culture and Science](#), the Ministry of VWS strengthens the social infrastructure. See also the heading cross-sectoral cooperation. Volunteer work and youth care are important parts of the social policy.

Being active in sports promotes health, provides social contacts and contributes to self-development. The 'sports mission' of the Ministry of VWS is to make it possible for

everyone to play sports. In addition, the Ministry also focuses on and funds top-level sports, so that the Netherlands can perform well in international competition.

### **GGD-GHOR and GGD**

[GGD GHOR Nederland](#) is the Association of Community Health Services (GGD's) and Regional *Medical Emergency Preparedness and Planning* (GHOR) offices in the Netherlands. Their task is to look after the interests of the 25 GGD's and GHOR-offices, to promote public health and safety and to improve the quality of public health.

GGD's and GHOR-offices contribute to guarding, improving and protecting the health of the Dutch people. GGD GHOR Nederland supports those activities by:

- Representing the 25 local GGD's and GHOR-offices and their interests with local government, political and national social organizations;
- Offering a platform for the GGD's and GHOR-offices to meet and discuss ideas;
- Acquiring and executing projects that offer support to the way GGD's and GHOR-offices operate or contribute to the implementation of new policy areas.

The Netherlands has 25 local community health services (GGD's) divided over the country. The community health services will assist all 17 million citizens in the Netherlands, in all provinces, districts, cities, communities and streets. They aim at preventing health risks and advancing the health of all citizens, including youth. Preventing health risks means that the community health services focus on preventing that people fall ill and have to see a general practitioner or go to a hospital. All Dutch municipalities have the task to protect, control and promote the health of their inhabitants. To carry out these tasks, municipalities have community health services. There are close to 400 municipalities in the Netherlands which are responsible for 25 community health services. This means that one community health service is often directed by several municipalities jointly. The tasks of the community health services are not always identical, since every municipality commissions specific tasks to the GGD, which are specified in the municipal memoranda about local policy on community health.

Nevertheless, all Dutch community health services have a number of uniform tasks. These tasks are specified in the law: the Public Health Act (Wpg). Every GGD is required to carry out at least the tasks described in this act. In brief, the tasks of the community health services are:

- Child health care
- Environmental health care
- Socio-medical advice
- Periodic sanitary inspections
- Public health care for asylum seekers
- Medical screening
- Health education
- Community mental health care

### **Youth health care**

Youth health care (jeugdgezondheidszorg, JGZ) is the responsibility of the local municipalities. In 241 Dutch municipalities youth health care is performed by the GGD. The GGD examines children at [child consultation clinics](#) and at schools (primary and secondary education). During a child's first 3 years, there are around 12 contact/examination moments, when children also receive vaccinations. During primary education there are two contact/examination moments and in secondary education usually another two. The GGD also provides information on health, childraising and child development. The GGD works closely together with schools, police, care institutions, neighbourhood teams and the municipalities. In addition, the GGD is often part of the local Youth and Family Centre and for instance supervises child day care.

In other municipalities, the JGZ is housed in separate care organizations, independent foundations or combinations including the GGD. In the Netherlands, municipalities also have the responsibility to ensure that youth mental health care is available.

## Cross-sectorial cooperation

In the field of youth health and well-being the Ministry of VWS and other ministries cooperate. There is for example cooperation with [the Ministry of Social Affairs and Employment](#). They cooperate among others in the area of sports, since they both support the [national Youth Sports Fund](#). They also cooperate on promoting health in schools and childcare centres. The Ministry of VWS also cooperates with [the Ministry of Education, Culture and Science](#). The Ministry of Education, Culture and Science is for example responsible for curricula for sports education in schools and also works towards promoting health at schools and childcare centres. There is also cooperation between the Ministry of Health, Welfare and Sports and [the Ministry of Security and Justice](#), for instance on the joint responsibility for substance use policy. There is also cooperation with [the Ministry of Economic Affairs](#), for example on the economic significance of sports and health.

There is also cooperation between [the National Institute for Public Health and Environment \(RIVM\)](#) and the Ministry of VWS. The RIVM conducts scientific research on behalf of government. The health policy paper, that the Ministry of VWS has to publish every four years and which is mentioned in the first paragraph of 7.2, is also based on scientific research conducted by RIVM on the state of health and well-being of the Dutch population.

## 7.3 Sport, youth fitness and physical activity

### National strategy(ies)

There is no national strategy regarding the role of sport for young people and encouraging youth fitness and physical activity. However, there are general national policies regarding sport, fitness and physical activity. These are described in the policy document/letter sport: [‘Sport and physical activity in Olympic perspective’](#) and in the policy [document ‘Health policy’](#), mentioned in section 7.2. The [Ministry of Health, Welfare and Sport \(VWS\)](#) is responsible for both documents.

#### Sport and physical activity in Olympic perspective

The [policy letter ‘Sport and physical activity’](#) was published in 2011 and outlines the main focus points for sport and physical activity for the government period 2012–2017. The three main elements of this policy letter are: (a) sport and physical activity in the neighbourhood, (b) to excel in sport and (c) the Olympic ambition of the Netherlands.

a) Sport and physical activity in the neighbourhood means that all Dutch residents have a suitable sports and mobility offer available in their own neighbourhood, which is safe and accessible. To achieve this goal, the following points are worked on:

More sport and mobility opportunities available on location (schools, sport fields, work locations, health and welfare institutions);

- Fewer obstacles to the use of accommodations and guidance;
- More local human resources, that enhance sport associations and establish connections between sports and the neighbourhood, school, after-school care and well-being;
- More public-private cooperation;
- Setting up sports facilities at rehabilitation centres;
- Paying attention to talent recognition.

b) The Dutch government supports the ambition of the sport sector to make the Netherlands one of the top 10 sporting countries in the world. This top 10 ambition is a guideline for top sport programmes that qualify for government funding. In the period 2012-2017, investments were made in:

- Providing an income to (disabled) top athletes and high potentials;
- More and better top sport medical assistance and better connections between education and the Centres for Top sport and Education (CTO's);
- Professionalization of top sporting events, more social and economic spin-off and more focus on event policy;
- A proportional and effective anti-doping policy for top sport.

c) The government supports the Olympic ambition of the Netherlands and aims to organize the Olympic and the Paralympic Games in the Netherlands in 2028. The economic significance of sport is also mentioned here, meaning the ambition to further develop the economic and social values of sport. The government wants to strengthen the contribution of sport to the economy.

These main elements and key objectives of the policy paper link in with one guideline of [the EU Physical Activity Guidelines](#), namely to encourage 'sport for all', which is in line with the key element sport and physical activity in the neighbourhood of the policy letter. There are no other clear connections between the policy objectives/strategies and the EU Physical Activity Guidelines.

No specific target groups within the Dutch population are mentioned. The Ministry of VWS is responsible for the policy documents, but there is no legal or administrative framework that regulates the efforts of different policy partners and investors in sport policy. Municipalities are primarily responsible for spatial planning and sports accommodations and take responsibility for stimulating sports and physical activity at local level. The implementation of the sport and physical activity policy may therefore vary between municipalities. The Ministry of VWS also invests in sports by funding programmes and initiatives.

It is not clear if monitoring of this policy letter takes place, since it is not mentioned in the document or anywhere else. There are also no major revisions/updates of the policy document. The period of the document ends this year. It is to be expected that when a new Cabinet has formed in the Netherlands, a new version of this document will be developed.

### **Sport in national document health policy**

The national health policy is renewed every four years, published by the Ministry of VWS. The latest policy was published in 2011 and had a timeframe from 2011-2015. There is an update of the policy in the form of a letter from the Ministry of VWS to the House of Representatives. In this short letter the Ministry primarily proposed to continue the policy of 2011. That is why the policy from 2011-2015 regarding sport will be discussed here. Later in this section, major revisions/updates will be described.

There is only limited focus on sport in this health policy document. The small part about sport overlaps with the policy letter 'sport and physical activity in Olympic perspective', described above. The health policy document outlines that government wants all people to be able to play, move and play sport in their own neighbourhoods. It is the government's aim to have a suitable, safe and accessible sports and mobility offer for every Dutch resident in their own neighbourhood. Government also states that it is important for municipalities to cooperate with local partners and to present neighbourhoods as good locations for play and sport. There is an emphasis on safe environments for playing sports and physical activity, where there is no place for intimidation, violence and vandalism. For more information, see [the policy letter 'sport and physical activity in Olympic perspective'](#).

The main goal of the national health policy fits in with the guideline 'sport for all' of the EU physical activity guidelines. No specific target groups are mentioned. Municipalities

are an important partner for the government with regard to health policy. No monitoring, assessment or evaluation of this policy is available.

However, there is an update of the policy document running from 2016-2019. This is a short policy letter to the government, since positive trends in public health made it unnecessary to aim for major policy changes. In addition to the health policy from 2011-2015, in 2016 a new programme for sport injuries prevention was launched and [the Dutch standard Healthy Movement](#), which describes how much time people should spend on physical activity, was updated.

## Promoting and supporting sport and physical activity among young people

The Dutch government promotes a society in which sporting values are respected and everyone has the chance to lead a healthy and active life. One of its main aims is to encourage healthy lifestyles in children, especially those growing up in low-income families.

### Government Programme on sport and physical activity close to home

The government wants to make it easier for people to adopt an active and healthy lifestyle, for instance by providing sports facilities close to home or making physical activity easy to combine with work or school life. To this end, the government has set up [the Programme on sport and physical activity close to home](#). This programme is aimed at all age categories. Its three main elements are:

- Neighbourhood sport motivators

Neighbourhood sport motivators (previously known as 'sport liaison officers') are tasked with motivating people of all ages to take up sport or become more physically active. The motivators not only operate in the sports sector (e.g. at sport clubs), but also in the social sector (e.g. education, care institutions, or child care). Extra funding has been made available to municipal authorities for recruiting neighbourhood sport motivators. Municipalities will also contribute from their own funds. In 2015 371 Dutch municipalities were participating. The community sport motivators are funded by the state for 40% and the other 60% is funded by the municipality or other local organizations. In the Netherlands there are approximately 4.800 (fulltime and part-time) community sport motivators.

- Sport Impulse: grants for sport and exercise projects

Sport Impulse grants are intended for sports clubs, fitness centres and other sports providers to set up activity programmes for sedentary or low participation groups. The main requirement is that they work together with local neighbourhood partners such as schools, care institutions, childcare centres and the business community. The projects must be aimed at one of three target groups: sedentary people, overweight children, and youth in low-income neighbourhoods. The maximum grant period is two years. After that, the activity should continue without government funding.

- Sharing expertise

There are several ways in which municipal authorities and sport providers can learn about motivating people to become more physically active, for instance regional meetings for sharing knowledge and the annual expertise day at national level. Central government has made agreements with the sport sector and municipal authorities about activities in the Programme.

The Programme was launched in 2012 and continued officially to the end of 2016, but seems not to have ended yet. The Ministry of VWS is responsible for this national programme. Partners are: [Federation of Municipalities \(VNG\)](#), [Dutch Olympic Comity \\* Dutch Sport Federation \(Nederlands Olympisch Comité \\* Nederlandse Sport Federatie, NOC\\*NSF\)](#), [the Netherlands Organisation for Health Research and Development \(ZonMw\)](#)

and [the Knowledge Centre for Sport Netherlands](#). The Ministry of VWS is responsible for monitoring and evaluation of the overall Programme. It monitors both the extent to which objectives have been achieved and the contribution of the various components of this programme, namely the neighbourhood sport motivators and the Sport Impulse. Monitoring of the various components of the programme is based on a limited number of indicators. The results have not been published yet.

The Programme has a connection with guideline 6 of the EU physical activity guidelines, which states that 'particular attention should be given to projects and organisations which allow a maximum of people to engage in physical activity, regardless of their level of performance. The overall aim of the programme is to stimulate sports for everyone close to home. It also fits with guideline 7, which states that 'appropriate management and evaluation mechanisms should be in place to ensure a follow-up that is in line with the objective of promoting 'sport for all'.

### **Youth Sports Fund for low-income families**

Everyone should be able to lead an active and healthy life, including children growing up in low-income families. To make this possible, the government supports [the Youth Sports Fund](#), which helps children who would like to join a sports club but whose parents cannot afford the membership fees.

In order to give more children from low-income families an opportunity to be active in sport, the Ministry of VWS, together with the Ministry of Social Affairs and Employment, in 2016 made a total of 5 million Euro available to the Youth Sports Fund for a period of 2 years. With this impulse from the government, the Youth Sports Fund aims to reach a total of 25,000 children from low-income families in two years by providing them with a sport membership. In addition, the local youth sports funds are strengthened. In 2016 the Youth Sports Fund offered 49,466 children a sport opportunity. The Youth Sports Fund foundation started in 2011 and has no end date. There is no information available about monitoring and evaluation.

There is no connection with the EU Physical Activity Guidelines.

### **Turn-Over**

[Turn-over](#) is a sport programme that supports young people to go back to school or to enter the labour market, by way of sport. Over 70% of participants gets a job, goes back to school or starts attending vocational education. The programme has no end date and is implemented in several cities in the Netherlands.

On the website of the foundation Turn-Over, the policy plan for 2017 to 2019 is presented. The main goal is to provide professional guidance and intensive coaching, from the heart, to young people and (young) adults, to support them both physically and mentally, and motivate them in the next steps in their life, to do (volunteer) work and/or to achieve new competencies, and doing everything that relates to or may be helpful for this.

Turn-Over wants to help youth and (young) adults who are vulnerable, at risk and have problems, adults to take next steps in their lives, for instance (volunteer) work, school, or self-employed entrepreneurship by means of the proven successful Turn-Over prevention programme. The program is especially aimed at:

- Young people on benefits;
- Young people at risk of dropping out of school or work;
- Young people who dropped out of school;
- Vulnerable young people;
- Young people without starting qualifications;
- Young people who no longer want to/are able to/dare to go to school;
- Young people with criminal behaviour.

The ambition of Turn-Over is to train youth and (young) adults from various target groups, with different backgrounds or issues, with the Turn-Over programme and



methodology at national level, from 2019 onwards. The foundation receives funding from municipalities and (semi)governmental organizations, if the municipality or (semi)governmental organizations wish to implement the programme. The programme uses sport as a way to support vulnerable youth and help them take up their responsibilities and their lives.

There is no connection with the EU physical activity guidelines. There is no information available with regard to monitoring and evaluation.

### **Fit & Skilful at school ([Fit & Vaardig op school](#))**

This programme consists of physically active math and language classes for primary school children. The classes are given three times a week in school. Every lesson spends 10 to 15 minutes on math and 10 to 15 minutes on language. The calculation and language level of the classes matches the Dutch computational and language methods (Grades 4, 5, 6 and 7 of primary school).

The digital school board plays an important role during these lessons, for the physical exercises and the language and calculation assignments are visualized on the digital school board. The pupils answer to a math or language assignment with a physical exercise. For example they spell a word by jumping with each pronounced letter or they answer to the calculation assignment  $2 \times 3$  by jumping six times. In between the exercise movements they carry out basic movements. For example, they jog in place while they think about an answer.

During a two years experimental study into the effects of the Fit & Skilful programme, it became clear that pupils who participated in the Fit & Skilful lessons developed significantly higher math skills than pupils in regular lessons. Language skills improved more than math skills, but there was no significant difference between groups until after two years. No further evaluations have been planned for the programme. No specific target groups are being addressed within the programme. The programme shows the relation between physical activity and learning, and thereby the importance of physical activity. There is no connection with the EU physical activity guidelines. Information about public funding is unknown.

