

**The suitability of the educational program ‘Bedrijfsleider
Paardensport en -Houderij’ level 4 for the equine labor market in
the Netherlands.**

“What does the future of an equine student look like?”



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Thesis project is commissioned by Aeres MBO Barneveld

The suitability of the educational program ‘Bedrijfsleider Paardensport en -Houderij’ level 4 for the equine labor market in the Netherlands.

“What does the future of an equine student look like?”

A study on the educational program ‘Bedrijfsleider Paardensport en -Houderij’ level 4

A thesis of the Equine Sports and Business program at Van Hall Larenstein Velp commissioned by Aeres MBO Barneveld.

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Commissioner:

Ms. M. van der Brugge, Aeres MBO Barneveld

Thesis coach:

Dr. Ir. I. van Grevenhof, Van Hall Larenstein

Author:

Ms. I. Noppen

Student number: 00019263

Abstract

Reasons for performing the study: In 2020, ‘Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven’ (SBB) reported the concern about the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4 its connection to the labor market. The statement by SBB is based on their examination using the ‘working method of efficiency’ (Werkwijze Doelmatigheid), indicating that only 48% of the graduates ‘Bedrijfsleider Paardensport -en Houderij’ level 4 in 2017, got a job of more than 12 working hours within 1,5 years after graduation and the job opportunities in the equine sector were moderate. Nevertheless, very little published numbers and literature can confirm this statement.

Objectives: This study aims to find out if graduates of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 are able to find a job of more than 12 working hours per week within 1,5 years after graduation, whether the jobs the graduates perform are in line with the level of their education and to create an insight in the graduates’ job market perspectives by means of job opportunities.

Methods: Data on 364 graduates of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 were collected in the Netherlands. The number of graduates with a job of more than 12 working hours per week within 1,5 years after graduation, the jobs the graduates perform in the equine sector and how the graduates score their own chances on finding a job within the equine sector is collected on graduates of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4. who graduated from different schools on different locations in the Netherlands.

Results: 96.9% of the graduates who started working after graduation found a job of more than 12 working hours per week within 1,5 years after graduation of which most of them (81.1%) found a job within the equine sector within six months after graduation. At least 45.3% of the graduates who perform a job within the equine sector have job in line with the level of education. Overall, the graduates scored their own chances on finding a job as sufficient, although, the results show that there is a significant difference between graduates who started working within the equine sector and outside the equine sector. Graduates who started working inside the sector score their own chances on finding a job as sufficient, while graduates who started working outside the equine sector score their own chances as moderate.

Conclusion: The educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 is suitable for finding a job of more than 12 working hours per week, in the equine sector, within 1,5 years after graduation. Therewith, almost half of the working graduates is able to find a job, which is at least in line with the level of education. Lastly, this study indicates that with the necessary intrinsic motivation and the right network, the job opportunities within the equine sector are sufficient. Besides that, increasing salaries in the equine labor market may influence the attractiveness of getting a job within the equine industry.

Potential relevance: The results provide a more accurate overview of the future perspectives of a graduate of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 and should be used as a more in-depth research into the connection of the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4 based on the ‘working method of efficiency’ used by SBB.

Samenvatting

Aanleiding van het onderzoek: In 2020 heeft Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven (SBB) zorg uitgesproken over de opleiding Bedrijfsleider Paardensport -en Houderij niveau 4 en haar aansluiting op de arbeidsmarkt. De uitspraak van SBB is gebaseerd op hun onderzoek waarbij zij gebruik maken van de Werkwijze Doelmatigheid. Hieruit is gebleken dat van de afgestudeerden studenten van de opleiding Bedrijfsleider Paardensport -en Houderij niveau 4 in 2017, slechts 48% een baan kreeg van meer dan 12 uren per week, binnen 1,5 jaar na afstuderen. Daarnaast werd de kans op werk in de paardensector matig bevonden. Echter, zijn er weinig gepubliceerde cijfers en literatuur die deze uitspraak kunnen bevestigen.

Doel: Het nagaan of de afgestudeerden van de opleiding Bedrijfsleider Paardensport -en Houderij niveau 4 binnen 1,5 jaar na afstuderen een baan kunnen vinden van meer dan 12 uur per week in het verlengde van het niveau van hun opleiding. Daarnaast is het doel om inzicht te creëren in de baankansen in de hippische sector.

Methodes: Data over 364 afgestudeerden van de opleiding Paardensport -en Houderij niveau 4 is verzameld in Nederland. Het aantal afgestudeerden met een baan van meer dan 12 werkuren per week, binnen 1,5 jaar na afstuderen, de banen die de afgestudeerden vervullen in de paardensector en hoe de afgestudeerden hun eigen kansen op het vinden van een baan binnen de hippische sector scoren is verzameld onder afgestudeerden die zijn afgestudeerd aan verschillende scholen op verschillende locaties in Nederland.

Resultaten: 96.9% van de afgestudeerden die na hun afstuderen zijn gaan werken vond binnen 1,5 jaar na afstuderen een baan van meer dan 12 uur per week, waarvan de meesten (81.1%) in de paardensector zijn gaan werken, binnen 6 maanden na afstuderen. Minimaal 45.3% van de afgestudeerden die een functie uitoefenen binnen de paardensector heeft een baan die past bij het opleidingsniveau. Over het algemeen beoordelen de afgestudeerden hun eigen kansen op het vinden van een baan in de hippische sector als voldoende. Echter blijkt uit de resultaten dat er een significant verschil is in hoe de afgestudeerden hun baankansen scoren tussen de afgestudeerden die binnen de hippische sector zijn gaan werken en zij die buiten de hippische sector zijn gaan werken. Afgestudeerden die binnen de sector zijn gaan werken scoren hun kansen als voldoende, terwijl afgestudeerden die buiten de sector zijn gaan werken hun kansen scoren op matig.

Conclusie: De opleiding Bedrijfsleider Paardensport -en Houderij niveau 4 is geschikt voor het vinden van een baan in de hippische sector van meer dan 12 werkuren per week, binnen 1,5 jaar na afstuderen. Daarbij vind bijna de helft van de werkende, afgestudeerde studenten op zijn minst een baan in het verlengde van en op het niveau van de gevolgde opleiding. Daarnaast duidt dit onderzoek dat met de juiste intrinsieke motivatie en netwerk, de kans op het vinden van een baan in de hippische sector voldoende is en dat hogere salarissen in de hippische arbeidsmarkt mogelijk van invloed zijn op de aantrekkelijkheid van het nemen van een baan in de sector.

Potentiële relevantie: De resultaten van dit onderzoek geven een nauwkeuriger beeld van wat de toekomstperspectieven zijn van een afgestudeerde student van de opleiding Bedrijfsleider Paardensport -en Houderij. Dit onderzoek dient gezien te worden als een verdiepend onderzoek naar de aansluiting van de kwalificatie Bedrijfsleider Paardensport -en Houderij niveau 4 op de arbeidsmarkt, gebaseerd op de examinering Werkwijze Doelmatigheid van SBB.

Preface

I hereby present to you my bachelor thesis, which has been written to finish my bachelor degree Equine Sports and Business at Hogeschool van Hall Larenstein Velp.

Inspired by my passion for horses and the curiosity for the careers of equine students, I studied the connection between the MBO educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 and the labor market. After a research period of five months, this is the result.

During the writing of my thesis, I have experienced support from many people to whom I owe my appreciation and gratefulness. First of all, I would like to thank my thesis commissioner, Mariska van der Brugge, for trusting me in performing research on this topic and connecting me with every person who could possibly help me bring this thesis to a higher level. Secondly, I would like to thank Dr. Ir. Ilse van Grevenhof, my thesis supervisor, for supporting me, for her feedback and for her time and involvement.

Furthermore, I would like to thank my family and friends for the motivating words and support. Especially my parents, for giving me the opportunity to study.

Finally, I want to thank my boyfriend, Thomas, for his patience, for the unconditional love and support. For always cheering me up when I felt down and believing in me when I did not believe in myself, especially in the last phase of finishing my bachelor degree. You own my heart.

I hope you will enjoy reading my bachelor thesis.

Iris Noppen

Groessen, June 20, 2022

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Definitions

MBO – ‘Middelbaar Beroeps Onderwijs’, a common English translation is ‘post-secondary vocational education’. MBO is a level of education where schools specifically focus on practical subjects and train students on practical skills. MBO is provided in two different types of learning pathways ‘BOL’ and ‘BBL’

BOL – ‘Beroeps Opleidende Leerweg’, BOL is an abbreviation for a certain type of learning pathway; ‘vocational training path’, with which students go to school 5 days a week. The educational program mainly consists of theoretical lessons. Besides that, students gain practical experience by short periods of internships (20%-60%) and practical lessons.

BBL – ‘Beroeps Begeleidende Leerweg’, BBL is an abbreviation for a certain type of learning pathway ‘vocational guidance path’, with which students go to school only 1 or 2 days per week. The training mainly (>60%) consists of learning during an internship or job. This learning path mainly consists of practical training.

SBB – ‘SBB’ is an abbreviation for the organization ‘Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven’. The goal of this organisation is to provide MBO students with the best practical training with a view to a job and to help companies find professionals. SBB guides the training companies where students can go for an internship of good quality.

Educational qualification – Educational qualifications describe the knowledge and skills needed to start in a profession. For example, this study is focussing on the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4 in which students are trained to become, among other things, a manager in the equine sector.

‘Working method of efficiency’ – Dutch translation: ‘Werkwijze Doelmatigheid’. Research method on the connection of educational qualifications to the labor market based on three indicators (Table 1).

Table 1 Overview of the definitions of the three indicators set by SBB

Indicator	Definition
1. ‘Work’	<p>Work: At least 70% of graduates have a job, of at least 12 working hours or more, within a year and a half after graduation.</p> <p>SBB bases this indicator on data from CBS, looking back two years on the moment of examination (ten Hoeve & de Ruig, 2021)</p>
2. ‘Work at expected level’	<p>Work at level: At least 50% of the working graduates with a job, of at least 12 working hours or more, work at the level of training within a year and a half after graduation.</p> <p>This indicator is based on data from ROA. However, for smaller educational qualifications, this indicator has large margins of uncertainty, which can lead to bottlenecks in the interpretation of this indicator. This indicator is also examined looking back two years on the moment of examination (ten Hoeve & de Ruig, 2021).</p>
3. ‘Job opportunities’	<p>Opportunities to work: Do graduates have a sufficient job opportunity in the extended from and at the level of the training followed?</p> <p>This indicator is developed by SBB itself and is a forecast of future job opportunities for students, who will pass the next academic year and complete the training after the normal study duration (ten Hoeve & de Ruig, 2021).</p>

1. Introduction

In this chapter the problem background will be discussed. The problem background will be followed by the aim of this research and its research questions.

1.1 Problem background

‘Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven’ (SBB) is a professional organization and works on behalf of the Ministry of Education, Culture and Science. SBB is also the mediator between MBO education and the professional industry when it comes to making agreements about the connection between education and the labor market (Rijksoverheid, sd).

In the Netherlands, there is a high demand for well-trained staff (Mepschen, 2022). In order to deliver well-trained staff, SBB established the ‘working method of efficiency’. The ‘working method of efficiency’ is a guideline with which SBB can assess whether an educational program provides a student with the right qualifications in order to enter the labor market. This assessment is done to decide if an educational program should be altered so that it fits the needs of the labor market, or should be removed entirely because it can no longer serve the purpose of preparing students to find a job. Each year, advisors of SBB examine all educational programs, using the ‘working method of efficiency’ in order to make them qualified to prepare students for a job on the labor market. SBB performs this examination based on three indicators, which are established in the ‘working method of efficiency’ (MBORaad, 2019);

- Work: At least 70% of the graduates should have a job of 12 working hours or more, within 1,5 years after graduation
- Work at expected level: At least 50% of the working graduates, with a job of 12 hours or more, works at the level of the educational program followed, within 1,5 years after graduation
- Job opportunity: The graduates have enough opportunities to find a job in line with and on the level of education followed (SBB, 2018)

When at least two of the three indicators, mentioned above, are answered with ‘no’, there may be a concern about the connection of the educational qualification to the needs of the labor market (SBB, 2018). This outcome, will be further assessed and fitting consequences will follow to make sure the educational programs align the needs of the labor market (MBORaad, 2019).

In 2020, the concern about the educational qualification ‘Bedrijfsleider Paardensport en -Houderij’ level 4 is reported by SBB (Wolff-Kinneging, 2020). Currently, this educational program is provided at 15 different MBO-schools in the Netherlands, in both the MBO-BBL and MBO-BOL variant. During the educational program ‘Bedrijfsleider Paardensport en – Houderij’ level 4, students are being trained for a job in the equine labour market. Jobs a graduate should be able to perform are; ‘Equestrian instructor’, ‘trainer’, ‘professional horse groom’, ‘employee or manager at an equestrian

organization', 'Equestrian information officer', 'Stable manager', 'Event organizer', 'Equine clinic employee', 'Equestrian entrepreneur or journalist' and 'horse rider/trainer' (Kiesmbo, sd).

The equine sector is the second biggest sports sector in the Netherlands. Based on a report of KNHS in 2015, there would be 64.285 equine related jobs in the Netherlands, together with about 10.000 equine (sports) companies (KNHS, 2015). More recent numbers of the equine labor market are unfindable. The most wanted jobs mentioned by equestrian entrepreneurs are; 'stable workers', 'professional equine grooms', 'riding instructors', 'equine managers' and 'horse riders/trainers' (van Bommel, et al., 2014).

The equine level 3 program ('Vakbekwaam Medewerker Paardensport -en Houderij') educates students for, more or less, the same labor market and jobs as the equine level 4 program ('Bedrijfsleider Paardensport en Houderij'), there is only a difference in level (in terms of in-depth knowledge and skills applied in the program) and the fact that level 4 students are trained to become a manager (SBB, 2016). However, no concern has (yet) been expressed by SBB about this equine level 3 educational qualification.

In 2018, SBB reported that only 48% of the graduates 'Bedrijfsleider Paardensport en -Houderij' level 4, who graduated in 2017, found a job after graduation, meaning that indicator one (Table 1) of the 'working method of efficiency' was not met. In addition, SBB was unable to identify whether the jobs performed by graduates of the beforementioned educational program were on the expected level, meaning that indicator two (Table 1) of the 'working method of efficiency' was not answered with 'yes' or 'no'. Together with that, indicator 3 'Job opportunity', was scored with moderate, while according to standards, the job opportunities should be sufficient. Therefore, the advisors of SBB advised to look into this concern and whether there should be actions taken (Wolff-Kinneging, 2020). The full letter, in which this concern is addressed to the MBO equine education sector, can be found in annex 2.

In this thesis, the focus will be explicitly on the concerns expressed by SBB on the educational program 'Bedrijfsleider Paardensport en -Houderij' level 4, since Aeres MBO Barneveld wants to find out if the concerns expressed by SBB are justifiable. Aeres MBO Barneveld is the commissioner of this thesis and one of the 15 MBO schools providing the educational qualification 'Bedrijfsleider Paardensport -en Houderij' level 4. This research will focus specifically on the ability of the educational program to prepare students for the labor market, this by taking into account the first two indicators of the 'working method of efficiency': 'work' and 'work at expected level'. Additionally, graduates were asked how they felt about their chances on getting a job in the equine labor market. This thesis will be useful for and shared with all educational institutions providing the educational qualification 'Bedrijfsleider Paardensport -en Houderij' level 4, as the expressed concern by SBB applies to all schools who provide this equine educational program.

2. Problem definition

As SBB raises concern about the connection of the educational program 'Bedrijfsleider Paardensport - en Houderij' level 4 to the labor market, MBO Aeres Barneveld wants to have a second opinion before any measures will be taken by the Minister of OCW with regard to this concern, Therefore, this study is executed to get more insight in the careers of the graduates of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 and link this to the first and second indicator set by SBB's 'working method of efficiency';

1. Work: At least 70% of the graduates should have a job of 12 working hours or more, within 1,5 years after graduation
2. Work at expected level: At least 50% of the working graduates, with a job of 12 hours or more, works at the level of the educational program followed, within 1,5 years after graduation (SBB, 2018)

In addition, this study will include the third indicator of the 'working method of efficiency' in adapted form so it fits within the limitations of this study by reflecting the perspective of the graduates. Meaning that this indicator looks like the following;

3. Job opportunity: Graduates themselves score their job opportunities within the equine sector as sufficient

If it turns out that the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 does not meet the standards set by SBB, there is a chance that the educational program no longer serves its purpose for preparing students for the labor market. The consequence of this may be that the training has to be adjusted or completely removed. However, Aeres MBO Barneveld believes that the educational program matches the needs of the (equine) labor market and that the problem does not lie within the graduates which are delivered by the equine MBO schools.

With this research MBO Barneveld is able to either comply to or reject the concerns reported by SBB. Furthermore, if the results of this study show that the educational program does not meet the criteria of the 'working method of efficiency' they can further investigate the source of the deficits.

3. Research objectives and questions

The aim of this research is to find out if the educational program ‘Bedrijfsleider Paardensport en Houderij’ level 4 provides at least 70% of the graduates with the ability to find a job (inside or outside the equine sector) within 1,5 years after graduation, and if at least 50% of these working graduates obtain a job in line with and on the expected level of the educational program. In addition, it will be examined how graduates score their own job opportunities within the equine sector. The results of this research give Aeres MBO Barneveld an insight in if the beforementioned educational program suffice according to the standards created by SBB.

Therefore, the main research question of thesis is;

To what extent is the educational program ‘Bedrijfsleider Paardensport en -Houderij’ level 4 an adequate preparation for a job on the equestrian labor market in the Netherlands?

This aforementioned treatise is the central goal of this research. To achieve the answer on the main research question, five sub-research questions have been established. These are formulated as follows;

RQ1: *Is the average of graduates with a job, within 1,5 years after graduation, higher than 70%, as indicated by SBB?*

RQ2: *Have more than 50% of the graduates with a job, found a job in line with the level as the educational program ‘Bedrijfsleider Paardensport en –Houderij’ level 4, as indicated by SBB?*

RQ3: *How do graduates score themselves on the core tasks established by SBB?*

RQ4: *How do graduates rate their job opportunities within 1,5 years after graduation?*

RQ5: *What is the main reason graduates do not work within the equine sector?*

4. Literature review

This section provides an overview of knowledge about ‘the working method of efficiency including research and information that is known on the three indicators as mentioned in Table 1. In addition, knowledge of researches on the connection between (equine) educational programs and the (equine) labor market will be used for discussion purposes, as no earlier research on the equine educational field using the indicators of SBB has ever been performed.