## **Physical education in schools**

Physical education and sport in schools in general and vocational education at upper secondary level is incorporated in curricula. [In 1995 the standards for physical education in upper secondary education were formulated.](#) Schools must provide physical education in every school year (independent of level) and spread it over the weeks in the school year. It should be "practical movement activities in such a form that the content meets the requirements in terms of quality, intensity and variety as laid down in core goals and exam programmes". Schools are free to determine how to implement this in contact time and lessons. Usually schools will have 2 to 3 physical education classes per week.

At the request of the National Society for Physical Education, the education inspectorate has outlined guidelines by type of school in 2014. If a school adheres to all the rules, the number of hours for physical education at school is average 2.5 for preparatory vocational secondary education (vmbo), 2.2 for senior general secondary education (havo) and 2 for university preparatory education (vwo), based on classes taking 50 minutes and 40 school weeks per academic year. The number of physical education classes in secondary school decreases in higher grades.

[Research indicates the following average scheduled time in minutes per week for physical education:](#)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Vmbo bbl/kbl	156	136	109	97		
Vmbo gl/tl	151	127	110	96		

Havo	147	121	108	99	66	
Vwo	145	116	105	98	90	58

Vmbo = Preparatory vocational secondary education

Bbl/kb = basic vocational track / advanced vocational track

Gl/tl = combined track / theoretical track

Havo = senior general secondary education

Vwo = university preparatory education

There is a [national programme available to support starting teachers](#). This includes physical education teachers at secondary schools. This programme is one of the programmes to help solve the teacher shortage in secondary education. No other pedagogical tools and support are provided for teachers responsible for physical education in general secondary education.

In secondary vocational education (Mbo) there are no compulsory weekly sports classes. Since the introduction of the [Education and Vocational Education Act](#) in 1996, physical education and sport are no longer anchored in the curriculum. However, in 2008 government has established an incentive programme to promote that 5% of contact time consists of physical education and sport. In 2014 91% of secondary vocational education schools had a sport offer available for their students. To help teachers create a sports curriculum for Mbo students, [the database 'Vitaal mbo'](#) offers basic materials for creating a programme for sport, movement and vital citizenship for Mbo students.

Regarding tertiary education, no top-level curricula or policies exist. In general, there are no physical education lessons in higher education (Hbo schools) and universities.

There are no top-level guidelines, recommendations or large-scale initiatives on the inclusion of physical activities outside the curriculum but within the school day and on extracurricular sports activities in secondary education. There are some lower secondary education schools that offer extra sports classes for interested students, but this happens at schools' own initiative and no such initiatives are known at higher secondary level schools.

## Collaboration and partnerships

There are no top-level initiatives that support collaboration and the formation of partnerships between schools, youth workers, health professionals and sport organizations in order to promote youth fitness and physical activity among young people. It is expected that schools, municipalities, youth workers, health professionals and sport organizations cooperate at local level, but those initiatives differ for every municipality.

## 7.4 Healthy lifestyles and healthy nutrition

### National strategy(ies)

#### Healthy lifestyles and healthy nutrition in national document health policy

[The national health policy](#) is presented every four years by [the Ministry of Health, Welfare and Sport \(VWS\)](#). This policy was described in section 7.3 addressing sports as a national strategy. Section 7.3 also describes the publishing date, timeframe, update and type of document. The policy for the period 2011-2015, regarding healthy lifestyles and nutrition, will be discussed here. Later in this section, major revisions/updates in the policy from 2016 to 2019 will be outlined.

In [the 2011-2015 health policy document](#) of the Ministry of VWS, a special subsection mentions healthy lifestyles of youth. The introduction of this subsection mentions that the government wants to stimulate healthy behaviour and the development of resilience. They do not want to keep all possible temptations out of sight of young people, but they strive towards the implementation of broad lifestyle interventions, programmes and activities.

There are three themes that pay extra attention to youth in the coming years, namely healthy weight, substance use and sexual health. The part about healthy weight stipulates that efforts concerning healthy weight are important, because overweight young people are at greater risk of developing chronic diseases, such as diabetes and cardiovascular disease and all disadvantages that these diseases bring. In addition, overweight children experience more social exclusion through being bullied and being unable to join the group. This also has an impact on their psychological and emotional development. The government therefore invests in positive attention to a healthy and responsible dietary pattern as well as a safe, responsible place for sports, play and exercise in the lifestyle of youth. The motor skills of children have significantly worsened over the last two decades. Focused attention to a safe and responsible movement pattern in the form of injury prevention is required. Sports can help to make young people more resilient. Activities for young people who want to have a healthy weight should be available at close range, easy and attractive.

Substance use is another theme. The document explains that substance use at an early age increases the risk of addiction, is harmful to the developing brain and sometimes also causes acute health damage. Other consequences are reduced cognitive capacity, concentration disturbances and social damage such as school failure and unemployment. The risk of these consequences increases when using starts at an earlier age. Among vulnerable youth, excessive drug use is often a sign of broader issues, such as psychosocial and behavioural disorders, frequent truancy, nuisance and criminal behaviour.

The government wants to tackle addiction risks due to the use of alcohol, tobacco and drugs with a coherent approach, for example through [the Healthy School and Drugs programme](#), which is described later in this chapter. The Ministry of VWS encourages all schools to be completely non-smoking. There should be a close relation between preventive programmes and care. But the link between stakeholders in for instance addiction care, mental health care and youth care could be better.

In 2011, young people between 14 and 18 started with an interactive online programme at school. This programme provided not only with information about the facts on alcohol, smoking and cannabis, but also insight into mechanisms such as group pressure. It taught them skills to stay with their own choices and offered healthy alternatives. It is unknown whether this programme is still being used.

The last theme is sexual health. Also with regard to sexual health, stimulating resilience and promoting healthy sexual behaviour are of great importance. Young people should have the opportunity to have relationships voluntarily, safely and pleasantly, and to prevent issues such as sexual coercion, STD's and unwanted pregnancies. Four values are central to sexual health:

- Autonomy: The right to make one's own choices in developing one's sexuality without someone else deciding;
- Resilience: to be able to clarify what you want and what you do not want in sex and to have the skills to act on those preferences;
- Realization of reciprocity and respect: sexual health not only relates to personal health but also to the health of the other. The individual freedom of one person is limited to where another person's freedom is being damaged;
- The right to access to information and to quality assistance whenever needed.

Government's responsibilities in the field of sexual health are promoting good aid, the punishment of perpetrators and the protection of victims of sexual offences, providing

information about sexual health, prevention of STD's and unwanted pregnancies, and promoting resilience among youth. This relates to all young people. There is no additional investment into the sexual health of people with a disease or mental or physical disability or preventing stigmatization of people with HIV. There are no targeted policies for specific groups in the youth population.

Specific information about the implementation is not available, but it is to be expected that schools, sport clubs and municipalities are responsible for implementing programmes and that the Ministry provides the programmes and support. The Ministry is responsible for the national elements. Before drafting the policy document for the next four year period, the Ministry evaluates the previous policy, but it is not clear how this is done.

### **National policy document 2016-2019**

There is a [new health policy document](#) for the period 2016-2019. In this document, government mentions that it will continue the elements described in the 2011-2015 policy, so government keeps stimulating a healthy lifestyle for the whole Dutch population. Offering healthy food is also part of that goal. Mid-2016, the packaging of tobacco products received terrifying pictures and warnings. [The 'Schijf van Vijf'](#), a guideline for healthy nutrition, has been updated in 2016 based on new Healthy Nutrition guidelines. The Ministry keeps supporting the municipalities to stimulate a healthy lifestyle for their residents by offering support with programmes such as ['Young People at a Healthy Weight'](#) and ['Sport and Movement in the Neighbourhood'](#) (described in section 7.3). The Ministry keeps connecting with education, the environment, work and care agencies to improve health. There are no major updates/revisions of the previous policy document. Regarding evaluating and monitoring of this policy document, the Ministry works together with national knowledge institutes on presenting figures on the VWS policy about public health.

## **Encouraging healthy lifestyles and healthy nutrition for young people**

### **Healthy School approach**

[The healthy school approach \('Gezonde school'\)](#) is a good example of a broad national programme that connects 'education' and 'health'. It results in more health benefits, fewer health differences and better educational performances. The healthy school approach encourages schools in primary education, secondary education and secondary vocational education to address healthy lifestyles at school. Schools can work on one or more of the following themes:

- Physical activity and sports;
- Smoking, alcohol and drug prevention;
- Well-being, relationships and sexuality;
- Hygiene, skin and teeth;
- Indoor environment, nature and physical safety;
- Media wisdom;
- Hearing impairment.

Schools with an outstanding performance in one or more of these themes can apply for the Healthy School certificate. The approach consists of four elements, namely education, environment, signalling and policy. If all four elements of a theme have been taken into consideration, it is considered an comprehensive approach.

There are several ways in which schools can work on (one of) the themes:

- Schools can start working on a healthy lifestyle with the assistance of the website of the healthy school approach. The information on the website is current and agreed with the extensive network of partners.

- During the course of the programme, a support offer is available for 1750 schools, consisting of a sum of € 3,000 for working hours or the use of a Healthy School activity. When granting support, there is a focus on the most vulnerable children.
- Schools designate a Healthy School Coordinator, who is in charge of health promotion and a contact point within the school. All Healthy School Coordinators have been trained.
- Schools can use the advice and support of Healthy School Advisers of the 25 GGDs. The Healthy School Advisers also receive training.
- Schools that want to show that they excel in health promotion on one or more of these themes, can apply for a Healthy School certificate for those themes.

The Healthy School programme focuses on all schools, paying particular attention to schools with a vulnerable student population. These can be children from families with low social economic status and children in special (primary and secondary) education. The current programme runs from 2017 to 2020, but it already existed several years before that. In these years, about one third of all Dutch schools already addressed one or more themes within the programme. Also almost 1,000 Healthy School certificates were handed out. With that number the ambition for this previous period was achieved. The goal for the period 2017-2020 is to reach another 1,650 schools that have not previously made use of the support offer.

The Healthy School approach is a partnership. The programme seeks to connect with programmes and projects that are also aimed at health and education. The Ministries of VWS, [Education, Culture and Science](#) (OCW), [Social Affairs and Employment](#), and [Economic Affairs](#) together fund the Healthy School programme. Together they initiated and instructed the Steering Committee Healthy School approach. [the primary education council](#), [secondary education council](#) and [secondary vocational education council](#), [the RIVM Centre Healthy Life](#) and [GGD GHOR Netherlands](#) are represented in the Steering Committee. These organizations are responsible for the implementation of the programme for 2017-2020. They do so in close cooperation with regional GGDs, health funds, trade unions, social organizations and knowledge institutes in the area of healthy lifestyle. The progress and quality of the programme are monitored to report to the Ministries.

### **Youth on Healthy Weight (JOGG)**

[The Youth on Healthy Weight \(JOGG\)](#) approach is an integrated approach in which local partnerships between private and public parties aim for a healthier weight among young people (0-19 years), in areas where the incidence of overweight is high. Under the umbrella of the municipality, public and private parties, such as schools, sports clubs, general practitioners (GPs), neighbourhood supermarkets and housing associations work together. This local collaboration leads to better sports, exercise and play facilities in the area, and calls for more attention to nutrition and physical activity. The JOGG approach is carried out by municipalities that join the National Youth on Healthy Weight Organization. This foundation is committed to a healthy environment in which young people and adults live and work, such as the school, the district, the sports club and the workplace. The approach exists since 2010 and is not limited in time.

Youth on Healthy Weight offers three themes nationally: Free Moving, just do it; Drink Water; and Vegetables ... Put Your Teeth In!. Youth on Healthy Weight also actively promotes the Healthy School Canteen, [Healthy School programme](#) (described above) and, through the Healthcare Nutrition Agreement, introduces schools to a healthier dietary supply at schools.

Currently one third of Dutch municipalities participate in the approach. The JOGG municipalities help each other, exchange knowledge and experience and support each other. To get started with the JOGG approach, a municipality signs a cooperation agreement with Youth on Healthy Weight. It stipulates that the municipality will use the JOGG approach and that Youth on Healthy Weight provides support. The municipality appoints a JOGG director for at least 16 hours a week and a JOGG policy officer for 4

hours. The municipality pays an annual fee in order to make use of the support for young people on healthy weight, consisting of advice, knowledge, materials, training and a wide network. The foundation also receives a project grant from the government. Every year the foundation reports to the board and the Ministry of VWS.

Monitoring and evaluation are important elements of the JOGG approach. JOGG municipalities keep an eye on what happens within the approach and its impact. This allows municipalities to inspire the local network, justify their efforts and, if necessary, adjust them. Youth on Healthy Weight offers support in monitoring and evaluation to the municipalities. In order to map the main objectives and programme goals of youth on healthy weight on a broader level, an evaluation plan for 2015-2020 has been developed. A progress report is made annually.

### Healthy school and drugs

[The Healthy School and Drugs program \(DGSG\)](#) is for schools that want to pay attention to prevention of alcohol, tobacco and drugs use. DGSG has existed for over 20 years and was developed by [the Trimbos Institute](#). The impact of DGSG is wide-ranging. In addition to providing information to students, attention is paid to good school policies and the involvement of parents. The programme pays special attention to signalling and supervising students with problematic alcohol or drugs use. This joint approach in school makes young people less vulnerable in the areas of alcohol, smoking and drugs use. DGSG is part of the [national Healthy School](#) programme described above.

DGSG is available on request for the upper levels of primary education, in consultation with the local GGD or addiction care institutes. In addition, DGSG is available for secondary education, special secondary education and for secondary vocational education. The programme focuses on both students, parents, and school staff. There are no specific target groups within the youth population. The programme provides a form of universal prevention. Different aims have been formulated for the three different education levels. The goal in primary education is 'to prevent students from using tobacco and alcohol'. The goal in secondary education is 'to encourage students to delay alcohol use until at least 18 years old and to not use tobacco and drugs. The goal in secondary vocational education is 'to prevent, limit and reduce smoking, excessive alcohol use and drug use among young people'.

The healthy school and drugs programme (DGSG) consists of 4 parts. Schools benefit most from the programme if all components are implemented together. These are the following: Awareness-raising classes, involving parents and caregivers, creating and managing good policy, and identifying and counselling students using substances (problematically). Various programmes are carried out within the DGSG approach, for example 'the students' alcohol use prevention' programme.

The national government funds the programme. An impact study of the effects of the healthy school and drugs programme has been conducted (2009-2013). The results made clear that the programme had no effect on the development of substance use in adolescence. The advice was to renew and redevelop the programme. The expectation is that this has happened, but no further information is available. It is unclear also whether the effects of the programme will be monitored and evaluated again.

### Long live love (lang leve de liefde)

[Long Live Love](#) is a programme about love, relationships and sexuality for secondary schools and vocational schools. The method makes use of three sets of teaching materials: Long Live Love for general secondary education (second year), Long Live Love for higher secondary education (4-5th year) and Long Live Love for vocational education. The teaching materials allow teachers to help students safely enjoy their emerging sexuality when they are ready. It enables them to educate students while developing their attitudes and skills with regard to relationships and sexuality. The Long Live Love themes are: puberty, falling in love, relationships, homosexuality, what you want, drawing the line and assertiveness, the internet, online predators, the first time,

problems with sex, getting help, safe sex, condoms and contraception. There are no specific target groups within the youth population.

Each set of teaching materials consists of six online lessons. Each lesson takes a minimum of 50 minutes to complete. The duration also on the class, class reactions and whether the subject concerned is particularly relevant for this class. It is important to follow the order of the lessons as prescribed and to use all the available materials. The teaching materials have been developed to be used together and cover all the themes relating to relationships and sexuality. The lessons have been developed in such a manner, that they cover some themes of the mandatory biology curriculum.

In the Long Live Love series of lessons the following issues have been taken into account:

- Young people with diverse cultural backgrounds;
- Differences in values and principles relating to sexuality;
- Diversity in the way young people start relationships;
- Differences between boys and girls;
- Young people from different regions.

In 2014 an effect evaluation was conducted with positive results. It is not known if there will be more monitoring and evaluation studies. The programme has been commissioned by the Ministry of VWS. Funding sources are unknown.

## Health education and healthy lifestyles education in schools

### Health education

Health education is not part of the curriculum of schools at upper secondary level and is not mandatory. However, health is often part of the mandatory biology lessons in school. Besides, schools can choose if and how they pay attention to health education. Programmes like the Healthy School approach described above encourage schools to pay attention to health and offer support to schools. Topics that are addressed in such programmes are: nutrition, physical activity and sports, smoking, alcohol and drug prevention and well-being, relationships and sexuality. Teachers can use available programmes such as [the Healthy School approach](#) and [the Healthy School and Drugs programme](#).

### Sex education and personal relationships education

Sexual education has been compulsory for primary and lower secondary education and special education since the end of 2012. [The Ministry of OCW](#) wants to prevent not only forced sexual acts and unacceptable behaviour, but also negative attitudes and reactions to homosexual behaviour. Instead government wishes to promote respectful behaviour and sexual resilience among students. However, in upper secondary level sexual education is not mandatory and not part of the curriculum. Schools can decide themselves if and how they pay attention to sexual education and personal relationships in upper secondary level. There are also programmes available that teachers can use for sexual education and personal relationships, for example [‘Long live love’](#). Schools can also use [the Healthy School approach](#) to pay attention to sex education and personal relationships.

## Peer-to-peer education approaches

### WE CAN young

Within [WE CAN Young](#), active youngsters (change makers) increase the awareness and positive attitude of other young people in the area of sexual and relational resilience, gender inequality and gender violence. Peer education, peer activation and peer mobilization are the strategies used. Peer education means that peers provide other young people with information and increase their awareness. In peer activation, change

makers actively work on the topics by designing various actions for other young people. Peer mobilization involves the execution of the proposed actions and the transfer of the underlying message. The intention is to continue this process so that the young people who are reached become change makers too. Local project leaders guide and encourage the change makers in the process of education, activation and mobilization.

The project, which ran from May 2012 to the end of 2014, was conducted in 15 municipalities and was supported by a project team from knowledge centre [Movisie](#). The age of the group reached with the project was between 12 and 23. There were no specific target groups within this population. The results were monitored by Movisie between May 2012 to 2014. [The results](#) are that young people, in their own opinion, have more knowledge of the topics addressed within the project. Some participants also experienced a change in their attitude towards the topics. No other monitoring or evaluation research has been conducted. The project continued in 2016, but has ended at the end of 2016. The project was funded by the Ministry of OCW, because it relates to violence against women, one of the main emancipation policy themes of the Ministry at the time.

### **MIND young academy**

[MIND Young Academy](#) is a school project for students in lower secondary education and secondary vocational education, with the aim to make psychological problems an issue for discussion in class.

During the lessons, attention is paid to the following points: recognizing mental health issues, talking about psychological distress and knowing what to do if you suffer from it.

The lessons are given by peers who have had their own mental problems or experienced psychological problems in their environment. These so-called peer educators talk to students about common psychological complaints. Their message: just talk about it, because you're not the only one. During the lesson, a mini-documentary is shown in which two peer educators are introduced.

The fact that peer educators share their own stories, creates a safe atmosphere in the classroom. As a result students who have been experiencing psychological problems for a long time finally dare to share this in class. There is recognition and understanding. There are also many young people who dare to take the step to seek help after the project.

The project started at the end of 2016 and is an initiative of the organizations [MIND](#) and [Diversie](#). There is no information on duration. The project receives no public funding. The project is made possible among others by crowdfunding actions. There is no information about monitoring and evaluation, or about results so far.

### **Kikid**

[Kikid](#) is a Dutch organization specializing in peer education projects on different topics.

All activities of Kikid are aimed at making young people feel good about themselves and the way they are, and to raise their awareness of the enormous power and influence they have themselves on their happiness and success. This will make them stronger and help them make the right choices in life. Kikid develops projects designed for talking with young people about important themes, such as alcohol and drugs, relationships and sexuality, money and debt, social media, group pressure and (cyber) bullying. These projects are aimed at students in secondary education. There are no specific target groups within that group of youth.

Kikid works based on the power of young people; 'they are the experts who know how to really reach young people'. Therefore Kikid's theatre programmes are developed with young people and performed by young people. The peer educators are close in age to the young people who participate in the programmes. Each team of peer educators consists of very different highly involved people. They receive an intensive didactic training from



Kikid so they have the knowledge and specific skills to play the performance and be good conversation leaders in the classroom.

Research has been conducted to study the effects of one of the projects developed by Kikid, namely [the programme Benzies & Batchies](#), in combination with the training I love me. Both have already been carried out at schools for a couple of years. These programmes aim at prevention and reduction of unacceptable sexual behaviour and have a positive impact on young people's views on unacceptable behaviour. The attitude, standards and trust in pupils' own ability regarding unacceptable behaviour has improved. No research was conducted on other projects of Kikid. Regarding funding, the Ministry of VWS and the Ministry of OCW are described as partners of the organization, but it is unclear if and how much public funding they receive. See [the website](#) for all projects on the different topics.

## Collaboration and partnerships

There are no known top-level initiatives that support collaboration and the formation of partnerships between schools, youth workers, health professionals and sport organizations in order to promote youth fitness and physical activity of young people. It is expected that schools, municipalities, youth workers, health professionals and sport organizations cooperate at local level, so collaboration is different in every municipality and with varying stakeholders.

## Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

In general the Ministry of VWS decides on the actions in the field of health and wellbeing. Other partners are responsible for implementation. [SOAAIDS](#) is an organization that disseminates information in national campaigns about sexual health, funded by the government. Different age categories can also find information there. The website [sense.info](#) is another example of a website where young people in particular can find information about sexual health and personal relationships. They can also seek contact with professionals when they have questions or need help or advice. Sense has been developed by [SOAAIDS](#), [the GGD](#), [a knowledge institute](#) and the Ministry of VWS. Sense also has consultation hours, where young people can ask questions, get help or advice and sometimes can get a pregnancy test or SOA test.

Another important website for youth is [jouwggd.nl](#). This website deals with wider issues than sexual health only, since it also offers information about health in general (e.g. nutrition, lifestyle, physical activity, relationships, body, emotional wellbeing, substance use and media). There is also the possibility to ask questions by chat or email. It is unknown if and how much financial support these initiative receives.

Besides the Sense consultation hours, Dutch youth have the possibility to go to their general practitioner (GP) for information and counselling. The GP is also able to refer them to other professionals for help. There is no top-level framework regarding youth information and counselling structures.

### Information campaigns

#### NIX18

[NIX18](#) (in English: nothing 18) is a large-scale information campaign initiated by the Ministry of VWS and other national partners, such as [GGD GHOR](#), [NOC\\*NSF](#) and [the national Lung Fund](#). The aim of the campaign is to raise the social standard 'don't drink and smoke until you're 18'. Youth up to 18 are the primary target group of the campaign, but it is also aimed at society at large. Everyone should think it is normal that young people do not smoke and drink before the age of 18. This campaign is accompanied by some important changes in policy. Since 2014 it is forbidden to sell alcohol or tobacco to people under 18. Young people under 18 are also not allowed to be in possession of

alcoholic beverages. The campaign makes use of [a website](#) aimed at young people and their parents. They can find information there, for example facts on substance use and how parents can make agreements with their children about drinking and smoking behaviour. The campaign was also broadcast on radio and television.

The campaign was specifically aimed at:

- Parents with children between 13 and 17 years;
- Young people between 13 and 17 years;
- General public (18+).

This campaign took place in 2016. The website still exists, but no further information has been broadcast on radio and television. The campaign was monitored and evaluated. [The results](#) show that almost all young people under 18 say they never smoke (95%). This percentage is higher in 2016 compared to 2013 (88%). Besides, a larger number of young people say they do not consume alcohol (64%) compared to 2013. More young people and parents find it normal to not smoke and drink until the age of 18. About three-quarters of parents agree with this social norm. However, the majority still thinks it is acceptable if young people under 18 drink in moderation.

### Signs of depression

[The large-scale campaign](#) Signs of depression was active from September till December 2016. This campaign is part of [the multi-annual Depression Prevention programme](#), which is described as a national strategy in 7.5. With this campaign the Ministry of VWS wants to lower the threshold to talk about depression. In addition, the campaign aims to make people more positive about offering help and seeking help in cases of depression. The campaign targeted all Dutch people over 18 years (general public) and people "involved" in depression: (potential) bystanders, victims and risk groups (young women aged 18-35 and young people aged 13-18).

The campaign strategy was addressing the subject depression and breaking the taboo around depression. In addition, it presented the signs of depression and how to recognize them. Eventually it aimed to make it easier to find information about depression. Information can be found at <http://www.omgaanmetdepressie.nl>. This website was also referred to in the campaign statements.

TV and radio ads were distributed to reach a wide audience and raise awareness. These ads also featured in cinemas and in social media. In the radio ads various signs of depression were mentioned. Web messages were disseminated with information about the occurrence of depression. The online messages focused on the risk groups.

[The results of the campaign](#) show that the general public recognizes more signs of depression. More people want to seek help or offer help in case of a depression.

There is still a taboo on talking about depression. Three quarters of the Dutch population finds it difficult to discuss this topic. Two-thirds of people find it normal that they can talk to friends or relatives about depressive feelings. After the campaign, depression was discussed more often. There is also a more positive attitude towards starting a conversation about depression.

## 7.5 Mental health

### National strategy(ies)

There is no general national strategy addressing the mental health of young people. However, the government declared two focal points in the field of mental health, namely suicide and depression. Depression is also mentioned in [the national health policy 2016-2019](#) as a focal point for the coming years, with the aim to lower the prevalence of depression in the Netherlands.

With regard to national strategies about mental health for the whole population, there are two national government documents, a national agenda on suicide prevention (2014-2017 and 2018-2021) and a multi-annual Depression Prevention Program (2017). Both are published by the [Ministry of Health, Welfare and Sport \(VWS\)](#). Both strategies will be outlined, starting with the national agenda suicide prevention.

### **National agenda suicide prevention**

Together with professionals in the field, the Minister of Health, Welfare and Sport drafted a [national agenda on suicide prevention](#) for the period of 2014 to 2017. It is a general national agenda without specific target groups. The primary aim of the agenda is to slow down the increase in prevalence of suicides and to design actions to achieve that aim. There is a [new agenda](#) for the period of 2018 to 2021, which is a follow-up on the previous one. The agendas are presented as official policy letters.

The Ministry of VWS has mainly a facilitating role within the National agenda suicide prevention, and partners are responsible for the implementation. The Dutch foundation [113 suicide prevention](#) has a coordinating role in implementing the agenda and monitoring its progress.

The agenda mentions the following about prevention of suicide in schools and about youth: 'Suicide is the first cause of death among young people between 20 and 25 years. It is therefore important that teachers (or members of the care advisory teams at schools) in secondary education recognize suicidal signals, know how to act and have a good view of the risk groups'. Suicide prevention should be a part of the safety policies of educational institutions. Therefore, a suicide policy for schools has to be developed and implemented. This is one of the actions mentioned in the agenda.

[The agenda from 2014 to 2017 has been evaluated](#), but it is not clear how. The domains in which activities were needed were: care, media, education and the social-economic sector. Activities have been carried out in all domains, but were not synchronized. Many actions were carried out, some actions required more time, other actions required a different approach than originally determined. These points were taken into account when drafting the agenda for the next period. There are no major differences between the two agendas.

The agenda from 2018 to 2021 is expected to be evaluated too. It is not clear if a new follow-up agenda on suicide prevention will be drafted after 2021.

### **Multi-annual Depression Prevention Programme**

At the end of 2016 the Ministry of VWS, in cooperation with other stakeholders and partners, presented [the multi-annual Depression Prevention Programme](#). Before the start of this programme, [research provided an insight into the 6 risk groups for depression](#) which are also the target groups of this multi-annual programme. Youth is one of the target groups. There are no specific target groups within the youth population.

The programme officially started in February 2017 and will run for at least 5 years. The aim of this multi-annual Depression Prevention Programme is to significantly reduce the incidence and impact of depression, especially in the high risk groups. A decline of 30% by 2030 is (too) ambitious, but it is the goal the Dutch government ultimately wishes to achieve. To do so it is necessary that more people from high risk groups are reached with depression prevention activities.

- For the youth target group, the following actions have been defined:
- Awareness: work already started;
- Prevention and early detection: (more) actions are needed;
- Guidance towards (preventive) interventions: (more) actions are needed;
- Training, guidelines and manuals: work already started;
- Innovation and projects by target group: already started, but more actions are needed;
- Support and self-management: more actions are needed;

- Research and monitoring: more actions are needed.

It is not clear if the selection of these actions is based on an evaluation or other research. The Ministry of VWS is working on these action points, together with stakeholders and partners, such as client organizations, relevant occupational groups, branch organizations and knowledge institutes. By 2021, the Ministry and partners will assess whether the programme has sufficient impact and what adjustments or additions are required. The Ministry of VWS is responsible for public funding.

The programme also mentions that addressing the awareness of depression within youth can be done within the [healthy school approach](#) described in 7.4. Depression fits the theme wellbeing of the healthy school approach.

Schools are also paying more attention to the absence of pupils at schools, together with youth care and parents/caregivers. In these contacts, underlying problems of absence such as depression can become clear and can be dealt with in an appropriate manner.

## Improving the mental health of young people

### 113 Suicide Prevention

[113 Suicide Prevention](#) is the national Dutch suicide prevention centre, mainly financed by the Ministry of VWS. 113 is targeted at the whole Dutch population, there are no specific target groups within the population. The organization has been active as an independent care provider since September 2009. It employs psychologists and psychiatrists and a large group of fully trained volunteers which allows 113 to provide round-the-clock confidential support through chats and phone calls. 113 works in close cooperation with the mental health institutes' crisis centres. Together, these professionals are available 24 hours a day, 7 days a week across the Netherlands for crisis talks, psychological treatment or referral to a medical practitioner.

The mental health services of 113 include:

- Crisis chat (a direct opportunity to talk online to a trained volunteer);
- Crisis telephone help line (a direct opportunity to talk to a trained volunteer by phone and, if necessary, to a professional);
- Chat therapy (a maximum of 8 online chat talks with a professional);
- Self-help course (an independent online course aimed at reducing suicidal tendencies);
- Consultation by telephone (the opportunity to pose a brief question to a professional in a session lasting a maximum of ten minutes);
- Self-tests (questionnaires to fill in which offer an indication of the severity of one's troubles and symptoms (an anxiety and depression test and a test that measures suicidal tendencies);
- Training programmes for professionals about suicide prevention and treatment.

In the [annual report 2016](#) there is described that in 2016 there have been increases in the number of people with suicidal thoughts that were helped by 113. Most of them were helped by crisis telephone.