4.1 ‘Working method of efficiency’

The ‘working method of efficiency’ arose after the policy rule of the Minister of Education, Culture and Science on 14 December 2015 granted himself the authority to start or terminate MBO educational programs if they no longer meet the duties of care (Wetten.Overheid, 2018). The duties of care include the obligation referred to in Article 6.1.3 of the Education and Vocational Education Act which ensures that students have sufficient potential for the labor market, meaning that graduates can find a job within a reasonable period of time, at the level of the educational program they have completed (Maxius, 2018). The ‘working method of efficiency’ was developed by SBB (Hamming-Bluemink & Heerts, 2019) in response to the decision of the Minister of Education, Culture and Science, to prevent the Minister from taking drastic decisions about educational programs (ten Hoeve & de Ruig, 2021). As an organization in itself, SBB stands for striving for a good connection between education and the business market. Their aim is to provide vocational education students with the best practical training by taking in account future employment and by helping companies find professionals (Rijksoverheid, sd). SBB does this together with the educational sector and the business community by means of a qualification file (Zitter, 2018). The qualification file is a document with agreements about educational qualification requirements for educational programs (Kans, 2015). These educational qualification requirements are described in terms of core tasks, work processes, competencies and components, knowledge and skills, and performance indicators. (Van der Meijden & Petit, 2014) Since 2018, all educational programs with a qualification file will be examined by the ‘working method of efficiency’ which include the three indicators below;

- **Work:** At least 70% of graduates have a job, of at least 12 working hours or more, within a year and a half after graduation.
SBB bases this indicator on data from CBS, looking back two years on the moment of examination (ten Hoeve & de Ruig, 2021).
- **Work at level:** At least 50% of the working graduates with a job, of at least 12 working hours or more, work at the level of training within a year and a half after graduation.
This indicator is based on data from ROA. However, for smaller educational qualifications, this indicator has large margins of uncertainty, which can lead to bottlenecks in the interpretation of this indicator. This indicator is also examined looking back two years on the moment of examination (ten Hoeve & de Ruig, 2021).

- Job opportunity: Do graduates have sufficient job opportunities in the extended from and at the level of the training followed?

This indicator is developed by SBB itself and is a forecast of future job opportunities for students who will pass the next academic year and complete the training after the normal study duration (ten Hoeve & de Ruig, 2021).

If two of the three aforementioned indicators are answered with ‘no’, then there is a possible concern about the efficiency of the educational qualification (SBB, 2018). In 2019, the first four educational qualifications have been examined by SBB according to the ‘working method of efficiency’. With all four qualifications (‘Artiesten’, ‘Mediamaken’, ‘Mode/maatkleding’ and ‘Mediavormgeving’) there was a possible concern about the efficiency of the educational qualifications (MBORaad, 2019).

Based on research about the expressed concern on the four beforementioned educational qualifications (ten Hoeve & de Ruig, 2021), the following measures, mentioned in Table 2, could be recommended in order to possibly improve educational qualifications’ connection to the labor market:

Table 2 Overview of measures that can possibly improve educational qualifications’ connection to the labor market (ten Hoeve & de Ruig, 2021)

Freeze student numbers in the upcoming year compared to the previous year
Reduction intake of –n% in the upcoming educational year (height percentage depending on the reduction need)
Update training content
Substantial changes to the content of the training
Maintain intake at the level of the previous school year
Accelerated updating of the content of the training

In addition, it is advised to execute further alumni research for educational qualifications about which a concern is expressed (MBORaad, 2019).

4.2 Work

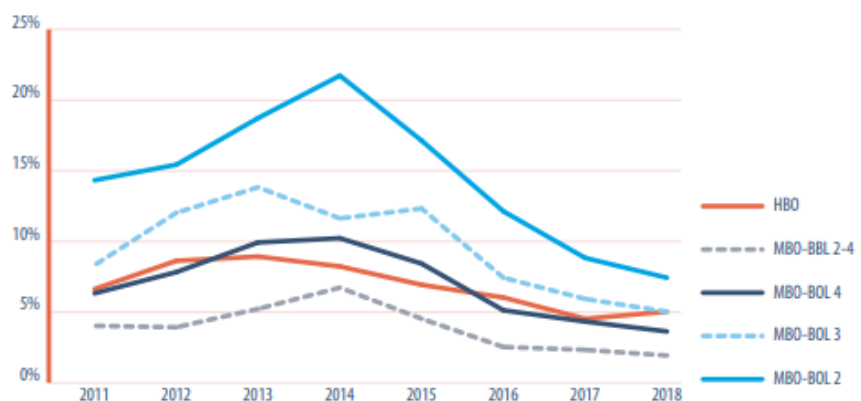
Research of SBB showed that in 2018, the percentage of graduates who graduated in 2017 of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4, with a job of more than 12 working hours per week and within 1,5 years after graduation, was only 48% (Wolff-Kinneging, 2020). Meaning that indicator 1; ‘work’, of the ‘working method efficiency has not been met (SBB, 2018).

Research by ROA (Huijgen, et al., 2019) among graduates (of all MBO level 4 programs) of the educational year 2016-2017, shows that on average, 97% of all MBO-BBL level 4 graduates had a job immediately after graduation. Of all MBO-BOL level 4 graduates, a percentage of on average 83% found a job immediately after graduation (Huijgen, et al., 2019). Research, by ResearchNed (van Casteren, et al., 2019), did comparable research as ROA on the number of graduates with a job between 2012 and 2018. The result of this research was that most graduates of MBO-BBL level 4 programs have a job of more than 12 working hours directly after graduation. From 2012 to 2014, the number of study programs, with more than 85% of graduates having a job immediately after graduation, decreased. However, from 2014 to 2018 there is a clear upward trend in the number of study programs, of which 85% of the graduates have found a job immediately after graduation. For the BOL level 4 students, the situation is a little bit different. Most educational programs have graduates of which 70%-85% find a job directly after graduation. The number of study programs of which more than 85% of the graduates find a job directly after graduation is still also very high. However, where the growth of educational programs with more than 85% of MBO-BOL level 4 graduates with a job directly after graduation is stagnating between 2014 and 2018, the number of educational programs with less than 70% graduates finding a job directly after graduation and programs with 70-85% of graduates finding a job directly after graduation is increasing since 2015 till 2018 (van Casteren, et al., 2019).

An enterprising fact in the factsheet published by ROA (Huijgen, et al., 2019) is that the unemployment rate decreased since 2014 till 2018 for the graduates of both BBL level 4 programs and BOL level 4 programs (Figure 1). An explanation

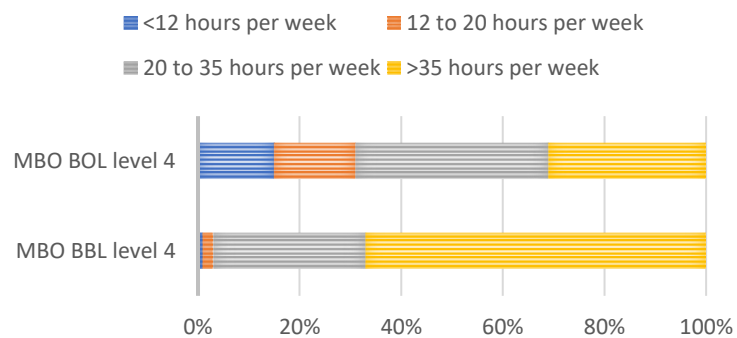
for this is that there is plenty of work for MBO level 4 graduates, however, not always in the professions for which they are trained for (Huijgen, et al., 2019).

Figure 1 Unemployment rate between 2011 and 2018 amongst graduates of different educational levels (Huijgen, et al., 2019)



Previous research (Pleijers & Hartgers, 2019) looked at the number of MBO graduates of the educational year 2012-2013 who got a paid job in 2013 (Figure 2). This research has shown that 99% of the BBL level 4 courses have a paid job of 12 hours or more. The majority (67%) of all BBL level 4 students with a paid job have a job of 35 hours or more. These percentages are different for BOL level 4 graduates; 85% of those graduates have a paid job of more than 12 hours. The majority of the MBO-BOL level 4 graduates with a paid job (38%) have a job of 20 to 35 hours per week (Pleijers & Hartgers, 2019).

Figure 2 Working hours for MBO graduates 2012/'13 with paid work in 2013 (Pleijers & Hartgers, 2019)



Research into working conditions in the primary equine sector shows that the biggest group (37% of 103 respondents) work an average of 7 to 9 working hours a day. 15% indicates that they work 10 to 12 hours a day and 5% even more than 12 hours a day. This would mean that 57% of the equine employees in the primary sector work 7 or more hours a day. Unfortunately, it was not clear in this study whether these employees work full-time or part-time (Hagen, 2018).

Despite the fact that the aforementioned researches provide a nice general picture of all the MBO level 4 graduates with a job immediately after graduation, it is unclear and impossible to find what the situation is specifically for graduates of equine educational programs, let alone for the educational qualification 'Bedrijfsleider Paardensport -en Houderij' level 4. However, the results of those general overviews by ROA and CBS show that the number of graduates not directly finding a job after graduation is very small. Still, it is important to know the exact numbers for the educational qualification 'Bedrijfsleider Paardensport en Houderij' level 4 in order to answer the main question based on the indicator set by SBB. That is why the first sub research question is set up, according to SBB's first standard 'work' (Table 1).

4.3 Work at expected level

Work at expected level is the second indicator of the ‘working method of efficiency’ (SBB, sd). However, no statement has been made about this indicator with regard to the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4. This would be, because the margin error for smaller programs is so high, that it is not possible to find out whether there really is a concern based on this indicator (ten Hoeve & de Ruig, 2021). Programs that have been examined on this indicator are assessed on facts and figures published by ROA (MBORaad, 2019). In 2018, research by ROA (Huijgen, et al., 2019) shows that 78% of all MBO-BOL level 4 graduates have a job position that matches the level of the completed education. For MBO-BBL level 4 graduates, a percentage of 89% matches the level of the completed education. The same research also shows that of the MBO-BOL level 4 graduates, based on figures from 2018, 67% have a job position that matches the course completed in terms of direction. Of the MBO-BBL level 4 graduates, 83% works in his or her field of expertise (Huijgen, et al., 2019).

Within the equine MBO sector, there are three different levels:

- Level 2 (‘Basic Vocational Qualification’ or ‘Basic Vocational Training’). The training focuses on complicated routines and standard procedures in which executive work is performed.
- Level 3 (Professional Qualification or Vocational Training). A professional official carries out the activities of the profession completely independently.
- Level 4 (Middle management/Specialist training). This level includes the training for (middle) management officers. The (middle) management officer and the specialist develop new procedures for the performance of the profession and supervise the organization in which the profession is practiced. The tasks are specialized, the professionals are versatile and bear responsibility for the day-to-day business (NLFQ, 2020).

Within the equine vocational trainings, the difference between level 2 compared to level 3 and 4 is too big to be compared at all. However, the difference in qualification between the ‘Vakbekwaam medewerker Paardenhouderij’ level 3 and ‘Bedrijfsleider Paardensport en Houderij’ level 4 is smaller. Both educational qualifications have the same basic part in the qualification file. Within this basic part, level 3 students have ‘basic knowledge’ about certain topics, whereas level 4 students should have ‘specialistic knowledge’ more often (SBB, 2016). The clear difference lies in the profile part of the qualification file, which only applies to the level 4 training. Within this profile part, the level 4 students are trained to become a company manager/leader and this is the point where the level 3 students remain a ‘skilled employee’ (SBB, 2016).

The jobs for which both the level 3 and 4 students are trained for are: ‘Stable worker’, ‘Groom’, ‘Riding instructor’, ‘Horse rider/trainer’, ‘Equestrian store employee’ (Kiesmbo, sd). The differences

in these professions between the two levels, is that the level 4 students have ‘Specialistic knowledge’ instead of the ‘basic knowledge’ which the level 3 students possess (SBB, 2016). In addition, level 4 students are specifically trained to take charge in work-related situations, to perform a controlling function, to take responsibility and to make (important) decisions (Kiesmbo, sd). The level 3 students only have an executive role (Scalda, sd). The equestrian jobs for which only the level 4 students are trained for are: ‘(Equine) Entrepreneur’, ‘(Stable) Business leader/manager’, ‘Equine advisor/coach’, ‘Equine event organizer’ (Kiesmbo, sd).

Previous research (Haze & Pater, 2010) has had equine MBO level 4 graduates score themselves on certain subject-specific-skills. In addition, they let the MBO employers determine how important they consider these particular subject-specific-skills. In short, this research has allowed MBO employers to indicate the expected level of MBO level 4 graduates by scoring how important they consider the subject-specific-skill. Graduated MBO students indicated to what extent they possess these subject-specific-skills on a 5-point Likert scale (somewhat (1) – very good (5)). The outcomes of both groups were then compared and yielded the following results presented in Table 3:

Table 3 Outcomes research (Haze & Pater, 2010) on subject-specific-skills

Above expected level	Below expected level	In line with expected level	
	Competition organization	Dressage	Professionalize companies
		Showjumping	Giving riding instruction
		Event organization	Direct staff
		PR en providing information	Perform management tasks

Because ROA has no specific statements about working on expected level, on the graduates of the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4, it will be difficult to answer the second indicator of the ‘working method of efficiency’. Still, this study will use the above-mentioned information to research and formulate an answer to the second sub-research meeting SBB’s indicator 2 (Table 1).

In addition, the level of the graduates will be examined on the basis of how they score themselves on the 7 core tasks of the qualification file, which they learn to manage during the educational program ‘Bedrijfsleider Paardensport en Houderij’ level 4. Herewith, the third sub-research question will be answered.

4.4 Job opportunities

The indicator ‘job opportunity’, mentioned by SBB in the ‘working method of efficiency’, is based on the demand for employees, of which SBB only takes in account the vacancies on the job board website ‘Jobfeed’ (ten Hoeve & de Ruig, 2021). According to SBB, the job opportunities for a graduate of the program ‘Bedrijfsleider Paardensport -en Houderij level 4, is moderate (Wolff-Kinneging, 2020).

According to the ‘Hippische Monitor’ (HAS Hogeschool, 2017), a yearly report consisting out of multiple researches about the equine sector, there was an estimated amount of 6.600 equine companies in the Netherlands. In 2015, the KNHS wrote about the same topic, concluding that there would be 10.000 equine (sports) companies (KNHS, 2015).

In addition, the ‘Hippische Monitor’ writes that across Europe, the equestrian sector has a value of 1.2 billion and that 900.000 jobs depend solely on the equestrian sector (HAS Hogeschool, 2017). CBS estimated in 2015 that the Dutch equine sector would have a turnover of between 1.5 and 2 billion euros (KNHS, 2015). According to KNHS, many tenths of thousands of people earned their salary in equestrian sports in 2015. This is based on their statement that every seventh horse provides one job. In 2015, there were 450.000 horses in the Netherlands (KNHS, 2015). This would mean that in 2015, the Netherlands provided 64.285 equine related jobs.

The ‘Indicator Future Labor Market Perspective’ (official Dutch translation; De Indicator Toekomstig Arbeidsmarktperspectief (ITA)) is a tool that indicates per cluster of courses and per educational level (distinction between level 2/3 and level 4) what the labor market situation looks like (van Casteren, et al., 2019). In 2017, the ITA was estimated for the year 2022. This report states that for the educational programs tall fall among the cluster ‘Food, nature and environment’ (official Dutch translation: Voedsel, Natuur en milieu) amongst which the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4 belongs, the perspective is ‘good’. The ITA can be compared with the indicator ‘Job opportunity’ established by SBB (van Casteren, et al., 2019).

ROA made a forecast (ROA, 2019) on the employment development between 2019-2024. While employment development among agricultural professions has decreased between 1996-2018, it is expected that agricultural professions will experience zero growth between 2019-2024 (Table 4).

Table 4 Number of employed persons, the actual development in the period 1996-2018 and the expected development of the number of workers with an agricultural profession (ROA, 2019)

Employment development			
	Average number of employees (2017-2018)	Factual 1996-2018 (%)	Prognose 2019-2024 (%)
Agricultural professions	192.000	-0.6	0.0

In the past, research has been done into job opportunities in the Netherlands. Marije Stomps-Wenneke has written an article (Stomps-Wenneke, 2014) about research performed by Aequor in 2013. This research looked into the job opportunities in the equine sector for the three different MBO levels (level 2, 3 and 4). For the level 4 program ('Bedrijfsleider Paardensport -en Houderij'), the job opportunities between 2013 and 2017, in the Netherlands, were moderate (Table 5). In some parts, the job opportunities for a graduate with a level 4 diploma of the equine program, were sufficient (Stomps-Wenneke, 2014).

Table 5 The labor market perspective for a recent graduate for the period 2013-2017 (Source: Aequor 2013) (Stomps-Wenneke, 2014)

Area in the Netherlands	Job opportunities for graduates of equine level 2 programs	Job opportunities for graduates of equine level 3 programs	Job opportunities for graduates of equine level 4 programs
North	Minor	Moderate	Moderate
East	Minor	Moderate	Moderate
Mid-west	Minor	Moderate	Moderate
North-west	Moderate	Sufficient	Sufficient
South-west	Moderate	Sufficient	Sufficient
South-east	Minor	Sufficient	Sufficient
The Netherlands	Minor	Moderate	Moderate

To answer sub-research question 4, graduates were asked to score their own chances on finding a job within 1,5 years after graduation. In order to verify that 'not being able to find a job because of insufficient opportunities' is not the case, graduates who started working outside the equine sector were also asked what the main reason was for not entering the equine labor market. The aforementioned will provide an answer on the fifth sub-research question.

5. Methodology

5.1 Research design

In order to answer the main research question of this study, quantitative research was performed through an online survey, to collect primary data. The survey was a semi-structured interview including a relatively small number of open questions. In total, the survey included 28 questions. In order to reach the right population, the survey was distributed on the social media platform Facebook by schools who provide the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4. In addition, the alumni of this program were also approached by email (through the school who provided the educational program for them) to participate in the survey. The advantage of this method of research is that it is a relatively cheap and fast way of collecting data. Additionally, in this way the survey is accessible for a large part of the desired population and can therefore increase the reliability of the research result. Several studies (e.g. (Haze & Pater, 2010) (Hagen, 2018) (van Bommel, et al., 2014)) looking into equine educational programs and their connection to the labor market have been done in similar form, meaning that this method can be considered suitable for this research. The survey was created via Survey Monkey, only available in the Dutch language and was accessible for 26 days.

The population of people in this study are graduates who graduated between the years 1997 and 2021. The number of graduates of the equine educational program before 2018 are unknown, as the educational program ‘Bedrijfsleider Paardensport -en Houderij’ used to be part of the educational qualifications ‘Ondernemer/Manager Recreatiedieren’ level 4 and ‘Manager Dierversorgung’ level 4 (See annex 4 for detailed information on both qualifications). The educational qualifications ‘Ondernemer/Manager Recreatiedieren’ level 4 and ‘Manager Dierversorgung’ level 4 included multiple educational programs, meaning that the number of graduates of these qualifications include numbers of graduates of different educational programs. Therefore, an estimation of the population size has been established. The population of people in the sample group of graduates between 1997 and 2021 of the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4 is expected to be around 5000. So, the preferred sample size (N), with a decision criterion of $(\alpha) = 0.05$ and a power of 95%, according to the sample size calculator of SurveyMonkey, should be above 357 (SurveyMonkey, sd).

5.2 Participants

Of the 372 participants who started the survey, 8 participants were removed out of the data because of invalid responses or no completion of the survey. After this, the study included 364 participants. The average age of the participants is 26 years old. The respondents' place of residence is spread through the 12 provinces of the Netherlands and a very small group of respondents live abroad (Table 6).

Table 6 Overview of data according to gender, place of residence, career after graduation and MBO-BOL vs. MBO BBL

		Number	Frequency
Gender	Male	14	3.9%
	Female	349	96.1%
Place of residence	Zuid-Holland	29	8.0%
	Noord-Holland	62	17.0%
	Flevoland	25	6.9%
	Utrecht	47	12.9%
	Brabant	28	7.7%
	Zeeland	6	1.6%
	Limburg	2	0.5%
	Gelderland	90	24.7%
	Overijssel	28	7.7%
	Drenthe	6	1.6%
	Groningen	3	0.8%
	Friesland	27	7.4%
	Abroad	11	3.0%
Career after graduation	Working inside the equine sector	172	47.3%
	Working outside the equine sector	47	12.9%
	Continued studying on MBO level	36	9.9%
	Continued studying on HBO level	104	28.6%
	Other	5	1.4%
Educational pathway	BOL	311	85.4%
	BBL	53	14.6%

5.3 Data collection

The survey was combined together with another research focusing on the connection of the educational program 'Bedrijfsleider Paardensport en Houderij' level 4 to the equine labor market.

Therefore, the survey also included other questions than the aim of this study.

First, participants answered general questions about the educational program they attended and what they did after graduation. Followed by questions about their start on the labor market in order to find out how many graduates started working directly after graduation and on what level they performed their jobs. The complete questionnaire can be found in Annex 1 for further and detailed information.

5.4 Data processing

In order to find answers on the main -and sub research questions, the survey data collected through SurveyMonkey has been translated into variables in Excel. SPSS version 28 was used to analyze the data.

Educational qualification

Attending the most recent version of the educational qualification ‘Bedrijfsleider Paardensport en Houderij’ level 4 was measured by two questions in the survey; “Which educational program did you take part of?” and “In which year did you graduate?”. For a double check, participants were also requested to mention their year of graduation, as the program can be completed within 2 years, but also 3 years.

Level of job

The information on the level of job the graduates perform is determined by an unstructured survey question. The answers of this question were analyzed in a qualitative way and divided into categories based on the level of job. Jobs of which the level can be performed on both MBO level 3 and level 4 are; ‘Stable worker’, ‘Groom’, ‘Riding Instructor’, ‘Equestrian store employee’, ‘Rider/Trainer’. The aforementioned jobs were grouped representing the group ‘level 3*’. Respondents who at least chose one or more of the options ‘Stable Manager’, ‘Owner equine business’, ‘Equine event organizer’, ‘Equine coach/advisor’ or ‘Influencer’ were grouped among graduates who perform a job on level 4.

Possessing core tasks

To what extent the participants possess the core tasks of the qualification ‘Bedrijfsleider Paardensport en Houderij’ level 4 is measured by seven statements. It is expected that some respondents, who were part of the two earlier qualifications (‘Ondernemer/Manager Recreatiedieren’ and ‘Manager Dierverzorging’) will answer ‘not learned during education’ on the core task ‘training horses and practicing the equestrian sport’, as not all educational institutions were able to provide this. The core task ‘training horses and practicing the equestrian sport’ was also not included in the two earlier educational qualifications, nevertheless this was still offered at some educational institutions. For detailed information on the two beforementioned educational qualifications, see Annex 4.

6. Results

In this chapter the results of the study will be discussed. The output of the tests performed can be found in Annex 3.

6.1 Is the average of graduates with a job of 12 or more working hours, within 1,5 years after graduating, higher than 70%?

First it was tested if the graduates who started working after graduation, found a job of 12 working hours or more, within 1,5 years after graduation. In total 196 of the respondents (53.8%) started working directly after graduation. Of those participants, 96.9% got a job of 12 working hours or more within 1,5 years after graduation.

Analysis showed that there is no significant difference ($P = 0.424$) in finding a job (within 1,5 years of 12 working hours per week) between graduates who started working inside the equine sector and outside the equine sector (Figure 3). Of the participants working in the equine sector, 81.1% ($N=149$), found a job within 0 to 6 months after graduation.

Additional analysis showed that there is no significant difference ($P= 0.925$) in finding a job (within 1,5 years, of 12 working hours per week) in graduates who graduated before 2018 and graduates who graduated in 2018 and the following years.

Additionally, it is analyzed whether there is a significant difference in finding a job (within 1,5 years, of more than 12 hours per week) between the graduates who followed the BBL level 4 variant and the BOL level 4 variant. 97.6% of the BOL level 4 graduates found a job within 1,5

years after graduation. Of the graduates who completed the BBL level 4 variant, 93.5% found a job within 1,5 years after graduation. The test has shown that there is no significant difference ($P = 0.885$) in finding a job (within 1,5 years, of more than 12 working hours per week) between the two variants (Figure 4).

Figure 3 Bar chart presenting the difference in the time span graduates found a job of more than 12 working hours between graduates working inside the equine sector and outside the equine sector ($N=196$)

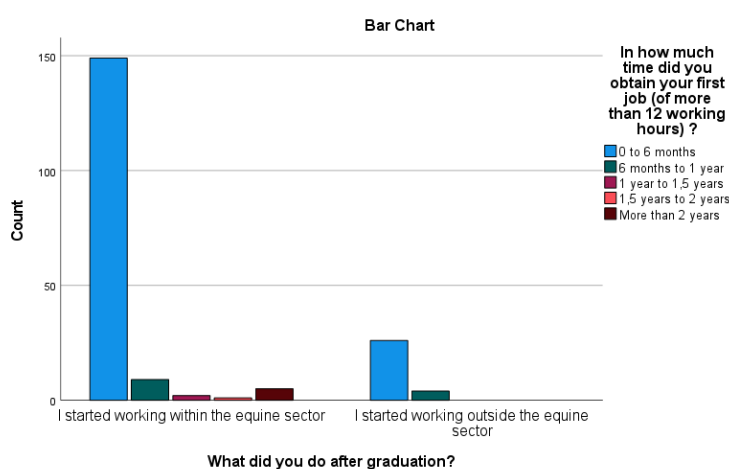
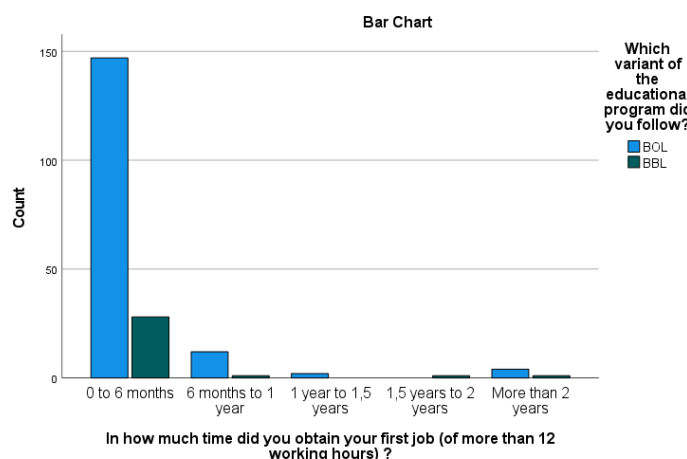


Figure 4 Bar chart presenting the difference in finding a job (within 1,5 years, of more than 12 hours per week) between graduates who followed the BBL variant and graduates who followed the BOL variant ($N=196$)



6.2 Did more than 50% of the graduates who started working after graduation, find a job in line with the level of the educational program ‘Bedrijfsleider Paardensport en -Houderij’ level 4?

Table 7 Overview of the outcomes of the multiple response question on the jobs (of more than 12 working hours within 1,5 years after graduation), the graduates have performed in the equine sector including the level of the jobs (N=159)

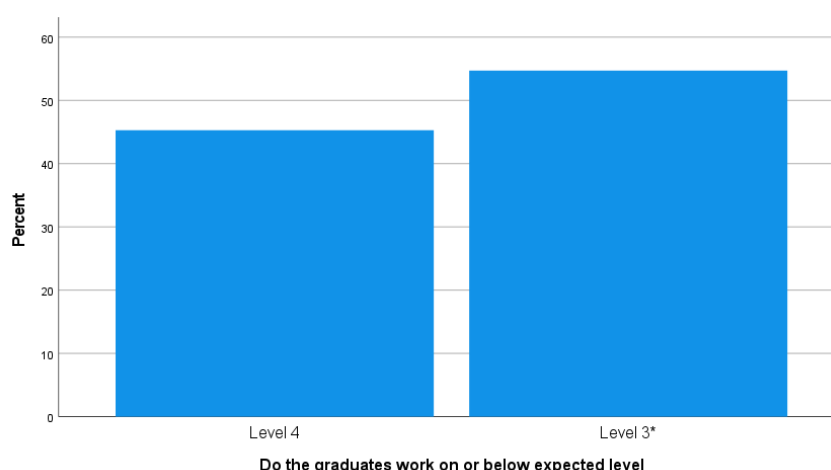
Job	Number	%	Level
Stable worker	106	24.9	Level 3*
Riding instructor	83	19.5	Level 3*
Rider trainer	73	17.1	Level 3*
Groom	62	14.6	Level 3*
Stable manager	47	11.0	Level 4
Owner equine business	22	5.2	Level 4
Equine store employee	11	2.6	Level 3*
Equine event organizer	10	2.3	Level 4
Equine coach/advisor	3	0.7	Level 4
Influencer	2	0.5	Level 4
Other equine job	7	1.6	Level 3*
Total	426	100%	

*This job is at least performed at level 3 (basic knowledge); however, level 4 students are trained for these jobs well (specialistic knowledge), based on the collected data it is unknown on what level these jobs are performed.

The five jobs that are most frequently performed by graduates, who found a job of more than 12 working hours, within 1,5 years after graduation (N=159), of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 are; ‘Stable worker’, ‘Riding instructor’, ‘Horse rider/trainer’, ‘Groom’ and ‘Stable Manager’. Table 7 gives an overview of the answers on a multiple response question, meaning that respondents were able to give multiple answers and can have performed a level 3* job in combination with a

level 4 job. In Figure 5, the percentage of graduates only performing level 3* job(s) are presented (54.7%) next to graduates who perform level 4 job(s) or a combination of level 4 job(s) with a level 3* job (45.3%).

Figure 5 Bar chart presenting the graduates who perform a job in the equine sector on level 4 and level 3*



6.3 How do graduates score themselves on the core tasks established by SBB?

The result of the extent to which the graduates agree or disagree that they qualitatively possess the 7 core tasks of the qualification file ‘Bedrijfsleider Paardensport -en Houderij’ level 4 is visualized in Table 8:

Table 8 Overview of how the graduates score themselves on the seven core tasks presented in the qualification file of the educational qualification 'Bedrijfsleider Paardensport -en Houderij' level 4

Core task	Number of valid responses	Median
Training horses and practicing the equestrian sport	357	More or less agree (3)
Giving instruction	325	More or less agree (3)
Taking care of horses	364	Agree (2)
Organizing horse-oriented public activities	361	More or less agree (3)
Coaching and advising clients	354	More or less agree (3)
Directing staff	349	More or less agree (3)
Leading a company/department/project	356	More or less agree (3)

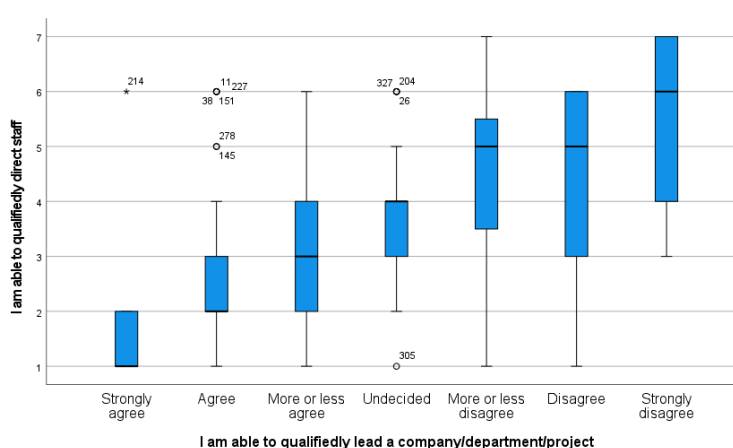
The results presented in Table 8 mean that the graduates more or less agree that they qualitatively possess 6 out of 7 core tasks, except for the core task ‘taking care of horses’ on which they agree that they feel qualified for possessing this core task. Only the core task ‘coaching and advising client’ showed significant difference ($P = 0.004$) between graduates who graduated before 2018 and graduates who graduated in 2018 and the following years. Meaning that graduates who graduated in 2018 and the following years feel more qualified in coaching and advising clients. In

addition, tests have shown that there is a difference in the core tasks ‘giving instruction’ ($P=0.033$) and ‘training horses and practicing the equestrian sport’ ($P=0.045$) between the different schools where the educational qualification

‘Bedrijfsleider Paardensport -en Houderij’ level 4 is facilitated.

All 7 core tasks have on average a significant, moderate, positive correlation with each other. Meaning that, for example, when a respondent agrees that he/she can qualitatively direct staff, this is related to agreeing that he/she can qualitatively lead a company/department/project ($r_s = 0.611$, $P = 0,001$). See Figure 6 for clarification.

Figure 6 Box plot presenting the correlation between the core task 'direct staff' and 'lead a company/department/project' (N=363)

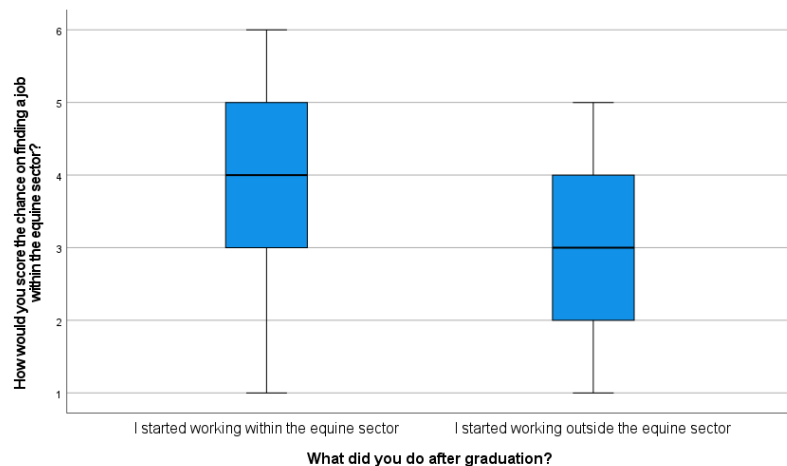


6.4 How do graduates score their job opportunities within the equine sector?

Statistics show that graduates (N=363) score their job opportunities within the equine sector, within 1,5 years after graduation as sufficient (*Median* = 4).

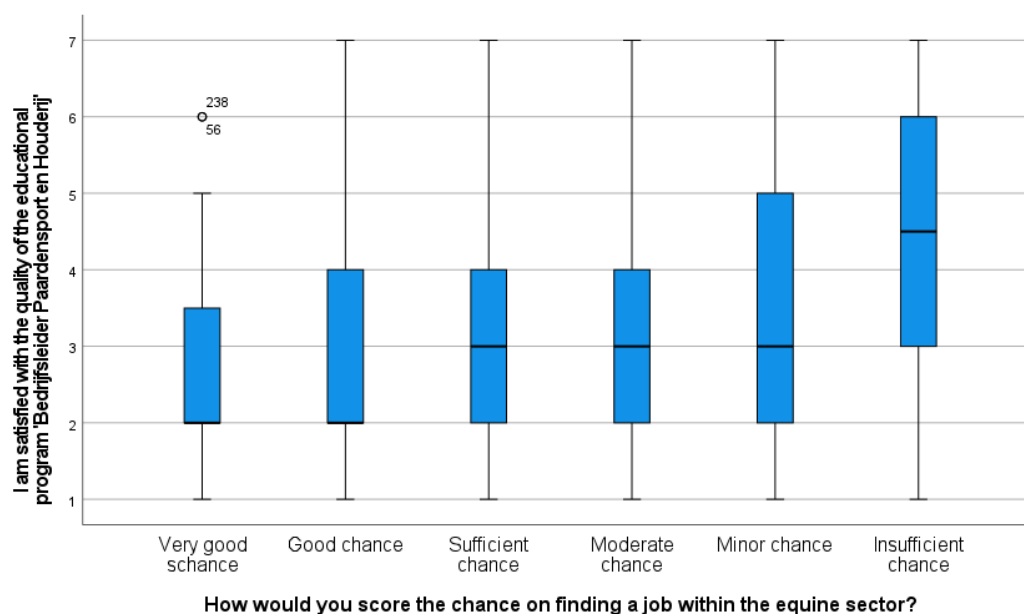
With further analysis, there is found a significant difference ($P = 0.001$) in how graduates score their own job opportunities between graduates who work inside the equine sector and graduates who work outside the equine sector. The median answer given by graduates working inside the equine sector is ‘Sufficient chance’ and the median answer given by graduates working outside the equine sector is ‘Moderate chance’ (Figure 7).