In addition to its mental health services, 113 describes itself as change agent and centre of expertise: it leads the National Suicide Prevention Agenda and establishes Suicide Prevention Action NETworks (SUPRANET Care, SUPRANET Community). Activities in these areas include:

- The development and dissemination of training opportunities for medical staff, other professionals and gatekeepers in society;
- Tracking the implementation and sharing of evidence-based suicide intervention best practice within large healthcare institutions, using standardized monitoring instruments and methods;

- Implementation of multilevel multimodal suicide prevention measures in 6 regions, reaching 1.3 million inhabitants, in line with the European Alliance Against Depression (Optimizing Suicide Prevention Interventions OSPI);
- Data-driven quality and safety improvement projects in a network currently numbering 14 mental health hospitals.

113 has also a strong international orientation through participation in the European Alliance Against Suicide and their role in the International Zero Suicide Movement.

It continuously develops its work by researching the effectiveness and reach of its mental health services together with its partners, namely the [VU University of Amsterdam](#) and the [mental health institution GGZ inGeest](#). Together they have initiated [SURE-NL](#), a scientific consortium aimed at lifesaving suicide research. 113 has been invited to contribute to scientific conferences worldwide (Rome, Beijing, Tel Aviv, Boston, Atlanta, London and Ghent). Next year they will be present at conferences in Sydney, Australia and Kuala Lumpur, Malaysia.

### Peer learning Participation of young people with mental health issues

This [international peer learning project](#) on the participation of young people with mental health issues is an initiative by the Ministry of VWS, in response to the Dutch presidency of the Council of the European Union in 2016. During the Dutch presidency of the Council of the European Union, the Netherlands, together with Finland, invited colleagues to participate in European peer learning in the field of young people with psychological problems. Now about eight countries participate in the peer learning. It is a cross sectoral peer learning with the aim to strengthen the participation of young people with mental health issues. The aims of the peer learning are:

- To share practices and knowledge in the areas of successful youth policy, practice (programmes and interventions) and the active involvement of young people with mental health problems in order to increase successful policy and practices;;
- To use the knowledge acquired to increase effectiveness of policymaking and practice in the countries involved;
- To explore the possibilities for increased cooperation between the countries of the peer learning group;
- To disseminate the knowledge acquired amongst EU member states.

The peer learning takes place in three multiple day seminars. Two seminars with partners, stakeholders and experienced experts from the participating countries have already taken place. The first seminar in Amsterdam in 2016 focused on setting the scene for youth work, mental health services and participation of young people, resulting in 'a mental health informed youth work and a youth involved mental health'. The second seminar in Helsinki in June 2017 focused on education of youth workers and the role of social media. The result was: 'Educating professionals, peers and making the best of what social media has to offer'. All presentations of the first two seminars can be found [on the website of The Finnish Association for Mental Health](#). The third and last seminar will take place in Rotterdam in November 2017. Issues that will be explored further in Rotterdam are what young people's needs are and what support they need to be able to stay in school or participate on the labour market, looked at from the perspective of young people with support from youth work and mental health services.

The project had a duration of 2 years and ends after the third seminar. The target group of the entire project are youth with mental health issues. The main partners of the third seminar are: the Ministry of VWS, [Netherlands Youth Institute](#), [National Youth Council](#) in cooperation with [GGZ NL](#), [Sociaal Werk NL](#), [Foundation Young Rotterdam \(Stichting Jong Rotterdam\)](#) and the participants of the other seminars. It is organised in close cooperation with the Finnish Ministry and the [Finnish Association for Mental Health](#). For the Netherlands, the project is financed by the Ministry of VWS. As far as known, the project will not be evaluated by means of research. However, there will be written reviews of all seminars.

## Strong teens and resilient minds

Given the immense impact of suicide on the environment and the high rates of mood problems among young people, it is extremely important to pay attention to suicide prevention. Therefore [GGZ Oost Brabant](#) with various partners in the south of the Netherlands started [the Strong and Resilient Teens Minds project \(STORM\)](#) to pay more attention to these topics. The project focuses on early identification and addressing of depressive complaints among young people in secondary education. This project stimulates the development of resilience and positive self-esteem. The overall aim is to prevent depression and suicide among young people. The STORM project offers multiple interventions for young people.

The STORM-project is mentioned in [the multi-annual Depression Prevention Programme](#) as a good practice in preventing depression among young people. The STORM project is a collaboration between GGZ Oost Brabant, [GGD](#), [the Trimbos Institute](#), secondary education schools, municipalities and local partners. Specific information about funding is unknown, but the project is probably funded by local municipalities with public funding.

There is [scientific research](#) into the results of the STORM-project. This research is taking place from 2015 to 2020. The primary objective of the study is to evaluate the (cost) effectiveness of the prevention programme 'at full strength' for adolescents with elevated depressive symptoms. This is one of the programmes that can be offered within the STORM project. The secondary objective of the study is to define child related factors associated with the effectiveness of the programme. Participants in the study are selected by screening pupils in the second year of secondary education on depressive symptoms. Pupils with a high suicide risk are referred to specialist care. Pupils with elevated depressive symptoms are invited to participate in an intervention programme of the STORM-project.

No results of the STORM-project have been published yet. The timeframe for the project is also unknown.

## 7.6 Mechanisms of early detection and signposting of young people facing health risks

### Policy framework

As described in the [Youth Act](#), municipalities are responsible for prevention and early detection of young people facing health risks. Municipalities are responsible for the offer of (preventive) interventions and for facilities in their municipality that are able to identify young people at risk, for instance schools, consultation clinics, child day care, youth work, youth health care, GGD, specialised mental health care (GGZ), neighbourhood teams and/or centres for youth and family.

[The most recent policy document](#) regarding youth health care was presented in 2009. This document describes that all municipalities have to offer youth health care to children from 0-19 years and their parents. This care is framed in the basic task package of youth health care. Together with the new Youth Act in 2015, [a new basic task package of youth health care](#) was introduced. The purpose of this renewal was to modernize the basic youth health care package based on new scientific insights and social developments, and to better align it with the system changes for youth, as a consequence of the new Youth Act. Municipalities are responsible for ensuring that the new youth health care package is available and actively offered to all children and adolescents up to 18 years. They implement it together with the [Youth Health Care \(JGZ\) organizations](#). Before 2015, there used to be both a universal part and a customer tailored part, but this has been abolished and included in the Youth Act. A contact moment for adolescents has been added as a task to the basic youth health care package. There is a structural offer available to young people from the age of 14. In any event, activities must be available

focusing on healthy weight, smoking, alcohol and drug use, sexual health, sport and physical activity, internet use and game addiction, resilience, depression and school absenteeism. The new basic youth health care package indicates which activities should be available to all children and young people. Carrying out specific programmes or (group) activities after identifying risks or problems is not part of the basic package. These programmes and activities, carried out when risks or problems have been detected, are partly covered by prevention in the Youth Act.

The following tasks form part of the basic youth health care package:

- Systematically follow the physical, psychosocial and cognitive development of children and adolescents;
- Assess development in relation to the social, pedagogical and physical environment of the children and young people and the family in which they grow up;
- Identifying problems and early detection of specific disorders on time;
- Providing preventative information, advice, instruction and guidance;
- Descale care and normalize by providing information, advice and support or by conducting a few meetings to support and reassure parents, if necessary;
- Assess whether additional support, help or care is needed and get the right care or help right away;
- Collaborate with professionals in schools, preschool facilities, youth care, obstetricians, maternity care, general practitioners (GPs) and other curative care providers, neighbourhood teams and other relevant stakeholders;
- Advising municipalities and schools on collective measures / activities based on analysis of data obtained.

As mentioned in 7.2 , youth health care is in most municipalities performed by the GGD. More information about youth health care can be found in 7.2.

There is no other top-level policy or legal framework on early detection or identification of young people at risk.

## Stakeholders

As described above, municipalities are responsible for providing the facilities in their municipality that are able to identify young people at risk. Municipalities decide which stakeholders carry out this task but usually it is carried out by the GGD. For early detection and identification and good care and support it is important that stakeholders cooperate at a local level. Therefore cooperation takes place with professionals from education, preschool facilities, GGD, youth work, youth health care, obstetricians, consultation clinics, general practitioners (GPs), other care providers and neighbourhood teams. Dependent on the municipality and the local situation, other stakeholders may be involved. The role of the stakeholders involved may also differ from one municipality to the other. The GPs and paediatricians have the possibility to directly refer youth to specialized youth care, which is described in the [Youth Act](#).

## Guidance to stakeholders

The [Dutch Centre of Youth Health Care \(Nederlands Centrum Jeugdgezondheid, NCJ\)](#) has developed a [toolbox](#) as support for the youth health care professionals at executive, policy and management levels. Also a [national professional framework](#) has been developed to support the youth health care package. The framework describes the JGZ contacts for the various developmental stages of a young person, as they have to be offered within the basic youth health care package. The national professional framework and the toolbox can be found on the website of the NCJ. NCJ also offers other ways of support to professionals in youth health care. Professionals in the field can also seek support from other professionals, for example from the GGD or from local Centres for Youth and Family.

[The Netherlands Youth Institute](#) also supports youth workers and other professionals. For example, [they presented 11 tips for better collaboration at local level](#), between for example youth workers, municipalities, schools, police and neighbourhood teams, including descriptions of good-practices.

Trainings and events are often organized at a local level by local stakeholders.

## Target groups

There are no specific target groups within the youth population identified by the policy framework as being particularly at risk.

## Funding

Local municipalities receive funding from government for the organization and the performance of youth health care and early detection and identification. Municipalities themselves decide how to allocate the money, which organizations will carry out the youth health care tasks and how much funding they will receive.

## 7.7 Making health facilities more youth friendly

### Youth in View

To achieve good youth health care (JGZ), [the Dutch Centre Youth Health Care \(Nederlands Centrum Jeugdgezondheid, NCJ\)](#), collects data on JGZ in the Netherlands. Youth nurses, for example working at a GGD, child consultation clinic or hospital, monitor their information about the youth they see. [The monitor Youth in View \(Jeugd in Beeld\)](#) collects all this data and presents it to the JGZ, municipalities and researchers with the aim to improve youth health care and to display trends in the health and well-being of youth. [The Ministry of Health, Welfare and Sport \(VWS\)](#) asked NCJ to develop such an instrument. The system was developed in 2011 and has no specific timeframe. No specific target groups within the youth population are addressed. The Ministry of VWS is responsible for funding. Information about monitoring and evaluation is unknown.

### Project Hoofdzaken (Affairs of the head)

[Hoofdzaken](#) is a project of [the National Youth Council \(NJR\)](#) that brings together young people who have experienced mental health issues. These young people all received treatment within [youth mental health care \(youth-GGZ\)](#). They discuss how young people with mental health issues can fully participate in society. They have, from their own experience, listed the major bottlenecks within the youth GGZ and suggested solutions. Examples of these bottlenecks and solutions are:

- Combating stigmatisation and taboos by providing information and online platforms;
- Solutions made to measure and collaboration to create opportunities in education when young people get stranded in schools because of mental health problems.

At both national and international conferences and meetings they discuss these bottlenecks and share their experiences. In this way (care) professionals and policy makers get a better understanding of the experiences of a young person receiving or having received youth GGZ treatment. At the same time they begin to understand how the relation between youngsters and care could be improved. Young people need to be involved to address bottlenecks and to make structural improvements in youth GGZ.

The NJR will continue and further develop this project in 2017 and 2018. Every year, a group of young experts by experience is trained by NJR trainers. Information about public funding and mechanisms for monitoring and evaluation are unknown.



## Patients associations

In order to improve the access to youth health facilities for young people, there are specific patients associations for young people. Well-known diseases like cancer have specific young patients associations. An example is [the Foundation Youth and Cancer](#) that has a [website](#) on which young people can share information and seek contact with other young people that experience the same disease or have relatives/close friends that are ill. The website also provides information for young patients on various themes, for example school and study.

[The Anxiety, Compulsion and Phobia](#) Foundation also has a [specific website for young people](#) where they can share their stories and experiences, get in contact with others and find information about various disorders. Information is also provided about seeking (professional) help and support.

In cooperation with [the Rheumatism foundation](#), the independent foundation [Youth-R-Well.com](#) has been set up. This online platform provides information and experiences from young people between 16 and 30 that suffer from rheumatism. They also organise events for young rheumatism patients.

The patients associations for well-known diseases described above are examples of specific patients associations for youth, but there may be more. These associations provide examples of how to make health facilities more friendly for young people. The timeframe and outcomes of these initiatives are unknown. The associations are aimed at youth with a specific disease or sometimes youth having relatives suffering a disease. Information about public funding is unknown. Information about monitoring and evaluation is also unknown.

## ExPex

The aim [of ExPex](#) is to improve youth (health) care from the perspective of young people themselves. This is done by employing and training experts by experience. These experts by experience are young people that received youth (health) care/support themselves. ExPex facilitates and stimulates them to be trained as experts by experience, so they can contribute to youth (health) care, by setting up projects, giving advice and sharing their expertise. ExPex was initiated because young people in youth (health) care often asked for someone who had had the same experience and could serve as a role model. The first group of ExPex was trained in 2014. The ExPex youth are mostly employed as buddies to other young people and/or consultants of institutions and government organizations. Information about public funding and mechanisms for monitoring and evaluation is unknown.

## 7.8 Current debates and reforms

Since the introduction of the new [Youth Act \(2015\)](#) more attention has been paid to the prevention of diseases and problems of young people and parents in the field of health and wellbeing. This is due to the fact that more prevention is one of the transformation goals in the Youth Act. Municipalities try to pay (more) attention to prevention, when this was not already happening. Various knowledge institutes have, in cooperation with other partners and municipalities, developed a so-called 'prevention matrix'. This matrix helps municipalities and local youth health organizations to organize prevention in their municipality. [The Netherlands Youth Institute](#) presented various materials in the area of prevention on [their website](#), for example a description of the matrix and the matrix itself, information about legislation and regulation in the context of prevention, good practices in prevention and publications regarding prevention.

More attention is also being paid to the transition from youth to adulthood at the age of 18. Young people between the ages of 16 to 27 who are not able to develop into adults independently or with support from their network, need special attention and support from municipalities. The [new Youth Act](#) (2015) changed the situation of these vulnerable

young people. The Netherlands Youth Institute among others is actively engaged with this theme and offers knowledge and support to professionals and municipalities to help this group of vulnerable young people between 16 and 27 years. The knowledge and offer of support services for municipalities and professionals are accessible on [the website of the Netherlands Youth Institute](#).

## 8. CREATIVITY AND CULTURE

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### Special feature

The government does not mention young people as a specific group with regard to its efforts around creativity and culture, but they do issue programmes that are specifically developed for children and youth in primary, secondary and tertiary education (Paragraph 8.2). According to the Law on specific culture policy ([Wet op het specifiek cultuurbeleid](#)) (1993) the Minister or the Secretary of State of Culture issues a culture policy notice every four years. The Ministry of Education, Culture and Science (OCW) distributes the budget for cultural organizations in the so-called cultural basic infrastructure ([culturele basisinfrastructuur - BIS](#)) (Paragraph 8.3).