Figure 7 Box plot presenting the difference in how graduates score their own job opportunities between graduates working inside the equine sector and graduates working outside the equine sector (N=191)



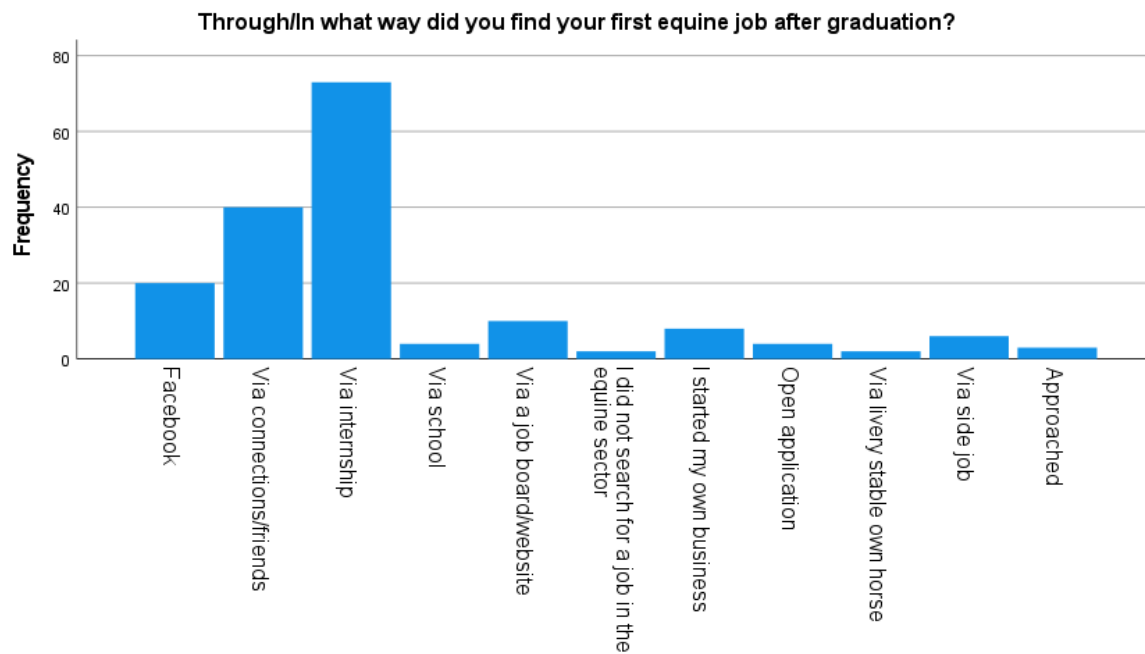
In addition, there is a significant, moderate, positive correlation between how satisfied the graduates are with the educational programs and how graduates score their job opportunities within the equine sector ($r=0.208$, $P=0.001$). Meaning that graduates, who agree being satisfied with the educational program, score their job own opportunities as (very) good (Figure 8).

Figure 8 Box plot presenting the correlation between how satisfied the graduates are with the educational program and how the graduates score their own job opportunities (N=363)



There is no significant difference ($P = 0.83$) in how graduates score their job opportunities in the equine sector between the 12 provinces in the Netherlands the graduates are currently living in. Furthermore, the way in which the graduates got their jobs was also examined. The biggest group of graduates with a job in the equine sector, 73 of the 172 respondents (42.1%), got a job through his or her internship (Figure 9).

Figure 9 Bar chart presenting the manners on how the graduates found an equine job in the equine sector (N=172)



6.5 Is there a main reason why graduates do not work within the equine sector?

Of the people who did not start working within the equine sector directly after graduation, it is analyzed what the main reason is why they chose not to work within the equine sector. Of the 43

respondents who started working outside the equine sector directly after graduation, 14 respondents

answered that the main reason was because of the salary. In addition, not being able to find a job in the equine sector and keeping horses rather as a hobby than as a job are also two important reasons why graduates do not work within the equine sector (Figure 10). There is no significant difference ($P = 0.174$)

in the main reason why graduates have a job outside the equine sector between the different places the graduates currently live.

Of the respondents who started working inside the equine sector directly after graduation, but switched late on to working outside the equine sector ($N=56$), 26 respondents had a main reason for this. More than half of the respondents who gave a reason for switching sectors (61.5%) started working outside the equine sector because of the salary (Figure 11).

Figure 10 Bar chart presenting the main reasons why graduates, who started working outside the equine sector within 1,5 years after graduation, chose to start working outside the equine sector ($N = 43$)

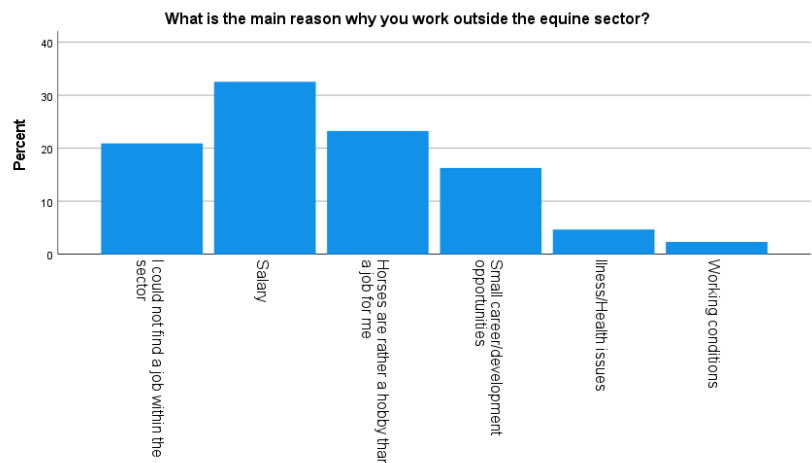
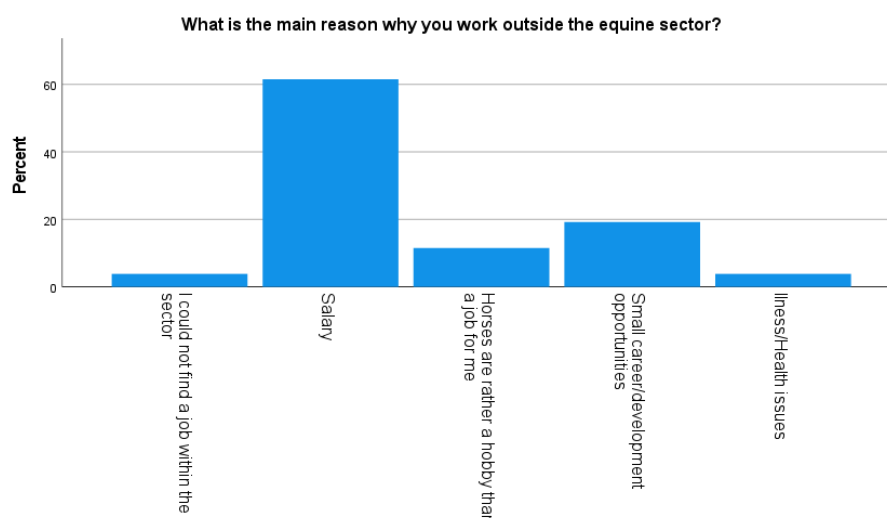


Figure 11 Bar chart presenting the main reasons why graduates, who started working inside the equine sector within 1,5 years after graduation, switched to a job outside the equine sector ($N = 26$)



7. Discussion

7.1 Work

The findings of this study show that 96.9% of the ‘Bedrijfsleider Paardensport -en Houderij’ level 4 graduates found a job of more than 12 working hours per week, within 1,5 years after graduation. This would mean that the first sub-research question and, at the same time, indicator 1 of the ‘working method of efficiency’ can be confirmed. However, this is not in line with the findings on the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 of SBB in 2020 (Wolff-Kinneking, 2020), where only 48% of graduates in 2017 found a job within 1,5 years after graduation. Therefore, this study also made a comparison in finding a job (of more than 12 working hours per week, within 1,5 years after graduation) between graduates who graduated before 2018 and graduates who graduated in 2018 and after. This showed that there is no significant difference between the two groups and that the percentage of graduates with a job (of more than 12 working hours, within 1,5 years after graduation) has therefore remained more or less the same both before and after 2018. Besides that, the results of this study on the percentage of graduates with a job are even above the general overview of figures made by ROA (Research Centre for Education and the Labor Market) (Huijgen, et al., 2019) where 90% of all graduates who graduated in 2017 of all MBO level 4 programmes got a job within 1,5 years after graduation. A possible explanation for that, is that ROA uses numbers of ‘Uitvoeringsinstituut Werknemersverzekeringen’ (UWV) (unemployment benefits) and the tax authorities (income tax), while a common phenomenon in the equine sector is that a lot of employees perform undeclared work or voluntary work (FOD Werkgelegenheid, Arbeid en Sociaal Overleg, 2009). In addition, according to literature (Huijgen, et al., 2019), an increase in the number of graduates with a job could have been expected as literature indicates that the unemployment rate decreased between 2014 and 2018. Besides that, there seems to be a shortage of personnel in the labor market who specifically need graduates on MBO level (Boerman, 2021). Additionally, an interesting statement in literature (van Casteren, et al., 2019), concluding that MBO-BBL graduates have a better starting position, is not confirmed for the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4 in this study. In the contrary, the BOL variant delivers a higher percentage (97.6%) of graduates with a job (of more than 12 working hours per week, within 1,5 years after graduation) than graduates who completed the BBL variant (93.5%). However, there is no significant difference in finding a job (of more than 12 working hours per week within 1,5 years after graduation) between the two variants. This could mean that for becoming a manager in the equine sector, both theoretical and practical knowledge is required. Although many equine businesses state that practical experience is of more importance than a diploma for a job in the equine sector (Haze & Pater, 2010).

7.2 Work at expected level

This study shows that at least 45.3% of the graduates who found a job within the equine sector (of more than 12 working hours within 1,5 years after graduation) works in line with the expected level. The second sub-research question in this study looks at the level at which the students work and whether this is in line with the level of their educational qualification, meaning in this study; at level 4. This research question is in line with the second indicator of the ‘working method of efficiency’; ‘work at expected level’, which state that at least 50% of the graduates should have a job of more than 12 working hours, on the expected level, within 1,5 years after graduation. However, it has become apparent from SBB that they could not use this indicator for the examination of the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4 (Wolff-Kinneging, 2020), because of the margin of error that arises as this educational qualification contains such a small number of graduates (ten Hoeve & de Ruig, 2021). This study does show a certain result, declaring that it is assumable that almost 50% of the graduates of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 performs a job (of 12 working hours, within 1,5 years after graduation), in the equine sector, at the expected level. Meaning that the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 does not meet the criterion set on indicator 2 of the ‘working method of efficiency’; ‘work at expected level’. However, this percentage does not take into account the level of job the graduates have who started working outside the equine sector. In addition, it could not have been determined whether the graduates who performed the equine jobs ‘Stable worker’, ‘Horse rider/trainer’, ‘Riding instructor’, ‘Groom’ and ‘Equine store employee’ have a job on level 3 or level 4, as both educational levels train students for the aforementioned professions with a distinction between basic knowledge (level 3) and specialistic knowledge (level 4). That is why those five jobs are ranked amongst level 3*. Additionally, this study showed that the top 5 most performed jobs in the equine sector by graduates of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 are; ‘Stable worker’, ‘Riding instructor’, ‘Horse rider/trainer’, ‘Stable manager’ and ‘Groom’. These jobs are exactly in line with the five most wanted jobs for which people are being trained for on request of equine entrepreneurs (van Bommel, et al., 2014). This could mean that the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 delivers the most wanted graduates in the equine sector. However, it is debatable whether the four jobs; ‘Stable worker’, ‘Riding instructor’, ‘Horse riders/trainers’ and ‘Grooms’ should be performed by level 4 students who are rather trained to become an entrepreneur or manager (SBB, 2016). Nevertheless, literature (Stoevska, 2021) states that there will always be a certain degree of overeducation. Some individuals accept jobs below their level of education, either because these jobs offer specific advantages such as less demanding and stressful work, an enhanced work life balance, better social protection, shorter commuting times and increased social responsibility, or simply because they lack experience. At the same time, for some of these employees, overeducation may only be a temporary situation. In the contrary, overeducation can result in, for example, lower wages, lower job satisfaction, loss of

motivation, a higher rate of on-the-job searching, unrealized expectations and lower returns on investment in education (Stoevska, 2021). Research shows that the incidence of overqualification is higher among individuals employed in elementary and skilled agricultural jobs than in other jobs (Cedefop, 2015).

7.3 Possessing core tasks

This study also looked at how the graduates score themselves on the core tasks described in the accompanying qualification file of the educational qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4. Results show that most graduates more or less agree with the statements that they qualifiedly possess the core tasks and therefore possess the expected level of the educational program. This study also showed that graduates who graduated in 2018 or one of the following years feel more qualified in coaching and advising clients than graduates who graduated before 2018. This could mean that the educational program has developed positively over the years in terms of better training on this specific core task. At the same time, it could also mean that students feel more confident in this skill as a result of better developed (21st century) skills. Nevertheless, it is important to keep in mind that the graduates have scored themselves on the extent to which they possess a certain quality. This does require the necessary self-knowledge and objectivity. If the respondents do not have this, it is possible that they have scored themselves higher or lower on certain qualities than is actually applicable. Literature (Haze & Pater, 2010) does show that it is plausible that most ‘Bedrijfsleider Paardensport -en Houderij’ level 4 students are able to perform at the expected level. The beforementioned study shows that the equine MBO students score in line with the MBO employers’ expectations on almost all subject-specific-skills mentioned in the research, except for the skill ‘organizing competitions’. These subject-specific-skills are not all specifically named in the qualification file of the qualification ‘Bedrijfsleider Paardensport -en Houderij’ level 4 (SBB, 2016). However, they do more or less match with each other.

7.4 Job opportunity

The graduates of the educational qualification ‘Bedrijfsleider Paardensport – en Houderij’ level 4 scored their own job opportunities within the equine sector as sufficient. This study looked into how graduates score their own job opportunities within the equine sector. Meaning that it does not provide an answer on the third indicator of the ‘working method of efficiency’, as this indicator is based on the demand from the labor market (defined by the number of vacancies on Jobfeed) and the supply by the number of students graduating (ten Hoeve & de Ruig, 2021). The findings of this study on this indicator are only based on the opinions of the graduates. Nevertheless, the outcomes are quite interesting as they are not in line with how SBB scored the job opportunities for the graduates of the equine MBO level 4 program. SBB scored the job opportunities within the equine sector as ‘moderate’ (Wolff-Kinneging, 2020).

There is an interesting significant difference in how graduates score their own job opportunities

within the equine sector between graduates who started working inside the equine sector and graduates who started working outside the equine sector. Graduates who started working inside the sector scored their job opportunities as sufficient, while graduates who started working outside the sector scored their job opportunities as moderate. This could mean that a personal conviction or motivation can be important in finding a job within the equine sector or the graduates who started working outside the sector were just not able to find a job within the equine sector in the first place. Literature confirms that motivation is important for getting a job as well by means of a study (Haze & Pater, 2010) in which experts from the equine field express the importance of an (equine) employee's motivation. Additionally, research shows that intrinsic motivation always had a positive impact on job engagement (Miao, et al., 2020).

Taking into account the outcomes of SBB, stating that there is a 'moderate chance' on finding a job on the accompanying labor market of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 and the result of this study suggesting that there is a relation between a graduates' motivation and their job opportunities, an interesting measure that can follow from this is to make the educational program *numerus fixus* (e.g., a method with which the number of applicants for an educational program can be limited through selection). Implementing *numerus fixus* is a useful measure to be taken when the competition on the labor market is too high. Meaning that all students who want to participate in the qualification 'Bedrijfsleider Paardensport -en Houderij' level 4 must submit a motivation letter (or test) in which they explain why they want to participate in this educational program. In this way, it should be possible to make a selection of the best and most motivated students to participate within the training. At the same time, it might also increase the graduates' job opportunities within the equine sector, based on the findings of this study.

This study also looked into the main platform/source graduates used to find their job in the equine labor market, as SBB defines the demand of the market by only looking at the number of vacancies that are published on the job board website 'Jobfeed' (ten Hoeve & de Ruig, 2021). However, according to findings of this study, most graduates found their equine job through their internship or through friends and acquaintances (a total of 65.7% of all graduates with a job in the equine sector). Only 5.8% have found their job through a job board website. The respondents who found their job via a job board website also mentioned on which website they have found that job; This resulted in not even one respondent who obtained their job via the website 'Jobfeed' (which is the source of job vacancies SBB uses to determine the demand of the labor market). In addition, the ways in which the graduates got their equine jobs vary enormously from via Facebook, open applications to being approached personally. Based on these results, it is debatable whether SBB is using the correct source to determine the number of vacancies in the equine sector and it may be better to use a different indicator for the equine sector.

7.5 Main reason of working outside the equine sector

To confirm that the main reason why some equine graduates started working outside the equine sector, is not because there is not enough employment for them, the last sub-question has been implemented in this research; ‘What is the main reason graduates of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 started working outside the equine sector?’. Based on the findings of this research, salary was the main reason chosen by graduates who started working outside the equine sector. Which seems to be a valid reason, as earlier research (Hagen, 2018) shows that in that specific research, only 8% (out of 103 respondents) received a salary in the primary equine sector of more than 1500 euros per month. While the minimum monthly salary should be above 1500 euros (for people of the age of 21 or older in the Netherlands) (Rijksoverheid, 2022). This might state that the connection of the educational program to the equine labor market would increase when the salary in the equine sector is higher. Nevertheless, two other important reasons why graduates do not work within the equine sector are because horses were rather a hobby than a source of income for graduates and graduates were not able to find a job within the equine sector.

A lot of people say ‘turn your hobby into a career’, but tempt to forget the risks created by doing this. Turning you hobby into a career might create a ‘romanticized image’ (Ham, 2020). Meaning that the job looks like living you dream life, but instead ending up not meeting the (highly) set expectations. Together with that, the purpose of having a job is (partly) to make money with it. The ‘fun’ aspect of a hobby can disappear when there is a certain pressure to make money with it. The risk that aligns with the aforementioned statement is that people tempt to lose the passion they have for their hobby because of these certain stressors (Ham, 2020). Lastly, hobbies have proven to decrease stress by relaxing and taking your mind off the more pressing concerns of the daily life like work and paying bills (Kettering Global, 2019). This means when making a job out of you hobby, you might actually need to find another hobby as an outlet of the daily life (Ham, 2020).

It is not a surprise that the group of graduates, who started working outside the equine sector, were not able to find a job within the equine sector. As this can relate to the results of this study which suggest that graduates who started working outside the equine sector score their own job opportunities in the equine sector as moderate. As earlier discussed, the reason for not being able to find a job within the equine sector could be because of a lack of intrinsic motivation. However, the results in this study show that most people who work in the equine sector, found their job via their network (internship/connections/friends), which could also mean that having a good/broad network is of importance when finding a job within the equine sector.

7.6 Research population

As described in the methodology, an estimation was made of the population size of the graduates 'Bedrijfsleider Paardensport -en Houderij' level 4 between the years 1997-2021. However, the exact number of the total population is not known, as the educational program 'Bedrijfsleider Paardensport -en Houderij' used to be part of the educational qualifications 'Ondernemer/Manager Recreatiedieren' level 4 and 'Manager Dierverzorging' level 4 (See annex 4 for detailed information on both qualifications). The number of graduates is only known for the years 2018-2021. In these years, a total of 648 graduates completed the program 'Bedrijfsleider Paardensport en Houderij' level 4 (DUO, 2022). Taking in regard that it is likely that mainly the most recent graduates will fill in the survey, the reliability is tested on the beforementioned number of graduates. This study does meet a reliability of 95% with a margin error of 5% on the 648 graduates who graduated in the years 2018-2021 (SurveyMonkey, sd). Together with that, the respondents have mainly been reached via the Facebook pages of the schools where the graduates followed their educational training. This could also lead to the fact that more recent graduates have responded to the survey because this generation may be more active on social media than compared to graduates who graduated more than 10 years ago. In addition, it is also plausible that graduates who are positive about the study program are still following the Facebook page(s) of the school/study program on social media. Discussion that may arise from this is that the most successful/satisfied graduates completed the survey which emerges a certain bias. However, this is an insurmountable phenomenon, but it is important to include in the objectivity of this research. Especially given that the results of this study are more positive than expected.

8. Sustainability

8.1 Sustainability

For graduates who have just graduated, a good start is crucial for sustainable participation in the labor market (Stroet & Kos, 2021). Improving the connection between education and the labor market contributes to a more sustainable transition and more sustainable participation in the labor market. A sustainable collaboration between the labor market and education is essential for this (Hartveld & Borninkhof, 2021). To adapt educational programs to recent developments, the educational sector and the labor market must anticipate together. In addition, making the living environment and labor market attractive is essential in order to prevent this from depopulation. Examples of these collaborations are study career counsellors, guest lectures, getting in conversation with teachers, research projects and company visits. Innovative projects often require investments and knowledge exchange (Hartveld & Borninkhof, 2021). The Regional investment fund MBO ((RIF) Regionaal Investeringsfonds MBO) is a particular institution which finances projects on strengthening the connection of education to the labor market with a focus on sustainability (Dienst Uitvoering Subsidies aan Instellingen, 2022).

8.2 Societal impact

Educational institutions prepare graduates for a role in society. In order to provide qualitative education within the study program, it is important to pay attention to current social trends (Universiteit Gent, sd). Besides the fact that education can bring significant benefits to society by higher employment opportunities and income, education also enhances skills, brings improved social status and access to networks (OECD, 2013). A consistent appearing societal impact is that jobs will change continuously in terms of jobs disappearing and new jobs appearing (M'Barki, 2020). That is why it is important that education keeps developing and can respond to the new demands of the labor market and society (Costin, 2015) Also meaning that this is a never ending and continuous process.

This thesis examines the connection of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 based on the 'working method of efficiency'. The results of this study show that graduates of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 have had sufficient employment opportunities. Additionally, the jobs the graduates perform after graduation are directly in line with the demands of the labor market (van Bommel, et al., 2014). As a high percentage of the graduates of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 (81.1%) gets a job in the equine sector (within 6 months after graduation), for which they are prepared for, it is assumable that there is enough demand for the graduates of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4.

The fact that this research has been carried out, shows that the educational program considers it important that there is sufficient connection with the professional field and that they want to deliver

the best-prepared graduate students for society. In the recommendations, further explanation will be given on the fact that in order for education to contribute as best as possible to society, it is also important that the demands of the labor market are examined. This creates a better connection between the educational program and the associated labor market and at the same time, it improves the social impact and sustainability of the course (Universiteit Gent, sd).

9. Conclusion

Aeres MBO Barneveld is one of the educational institutions that facilitates the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4, with which they want to provide the students with the best connection to the labor market. In 2018, SBB expressed its concern about the connection of the educational qualification 'Bedrijfsleider Paardensport -en Houderij' level 4 to the labor market. In order to find out whether the statement by SBB is justifiable and whether measures are needed, Aeres MBO Barneveld wants to further investigate the connection of the educational program to the labor market. This has led to the research question about the suitability of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 as a preparation for the equine labor market. Literature shows little to almost nothing about the connection of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 to the labor market, however, it does show studies on MBO educational programs and their connection to the labor market in general. MBO level 4 programs often have the best starting position on the labor market compared to the other MBO levels (MBO level 2 and 3). In addition, unemployment among MBO level 4 graduates has been and is declining over the years. Research, specifically into the link between equine MBO programs and the equine labor market, does show that graduates generally perform at the level of what equine MBO employers expect of them. The demand of equine entrepreneurs is mainly on the jobs such as stable workers, riders/trainers, riding instructors, grooms and stable managers. Additionally, literature states that the job opportunities for equine (level 4) graduates is estimated between moderate to sufficient. The results of this research have shown that of the graduates of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 who started working after graduation, 96.9% have a job of at least 12 working hours per week within 1.5 years after graduation. 81.1% of the graduates who started working within the equine sector even found a job of more than 12 working hours per week within six months after graduation. It is clear that nearly 50% of the graduates who started working in the equine industry are working at least in line with the level of the educational program. The five most frequently performed jobs among graduates of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4 are; stable worker, riding instructor, horse rider/trainer, groom and stable manager. The graduates feel more or less qualified in possessing the seven core tasks mentioned in the qualification file of the educational qualification 'Bedrijfsleider Paardensport -en Houderij' level 4. In addition, the graduates score their own job opportunities within the equine sector as sufficient. However, there is a significant difference between graduates who work within the equine sector, who score their job opportunities within the equine sector as sufficient, and the graduates who started working outside the sector, who score their job opportunities within the equine sector as moderate. Additionally, there is a significant positive correlation between graduates who are satisfied with the educational program and how they score their job opportunities in the equine labor market. Mostly, graduates found a job in the equine sector through their internship or acquaintances.

The main reason that graduates have started working outside the equine sector is mainly due to salary, but also the two statements that graduates keep their equine interest rather as a hobby than a job or they were not able to find a job in the equine sector play an important role. Graduates who started working within the equine sector, but later on switched to a job outside the equine sector are mainly motivated for switching by salary. In addition, little career -and development opportunities is also a frequently chosen reason to switch sectors.

10. Recommendation

As a result of this study, 3 recommendations have been drawn up with the aim of enriching Aeres MBO Barneveld, and together with that other MBO schools that facilitate the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4, with possible follow-up research related to this subject.

10.1 Advice 1

It has emerged from this research that there is a lot that is unclear about the current demand from the equine labor market. Numbers of jobs and companies come from five years ago and are therefore no longer recent. Hence it is recommended to investigate the following issue:

- What does the equine labor market look like with regard to the total number of companies, the total number of jobs and the number of available jobs?

Research on the beforementioned issue should be done in collaboration with Centraal Bureau Statistiek (CBS), which can possibly provide recent numbers of registered equine business and employed people in the equine labor market. However, it is important to keep in mind that there are possibly people voluntarily filling in jobs in the equine sector and people who perform undeclared work, which are probably unregistered by the government.

With the results of this, the supply from the number of graduates and the demand from the labor market can be matched. In addition, job opportunities can be determined better for graduate students. This also contributes to improving the connection between the educational program and the labor market.

10.2 Advice 2

The results of this study have shown that it is difficult to determine whether a number of jobs in the equine sector are in line with the level of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4. The qualification files of both the equine level 3 and the equine level 4 educational program show that both levels train students for the following jobs; stable worker, rider/trainer, instructor and groom. These four jobs are also the most frequently (76%) performed among the graduates of the educational program 'Bedrijfsleider Paardensport -en Houderij' level 4. There is a difference between the two levels in terms of the level of knowledge; basic knowledge (level 3) and specialistic knowledge (level 4). However, this research has not shown whether the level 4 graduate students need basic knowledge or specialistic knowledge to perform the four aforementioned jobs. Since it is unclear for more than half of the graduates whether they perform their job at level 3 or level 4, it is advisable to conduct further research into this. This can be done by examining the following two issues:

- Are the graduate students of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4, who perform the jobs stable worker, rider/trainer, instructor and/or groom, satisfied with the level of their job and their responsibilities?

Research on the beforementioned issue can be done by interviewing/surveying graduates of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4. Literature review in this study has shown that there is always a certain degree of overeducation, on the one hand because the graduate students feel more comfortable with a job below their level and on the other hand because they have to grow into a position on their level. It is also important to know whether there is a reason that graduates prefer to work below their level and that this is a conscious choice. Or do the graduates feel that they are not yet able to perform a job at all as a manager/entrepreneur? This could indicate not enough preparation along the educational program or not enough jobs for this certain job position.

- Is the equine labor market satisfied with the level of knowledge and skills of their staff?

If the labor market is dissatisfied with the quality of the level of the students, something might need to change in the educational program. That is why it is important to study this. This can be done by conducting specific research among the employers where the graduate students of the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 ended up working for, by an interview or a survey. The advantage of this is that specific improvements can be made to the current educational program, or that equine employers should re-set their expectations.

10.3 Advice 3

In addition, this research has shown that salary plays a major factor in starting to work within the equine labor market and switching between jobs from within the equine labor market to a job in a sector outside the equine labor market. An advisory issue that arises from this is:

- Is there a possibility that employment conditions are set for minimum salaries in the equine sector?

Since there are currently no collective agreements or agreements at all with regard to salary in the equine sector and because this research shows the importance of salary as a factor for choosing to work inside the equine sector, it is important that steps will be taken in this regard. This can also have a positive effect on the connection between the educational program and the labor market.

What already may be apparent from the above-mentioned recommendations, it is for now the most important that the wishes/expectations, the size and the employment conditions in the equine labor market are examined. Since this research has shown that the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 prepares students sufficiently for a job in the equine labor market and that almost half of the working graduates find at least a job in line with the level of education.

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Annex 1 – Questionnaire

NL	EN
<p>Bedankt dat u de tijd neemt om deel te nemen aan dit onderzoek. Door het invullen van deze enquête helpt u mij bij het afronden van de bachelor Animal Husbandry – Equine Sports and Business aan de Hogeschool van Hall Larenstein in Velp. De enquête zal ongeveer 5 minuten duren.</p> <p>Al uw antwoorden worden strikt vertrouwelijk en anoniem behandelt.</p> <p>Nogmaals dank voor uw deelname! Mocht u vragen hebben, wellicht met betrekking tot dit onderzoek, dan kunt u contact met mij opnemen: iris.noppen@hvhl.nl</p> <p>Met vriendelijke groet, Iris Noppen</p>	<p>Thank you for taking the time to participate in this research. By completing this survey, you will help me graduate from the bachelor Animal Husbandry – Equine Sports and Business at Van Hall Larenstein university of applied sciences in Velp. The survey will take approximately 5 minutes to complete.</p> <p>All of your answers will be kept strictly confidential and anonymous,</p> <p>Again, thank you for your participation! If you have any questions, perhaps related to this research, do not hesitate to contact me: iris.noppen@hvhl.nl</p> <p>Kind regards, Iris Noppen</p>

NL	EN
<p>Voor mijn bachelor scriptie doe ik onderzoek naar de geschiktheid van de studie Bedrijfsleider Paardensport -en Houderij voor een baan op de hippische arbeidsmarkt. Houdt er rekening mee dat deze opleiding vóór 2016 de benaming ‘Ondernemer/manager recreatiedieren’ en ‘Manager Dierv verzorging’ heeft gehad. De afgestudeerden van deze opleidingen mogen ook deelnemen aan deze enquête!</p> <p>Na dit scherm start de enquête en zal er een reeks aan multiple choice vragen, open vragen en stellingen volgen.</p> <p>Let op; er zijn geen onjuiste antwoorden, het is belangrijk dat u uw eigen en eerlijke mening geeft!</p>	<p>For my bachelor thesis I am researching the suitability of the program ‘Bedrijfsleider Paardensport -en Houderij’ for a job in the Equine sector. Please note that before 2016 this training was active under the name ‘Entrepreneur/Manager recreational Animals’ and ‘Manager Animal Care’. These graduates are allowed to take part of the survey as well!</p> <p>In the next screen, the survey will start, and a series of multiple-choice questions, open questions and statements will follow.</p> <p>Please note that there are no wrong answers, it is important that you state you own and honest opinion!</p>

Question 1:

NL	EN
Welke opleiding heb je gevolgd? (Multiple choice)	Which educational program did you attend? (Multiple choice)
<ul style="list-style-type: none"> • Bedrijfsleider Paardensport -en Houderij niveau 4 (vanaf 2016) • Ondernemer/Manager Recreatiedieren niveau 4 (2011-2015) • Manager Diervverzorging niveau 4 (<2011) • Ik weet de specifieke naam van mijn opleiding nog (<2016) (Geef nadere toelichting) 	<ul style="list-style-type: none"> • 'Bedrijfsleider Paardensport -en Houderij' level 4 (vanaf 2016) • 'Ondernemer/Manager Recreatiedieren' level 4 (2011-2015) • 'Manager Diervverzorging' level 4 (<2011) • I know the specific name of the educational program (<2016) (Give further explanation)

Question 2:

NL	EN
Op welke school heb jij deze opleiding gevolgd? (Multiple choice)	Which school did you follow this course at? (Multiple choice)
<ul style="list-style-type: none"> • Aeres MBO Barneveld • Aeres MBO Almere • Aeres MBO Emmeloord • Aeres MBO Leeuwarden (was Nordwin college) • Clusius College Alkmaar • Curio Breda (was Prinsentuin College) • Lentiz Maasland • Landstede Raalte • Terra MBO Meppel • Scalda College Goes • Yuverta MBO Dordrecht (was Helicon) • Yuverta MBO Houten (was Wellant College) • Yuverta MBO Roermond (was Citaverda College) • Zone College Almelo • Zone College Zwolle • Anders, namelijk....open antwoord 	<ul style="list-style-type: none"> • Aeres MBO Barneveld • Aeres MBO Almere • Aeres MBO Emmeloord • Aeres MBO Leeuwarden (was Nordwin college) • Clusius College Alkmaar • Curio Breda (was Prinsentuin College) • Lentiz Maasland • Landstede Raalte • Terra MBO Meppel • Scalda College Goes • Yuverta MBO Dordrecht (was Helicon) • Yuverta MBO Houten (was Wellant College) • Yuverta MBO Roermond (was Citaverda College) • Zone College Almelo • Zone College Zwolle • Other, namely....open answer

Question 3:

NL	EN
Welke variant van de opleiding heb jij gevolgd? (Multiple choice)	Which variant of the educational program did you attend? (Multiple choice)
<ul style="list-style-type: none"> • BOL • BBL 	<ul style="list-style-type: none"> • BOL • BBL

Question 4:

NL	EN
In welk jaar ben je afgestudeerd ? Noem het jaartal	In which year did you graduate? Name the year
<ul style="list-style-type: none"> • Open antwoord 	<ul style="list-style-type: none"> • Open answer

Question 5:

NL	EN
Wat ben je gaan doen na je afstuderen? Of na het stoppen van je opleiding? (Multiple choice)	What did you do after graduation? Or after quitting the program? (Multiple choice)
<ul style="list-style-type: none"> • Ik ben verder gaan studeren op MBO niveau (noem studie en school) • Ik ben verder gaan studeren op HBO niveau (noem studie en school) • Ik ben gaan werken binnen de paardensector • Ik ben gaan werken buiten de paardensector (benoem baan) • Anders...open antwoord 	<ul style="list-style-type: none"> • I continued studying on vocational (MBO) level (name study and school) • I continued studying on bachelor (HBO) level (name study and school) • I started working in the equine sector • I started working outside the equine sector (name job) • Other...open answer

Question 6:

NL	EN
Indien je bent gaan werken, binnen hoeveel tijd heb je toen je eerste baan (van meer dan 12 werkuren per week) gevonden? (Multiple choice)	In case you started working, how long did it take you to find your first job (of more than 12 working hours per week)? (Multiple choice)
<ul style="list-style-type: none"> • 0 tot 6 maanden • 6 maanden tot 1 jaar • 1 jaar tot 1,5 jaar • 1.5 jaar tot 2 jaar • Meer dan 2 jaar • Het is/was mijn bijbaan (minder dan 12 werkuren per week) • Nvt (ik werk buiten de sector/doorstuderen) 	<ul style="list-style-type: none"> • 0 to 6 months • 6 months to 1 year • 1 year to 1,5 years • 1.5 year to 2 years • More than 2 years • It is/was my side job (less than 12 working hours per week) • Not applicable (I work outside the equine sector/continued studying)