### Highlights

It is not compulsory for schools to offer education in culture and creativity. However, the [Council for Culture](#) (Raad voor Cultuur) and the [Education Council of the Netherlands](#) (Onderwijsraad) think schools should make it part of their curriculums (Paragraph 8.5). The [National Centre of Expertise for Cultural Education and Amateur Arts](#) (Landelijk Kennisinstituut Cultuureducatie en Amateurkunst LKCA) works on improving the quality of cultural education, both in and out of school. They see three main trends: Young people find new ways of expression, with hip-hop becoming increasingly mainstream; Digitalization has a major impact on young people's cultural participation with social media taking up a lot of their time; Young people prefer to learn about art through tutorials and share culture via Internet.

### 8.1 General context

#### Main trends in young people's creativity and cultural participation

The [National Centre of Expertise for Cultural Education and Amateur Arts](#) (Landelijk Kennisinstituut Cultuureducatie Amateurkunst LKCA) identifies the following main trends:

##### New ways of expression

Hip-hop is becoming increasingly mainstream. It represents a huge youth culture that contains many cultural expressions, such as music, rap, graffiti, DJ'ing, and many forms of hip-hop dance. Spoken word is a hit. This way of writing poetry and reciting originates from the hip-hop scene. Next to this, there are numerous other popular cultural expressions: from pop music to drawing, from LARP (Live Action Role Play) to Indian dance, from circus to vlogs.

##### Digitalization and social media

Digitalization has a major impact in three ways:

- Young people learn through and about their forms of arts via internet (tutorials);
- Young people share culture via internet or get inspired by others;
- Cultural participation is decreasing among young people because of competition with social media. Social media takes up a lot of their time.

##### Decrease in cultural participation

In general, sports and cultural participation among young people in the ages of 12 to 19 years decreases, but this process has accelerated over the past few years: in 2017, 49% of young people participate in some kind of cultural expression as compared to 58% in 2013. Mostly they make music (29%), followed by visual expression activities (24%), media such as photography and film (20%), dance (16%), creative writing (12%) and theatre (10%).

## More informal groups

Another general trend in Dutch society is that people are less inclined to join a union or club: 68% of young people that practice some kind of arts are not members of a club or other association. More often, they organize themselves in an informal way; they are more interested in temporary projects or 'festival-like settings'.

All figures are derived from the monitor on amateur arts 2017 [Kunstzinnig en creatief in de vrije tijd 2017](#) (Artistic and creative in leisure time) (LKCA, 2017).

## Main concepts

### Government view on cultural policy

Cultural policy in the Netherlands is based on the premise that the State should not be the judge of what is art and what isn't. Artistic development has therefore been the responsibility of private citizens and a large number of foundations, many of them related to culture. Over the years, the government has gradually assumed the role of moderator of cultural activities, apart from being the largest patron of public art and culture. Arts and culture were introduced into the governmental portfolio in 1918, with the formation of the Ministry of Education, Arts and Sciences (Onderwijs, Kunsten en Wetenschappen - OKenW). Ever since, there has been a department for Arts and Culture, with a minister and/or a state secretary responsible for the cultural portfolio. Since 1994 arts and culture are part of the Ministry of Education, Culture and Science. More about this one can read in the Compendium Cultural Policies & Trends (Chapter Netherlands/ 1. [Historical perspective: cultural policies and instruments](#)) (2017).

### What is cultural education?

*Cultuurconnectie* (Culture Connection), the branch organization for professionals in arts and culture (also see Paragraph 8.1), describes [cultural education](#) as follows:

*"Through cultural education people learn about and with culture. Cultural education encompasses various forms of culture-oriented education, or uses culture as a means of learning. Here, culture is a collective term for arts, cultural heritage and media. People develop cultural competences and talents. They do not only learn about culture, but also develop cultural skills and an open attitude towards culture."*

## 8.2 Administration and governance

### Governance

Policy making in the field of youth creativity and culture in the Netherlands, primarily takes place on the level of education. The government does not mention young people as a specific group with regard to its efforts around creativity and culture, but they do issue programmes that are specifically developed for children and youth in primary, secondary and tertiary education.

#### Three levels of governance

In the Netherlands, as with other policies, three governance levels are involved in cultural education and cultural participation:

##### 1. National Government

In the creativity and culture sector the [Ministry of Education, Culture and Science \(Ministerie van Onderwijs, Cultuur en Wetenschap OCW\)](#) is the responsible ministry. The Ministry states that it works towards a smart, capable and creative state. OCW promotes high quality education for all citizens and promotes independence and responsibility. In other words, everybody must be able to experience culture and teachers, artists and scientists must be facilitated to contribute to this aim.

## Council for Culture

The [Council for Culture](#) (Raad voor Cultuur) is a body established by law to advise the Dutch Government and Parliament on arts, culture and media. The Council gives recommendations regarding cultural policy in the Netherlands. Usually, the Council draws up these recommendations at the request of the Minister of Education, Culture and Science. Every four years, the Council presents its recommendations on the perennial, government-subsidized, cultural institutions. The recommendations are not binding; the Minister has the final say about which institutes are eligible for subsidy.

### Cultural survey

In '[The Cultural Survey](#)' (2014), the Council for Culture outlines trends and developments in the Dutch cultural sector, and concludes that cultural policy is facing a number of fundamental challenges. Based on the conclusions drawn in 'The Cultural Survey', the 'Agenda for Culture' advised the Minister of Education, Culture and Science (OCW) on salient points of cultural policy, the government term 2017-2020 and further ahead.

### Agenda for culture

In the [Summary of the Agenda for Culture](#), the Council describes challenges in different areas and urban regions and makes several suggestions for changes in policy. (see also 8.1 'Main trends'). At the end (page 4), the Council for Culture states: "Although not always cost-neutral, these are necessary measures that respond to the challenges of the cultural sector; the government cannot simply expect the private sector to assume their financial role as cultural supporters. An investment agenda has been included which outlines the realistic financial consequences of our recommendations, and indicates a necessary annual investment of approximately 29,5 million euros."

## 2. Provinces

### Interprovincial Agreement

The Provincial States ([Provinciale Staten](#)) and the Interprovincial Agreement ([Interprovinciaal Overleg – IPO](#)) promote the policy on creativity and culture. IPO represents the twelve Dutch provinces and is the discussion partner at the various governance levels: central, provincial and municipal. IPO discusses current issues and closes agreements for example with regard to the policy of the restoration of national monuments which is being decentralized from the central government to the provinces. IPO is also concerned with the financing of new tasks of the provinces after the decentralization. Culture is one of IPO's nine fields of policy. Youth is not a specific target group in the IPO culture policy. However, IPO does discuss youth policy issues and the tasks that have been decentralized from the central government to the governance level of the provinces and the municipalities. This is described in other chapters (e.g. Chapter 5. Participation and Chapter 7. Health and Well-being), but not relevant here.

IPO offers the provinces a platform to stimulate innovation and exchange of knowledge and best practices. The aim is to contribute to the quality, effectivity and efficiency of public administration.

In the coming period (2018 and further) IPO aims at:

- Cultural heritage (archaeology, monuments, cultural history);
- Media (libraries, archives, regional broadcasters);
- Arts (infrastructure).

## 3. Municipalities

### Association of municipalities

Through the [Association of Netherlands Municipalities](#) (Vereniging van Nederlandse Gemeenten - [VNG](#)) the 380 Dutch municipalities ([CBS, 1 January 2018](#)) discuss and draft policies on creativity and culture.

## Cross-sectorial cooperation

### Load balancing between the three governance levels

Provinces and municipalities have no legal responsibilities with regard to cultural education and cultural participation. The balance of loads is based on (non-legal) agreements between the Ministry, IPO and VNG.

- The national government is responsible for the following aspects of cultural education:
- The financing and the legal framework;
- The educational assignment to cultural organizations with the national budget;
- National support (innovation, knowledge and networks) and culture funds.

The provinces play a part in second line support. They promote quality by means of expertise and take care of regional dissemination, distribution, mediation and innovative projects.

The municipalities take responsibility for the actual encounters and practical execution, in close cooperation with schools and culture providers. They facilitate:

- An extensive and coherent cultural offer for schools;
- Mediation of offers;
- Connection inside and between schools;
- Agreements with schools (e.g. for the Local Educational Agenda (Lokaal Educatieve Agenda));
- A budget for cultural education in leisure time.

Apart from the agreements mentioned earlier the three governance levels occasionally make agreements about specific subjects, such as the administrative framework Culture and Education. Source: website [National Centre of Expertise for Cultural Education and Amateur Arts](#) (Landelijk Kennisinstituut Cultuureducatie en Amateurkunst LKCA), in 8.5 [20-10-2017]

## 8.3 National strategy on creativity and culture for young people

### Existence of a national strategy

The Law on specific culture policy ([Wet op het specifiek cultuurbeleid](#)) of 11 March 1993 states that the Minister or the Secretary of State of Culture issues a culture policy note every four years which forms the basis for subsidizing culture in the coming period.

#### BIS: Basic infrastructure for culture

The Ministry of OCW distributes the budget for cultural organizations in the so-called cultural basic infrastructure ([culturele basisinfrastructuur - BIS](#)). The BIS for 2017 – 2020 can be downloaded from the website page of the national government. The division of the yearly budget of € 379,91 million is summarized in one clarifying infographic. The organizations are divided into different categories, such as podium arts, museums, visual arts, creative industry, amateur arts and culture education, films, literature and supra sectoral organizations.

BIS focuses on cultural organizations that have a specific function in the national cultural framework, or assume a core function in the regional and urban infrastructure. This includes cultural funding organizations, such as the [Cultural Participation Fund](#) (Fonds voor Cultuurparticipatie). Financing the BIS falls directly under ministerial responsibility. The regulation of the Law on specific culture policy mentioned earlier in this paragraph stipulates that at least one organization on amateur arts and culture education must be part of the BIS' cultural basic infrastructure. It is also regulated that BIS has to include

nine organizations for youth performing arts. In the other arts disciplines, there is no special focus on youth. However, one of the requirements to get subsidized is to have targets for culture education and participation.

### Extra money for cultural activities

Besides their legal tasks, the government grants extra money for cultural activities in education, by means of the culture budget as well as the education budget. For example:

- In the so-called [Prestatiebox](#) (performance box), the government sets aside an extra budget for primary and secondary education. In 2016, € 151 million was reserved for primary education, and € 201 million for secondary education. On top of a lump sum schools receive a budget to use, among others, for language and mathematics; science and technics; culture education in primary education; talent development; professionalization of teachers and school leaders.
- The programme 'Culture education with Quality' (Cultuureducatie met Kwaliteit) of the Cultural Participation Fund is financed from the culture budget.

Sources: [National Centre of Expertise for Cultural Education and Amateur Arts \(LKCA\)](#).

### Government vision

In June 2013, Minister Bussemaker revealed her vision for culture in the policy letter *Cultuur beweegt: de betekenis van cultuur in een veranderende samenleving*, 2013 [*Culture moves*] which stresses the social value of culture and creativity in a changing society. Her letter *Ruimte voor cultuur* contains the principles for the cultural policy for the period 2017-2020 and for the national basic infrastructure, meaning the selected cultural institutions to receive state funding.

In May 2016, a [policy framework on international cultural policy](#) was published by the Ministries of Education, Culture and Science and of Foreign Affairs. Also in May 2016, the Council for Culture presented its recommendations for the grant applications for the cultural policy period 2017-2020.

In September 2016, Minister Bussemaker published *Besluiten culturele basisinfrastructuur periode 2017-2020*. In this document, she explains her division of subsidies among the institutions in the national infrastructure for the period 2017-2020. In total, 88 cultural institutions and 6 funds receive an amount of 379.91 million euro per year. An additional 10 million euro extra is spent on the national basic infrastructure, including the six cultural funds. This amount mainly benefits the development of talent, cultural education and public outreach, especially in the regions.

Source: [Compendium cultural policies and trends in Europe](#) of the Council of Europe, Netherlands.

### New government formed after the national elections of March 2017

The new coalition of VVD (People's Party for Freedom and Democracy), CDA (Christian Democratic Appeal), D66 (Democrats '66) and Christenunie (Christian union) have presented themselves on 10 October 2017. Culture Connection ([Cultuurconnectie](#)) (also see paragraph 8.1) made a summary of the coalition's text with special focus on culture to inform their members.

The coalition mentions specific regulations for culture:

- Investments in culture will grow from € 25 million in 2018, € 50 million in 2019 to € 80 million in 2020 and € 80 million in 2021. With this funding the toughest bottlenecks and the biggest problems in the sector can be tackled and the cultural infrastructure strengthened.
- The Geefwet will continue.
- For heritage and monuments, the cabinet will grant a one-time amount of € 325 million for the coming four years. Among other things, empty churches can be renovated and made available for other purposes. Private owners can keep counting on governmental support, either through fiscal deduction or subsidies.

- Visiting the Rijksmuseum (Government Museum of Arts) will be part of a compulsory activity for all children in the Netherlands.

Source: Culture connection [Cultuurconnectie](#).

## Scope and contents

In an official letter to the House of Representatives about the cultural basic infrastructure ([Kamerbrief over besluiten culturele basisinfrastructuur periode 2017-2020](#)) (20 September 2016) minister Bussemaker of Education, Culture and Science announced the following regarding youth and culture:

### Youth theatre

The ministerial regulation offers space for nine theatre companies, with at least one company in each region, or more specific, in four regions and three large municipalities: North, East, Centre and South, and in Amsterdam, The Hague and Rotterdam. The youth theatre companies were mentioned by name (page 4).

### Youth films and cultural education

The Minister mentions that spreading the offer for youth films and cultural education in the area of films is an important topic. She announces that she wants to distribute € 275,000 evenly over the four film festivals in the country, and earmarks these financial means for educational activities for youth and youth films. This will benefit not only children in Amsterdam, but also in Utrecht, Rotterdam, The Hague and the rest of the Netherlands. (page 7)

### [Cultural Participation Fund \(Fonds voor Cultuurparticipatie\)](#) (see also Paragraph 8.1)

The Minister reports that this fund contributes to high-grade culture education, especially for children, to spot and coach future top talent in the Netherlands and to develop an innovative, attractive and sustainable offer for active culture participation. In the period (2017 – 2020) the fund combines its activities in three programmes:

1. 'Culture education with Quality, Start Young' ([Cultuureducatie met Kwaliteit, Jong Geleerd](#)): With this programme, the fund provides good and accessible cultural education for students in primary education and pre-vocational secondary education (VMBO).
2. 'Innovation in Culture, Live it' ([Innovatie in Cultuur, Maak het mee](#)) aims at creating a society in which all people can develop their creativity. This programme finances the Youth Culture Fund ([Jeugd cultuurfonds](#)) (see Paragraph 8.1).
3. 'Culture makes everybody visible' (Cultuur maakt iedereen zichtbaar).

In the period 2017-2020, the fund receives a budget of € 22.6 million per year, of which € 10.2 million per year is dedicated to the Culture with Quality Programme.

According to the Minister:

*".... Culture education is an important building block for the development of children and young people: now and in the future. Teaching cultural education in school shows children and young people the richness of culture and enables them to develop their talents. Your House of Representatives considers cultural education an important part of the broad formative mission of education...."* (pages 10 and 11)

## Responsible authority for the implementation of the strategy

Responsible for the implementation, coordination and monitoring of the strategy on creativity and culture for young people in the Netherlands is the [Ministry of Education, Culture and Science \(Ministerie van Onderwijs, Cultuur en Wetenschap OCW\)](#). The Ministry states that it works towards a smart, capable and creative Netherlands. OCW



strives to provide high quality education for all and wishes to prepare all citizens for independency and responsibility. It wants everybody to experience culture and intends to enable teachers, artists and scientists to do their job.

## Revisions/updates

We have no information available about revisions or updates.