Question 7:

NL	EN
Indien je bent gaan werken <u>buiten</u> de paardensector, wat was de hoofdrede dat je daarvoor hebt gekozen? (Multiple choice)	In case you started working <u>outside</u> the equine sector, what was the main reason for you to do that? (Multiple choice)
<ul style="list-style-type: none"> • Ik kon geen baan vinden binnen de paardensector • Salaris • Paarden zijn meer een hobby dan werk • Weinig carrière/doorgroeimogelijkheden • Ziekte/gezondheidsklachten • Anders, namelijk...open antwoord • Nvt (ik werk wel binnen de sector/doorstuderen) 	<ul style="list-style-type: none"> • I could not find a job in the equine sector • Salary • Horses are more of a hobby for me than work • Few career/developments opportunities • Illness/Health complaints • Other reason, namely...open answer • Not applicable, (I do work within the sector/continued studying)

Question 8:

NL	EN
Indien je bent gaan werken binnen de paardensector, welke baan ben je toen gaan uitvoeren? (Meerdere antwoorden mogelijk)	In case you started working within the equine sector, which job did you started with? (Multiple options possible)
<ul style="list-style-type: none"> • Stalmedewerker • Ruitersportzaak medewerker • Instructeur • Ruiter/trainer • Stalmanager/bedrijfsleider • Groom • Eigenaar hippisch bedrijf • Coach/adviseur op het gebied van paarden voeding/welzijn • Paarden evenementenorganisator/uitvoeren paardgerichte publieksactiviteiten • Influencer • Hoefsmid • Overig hippisch beroep, namelijk... • Nvt (ik ben niet gaan werken in de hippische sector/doorstuderen) 	<ul style="list-style-type: none"> • Stable worker • Equestrian store employee • Instructor • Rider/Horse trainer • Stable manager/Company manager • Groom • Owner of own equestrian company • Coach/advisor in the field of horse nutrition/welfare • Horse event organizer/performer of horse-oriented public activities • Influencer • Blacksmith • Other equestrian profession, namely... • Not applicable (I did not start working in the equestrian sector)

Question 9:

NL	EN
Indien je wel hebt gewerkt in de hippische sector, hoelang ben je dan in de sector werkzaam geweest? (Open question)	If you have worked in the equestrian sector before, how long have you been working in the sector? (Open question)
<ul style="list-style-type: none"> • Open antwoord (geef antwoord in jaren) • NVT (ik ben nog bezig met mijn vervolgstudie) • NVT (niet gewerkt in de sector/ ik werk nog in de sector) 	<ul style="list-style-type: none"> • Open answer (express answer in years) • N/A (I am still studying) • N/A (Not worked in the sector/I still work in the sector)

Question 10:

NL	EN
Indien je nog werkzaam bent in de hippische sector, hoelang ben je dan al werkzaam?	If you are still working in the equestrian sector, how long have you been working so far?
<ul style="list-style-type: none"> • Open antwoord (geef antwoord in jaren) • NVT (ik ben nog bezig met mijn vervolgstudie) • NVT (ik ben niet (meer) werkzaam in de hippische sector) 	<ul style="list-style-type: none"> • Open answer (express answer in years) • N/A (I am still studying) • N/A (I am not working in the sector (anymore))

Question 11:

NL	EN
Ben je van mening dat jouw opleiding aansluit bij de baan die jij nu beoefent? Zelfs als de baan die je uitoefent niet in de hippische sector is? (Multiple choice)	Do you believe that your training is of added value during the job you practice now? Even if you job is not within the equine sector? (Multiple choice)
<ul style="list-style-type: none"> • Ja • Nee • Nvt (ik werk niet) 	<ul style="list-style-type: none"> • Yes • No • Not applicable (I do not work)

Question 12:

NL	EN
Via/op welke manier heb jij je <u>eerste</u> hippische baan gevonden na je opleiding? (Multiple choice)	Through/In what way did you find your <u>first</u> equine job after graduation? (Multiple choice)
<ul style="list-style-type: none"> • LinkedIn • Facebook • Instagram • Via kennis/vrienden • Via stage • Via school • Via een vacaturebank/website, welke...Open antwoord • Ik heb geen baan kunnen vinden in de paardensector • Ik heb niet gezocht naar een baan in de paardensector • Ik ben mijn eigen hippische onderneming gestart • NVT 	<ul style="list-style-type: none"> • LinkedIn • Facebook • Instagram • Via friends • Via internship • Via school • Via a job board/website, which one;...Open answer • I was not able to find a job within the equine sector • I did not search for a job in the equine sector • I started my own, equine business • NVT

Question 13:

NL	EN
Met hoeveel kans zou jij jouw eigen kans op het vinden van een baan in de hippische sector scoren? (Multiple choice)	How would you score your own chance on finding a job within the equine sector? (Multiple choice)
<ul style="list-style-type: none"> • Onvoldoende kans • Geringe kans • Matige kans • Voldoende kans • Goede kans • Zéér goede kans 	<ul style="list-style-type: none"> • Insufficient chance • Minor chance • Moderate chance • Sufficient chance • Good chance • Very good chance

NL	EN
<p>Let op! Het volgende deel van de enquête bestaat uit een aantal stellingen. Deze stellingen gaan over de kennis en kunde die je hebt opgedaan tijdens de studie 'Bedrijfsleider Paardensport en Houderij'. Hieronder valt alle kennis en kunde die je hebt opgedaan tijdens lessen, cursussen, workshops, praktijklessen, stages etc. Die jij met betrekking tot jouw opleiding hebt uitgevoerd.</p> <p>Lees eventueel de omschrijving benoemd bij de stellingen goed door!</p>	<p>Please note. The next part of the survey consists of a number of statements. These statements are about the knowledge and skills acquired during the equine program 'Bedrijfsleider Paardensport en -Houderij'. This includes all knowledge and skills that you acquired during lessons, courses, workshops, practical lessons, internships etc. that you have performed with regard to your education.</p> <p>Read the description, mentioned per statement, carefully!</p>

Question 14:

NL	EN
<p>Omschrijving:</p> <p>Het in staat zijn van paarden trainen en de paardensport beoefenen houdt in dat jij het paard kunt trainen naar de behoeftes van het paard en zijn kunnen. Daarbij kan jij de gezondheid, het gedrag en het welzijn van het paard signaleren en bent in staat om om te gaan met de wensen van klanten, waarin jij met zowel volwassenen als kinderen contact hebt. Daarnaast ben jij in staat om de verschillende sport disciplines op basis niveau uit te voeren.</p>	<p>Description:</p> <p>Being able to train horses and practice equine sports means that you can train horses according to the needs and abilities of the horse. In addition, you can identify the health, behaviour and well-being of the horse and you are able to deal with the wishes of customer, in which you can have contact with adults as well as children. Furthermore, you are able to perform the various sport disciplines at a basic level.</p>
<p>Dankzij mijn <u>opgedane kennis en kunde tijdens de opleiding</u> ben ik in staat om kwalitatief paarden te trainen en de paardensport te beoefenen</p> <p>(7-point likert scale, sterk mee eens – sterk mee oneens)</p>	<p>Thanks to my <u>knowledge and skills gained during the program</u>, I am able to qualifiedly train horses and practice the equestrian sport</p> <p>(7-point Likert scale, strongly agree – strongly disagree)</p>
<ul style="list-style-type: none"> • Sterk mee eens • Eens • Enigszins mee eens • Neutraal • Enigszins mee oneens • Oneens 	<ul style="list-style-type: none"> • Strongly agree • Agree • More or less agree • Undecided • More or less disagree • Disagree

<ul style="list-style-type: none"> • Sterk mee oneens • Niet geleerd tijdens mijn opleiding 	<ul style="list-style-type: none"> • Strongly disagree • Not learned during education
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Question 15:

NL	EN
<p>Omschrijving: Kwalitatief instructie geven houdt in dat jij in staat bent om verschillende paard en ruiter combinaties les te geven. Daarnaast kun jij effectief verschillende materialen hierbij gebruiken (bijvoorbeeld springmateriaal en oefeningen) en ben jij bereidt je aan te passen naar de kennis, kunde en wensen van de combinatie.</p>	<p>Description: Providing qualitative instruction means that you are able to teach different horse and rider combinations. In addition, you can effectively use different materials (for example, jumping materials or exercises) and you are prepared to adapt to the knowledge, skills and wishes of the combination.</p>
<p>Dankzij mijn <u>opgedane kennis en kunde tijdens de opleiding</u> ben ik in staat om kwalitatief instructie te geven (7-point likert scale, sterk mee eens – sterk mee oneens)</p>	<p>Thanks to my <u>knowledge and skills gained during the program</u>, I am able to qualifiedly give instruction (7-point Likert scale, strongly agree – strongly disagree)</p>
<ul style="list-style-type: none"> • Sterk mee eens • Eens • Enigszins mee eens • Neutraal • Enigszins mee oneens • Oneens • Sterk mee oneens • Niet geleerd tijdens mijn opleiding 	<ul style="list-style-type: none"> • Strongly agree • Agree • More or less agree • Undecided • More or less disagree • Disagree • Strongly disagree • Not learned during education

Question 16:

NL	EN
<p>Omschrijving: Kwalitatief paarden verzorgen houdt in het (naar belangen van het paard) voeren, beweging geven, verzorgen van de paarden, verzorgen van de leefomgeving van het paard (stal uitmesten, schone en hygiënische werkomgeving etc.) Daarbij signaleer jij ook veranderingen in het gedrag, gezondheid en welzijn van het paard</p>	<p>Description: Being able to qualitatively take care of (in the needs of the) horses includes feeding, exercising, taking care of the horses, taking care of the horses' environment (mucking the stable, cleaning and providing hygienic working environment, etc.) In addition, you are also able to identify changes in the horses' behaviour, health and well-being.</p>
<p>Dankzij mijn <u>opgedane kennis en kunde tijdens de opleiding</u> ben ik in staat om kwalitatief paarden te verzorgen (7-point likert scale, sterk mee eens – sterk mee oneens)</p>	<p>Thanks to my <u>knowledge and skills gained during the program</u>, I am able to qualifiedly take care of horses (7-point Likert scale, strongly agree – strongly disagree)</p>
<ul style="list-style-type: none"> • Sterk mee eens • Eens • Enigszins mee eens • Neutraal • Enigszins mee oneens • Oneens • Sterk mee oneens • Niet geleerd tijdens in mijn opleiding 	<ul style="list-style-type: none"> • Strongly agree • Agree • More or less agree • Undecided • More or less disagree • Disagree • Strongly disagree • Not learned during education

Question 17:

NL	EN
<p>Omschrijving: Kwalitatief paard gerichte publieksactiviteiten organiseren houdt in, het organiseren van evenementen, kunnen zorgen voor communicatie over evenementen (logistieke werkzaamheden, het uitnodigen van deelnemer) en het begeleiden van vrijwilligers.</p>	<p>Description: Organizing qualitative horse-oriented public activities means organizing events, ability to ensure communication about events (logistics activities, inviting participant etc.) and guiding volunteers.</p>
<p>Dankzij mijn <u>opgedane kennis en kunde tijdens de opleiding</u> ben ik in staat om kwalitatief paard gerichte publieksactiviteiten te organiseren (7-point likert scale, sterk mee eens – sterk mee oneens)</p>	<p>Thanks to my <u>knowledge and skills gained during the program</u>, I am able to qualifiedly organize horse-oriented public activities (7-point Likert scale, strongly agree – strongly disagree)</p>
<ul style="list-style-type: none"> • Sterk mee eens • Eens • Enigszins mee eens • Neutraal • Enigszins mee oneens • Oneens • Sterk mee oneens • Niet geleerd tijdens mijn opleiding 	<ul style="list-style-type: none"> • Strongly agree • Agree • More or less agree • Undecided • More or less disagree • Disagree • Strongly disagree • Not learned during education

Question 18:

NL	EN
<p>Omschrijving: Kwalitatief klanten begeleiden en adviseren houdt in dat jij specialistisch advies kan geven over de aan -en verkoop van paarden. Daarnaast ben jij in staat om een grote klantenkring te onderhouden en tijdens communicatie gesprekstechnieken kunt toepassen.</p>	<p>Description: Providing quality guidance and advice to customers means that you can provide specialistic advice on the purchase and sales of horses. In addition, you are able to maintain a large customer base and can apply conversation techniques during communication.</p>
<p>Dankzij mijn <u>opgedane kennis en kunde tijdens de opleiding</u> ben ik in staat om kwalitatief klanten te begeleiden en adviseren (7-point likert scale, sterk mee eens – sterk mee oneens)</p>	<p>Thanks to my <u>knowledge and skills gained during the program</u>, I am able to qualifiedly coach and advice clients (7-point Likert scale, strongly agree – strongly disagree)</p>
<ul style="list-style-type: none"> • Sterk mee eens • Eens • Enigszins mee eens • Neutraal • Enigszins mee oneens • Oneens • Sterk mee oneens • Niet geleerd tijdens mijn opleiding 	<ul style="list-style-type: none"> • Strongly agree • Agree • More or less agree • Undecided • More or less disagree • Disagree • Strongly disagree • Not learned during education

Question 19:

NL	EN
<p>Omschrijving:</p> <p>Het kwalitatief aansturen van personeel houdt in dat jij in staat bent om dagelijkse werkzaamheden kunt plannen en verdelen, daarnaast kan jij personeel begeleiden op vaktechnisch gebied (hierbij beantwoord jij bijvoorbeeld vragen van werknemers). Hiermee zorg jij ervoor dat medewerkers, vrijwilligers en stagiaires werken conform opdracht, voorschriften en procedures.</p>	<p>Description:</p> <p>The qualitative management of staff means that you are able to plan and distribute daily activities, in addition, you can guide staff with your expertise (for example, answer the questions of employees). With this, you ensure that employees, volunteers and interns work in accordance with the assignment, regulations and procedures.</p>
<p>Dankzij mijn <u>opgedane kennis en kunde tijdens de opleiding</u> ben ik in staat om kwalitatief personeel aan te sturen (7-point likert scale, sterk mee eens – sterk mee oneens)</p>	<p>Thanks to my <u>knowledge and skills gained during the program</u>, I am able to qualifiedly direct staff (7-point Likert scale, strongly agree – strongly disagree)</p>
<ul style="list-style-type: none"> • Sterk mee eens • Eens • Enigszins mee eens • Neutraal • Enigszins mee oneens • Oneens • Sterk mee oneens • Niet geleerd tijdens mijn opleiding 	<ul style="list-style-type: none"> • Strongly agree • Agree • More or less agree • Undecided • More or less disagree • Disagree • Strongly disagree • Not learned during education

Question 20:

NL	EN
<p>Omschrijving:</p> <p>Kwalitatief een bedrijf/afdeling/project leiden houdt in dat jij kennis hebt over verschillende organisatievormen, financieel inzicht hebt (bijvoorbeeld gerelateerd aan inkopen), de mogelijkheid hebt tot het verwerven van opdracht en klanten en in staat bent om personeelszaken te regelen. Daarnaast heb jij zicht op het kwaliteitsbeleid van een onderneming, kan jij projectplannen opstellen en kansen zien in het optimaliseren van het bedrijf.</p>	<p>Description:</p> <p>Leading a company/department/project qualitatively means that you have knowledge about different organizational forms, have financial insight (for example related to purchasing), have the possibility to acquire orders and customers. Next to that, you have to be able to arrange personal matters. In addition, you have insight into the quality policy of a company, you can draw up project plans and see opportunities in optimizing the company.</p>
<p>Dankzij mijn <u>opgedane kennis en kunde tijdens de opleiding</u> ben ik in staat om kwalitatief een bedrijf/afdeling/project te leiden (7-point likert scale, sterk mee eens – sterk mee oneens)</p>	<p>Thanks to my <u>knowledge and skills gained during the program</u>, I am able to qualifiedly lead a company/department/project (7-point Likert scale, strongly agree – strongly disagree)</p>
<ul style="list-style-type: none"> • Sterk mee eens • Eens • Enigszins mee eens • Neutraal • Enigszins mee oneens • Oneens • Sterk mee oneens 	<ul style="list-style-type: none"> • Strongly agree • Agree • More or less agree • Undecided • More or less disagree • Disagree • Strongly disagree

• Niet geleerd tijdens mijn opleiding	• Not learned during education
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Question 21:

NL	EN
Ik ben tevreden met de kwaliteit van de opleiding Bedrijfsleider Paardensport -en Houderij (7-point likert scale, sterk mee eens – sterk mee oneens)	I am satisfied with the quality of the educational program ‘Bedrijfsleider Paardensport en - Houderij’ (7-point likert scale, strongly agree – strongly disagree)
<ul style="list-style-type: none"> • Sterk mee eens • Eens • Enigszins mee eens • Neutraal • Enigszins mee oneens • Oneens • Sterk mee oneens 	<ul style="list-style-type: none"> • Strongly agree • Agree • More or less agree • Undecided • More or less disagree • Disagree • Strongly disagree

Question 22:

NL	EN
Als je opnieuw mocht kiezen, zou je dan nog een keer voor deze opleiding kiezen? Licht eventueel je antwoord toe (Gesloten vraag)	If you could choose again, would you choose this program again? Explain your answer. (Open question)
<ul style="list-style-type: none"> • Ja • Nee • Eventuele toelichting 	<ul style="list-style-type: none"> • Yes • No • Optional explanation

Question 23:

NL	EN
Welke baan oefen je op dit moment uit? (Als de baan in de hippische sector wordt uitgeoefend, benoem dit dan specifiek) (Open vraag)	What job are you currently doing? (If the job is in the equestrian sector, please name it specifically) (Open question)
• Open antwoord	• Open answer

Question 24:

NL	EN
Is er nog iets dat je graag wilt vertellen of is er iets wat ik nog moet weten m.b.t dit onderzoek? (Open vraag)	Is there anything else you would like to mention or is there anything I should know concerning this research? (Open question)
• Open antwoord	• Open answer

Question 25:

NL	EN
Wat is uw geslacht? (Multiple choice)	What is your gender? (Multiple choice)
<ul style="list-style-type: none"> • Man • Vrouw 	<ul style="list-style-type: none"> • Man • Woman

<ul style="list-style-type: none"> • Anders 	<ul style="list-style-type: none"> • Other
Wat is uw leeftijd? <i>(Open vraag)</i>	What is your age? <i>(Open question)</i>
<ul style="list-style-type: none"> • Open antwoord 	<ul style="list-style-type: none"> • Open answer
Waar woon je op dit moment? <i>(Multiple choice)</i>	Where do you live at this moment? <i>(Multiple choice)</i>
<ul style="list-style-type: none"> • Zuid-Holland • Noord-Holland • Flevoland • Utrecht • Brabant • Zeeland • Limburg • Gelderland • Overijssel • Drenthe • Groningen • Friesland • Buitenland 	<ul style="list-style-type: none"> • Zuid-Holland • Noord-Holland • Flevoland • Utrecht • Brabant • Zeeland • Limburg • Gelderland • Overijssel • Drenthe • Groningen • Friesland • Abroad
Welke vooropleiding heb je gedaan? <i>(Multiple choice)</i>	What previous education have you completed? <i>(Multiple choice)</i>
<ul style="list-style-type: none"> • Praktijkonderwijs • Vmbo-bb • Vmbo-kb • Vmbo gl-tl • Havo • Vwo • MBO • HBO • WO 	<ul style="list-style-type: none"> • Practical education • VMBO-bb • VMBO-kb • VMBO gl-tl • Havo • Vwo • MBO • HBO • WO

Annex 2 - Substantiation problem definition

TACDO 12-11-2020
Agendapunt 6.