## 8.4 Promoting culture and cultural participation

### Reducing obstacles to young people's access to culture

[National Centre of Expertise for Cultural Education and Amateur Arts](#) (Landelijk Kennisinstituut Cultuureducatie en Amateurkunst LKCA)

LKCA works for everyone who is committed to education and participation in culture and arts, both within the education system and beyond. Anyone working in or involved with these sectors can benefit from the expertise and opportunities for active knowledge exchange that LKCA offers. This include a wide range of people, like art teachers, internal culture coordinators and coaches, education officers within cultural institutions, policy officers, politicians, researchers, school managers, administrators in the education sector and in umbrella organizations for the amateur arts. Volunteers working in amateur arts can also consult LKCA for information.

The activities of LKCA are categorized under four themes:

- Improving the quality of cultural education, both inside and outside the school;
- Renewing infrastructure for active cultural participation, for example in the field of arts, at music schools and at cultural venues;
- Strengthening the connection between active cultural participation and other sectors, such as health care, welfare and employment;
- Promoting broad social appreciation of cultural education and active cultural participation.

### Prince Bernhard Culture Fund ([Prins Bernhard Cultuurfonds](#))

The Prince Bernhard Culture fund supports culture, nature and science in the Netherlands. The fund stimulates special initiatives and talents with financial support, orders, prizes and scholarships in more than 3,500 projects each year.

### Cultural Youth Pass ([Culturele Jeugd Pas CJP](#))

CJP aims to introduce culture to all people from 18 to 30. It encourages and inspires people to embrace culture by offering discounts on (film)festivals, concerts, theatres and museums. They promote cultural events by highlighting a careful selection in magazines, newsletters and on their website. For over more than 50 years they have been organizing cultural events and working together with cultural partners.

### Youth Culture Fund ([Jeugdcultuurfonds](#))

Two Dutch funds, the Youth Culture Fund and Youth Sport Fund, have merged into one foundation (January 2017). The foundation works to enable children of 4 to 18 years old from families with low budget to attend lessons in the fields of arts and culture, and sports. A request for funding can be submitted by independent mediators, often professionals who are already involved with the family, at the municipality's social services. Most municipalities spend about € 450 per school year per child, paid directly to the school or organization where the child attends lessons.

## Disseminating information on cultural opportunities

### [Boekman Foundation](#) (Boekmanstichting)

The Boekman Foundation is an institute for arts, culture and related policy. The institute collects, analyses and disseminates data and information about the culture sector, and stimulates and facilitates the culture debate.

In the [Boekmans quarterly series of books about arts and sports, number 112](#) (autumn 2017, only in Dutch, not freely available, research by Maïke Kooijmans) highlights the value of arts and sport in her article 'De opgetelde waarde van sport, kunst en cultuur' (The value of sport, arts and culture). According to the [editorial](#), the worlds of sports and arts have many interfaces. Both are popular leisure time activities and both depend on volunteers. The editor argues that governments should combine forces. On a local level, themes like youth development, the social cohesion in neighbourhoods, physical activities and finding purpose can be integrated and tackled in combined projects, wherein the participant is always central.

### [Cultural Participation Fund](#) (Fonds voor Cultuurparticipatie)

The Cultural Participation Fund promotes cultural participation. This fund's principle is that everyone deserves the chance to be involved in culture in their own way. At school and in their free time. Cultural activities can be fun, bring people together and make stories visible. Culture shapes everyone. And vice versa: everyone, in whatever form, helps shape culture.

### [Culture Connection](#) ([Cultuurconnectie](#))

Culture Connection is the branch organization for culture education, amateur arts and the work of volksuniversiteiten (see later on in this paragraph). Culture Connection wants to contribute to the future of culture education. The more than 150 members are: arts centres, volksuniversiteiten, schools of music and provincial support organizations of arts and culture. Together with and on behalf of the members, Culture Connection takes a stand and formulates solicited and unsolicited advice about various themes and topics.

### [Volksuniversiteit.nl](#)

The so-called Volksuniversiteiten (which translates into 'people's universities') form the largest language institutes of the Netherlands, based on 75 locations throughout the country. Together they offer courses in more than 30 different languages. Apart from language courses, they offer a wide variety of courses on creativity, arts and culture, social and communication skills, man and society, food and drink, and many computer courses. The courses are accessible, instructive, versatile and affordable. The set-up is diverse: there are large Volksuniversiteiten in the bigger cities with thousands of students, middle sized ones, and some in smaller towns and villages with a few hundred students.

## Knowledge of cultural heritage amongst young people

### [Cultural Heritage Agency of the Netherlands](#)

The [Cultural Heritage Agency of the Netherlands](#) (Rijksdienst voor het Cultureel Erfgoed, RCE) helps other parties to get the best out of Dutch heritage. The agency lists, preserves, develops (sustainably) and provides access to the most valuable heritages in the Netherlands. It is the link between policymakers, academics and practitioners, and provides advice, knowledge and information as well as performs certain statutory duties. One of the agency's target groups is youth. Two examples of their projects are:

#### [Mapping Archaeology](#)

The [Rijksmuseum van Oudheden](#) (RMO) and the [Cultural Heritage Agency of the Netherlands](#) have made a map of an archaeological time travel through the Netherlands, from prehistory (300,000 years ago) until and including the Second World war.

Archaeology on the map ([Archeologie op de kaart](#)) shows the most interesting discoveries and locations in the Netherlands. Every map of each period is illustrated with photos, films, drawings and 3D-reconstructions. The application is a product of the RCE programme on Improvement activities in archaeology, that followed the evaluation of the Law on Archaeological Monuments care ([Erfgoedwet](#)) in 2011. Archaeology on the map mainly targets young people. The map offers easy access to the archaeological richness of Dutch soil and all the discoveries and stories that are part of it. The periods of Archaeology on the map are connected to the Canon of the Netherlands, an important reference in Dutch history education. The website of Archaeology on the map is meant for advanced stages of primary education and the first years of secondary education. Teachers can use the website as reference, and students can find a wealth of information for their own projects.

### World famous in your own country

The outcome of an evaluation by order of the [Cultural Heritage Agency of the Netherlands](#) (Rijksdienst voor het Cultureel Erfgoed RCE) in 2014 was to increase awareness about world heritage in the Netherlands. A baseline measurement (by [Kantar Public](#)) showed that the UNESCO World Heritage is not high on the agenda of Dutch people. 60% of young people in the Netherlands had never heard of it. A campaign was launched with the motto: 'Our world heritage is world famous... Coming soon to the Netherlands'. There were television commercials, promotion on the Holiday Fair, new visitor centers were opened and touristic route markers were improved. A small mobile home went on tour with twenty souvenirs designed by students of various design colleges. Two years later, at the end of 2016, the follow up research showed that 84% of Dutch people of 18 years and up had then heard of world heritage (which was 79% in 2014), 1 in 3 people saw the campaign on television and more teachers talked about world heritage in school. More results are shown in these [infographics](#).

## 8.5 Developing cultural and creative competences

### Acquiring cultural and creative competences through education and training

#### Culture and creativity in formal education

It is not compulsory for schools to offer education and capacity building for young people in the field of culture and creativity. But both the [Council for Culture](#) (Raad voor Cultuur) and the [Education Council of the Netherlands](#) (Onderwijsraad) think schools should, in some way, make it part of their curriculum. In their advice [Cultuureducatie: leren, creëren, inspireren!](#) (Culture education: learning, creating, inspiring!) (June 2012), which was requested by the State Secretary of Education, Culture and Science, both councils concluded that cultural education has nothing more than a marginal spot in the school curriculum. Teachers lack tools and do not feel competent to discuss the subject. The cultural sector that they usually turn to is unclear and incoherent. According to both councils culture education should be in the heart of education. They stress that it is important that schools teach culture education and include their local network in the process. The councils give the following main recommendations and suggest a step-by-step approach:

- Give schools more grip on the content of culture education;
- Stimulate expertise in schools;
- Make the cultural infrastructure into service of schools.

#### Governmental support

The government appreciates the importance of culture education. On their [website](#) the [Ministry of Education, Culture and Science](#) ([Ministerie van Onderwijs, Cultuur en Wetenschap OCW](#)) points out that culture education is essential for the transformation of

young people into discerning adults. Lessons in literature, theater, media or heritage are not just fun, they are also essential for the general forming of children. Through culture education children develop their talents, and learn to understand the value of arts. Arts can stimulate historical awareness and challenges students to develop a creative, inquisitive attitude. Also, cultural organizations contribute to culture education.

### Digitalization

Digital information and social media are important tools in education and can help children and young people to acquire cultural and creative competences. This requires media literacy and online safety. As already pointed out in Paragraph 6.8, schools are not obliged to have media literacy and online safety education in their curriculum, but they are strongly advised to integrate these themes. Many schools are already working to improve the digital citizenship of their students. This means that students are aware of social media and use it in a responsible way. This also includes responsible citizenship with regard to the use of internet, cell phone and other media.

### The future of education

In the Netherlands, the Platform Education 2032 ([Platform Onderwijs 2032](#)) consulted the central government about the future of fundamental education. The main aim was to present a vision on the knowledge, skills and competences that students must acquire in the light of future developments in society. The final report, [Consultation by Platform Education 2032](#) (2016) (only in Dutch), gives an outline of a future proof primary and secondary education in the Netherlands. Education aimed at stimulating curiosity and creativity, and that contributes to the personal development and forming of responsible citizens that can handle diversity. This kind of education will help students to find their way in the digital world.

The proposed fixed base for education includes languages Dutch and English, calculation and mathematics, digital literacy, citizenship and 'knowledge of the world'. In addition, education must contribute to the development of interdisciplinary skills and competences preparing students to participate in society, and supporting them in lifelong learning and the forming of their personality. For example, learning skills, creating, critical thinking, problem solving abilities and effective collaboration.

## Specialised training for professionals in the education, culture and youth fields

The publication Base for Culture education. Manual for the future of culture education inside and outside schools ([Basis voor Cultuureducatie Handreiking voor de toekomst van binnen- en buitenschoolse cultuureducatie](#)) (LKCA, October 2016), discusses a number of main principles of culture education:

- Equal chances for cultural development for every child of 0 to 18 years;
- Culture education with a continuous learning line and integrated in the curriculum;
- Connection between inside and outside school learning;
- Introduction of culture and talent development;
- A culture-rich learning and living environment.

Next to this, the manual (Chapter 4 Planning steps, Paragraphs 4.4, pages 29-32) renders descriptions of the qualification of teachers, educators and others in the cultural field. According to the authors a 'combination officer' should be appointed to connect culture education inside and outside schools. Now, combination officers (also called 'culture coaches') are mainly facilitated by municipalities and central government. Culture coaches are contact persons inside schools and outside schools (e.g. educational workers of cultural organizations). The exact role of a culture coach depends on the local context.

Culture education inside and outside schools is connected by a continuous learning line and the lesson content. The authors of the manual suggest that all schools and culture providers use the learning framework, learning plans and guidelines. Governments can

stimulate this by making the use of the learning line and guidelines a condition to get funding.

## Providing quality access to creative environments

### Manifest

In their Manifest for Culture education ([Manifest Cultuureducatie](#)) the branch organization for professionals in arts and culture [Cultuurconnectie](#) (Culture Connection), (see also Paragraph 8.1) stresses that culture education is essential for development and connection.

The Manifest recommends that the following investments in culture education are necessary to create the right conditions for young people:

- Integrate culture education in the school curriculum for all young people from 4 to 18 years and offer the programme 'Culture education with Quality' (Cultuureducatie met Kwaliteit) of the Cultural Participation Fund (see also Paragraph 8.3) to all young people. Earmark a steady amount of 10 euro per year per student for arts and culture, to connect the rich learning environment of our national heritage and the arts sector with education in a natural way.
- Make culture accessible for all children with ample possibilities to develop culture skills after school hours, also supported by art teachers and artists. Devote special attention to families that live in poverty and often have difficulty offering their children the opportunities they need.
- Invest in good facilities and use a national framework to close agreements about a nationwide infrastructure for basic cultural facilities inside and outside schools, which clearly specify all responsibilities between government, education and cultural providers.

For Information about public funding for the acquisition of cultural and creative competences through education and training see Paragraph 8.3 National strategy on creativity and culture for young people.

## 8.6 Developing entrepreneurial skills through culture

### Developing entrepreneurial skills through cultural activities

No information has been found about developing entrepreneurial skills through cultural activities in formal education. Chapter 3 Employment and Entrepreneurship, Paragraph 3.6, presents the website of [Jong Ondernemen](#) (the Netherlands Enterprise Agency and Young Entrepreneurs).

Jong Ondernemen is a foundation that supports schools with practical entrepreneurial programmes. Creativity is one of the competences students learn to develop in these programmes. Here, however, there is no mention of the use of cultural competences.

### Support young entrepreneurs in the cultural and creative sectors

On its [website LKCA](#) gives 13 tips to art professionals on how to include youth, and especially youth in care, in creative arts within the new Youth Law. Municipalities have to fill in youth care services at a local level and are looking for cooperation partners with good initiatives. This offers opportunities, also for art professionals. The following tips are given:

1. Think about three central questions:
  - a. How do you strengthen young people's self reliance to prevent or delay specific care questions?

- b. How to make youth aware of problems and care issues in time to be able to support before problems get bigger?
  - c. How can you improve the own strength of youth, their families and social environment?
2. Zoom in on one or more policy theme's.
  3. Be aware of the innovative character of the cooperation with care and welfare services.
  4. Look at what other art professionals are doing within the new Youth Law.
  5. Broaden your own work field.
  6. Look into participative art projects.
  7. Check if your local municipality is open to art interventions.
  8. Convince your municipality about the power of art inventions.
  9. Start with an open reconnaissance.
  10. How to make a project plan.
  11. Find cooperation partners.
  12. Arrange the budget.
  13. Read the manual on successful inclusive culture projects.

For information about young entrepreneurs and stimulating entrepreneurship in general, please see Chapter 3 Employment and Entrepreneurship.

## 8.7 Fostering the creative use of new technologies

### New technologies in support of creativity and innovation

As mentioned before in other parts of this chapter about culture and creativity the [Ministry of Education, Culture and Science \(Ministerie van Onderwijs, Cultuur en Wetenschap OCW\)](#) believes that it is important to make the relationship between culture and other social domains more visible. This is a follow up of the Minister of OCW's vision that culture is part of the social agenda. The Ministry's website page on culture provides an overview of government involvement with Dutch culture policy. There is no specific information about culture for young people, but programmes and projects for and by young people are included in the good practices that are presented on the website. Here is one example of new technology promoting creativity and innovation:

#### Culture on campus – UT Eindhoven

The [University of Technology Eindhoven](#) has a special programme and a Studium Generale about culture. The university aims at good academic forming in an intellectually and culturally stimulating environment. Technology and culture come together in public debates, joint projects with artists, films, workshops, exhibitions, music and theater in and around the campus. Each academic year, their [Studium Generale](#) offers students and workers a diverse cultural programme with new and innovative initiatives.

#### Gaming for study points – UT Twente

The University of Technology Twente has many culture-oriented projects, like for example High Tech Human Touch, [Gaming for study points](#) and [culture on campus](#). Culture on campus offers many activities like performances, lectures, concerts, theater, exhibitions and courses. With the culture [courses UT Twente](#) wants to boost the creativity of students and workers. Also, many courses are available at the sports center, from running to yoga.