1. Algemeen

Aan:	Thema-adviescommissie doelmatigheid
Datum:	12 november 2020
Agendapunt:	Werkwijze Doelmatigheid
Van:	Irene Wolff-Kinneging

2. Status

Ter advisering

3. Context

In december 2018 heeft het bestuur van SBB de werkwijze doelmatigheid vastgesteld. Met deze werkwijze nemen beroepsonderwijs en bedrijfsleven de regie als er mogelijk sprake is van zorg bij kwalificatie over de aansluiting op de arbeidsmarkt. Deze werkwijze is voor het eerst toegepast op een viertal creatieve kwalificatiedossiers (eerste ronde). Vervolgens is de werkwijze toegepast op alle kwalificaties om te signaleren bij welke kwalificaties mogelijk sprake is van zorg (tweede ronde). In de zomer heeft CBS nieuwe cijfers beschikbaar gesteld over het aantal gediplomeerden (2016/2017) met werk, werk op niveau. In de afgelopen zijn de nieuwe prognoses Kans op werk voor de jaren 2023-2025 geactualiseerd. Conform de werkwijze doelmatigheid kan nu gesignaleerd worden bij welke kwalificaties mogelijk sprake is van zorg over de aansluiting van het onderwijs op de arbeidsmarkt.

In deze voorlegger wordt u geïnformeerd over:

- A. kwalificaties waarbij mogelijk sprake is van zorg en wordt u gevraagd te besluiten welke kwalificaties u ter bespreking wil agenderen binnen de betrokken sectorkamers.
- B. kwalificatie waarbij (nog) geen sprake is van zorg maar die net boven de minimumwaarde van 70% scoren en waarbij de prognose kans op werk matig of gering is.
- C. Werkwijze doelmatigheid en tekorten aan gediplomeerden

4. Inhoud

A. Kwalificaties waarbij mogelijk sprake is van zorg

Conform de werkwijze doelmatigheid zijn alle kwalificaties getoetst aan de hand van drie indicatoren. Als minimaal twee van de drie onderstaande vragen met nee worden beantwoord is mogelijk sprake van zorg:

1. Werk: Heeft minimaal 70% van de, werk van 12 uur of meer. Deze indicator kijkt twee jaar terug, hierin zijn ook zelfstandigen meegenomen.
2. Werk op niveau: heeft minimaal 50% van de werkende gediplomeerden, anderhalf jaar na diplomering, werk op het niveau van de gevolgde opleiding. Deze indicator kijkt twee jaar terug. Hierin zijn ook zelfstandigen meegenomen.
3. Hebben gediplomeerden voldoende kans op een baan in het verlengde van en op het niveau van de gevolgde opleiding. Deze indicator is prognose over twee, drie of vier jaar afhankelijk van de opleidingsduur.

Na toepassing van deze indicatoren zijn 10 kwalificaties geïdentificeerd waarbij conform de werkwijze doelmatigheid mogelijk sprake is van zorg. Hierbij dient te worden opgemerkt dat indicator 2 "werk op niveau" op dit moment niet onderscheidend is. De respons op het schoolverlatersonderzoek van CBS (voorheen ROA) is lager dan verwacht. Dit betekent voor de uitkomsten van de percentages dat er in veel gevallen geen uitspraak wordt gedaan. De uitspraken die wel gedaan worden, zijn op dit moment allemaal boven de norm van 50%. Dit signaal is ambtelijk gedeeld met OCW, als opdrachtgever van het schoolverlatersonderzoek. OCW en CBS werken samen aan interventies om de respons te verhogen. Het zal volgend jaar blijken wat de impact van deze interventies is op de respons.

Tabel 1: Kwalificaties die mogelijk reden geven tot zorg

crebo	Naam	SK	Niv.	Gedipl 2016/17 met werk in 2018	Gedipl 2016/17 met werk op niveau in 2018	KoW 2021	Actie
25149	Medewerker (financiële) administratie	ZDV	2	62%	-	matig	KD 21/22
25150	Medewerker secretariaat en receptie	ZDV	2	57%	-	matig	KD 21/22
25159	Basisedewerker mode	Handel	2	53%	-	gering	KD 21/22
25163	Allround medewerker mode/maatkleding	Handel	3	68%	-	matig	KD 21/22
25196	Medewerker fotografie	ICT/CI	2	62%	-	matig	KD 22/23
25591	Mediamaker	ICT/CI	2	52%	-	gering	KD 20/21
25607	Medewerker ICT support	ICT/CI	2	62%	-	gering	KD 20/21
25651	Acteur	ICT/CI	4	69%	-	gering	NF en KD 21/22

25580	Medewerker diervverzorging	VGG	2	69%	-	gering	KD 22/23
25468	Bedrijfsleider paardensport en -houderij	VGG	4	48%	-	matig	Nieuw

Bron: CBS, SBB, 2020.

Op bijna alle kwalificaties hebben de betrokken sectorkamers al maatregelen genomen, ofwel omdat ze al in de eerste of tweede ronde van de werkwijze doelmatigheid zijn opgepakt, ofwel omdat ze recentelijk zijn of op dit moment worden geactualiseerd. De sectorkamers verwachten met deze maatregelen beter aan te sluiten op de vraag van de arbeidsmarkt. De effecten van deze maatregelen zullen blijken na de eerste gediplomeerden studenten de arbeidsmarkt zullen betreden.

De kwalificatie die expliciet aandacht verdient in dit overzicht is de Bedrijfsleider paardensport en -houderij. Het aantal gediplomeerden in deze kwalificatie is tussen 2017/2018 en 2018/2019 bijna vervijfvoudigd van 43 naar 190 gediplomeerden. Het percentage gediplomeerden (2015/2016) met werk in 2017 is 86% afgenomen naar 48% in 2018 voor gediplomeerden (2016/2017).

B. Kwalificaties waarbij (nog) geen sprake van zorg

Ook zijn er een viertal kwalificaties die net boven de minimumwaarde van 70% scoren en waarbij de prognose kans op werk matig of gering is. De volgende tabel toont de kwalificaties met een aandeel gediplomeerden met werk groter dan 70 en $\leq 75\%$. Bij deze kwalificaties is conform de werkwijze doelmatigheid geen reden tot zorg. Het is wel van belang hier oog voor te hebben en de ontwikkelingen te monitoren om te voorkomen dat hier doelmatigheidsvraagstukken gaan optreden.

Tabel 2: Kwalificaties net boven de minimumwaarde van 70%, waarbij Kans op werk matig/gering is

crebo	naam	niveau	Gedipl 2016/17 met werk in 2018	Gedipl 2016/17 met werk op niveau in 2018	Kans op werk 2021
25036	Decoratie- en restauratieschilder	4	71%	-	gering
25164	Specialist mode/maatkleding	4	75%	-	gering
25200	Mediaredactiemedewerker	4	72%	-	matig
25500	Medewerker sport en recreatie	2	75%	-	gering

Bron: CBS, SBB, 2020.

De sectorkamers TGO en Handel hebben al actie gezet op de Decoratie- en restaurantieschilder en Specialist mode/maatkleding, omdat bij deze kwalificaties in de eerste en tweede ronde een signaal is afgegeven conform de werkwijze doelmatigheid. De sectorkamer ICT en creatieve industrie geeft over Mediaredactiemedewerker een preventief advies gekoppeld aan het advies Mediavormgeving wat op 12 november wordt besproken in het AB. De medewerker sport en recreatie was nog niet in beeld.

C. Werkwijze doelmatigheid en tekorten aan gediplomeerden

Onderwijs en bedrijfsleven hebben binnen SBB met de werkwijze doelmatigheid afspraken gemaakt om meer regie te nemen als de aansluiting van het onderwijs op de arbeidsmarkt mogelijk in het geding is. SBB wil daarbij niet alleen kijken naar bij welke opleiding mogelijk te veel gediplomeerden uitstromen naar de arbeidsmarkt maar juist ook naar opleidingen waar te weinig in wordt opgeleid.

Binnen de wettelijke kaders waarbinnen SBB opereert, zijn er mogelijkheden om tekorten te signaleren en te agenderen. Er zijn echter beperkte mogelijkheden om tekorten op te heffen. Daarbij kan het vraagstuk

zowel vanuit het initieel als het post-initieel onderwijs benaderd worden. Voor wat betreft het post-initieel onderwijs speelt SBB een rol in het ontwikkelen van beroepsgerichte mbo- certificaten. In advies 'De kracht van praktijkleren' over leven-lang-ontwikkelen en in het Actieplan van SBB is er aandacht voor werkenden en werkzoekenden. De mbo-infrastructuur biedt kansen in de om- en bijscholing voor werkenden en werkzoekenden.

De thema-adviescommissie doelmatigheid stelt zichzelf de volgende vragen voor de korte en lange termijn: Wat kunnen onderwijs en bedrijfsleven vanuit hun landelijke positie binnen SBB concreet doen op de korte termijn om de tekorten op de arbeidsmarkt aan te pakken via het initieel en/of post-initieel onderwijs en hoe verhoudt dat zich tot de regio? Hoe zet je het vraagstuk in een ontwikkelingsperspectief of wel hoe zorg je voor een optimale relatie tot de zich ontwikkelende vraag op de arbeidsmarkt vanuit het perspectief van benodigde kennis en vaardigheden (skills)?

De Thema-adviescommissie Doelmatigheid wil zich laten voeden en uitdagen op bovenstaand vraagstuk om hierover het bestuur van SBB te kunnen adviseren. Daartoe is Ton Wilthagen, hoogleraar arbeidsmarkt aan de Universiteit van Tilburg, uitgenodigd op 26 januari een inleiding te verzorgen. Deze input wordt gebruikt om het bestuur van SBB te adviseren.

5. Advies

De thema-adviescommissie doelmatigheid adviseert het DB om de kwalificatie Bedrijfsleider paardensport- houderij de agenderen bij de sectorkamer en de sectorkamer te vragen te duiden in hoeverre er sprake is van zorg over de aansluiting op de arbeidsmarkt en welke maatregelen de sectorkamer adviseert.

De thema-adviescommissie doelmatigheid adviseert het DB kennis te nemen van de kwalificaties waarbij (nog) geen sprake is van zorg. De directie adviseert het DB de sectorkamer ZWS te informeren dat er op termijn mogelijk een sprake is van zorg over de kwalificatie Medewerker sport en recreatie.

De thema- adviescommissie doelmatigheid adviseert het DB kennis te nemen van de voortgang rond de werkwijze doelmatigheid en tekorten aan gediplomeerden.

6. Gevraagd advies

Kunt u instemmen met bovenstaande adviezen?

7. Vervolg procedure

- Het advies van de Thema-adviescommissie doelmatigheid wordt ter voorgenomen besluitvorming geagendeerd bij het DB op 26 november
- Het voorgenomen besluit van het DB wordt ter besluitvorming geagendeerd bij het AB op 10 december.
- De adviesvraag van het bestuur wordt in feb/maart 2021 geagendeerd bij de sectorkamer
- De SBB werkorganisatie zorgt dat de kwalificatie is verrijkt met feiten, cijfers en ontwikkelingen ten behoeve van duiding in de sectorkamer.

Annex 3 – Data analysis

3.1 Descriptives

Participants

What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	349	95,9	96,1	96,1
	Male	14	3,8	3,9	100,0
	Total	363	99,7	100,0	
Missing	System	1	,3		
Total		364	100,0		

Statistics

What is your age?

N	Valid	363
	Missing	1
Mean		25,85

Which variant of the educational program did you follow?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BOL	311	85,4	85,4	85,4
	BBL	53	14,6	14,6	100,0
	Total	364	100,0	100,0	

Where do you live at this moment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zuid-Holland	29	8,0	8,0	8,0
	Noord-Holland	62	17,0	17,0	25,0
	Flevoland	25	6,9	6,9	31,9
	Utrecht	47	12,9	12,9	44,8
	Brabant	28	7,7	7,7	52,5
	Zeeland	6	1,6	1,6	54,1
	Limburg	2	,5	,5	54,7
	Gelderland	90	24,7	24,7	79,4
	Overijssel	28	7,7	7,7	87,1
	Drenthe	6	1,6	1,6	88,7
	Groningen	3	,8	,8	89,6
	Friesland	27	7,4	7,4	97,0
	Buitenland	11	3,0	3,0	100,0
	Total	364	100,0	100,0	

What did you do after graduation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I started working within the equine sector	172	47,3	47,3	47,3
	I started working outside the equine sector	47	12,9	12,9	60,2
	I continued studying at MBO level	36	9,9	9,9	70,1
	I continued studying at HBO level	104	28,6	28,6	98,6
	Other	5	1,4	1,4	100,0
	Total	364	100,0	100,0	

3.2 Test output

Sub research question 1:

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3,871 ^a	4	,424
Likelihood Ratio	4,643	4	,326
Linear-by-Linear Association	,339	1	,560
N of Valid Cases	196		

a. 7 cells (70,0%) have expected count less than 5. The minimum expected count is ,15.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	,009 ^a	1	,925		
Continuity Correction ^b	,000	1	1,000		
Likelihood Ratio	,009	1	,925		
Fisher's Exact Test				1,000	,542
Linear-by-Linear Association	,009	1	,926		
N of Valid Cases	191				

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 14,76.

b. Computed only for a 2x2 table

Test Statistics^a

In how much
time did you
obtain your first
job (of more
than 12
working hours)
?

Mann-Whitney U	2535,000
Wilcoxon W	3031,000
Z	-,145
Asymp. Sig. (2-tailed)	,885

a. Grouping Variable: Which variant
of the educational program did
you follow?

Sub-research question 2:

Case Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
\$EquineJob ^a	159	100,0%	0	0,0%	159	100,0%

a. Dichotomy group tabulated at value 1.

\$EquineJob Frequencies

		Responses		Percent of Cases
		N	Percent	
\$EquineJob ^a	Graduates who have/had a job as stable worker	106	24,9%	66,7%
	Graduates who have/had a job as equine store employee	11	2,6%	6,9%
	Graduates who have/had a job as riding instructor	83	19,5%	52,2%
	Graduates who have/had a job as rider/trainer	73	17,1%	45,9%
	Graduates who have/had a job as stable manager	47	11,0%	29,6%
	Graduates who have/had a job as groom	62	14,6%	39,0%
	Graduates who have/had a job as owner of an equine business	22	5,2%	13,8%
	Graduates who have/had a job as equine coach/advisor	3	0,7%	1,9%
	Graduates who have/had a job as equine event organizer	10	2,3%	6,3%
	Graduates who have/had a job as influencer	2	0,5%	1,3%
	Graduates who have/had another job in the equine sector	7	1,6%	4,4%
	Total	426	100,0%	267,9%

a. Dichotomy group tabulated at value 1.