The course Gaming for study points is a serious game where students work in groups on asset management. In various rounds of the game students have to take management decisions to make a fictional pharmaceutical company more viable and valuable. The group that designs the most valuable company wins the game.

### **Culture sensitive design – UT Delft**

The [University of Technology Delft](#) offers many activities in the fields of culture and technology, such as courses about Dutch culture, design, lectures, presentations (e.g. about the Council of Culture at local broadcasting) and the combination of sports and culture in a newly renovated center on campus. In the [Culture sensitive design](#) programme for both students and designers the participants' potential for innovation in new product and service design is stimulated. Participants are challenged to use their cultural sensitiveness and understanding.

### **Professor of Culture – UT Delft**

The [University of Technology Delft](#) appointed writer and programme creator Abdelkader Benali as 'Cultural Professor' of 2017. This Cultural Professorship consists of open lectures, as well as several master classes for students only. The theme of Benali's cultural professorship is The Story Square. Squares are used in many ways by people with all kinds of activities at different times. All of these people have their stories and each square has its own (constructional) story. Benali encourages his students to think in stories about livability and public space.

## **Facilitating access to culture through new technologies**

Children and young people today are referred to as the digital generation. Young people prefer internet to look up practical information about cultural organizations instead of relying on offline media such as newspapers or magazines. This was one of the main findings of the research 'How cultural is the digital generation? The use of internet for cultural means among teenagers' (only in Dutch) of the [Netherlands Institute for Social Research](#) (2011).

### **Trends**

To make access to culture easy and attractive for young people is equally important to other information providers in the social and cultural domain. This is clear from the publication 'Trends in society. Developments in the areas of demography, economy and information in the social and cultural domain' (2014) of the [National Library of the Netherlands](#). Young people need to be well prepared for the future labour market. Next to literacy, other skills and competences like cooperation, creativity, digital literacy, communication, problem solving ability, critical thinking, social and cultural skills are becoming more important.

### **Social learning**

'Trends in society' describes how learning has become more of a social process that happens in co-creation and by collaborating and sharing with others, also known as social learning. [Fablabs](#) and Makerspaces are informal learning environments with machines for children to get acquainted with technology in a playful way. New knowledge and experiences are shared on online platforms. Fablabs and Makerspaces offer a space where collaboration, creativity, technology and 'hand and head work' come together. Knowledge does not get transferred in a formal school-like manner, but by creating something together.

### **Fablabs and Makerspaces**

Some libraries offer Fablabs and Makerspaces to attract young people to create things together using digital and physical tools and 3D printers. For example:

- Makersbase: "Let's inspire each other and create new things!"

In a creative workplace in the back of the central library in Breda, modern and traditional techniques come together, such as 3D-printing, software programming, laser cutting, film and animation. [Makersbase](#) offers a variety of activities for different target groups, private persons and schools. Makersbase is a programme of [Nieuwe Veste Arts Centre Breda](#). The programme is specifically targeted at young creators aged 12 to 24 years. They offer workshops like [Vlog and Video](#), for 12 to 16 years, to develop the skills of a real vlogger in 10 lessons, or [Coderdojo Breda](#), for 7 to 17 years, to learn computer programming.

- Education

Nieuwe Veste Arts center Breda believes that young people from the age of 12 years and up should be introduced to new developments in the area of media and technology. An example is [Programming with the Code Oube](#) for the advanced grades of primary education and the first years of secondary education. Children learn how to make their own website step by step with Html and CSS.

## 8.8 Synergies and partnerships

### Synergies between public policies and programmes

The website of the [National Centre of Expertise for Cultural Education and Amateur Arts](#) (Landelijk Kennisinstituut Cultuureducatie en Amateurkunst LKCA) offers information on the synergy between public policies and programmes. This includes a short historical overview about the synergy between culture policy and education policy throughout the 20st century:

- Education and Culture were not always part of the same department. In the past, for almost 30 years (between 1918 and 1965) arts, sciences and education belonged to the same ministry. They separated when Arts was moved to the Ministry of Culture, Recreation and Social Work. It wasn't until 1994 that Culture and Education were united again in the same ministry. Culture education became part of the national culture policy with the [policy note Culture and School](#) (1996) (only in Dutch). One year later a programme under the same name followed. This programme reconnected culture and education and earned culture education a firm spot in government policy. The current programme 'Culture education with Quality' (Cultuureducatie met Kwaliteit) of the Cultural Participation Fund (see also Paragraph 8.3) is the follow up of Culture and School.
- Culture education is a part of culture policy, but is sometimes presented as 'artistic orientation' in primary education. Arts education and creative arts (CKV) in secondary education fall under education policy. Culture education, like the programme Culture education with Quality, gets funded out of the culture budget. This also includes the € 11.50 per student per year for culture education that schools receive from the Prestatiebox (Performance box).

### Partnerships between the culture and creative sectors, youth organisations and youth workers

No information was found about partnerships between culture and creative sectors, youth organizations and youth workers.



## 8.9 Enhancing social inclusion through culture

### Fostering equality and young people involvement through cultural activities

Debate about intensifying the connection between culture and sport

The website of the [Boekman Foundation](#) (Boekmanstichting) reports about a closed meeting in February 2017, organized by the [Royal Netherlands Academy of Arts and Sciences](#), about the combination of sports and culture. Thirty scientists, policy makers, researchers and other professionals in the fields of sports, culture and education debated about the connection between sports and culture with regard to talent development and vulnerable youth.

Research of the [Netherlands Institute for Social Research](#) (Sociaal en Cultureel Planbureau (Tiesen-Raaphorst et al. 2016) shows that the worlds of sports and culture cannot be separated easily. However, apart from collaborations on a local level, collaborations on a policy level are not very common. The two guest speakers concluded that there is still a long way to go. They expressed the need for extra money and appealed to everybody to make contact with their target groups and to get inspired.

### Combating discrimination and poverty through cultural activities

#### Van Gogh connects

An example of a programme about cultural diversity is Van Gogh connects ([Van Gogh verbindt](#)). How can the [Van Gogh Museum](#) in Amsterdam reach local young people with Surinam, Turkish, Antillean and Moroccan backgrounds more effectively? That is the main question of this four-year learning programme. Together with the target group the museum develops forty activities to research how the museum can be more effective in reaching young people of 18 to 30 years with diverse migrant backgrounds.

The aim of Van Gogh connects is not only to reach a new group of visitors, but also to measure the social impact of culture participation. The social value of culture is a well-known fact, but there is hardly any knowledge about how this can be measured. For this research, the museum joins forces with the [Impact Centre ICE of Erasmus University Rotterdam](#). Together with ICE and Fonds 21 the Van Gogh museum will share knowledge, experience and results with other culture organizations and the science field in order to enhance social responsibility in the museum world.

## 8.10 Current debates and reforms

### One contact point for youth

Introduce one contact point for integral youth policy, including culture and sports for all young people. That is what cultural and sports organizations wrote in [a letter](#) (dated 15 May 2017) to the informer of the new cabinet at the time, minister Edith Schippers.

### Consultation on the future of cultural participation

[LKCA](#) (National Centre of Expertise for Cultural Education and Amateur Arts Netherlands), organized an extensive consultation round in the work field of culture about the future of cultural participation ([Basis voor Cultuurparticipatie, Een agenda voor actieve cultuurparticipatie in de toekomst](#), LKCA, 2017/ Base for Cultural Participation, An agenda for active cultural participation in future). The agenda for the future that was drawn up at the consultation is based on societal trends and ambitions in the cultural sector. In particular, young cultural professionals were invited to share their views on the future of cultural participation.

## Challenges

Challenges for the coming years are: secure the accessibility of performing arts; allow bottom-up initiatives to grow; give technology a place; and contribute to social questions with arts and culture. Young people especially point out that diversity and inclusion need to be addressed through cultural participation in a natural way, that there has to be opportunity for talent development, that funds should operate more transparently and be more accessible and especially that existing systems should be more open.

## Integral and multi-disciplinary systems

After the municipal elections of March 2018 and with the new national government (presented on 26 October 2017) the expectation of LKCA is that integral and multi-disciplinary systems will be emphasized even more. This is very much in sync with the inventory of methods which use arts and culture to reach young people in the social domain. This inventory is a running LKCA project.

## Value of sports, arts and culture

The value of this combination is well described, for example by Maike Kooijmans in her article 'Talentgericht werken met kwetsbare jongeren. De opgetelde waarde van sport, kunst en cultuur' (Talent-oriented work with vulnerable youths. The value of sport, arts and culture) from the [Boekmans quarterly series of books about arts and sports number 112](#) (autumn 2017, only in Dutch), also mentioned in Paragraph 8.4.

## Europe in Perspective – international training

The aim of Europe in Perspective: International Co-operation in Cultural Learning is to create new transnational and European professional development opportunities that strengthen the capacity of those working in schools as well as in non-formal arts and cultural education to develop more intercultural understanding and European awareness. In order to achieve this, a multinational modular training concept is to be developed and tested in the field.

The steering group consists of [LKCA](#) Netherlands, and national cultural education centres from Germany, England, Hungary, Austria and Scotland.

## 9. YOUTH AND THE WORLD

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### Special feature

The main public authorities that are involved in policy-making in the field of youth and the world are [the Ministry of Foreign Affairs](#) and [the Ministry of Education, Culture and Science](#). Dutch schools are obliged to pay attention to the topic of citizenship, laid down in the Act Active Citizenship and Social Inclusion (2006). However, more attention could still be paid to this topic and schools experience difficulties in fulfilling this task (Paragraph 9.4). A national study (2015) showed clearly that youth behave in a more sustainable manner than in previous years, when research was also conducted. See Paragraph 9.1 for more information about the research.

### Highlights

In the Netherlands, municipalities have a growing interest in the concept of Child Friendly Cities. In Child Friendly Cities, municipalities value and actively promote the participation of children and youth. They can for example have a children's mayor. Regarding youth and the world, the National Youth Council (NJR) is an organization with multiple initiatives. They facilitate exchanges on global issues and citizenship at domestic and international level. They for example facilitate and organize the National Youth Debate and the Night of the United Nations.

## 9.1 General context

### Main concepts

#### Eramus+

At a global level, youth can participate in Erasmus+ Youth. Erasmus+ enables people to study, train, gain work experience and volunteer abroad. The programme's main aim is boosting skills and employability in the Netherlands, among young people in particular. Erasmus+ also supports transnational partnerships between Education, Training and Youth institutions and organizations to foster collaboration and connect the worlds of Education and Work in order to tackle the skills gaps we are facing in Europe. It also supports Dutch national efforts to modernize Education, Training and Youth systems.

In the field of sports, Erasmus+ funding supports projects that focus on the development, transfer and implementation of innovative ideas and practices in sports at European, national, regional and local levels. It also aims to increase collaborations between sports organizations and tackle issues like intolerance, discrimination, doping and match-fixing in sports. In short, Erasmus+ facilitates youth collaborations at a global level. From 2014 until 2020, the European Commission has a budget of 14,7 Milliard Euros for Erasmus+.

#### UNESCO Schools

In their curriculum, [UNESCO schools](#) structurally address themes that are central to UNESCO policy. This includes, for example: peace and human rights; intercultural learning and durability. In the Netherlands, there are 24 secondary schools with the UNESCO school label.

#### Child Friendly City

The Child Friendly City Initiative (CFC) works to guide cities and other systems of local governance towards the inclusion of children's rights as a key component of their goals, policies, programmes and structures.

The role of local governments in the fulfilment of children's rights was officially placed on the agenda in 1992 in Dakar, Senegal, when the Mayors Defenders of Children Initiative

was launched by UNICEF. Within this framework, a wide range of child-centered activities and programmes took shape and was initiated at a local level.

The Child Friendly Cities Initiative was launched in 1996 to act on the resolution that was passed during the second UN Conference on Human Settlements (Habitat II). The Conference declared that the well-being of children is the ultimate indicator of a healthy habitat, a democratic society and good governance.

A movement of child friendly municipalities started flourishing in low, middle and high-income countries and an increasing number of cities promoted and implemented initiatives to realize children's rights. The CFC Initiative is active alongside other related efforts such as UNESCO's Growing Up in Cities and UN Habitat's Safer Cities. Several factors underlie the growing interest in CFC: the increasing number of children living in cities versus the limited structures and capacities of these cities to respond to their needs; a general trend in governmental decentralization; a growing interest in community approaches to meet the Millennium Development Goals (MDGs); and the recognition that civic engagement and child participation are key ingredients to good governance.

In the Netherlands, municipalities have a growing interest in child friendly cities. A number of municipalities is already working on becoming a child friendly city or have already become a child friendly city. Child friendly cities value and actively promote the participation of children and youth. Often, these cities have a children's mayor and council. The Association of Netherlands Municipalities ([Vereniging van Nederlandse Gemeenten - VNG](#)) provides information about the CFC Initiative on its [website](#) and has published a [factsheet about the activities of CFC in the Netherlands](#).

## Youth interest in global issues

### Kaleidos research 'Youth and the world'

In 2015, [Kaleidos Research published a study about youth and the world](#). The research focused on sustainable behaviour of youth, with special attention for global citizenship among Dutch youth (12 – 17 years). The study shows that young people behave more sustainable than they did in the three previous years, when research was also conducted. Young people buy more second-hand items than in previous years, show a more sustainable attitude with water and throw away less food. Also, more youth discuss the environment and environmental issues with friends or family. Nevertheless, more youth keep their phones plugged in, even when they are already charged. Furthermore, Dutch youth do not share their opinion about global issues online as much as before. One third of them prefers to travel by car with, for example, their parents, instead of riding a bike. The study concludes that there is an overall positive trend towards more sustainable behaviour, but more awareness and changes are necessary.

In terms of the refugee problem, young people are more self-conscious about interdependence of world issues than two years ago. More youths believe that countries like the Netherlands should help development countries with finding solutions for their problems. However, young people still feel that their own role and responsibility with regard to global problems is very small. Most young people do think that it is dangerous to neglect nature and that we should take care of it. All results are described in [the research report](#).

### Education in citizenship

In 2016, the [Netherlands initiative for Educational Research NRO](#) published [a research on the role of schools with regard to citizenship of pupils](#). It appears that many schools and teachers are still searching for ways to integrate citizenship in education. The study resulted in a recommendation for teachers, school leaders and policy makers on the inclusion of citizenship in education. Important elements of citizenship education are: a positive school climate, a curriculum broad approach to citizenship, a coherent didactic

and pedagogical approach, attention for values, a coherent programme and a supportive environment.

## 9.2 Administration and governance

### Governance

#### Foreign Affairs

[The Ministry of Foreign Affairs](#) is the main governmental authority responsible for youth's contribution to global processes. The Dutch government is all for sustainable economic growth in development countries. Also, it promotes global stability and security and respect for human rights. The government believes they will achieve the best results if they focus on the fields in which the Netherlands excels, for example water management and food security. The 4 main themes of Dutch development collaboration policy are:

- security and the rule of law;
- water management;
- food security;
- sexual and reproductive health and rights.

In each of these four themes, issues like equality for women, environment and climate play an important role. More specific information about these themes and the government's activities is available at [www.government.nl](http://www.government.nl).

International Public Goods (IPGs) also play a major role in Dutch development collaboration policy. IPGs are international issues or goods that affect all of us, or goods that should be available to all. Take clean air, for example. Everyone uses air and is affected by air pollution.

We have not found specific information about youth and youth collaboration at a global level.

#### Education, culture and science

Also involved in policy-making in the field of youth and the world is [the Ministry of Education, Culture and Science \(OCW\)](#). They are responsible for stimulating international exchange programs and supporting students financially to go abroad.

The Dutch government finances several parties that facilitate exchanges for youth and youth collaboration at global level. Examples are the European programme [Erasmus+](#), [Nuffic the Dutch organization for internationalization in education](#), the [Bologna Process](#), [Neth-ER Netherlands House of Education and Research](#) Neth-er and [Unesco schools](#) (only in Dutch).

Next to this, municipalities, schools and other parties are free to address youth collaboration at a global level in their own way. They are not tied to government regulations in this area.

### Cross-sectorial cooperation

It is safe to assume that the Ministry of OCW and the Ministry of Foreign Affairs work together, but there is no specific information about existing mechanisms. The national agencies of Erasmus+ are executed by [Nuffic](#), [CINOP](#) and [the Netherlands Youth Institute](#), by order of the Ministry of OCW and [the Ministry of Health, Welfare and Sports \(VWS\)](#). This leaves no doubt about collaborations with the Ministry of VWS and these executive partners.

## 9.3 Exchanges between young people and policy-makers on global issues

### Global issues exchanges with policy-makers at the domestic level

#### National Youth Council

[The National Youth Council \(NJR\)](#) (introduced in chapter 5) facilitates exchanges about global issues at a domestic level and internationally. At a domestic level, the NJR has launched multiple initiatives:

- [EU-youth conference](#): During the Dutch presidency of the European Union (January – June 2016) [the Ministry of Health, Welfare and Sports \(VWS\)](#) and NJR organized the EU-youth conference in Amsterdam. More than 100 young people and policy makers discussed European youth policy.
- [The night of the United Nations \(VN\)](#): Dutch youths can sign up for free for this night, where young people discuss topics like peace, security, human rights and sustainable development. Discourse is stimulated through different working methods, like interviews, debates, movies and lectures. The night of the VN is organized by NJR annually. [The Ministry of Foreign Affairs](#), as an important partner in the organization, is also present during the event.
- [National Youth Debate](#). At the National Youth Debate, young people are invited to share their view and their solutions for various problems in our society. Secondary school students visit the provincial house and form teams with assigned roles for each pupil. Together they try to convince policy makers of their ideas. After this day, one small team is selected to attend the National Youth Debate at the House of Representatives in The Hague with national parliament members. The debates at the provinces are organized several times per year.

#### Young Climate Movement

[The Young Climate Movement](#) unites the votes of more than 30 different youth organizations to influence climate and sustainability policies. They strive to include everyone, especially youth, in the transition to a sustainable world. Among other things, they do this by influencing politicians and policy makers. The Young Climate Agenda is an initiative of the Young Climate Movement. In total, more than 60 parties have contributed to its future vision on climate. [The agenda is published on the website](#). The movement aims to organize two major events each year. In 2017, they hosted the #ClimateCandidate campaign and organized the Young Climate Summit on 21 October 2017.

### Global issues exchanges with policy-makers at the international level

#### Structured Dialogue

Every six months, youth and policy makers from every member state of the European Union come together for a structured dialogue. The aim of this event is to stimulate that youth policy, both in Europe and at a national and local level, is developed together with youth. Every 1.5 years there is a new theme, the theme for January 2016 – July 2017 was 'Ready for life, ready for society'. The structured dialogue offers a serious podium to exchange views, knowledge and experiences between youth and policy makers at a European level. The recommendations from the conference in October 2016 in Slovakia are summarized in [a report](#).

#### Youth representatives

Every two years the National Youth Council elects eight new youth representatives. These young representatives represent the view of Dutch young people at [the United Nations](#)

[General Assembly](#), [the European Union](#), [UNESCO](#) and [the Climate and Sustainability Summit Conferences](#). To prepare for this, the youth representatives travel through the Netherlands to collect the opinions of Dutch youths. They present these opinions and views during the international conferences they visit. The representatives work in couples, one couple per theme (UN, EU, UNESCO and climate and sustainability). Each couple is supported by a team of volunteers to help them. In addition, the volunteers also start initiatives and projects about the themes and the representatives, for example to run at schools and universities in the Netherlands.

## 9.4 Raising awareness about global issues

### Formal, non-formal and informal learning

#### Formal learning

In the context of formal learning, youths are often offered information about the climate, climate changes and sustainability in school. These topics are often part of the curriculum and taught in classes like geography, general sciences, physics, chemistry and biology. Human rights are sometimes discussed under the umbrella of history, philosophy and people and society. We have no information on the recommended learning time and the main learning objectives. It mostly depends on the teacher and the school in which way and how extensively the topics are discussed. Dutch schools are obliged to pay attention to the topic of citizenship, enshrined in [the Act Active Citizenship and Social Inclusion \(2006\)](#). However, there are still discussions if and how school can pay more attention to (global) citizenship. See Paragraph 9.7 for more information.

#### Non-formal learning

[National Youth Council \(NJR\)](#) brings different projects on global issues to schools. For example, [the working group Young & Sustainable](#), described in subsection Informal learning, offers guest lessons at schools about sustainability. In the field of human rights and the rights of children, there are different organizations that offer guest lessons. These organizations work together in [the Platform Human Rights Education](#) and can help schools to integrate human rights in the school's curriculum. The organizations [Amnesty International](#), [Anne Frank Foundation](#), [UNICEF](#), [Movies that Matter](#) and [HVO](#) can provide human rights education at school, for example in the form of a guest lesson. [The Liliane Fund](#) can give a guest lesson about Children's Rights and about disability. Amnesty International, [Centre for global education \(CMO\)](#) and UNICEF also offer information for students who want to write a thesis or give a presentation about human or children's rights at school. There is no information about specific target groups for similar projects. Information about public funding is also unknown. We assume that some of these organizations are private organizations and some of them (like the NJR) receive government funding. Information about quality assurance mechanisms is unknown.

#### Educator's support

Some organizations within the platform Human Rights Education also provide human rights education trainings to teachers. The organizations that offer these trainings are: Anne Frank Foundation and Movies that Matter. These three respective organizations even organize a training day together. Teachers can also find information online at [the website of the platform](#) and the websites of the participating organizations. For example, UNICEF offers information for teachers about [Children's Rights in the classroom](#) and methods to discuss this topic.

#### Informal learning

##### NJR programmes

- [World = U Food Tour](#). In 2017 and the beginning of 2018 a food tour travels through the Netherlands. Key questions during this tour are 'How can we guarantee that

everyone has enough food now and in the future? And how do we build sustainable food chains?' There are three conferences during which youths between 16 and 25 years old discuss these topics with other youths and local entrepreneurs. They put their talent into thinking about solutions and actions for the food issue and discover how they can make a difference, both in their own neighbourhood and worldwide. The results of the Regional Food Tours will be presented at a national event in 2018.

- [Work group Young and Sustainable](#). This workgroup of NJR consists of about twelve young people between 18 and 26 years old. They develop guest lessons and projects for young people of all ages. Thus, they aim to reach all youths in the Netherlands and introduce sustainable development. The workgroup regularly participates in various events, workshops and seminars. In addition, there is extensive collaboration with other sustainable organizations and companies. To realize all its plans, the workgroup meets every two weeks in Utrecht.

### Platform Human Rights Education

- Websites of the organizations within the Platform: The websites of the organizations offer specific information for pupils and students. For example, [the website of CMO](#) offers information for primary and secondary education students.
- Television broadcasting: The TV shows '[het Klokhuis](#)' and [Zaplive](#) often pay attention to global issues. They specifically target young people. Klokhuis and Zaplive are part of Amnesty International and UNICEF and are broadcasted at public channels, meaning they are also supported by public funding.
- Festivals, movies and actions: Amnesty International organizes multiple activities for young people per year. [The International Documentary Movie festival Amsterdam](#), Movies that Matter and Amnesty organize the National Children's Rights Day. [The Liliane Fund](#) focuses on the right to education for peers with disabilities in developing countries who are incapable of attending school ('Wij trekken aan de bel'). Movies that Matter organizes a film festival, where education on global issues is part of the programme.

### Youth-targeted information campaigns on global issues

There are no youth-targeted information campaigns on global issues. There have also not been any campaigns on global issues for a broader audience, conducted or funded by top-level authorities since 2010.

### Information providers

The Dutch government is responsible for the distribution of information on global issues, also among young people. [The Ministry of Foreign Affairs](#) is responsible for development work and international cultural collaboration, and subsequently they are expected to provide information about these topics. [The Ministry of Education, Culture and Science](#) is likely to be involved in government activities aimed at global issues in education. There is no information on other public authorities responsible for providing information.

There are several non-public information providers where young people can turn for information. The organizations from the Platform Human Rights Education offer information for children and youth.

The [foundation NCDO](#) promotes global citizenship in the Netherlands through research, information and events on global themes and sustainability. For children, the foundation publishes [SamSam](#). Samsam explains global issues to children, by reporting about their peers in other countries and making them visible. With reports, interviews and infographics (knowledge) and teaching assignments (attitude and action perspective) Samsam teaches primary school pupils. It is possible to subscribe to SamSam magazine and children can also get information and watch short videos [on the website](#). For youths and adults, the foundation publishes [OneWorld](#). OneWorld.nl is the largest Dutch journalistic website about the people and the world. OneWorld Magazine is published ten



times a year. The main topics in OneWorld are sustainability and climate, migration and human rights. The OneWorld website offers articles about the different topics. NCDO also conducts research through [Kaleidos](#). Kaleidos is a research agency and conducts research on global issues in the Netherlands. They investigate how the Dutch relate to the world and to global issues. NCDO publications can be found at [the website](#).

## Key initiatives

Initiatives conducted by public authorities are unknown. The projects on global issues of the National Youth Council are described in 9.3. The Platform Human Rights Education, also described above, addresses fundamental human rights. The Foundation NCDO distributes information by SamSam, OneWorld and Kaleidos, described above. There is no information on other initiatives. In none of the described initiatives there is a specific target group within the youth population.

## 9.5 Green volunteering, production and consumption

### Green volunteering

- [Involved in Outside, involving young people in nature](#): This project is an initiative [of the Association of Forest and Nature Conservation Owners \(VBNE\)](#). The aim is to motivate young people from 12 years and older to be more involved with nature. Nature organizations and land and nature owners are linked with young people or organizations. In secondary education, citizenship is part of the curriculum, and participating in Involving Young People in Nature is a form of active citizenship. On the website, different projects are described, for example 'exploring nature with elderly citizens' and 'Help the ranger with the local campaign *dogs on a lead*'. Information about a timeframe, funding and outcomes is unknown.
- The project Woesteland is part of [The Institute for Nature Conservation Education \(IVN\)](#). Woesteland is a project for youth from 12 – 30 years old. Woesteland organizes activities. These activities, mainly during holidays and work weekends, are aimed at shaping sustainable development by doing voluntary work in nature. The food at these projects is vegetarian and organic. All activities of Woesteland are organized by and for young people. The activities are coordinated by volunteers. Woesteland originated in 2005. Woesteland is financed by IVN and [The National Post Code Lottery](#). The project has no timeframe. Information on outcomes is unknown.

### Green production and consumption

We have no information on programmes or actions on green production and consumption.

## 9.6 Intercontinental youth work and development cooperation

### Intercontinental youth work cooperation

#### [Foundation International Volunteer Projects \(SIW\)](#).

This foundation connects young people and adults to voluntary work projects abroad. The foundation has projects on different continents and volunteers can choose between group projects with volunteers from all over the world or tailor-made projects. SIW executes more than 2000 projects in 70 countries worldwide. The foundation does not receive any structural funding and works mostly with volunteers and donations. SIW was founded in 1953. We have no information about a timeframe or outcomes.

## Development cooperation activities

- [European Voluntary Service \(EVS\)](#).

The European Voluntary Service is part of the European Erasmus+ programme from the European Union and provides voluntary work in Europe for young people between 17 and 30 years old. Throughout Europe there are hundreds of organizations and projects that work with volunteers from EVS. The options and themes are very diverse: from nature conservation to sports programmes and music schools, with target groups like, for example, (deaf) children and young people, elderly, minorities and animals. In general, participants work abroad for a period of 6 – 12 months. EVS is part of the Foundation International Volunteer Projects. We have no information on timeframe, outcomes and funding.

## 9.7 Current debates and reforms

Many secondary schools organize discussions on (global) citizenship education. Citizenship is integrated in the curriculum of schools (9.4), but more than a few schools experience difficulties fulfilling this task. There is no ultimate effective method to address (global) citizenship. Sometimes schools only pay little or minimal attention to the theme. [The Dutch Platform Education 2032](#) wrote a plea for a strong anchoring of citizenship education in education in 2016. This should be followed up with the government and schools. Expected is that in the future (global) citizenship will have a stronger position in the school's curriculum.

## GLOSSARY

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**Cultuurcoach:** Culture coach. It is a person who combines both working in school with working for a cultural organization.

**Cultuur onderwijs:** Cultural education. [Cultuurconnectie](#) (Culture Connection), the branch organization for professionals in arts and culture, describes the concept as follows: *"Through cultural education people learn about and with culture. Cultural education encompasses various forms of culture-oriented education, or uses culture as a means of learning. Here, culture is a collective term for arts, cultural heritage and media. People develop cultural competences and talents. They do not only learn about culture, but also develop cultural skills and an open attitude towards culture."*

**Doe-democratie:** Do-democracy: Citizens' own initiatives are being stimulated. [Movisie](#), Netherlands centre for the social development, has developed a [model](#). The model helps citizens to act, think and decide together.

**Kinderombudsman:** Ombudsman for Children monitors whether children's rights are adhered to in the Netherlands by the central and local government.

**Leerbedrijf:** Learning company. Companies offer students a chance to learn to work in practice and what is expected of them. A professional practice coach of the company guides the students.

**Maatschappelijke stage:** Civic internship. Mostly part of the curriculum of schools in secondary education. For some years civic internship was obligatory by the government. It has been non obligatory for a few years. The coalition of the new cabinet (26 October 2017) wants to make it obligatory again.

**Mantelzorg:** Literally it means 'Cloak care'. Care given by informal care givers to a loved one, family member, friend or neighbour.

**Mantelzorger:** Informal caregiver.

**Niet-formeel onderwijs:** Non-formal education in the Netherlands is defined in an [official government document](#) of the Ministry of Education, Culture and Science as follows: *"All learning activities that evolve in the course of one's life to improve one's knowledge, capabilities, and competences from a personal, civic, social and employability perspective."*

**Positieve gezondheid:** Positive health. The concept of positive health focuses less on the absence of disease and more on the strength of human beings. [The full definition of positive health is: "Health is the ability of people to adapt and to choose their own direction in the light of physical, emotional and social challenges of life"](#). This definition is mentioned on the website [loketgezondleven.nl](#), which is a governmental website about health for all age categories.

**Startkwalificatie:** Starting qualification. On the government website it is explained: A starting qualification is a diploma HAVO, VWO, MBO level 2 or higher. Government wants that more students get a starting qualification. That is why students in the age of 16 to 18 years are obliged to get this qualification.

**Voortijdig schoolverlaters:** [Early school leavers in the Netherlands](#) are pupils and students who leave school without a so-called 'basic qualification' (startkwalificatie).

**Vrijwilligerswerk:** Voluntary work. [Movisie](#), Netherlands centre for the social development, uses the 2008 definition of Civiq (the former organization on volunteering, now part of Movisie): *"Voluntary work is work that gets done unpaid and voluntarily for the benefit of other people or the (quality of) the society in general, in an organized setting."*

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