Do the graduates work on or below expected level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Level 4	72	45,3	45,3	45,3
	Level 3*	87	54,7	54,7	100,0
	Total	159	100,0	100,0	

Sub-research question 3:

Differences in being able to qualifiedly perform a core task between graduates who graduated before 2018 and graduates who graduated in 2018 and the following years

Test Statistics^a

I am able to
qualifiedly train
horses and
practice the
equestrian
sport

Mann-Whitney U	15054,000
Wilcoxon W	28257,000
Z	-,786
Asymp. Sig. (2-tailed)	,432

a. Grouping Variable: gradrecent

Test Statistics^a

I am able to
qualifiedly give
instruction

Mann-Whitney U	12023,500
Wilcoxon W	21339,500
Z	-1,020
Asymp. Sig. (2-tailed)	,308

a. Grouping Variable: gradrecent

Test Statistics^a

I am able to
qualifiedly take
care of horses

Mann-Whitney U	15034,500
Wilcoxon W	29230,500
Z	-1,539
Asymp. Sig. (2-tailed)	,124

a. Grouping Variable: gradrecent

Test Statistics^a

I am able to
qualifiedly
organize
horse-oriented
public activities

Mann-Whitney U	15267,000
Wilcoxon W	28962,000
Z	-,953
Asymp. Sig. (2-tailed)	,340

a. Grouping Variable: gradrecent

Test Statistics^a

I am able to
qualifiedly
coach and
advise clients

Mann-Whitney U	12894,000
Wilcoxon W	25935,000
Z	-2,843
Asymp. Sig. (2-tailed)	,004

a. Grouping Variable: gradrecent

Test Statistics^a

I am able to
qualifiedly
direct staff

Mann-Whitney U	14484,000
Wilcoxon W	27364,000
Z	-,693
Asymp. Sig. (2-tailed)	,488

a. Grouping Variable: gradrecent

Test Statistics^a

I am able to
qualifiedly lead
a
company/depa
rtment/project

Mann-Whitney U	15076,000
Wilcoxon W	28771,000
Z	-,724
Asymp. Sig. (2-tailed)	,469

a. Grouping Variable: gradrecent

Output correlations described in sub-research questions 3 and 4:

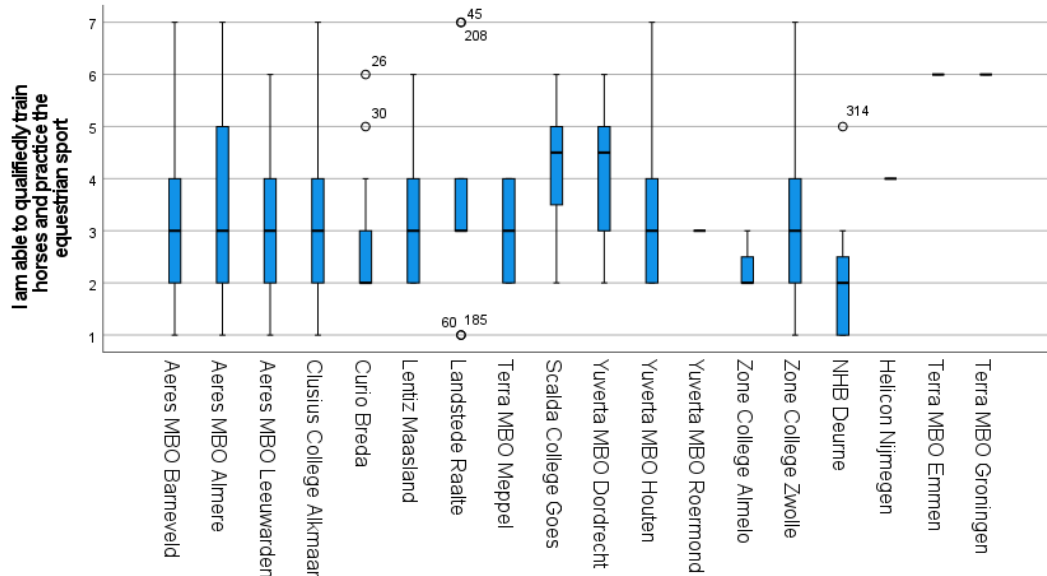
[illegible]

Test Statistics^{a,b}

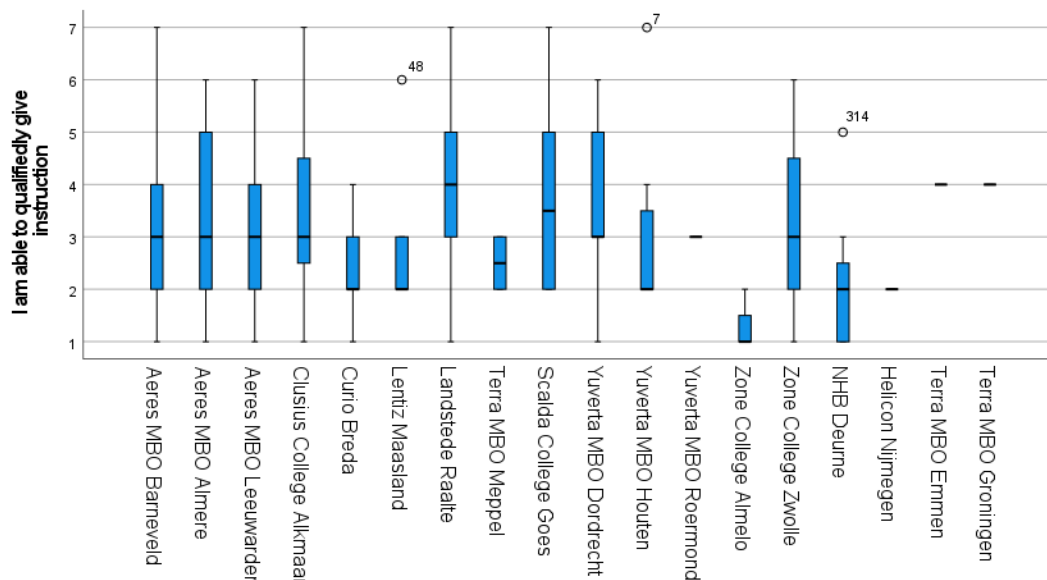
	I am able to qualifiedly direct staff	I am able to qualifiedly train horses and practice the equestrian sport	I am able to qualifiedly give instruction	I am able to qualifiedly take care of horses	I am able to qualifiedly organize horse-oriented public activities	I am able to qualifiedly coach and advise clients	I am able to qualifiedly lead a company/depa rtment/project
Kruskal-Wallis H	15,801	27,987	29,174	15,407	18,189	20,163	15,905
df	17	17	17	17	17	17	17
Asymp. Sig.	,538	,045	,033	,566	,377	,266	,531

a. Kruskal Wallis Test

b. Grouping Variable: On which educational institution did you follow this course?



On which educational institution did you follow this course?



On which educational institution did you follow this course?

Output research question 4:

Test Statistics^a

How would you score the chance on finding a job within the equine sector?

Mann-Whitney U	1245,000
Wilcoxon W	1710,000
Z	-4,325
Asymp. Sig. (2-tailed)	<,001

a. Grouping Variable: What did you do after graduation?

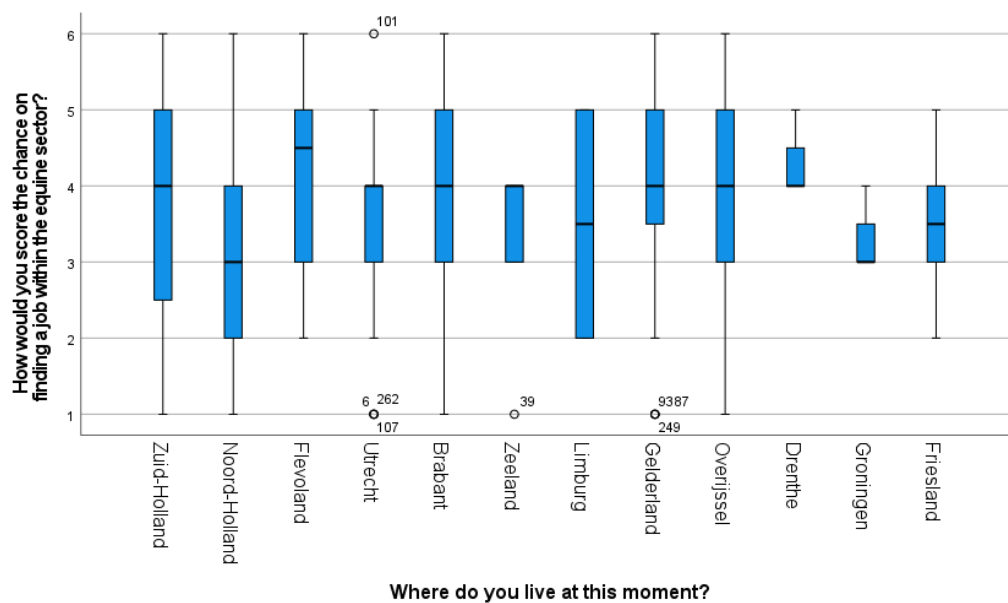
Test Statistics^{a,b}

How would you score the chance on finding a job within the equine sector?

Kruskal-Wallis H	17,933
df	11
Asymp. Sig.	,083

a. Kruskal Wallis Test

b. Grouping Variable: Where do you live at this moment?



Output research question 5:

Test Statistics^{a,b}

What is the
main reason
why you work
outside the
equine sector?

Kruskal-Wallis H	13,970
df	10
Asymp. Sig.	,174

a. Kruskal Wallis Test

b. Grouping Variable: Where
do you live at this moment?

Annex 4 – Additional information on ‘Manager Dierverzorging’ and ‘Ondernemer/Manager Recreatiedieren’

‘Manager Dierverzorging’

The ‘Manager Dierverzorging’ works in the service sector as an entrepreneur or as a manager in a company where animals are kept at for recreation or for educational, socio-cultural and/or therapeutic purposes.

The manager works carefully and with respect for people and animals. They take into account the wishes and needs of target groups with which he is dealing, with animal welfare and care for animals. They also take into account environmental safety and working conditions regulations. Working safely, environmentally aware and with an eye for the interest and needs of the care recipient are reflected in its company policy. (SBB, 2009)

The ‘Manager Dierverzorging’ has a policy-making and a policy-monitoring role, usually in employment. In addition, they are organizing and coordinating in processes, depending on the size of the company, they also have a coaching, advisory and leadership role. They work independently within the tasks of the company where they are employed. The managers are ultimately responsible for the company (or business units), both for animal welfare and for the target group-oriented activities. The starting professional manager will usually have a profession rely on the expertise of other in situations that are new to them and to demand problem-solving skills. (SBB, 2009)

For a ‘Manager Dierverzorging’, creative management is decisive for the continuity of the company and/or the institution. Only by developing initiatives can respond to developments in the market. The profession of the manager is further characterized by varied activities on the field of management and business. They have to find a balance between operating commercially, working in a customer-oriented manner and working in an animal-friendly manner; in some cases, and/or in some subsectors this is easier than in others. (SBB, 2009)

The starting professional regularly encounters situations that are new to him. If necessary, they solve problems in consultation with experts. Coordinating fertility and reproduction of the animals requires considerations regarding of, among other things, the breeding goal, the breeding method and the involvement of experts. It requires insight into genetic characteristics and the condition of the animals to make these decisions. The task of a manager becomes characterized by an alternation of standard operating procedures and activities that should be carried out at its own discretion. For this, specialistic knowledge and skills are required from the field and business operations. (SBB, 2009)

‘Ondernemer/Manager Recreatiedieren’

The graduate of the educational program ‘Ondernemer/Manager Recreatiedieren’ can work in the service sector in animal care and is thereby employed at a riding school, petting zoo or animal shelter, kennel, animal livery or animal park where recreational animals are kept. These companies and/or institutions often not only have a recreational function, but also an educational, socio-cultural and/or therapeutic function. (SBB, 2011)

The manager is responsible for the company/institution. They identify opportunities and threats related to the survival of the company and responds accordingly. In addition, they have a signaling and proactive attitude, taking into account at all times with the health and welfare of the animals and with the safety of humans and animals. Together with that, the manager is customer-oriented and aware that all of their actions have a positive effect on the image of company. During tasks/working activities, they take into account the consequences for the environment and working conditions. (SBB, 2011)

The starting manager is ultimately responsible for the operations and manages staff. In addition to entrepreneurship, the entrepreneur/manager recreational animals has a signaling and executive role. Furthermore, the manager constantly weighs up between operating profit and animal welfare. They also have to deal with the government and society which watch the animal sector closely. It is up to the entrepreneur/manager to deal with that on its own appropriate way. The ‘Ondernemer/Manager Recreatiedieren’ has specialistic knowledge of and skills for; the practice of the profession and theoretical knowledge of the field of the profession. In addition, they have specialistic knowledge of business management skills. (SBB, 2011)

Annex 5 – Research proposal

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Introduction

In this chapter the problem background will be discussed. The problem background will be followed by the aim of this research and its research questions.

Problem background

In the Netherlands, there is a high demand for well-trained staff (Mepschen, 2022). In order to deliver well-trained staff, 'Samenwerkingsorganisatie Beroepsonderwijs Bedrijfsleven' (SBB) established the 'working method of efficiency'. SBB is a professional organization and works on behalf of the Ministry of Education, Culture and Science. SBB is also the mediator between MBO education and the professional industry when it comes to making agreements about the connection between education and the labor market (Rijksoverheid, sd). The 'working method of efficiency' is a guideline with which SBB can assess whether an educational program provides a student with the right qualifications in order to enter the labor market. This assessment is done to decide if an educational program should be altered so that it fits the needs of the labor market, or should be removed entirely because it can no longer serve the purpose of preparing students to find a job. Each year, advisors of SBB examine all educational programs, using the 'working method of efficiency' in order to make them qualified to prepare students for a job on the labor market. SBB performs this examination based on three indicators, which are established in the 'working method of efficiency' (MBORaad, 2019);

- Work: At least 70% of the graduates should have a job of 12 working hours or more, within 1,5 years after graduation
- Work at expected level: At least 50% of the working graduates, with a job of 12 hours or more, works at the level of the educational program followed, within 1,5 years after graduation
- Chances on work: Do graduates have enough opportunities to find a job in line with and on the level of education followed? (SBB, 2018)

When at least two of the three indicators, mentioned above, are answered with 'no', there may be a concern about the qualification's connection to the labor market (SBB, 2018). This outcome, will be further assessed and fitting consequences will follow to make sure the educational programs align the needs of the professional industry (MBORaad, 2019).

In 2020, the concern about the qualification 'Bedrijfsleider Paardensport en -Houderij' level 4 is reported (Wolff-inneging, 2020). Currently, this educational program is provided at 15 different MBO-schools in the Netherlands. During the educational program 'Bedrijfsleider Paardensport en -Houderij' level 4, students are being educated for a job in the equine labour market. Jobs a graduate should be able to perform are; 'Equestrian instructor', 'trainer', 'professional horse groom', 'employee or manager at an equestrian organization', 'Equestrian information officer', 'Stable manager', 'Event organizer', 'Equine clinic employee', 'Equestrian entrepreneur or journalist' and 'rider' (Curio, sd).

In 2018, SBB reported that only 48% of the graduates 'Bedrijfsleider Paardensport en -Houderij' level 4 found a job after graduation, meaning that indicator one of the 'working method of efficiency' was not met. In addition, SBB was unable to identify whether the jobs performed by graduates of the beforementioned educational program were on the expected level, meaning that indicator two of the 'working method of efficiency' was not met. Therefore, the advisors of SBB advised to look into this concern and whether there should be actions taken (Wolff-inneging, 2020). The full letter, in which this concern is addressed to the MBO equine education sector, can be found in annex II.

In this thesis, there will be focused on the concerns expressed by SBB on the educational program 'Bedrijfsleider Paardensport en -Houderij' level 4. Since Aeres MBO Barneveld wants to find out if the concerns expressed by SBB are justifiable. This research will focus specifically on the ability of the educational program to prepare students for the labor market, this by taking into account the first two indicators of the 'working method of efficiency': 'work' and 'work at expected level'.

Problem definition

Since Aeres MBO Barneveld wants to verify the beforementioned concerns of SBB, the aim of this study is to determine to what extent the educational program 'Bedrijfsleider Paardensport en -Houderij' level 4 is a good preparation for the equine labor market. As mentioned before, this will be done based on the two indicators stated in the 'working method of efficiency', namely;

- Work: At least 70% of the graduates should have a job of 12 working hours or more, within 1,5 years after graduation
- Work at expected level: At least 50% of the working graduates, with a job of 12 hours or more, works at the level of the educational program followed, within 1,5 years after graduation (SBB, 2018)

With this research MBO Barneveld is able to either comply to or reject the concerns reported by SBB. Furthermore, if the results of this study show that the educational program does not meet the criteria of the 'working method of efficiency' they can further investigate the source of the deficits.

Research objectives and questions

The aim of this research is to find out if the educational program 'Bedrijfsleider Paardensport en Houderij' level 4 provides at least 70% of the graduates with the ability to find work within 1,5 years after graduation, and if at least 50% of these working graduates obtain a job in line with and on the expected level of the educational program. The results of this research give Aeres MBO Barneveld an insight in if the beforementioned educational program suffice according to the standards created by SBB.

Therefore, the main research question of thesis is;

'To what extent is the educational program 'Bedrijfsleider Paardensport en -Houderij' level 4 an adequate preparation for a job on the equestrian labor market in the Netherlands?'

This aforementioned treatise is the central goal of this research. To achieve the answer on the main research question, five sub-research questions have been established. These are formulated as follows;

RQ1: *'Is the average of graduates with a job, within 1,5 years graduating, higher than 70%?*

RQ2: *'Have most of the working graduates, found a job at the same level as the study 'Bedrijfsleider Paardensport en -Houderij' level 4?'*

RQ3: *'How do graduates rate the chances on finding a job within 1,5 years after graduating?'*

RQ4: *'Do graduates feature the core tasks and work processes established by SBB?'*

RQ5: *'What is the main reason graduates do not work within the Equine sector?'*

Research design

This research will be based on field research in combination with literacy review to find an answer on the main question; “To what extent is the educational program ‘Bedrijfsleider Paardensport en - Houderij’ an adequate preparation for the equestrian labor market in the Netherlands?”. The quantitative data used in this research will be collected through a questionnaire.

(External) Desk research

A small part of this research is the literacy review. Earlier researches about the topic of this research will be used for additional information on the topic itself. In addition, a possible correct manner of researching this topic can be obtained through earlier performed researches. These researches will be collected through Google Scholar and ‘HBO kennisbank’. Next to that, facts and figures will be collected from governmental institutions like ‘Centraal Bureau Statistiek (CBS), the official bureau for delivering reliable statistics (Hoftijzer & Korte, 2012). In addition, numbers of students are provided by Aeres MBO Barneveld.

Field research

Existing research ages from over five years ago. Through field research, new and annual information can be collected. The field research in this thesis will be a semi-structured interview, elaborated in a digital questionnaire. With a digital questionnaire, it is possible to reach a big number of potential respondents (Hoftijzer & Korte, 2012). The questions in the survey are based on the literacy review and on the answers necessary to get to the answer of the main- and sub questions of this research.

Research population

In table 3, the numbers of students attending the educational program ‘Bedrijfsleider Paardensport en Houderij’ level 4 are presented. In this research, there will be a focus on the students that graduated in the years 1997-2021. The population of the annual program ‘Bedrijfsleider Paardensport en Houderij’ level 4’ graduates is 1744. This number, is the number of the potential graduates which would have graduated in the year 2019 till 2021. (Annex III) The population of the graduates from 1997-2018 is still unknown.

Educational year	Sum of all students attending the educational program ‘Bedrijfsleider Paardensport -en Houderij’	
2016	302 students	302 students
2017	588 students	588 students
2018	854 students	854 students
2019	930 students	Did not finish the program yet
2020	987 students	Did not finish the program yet
Total 2016-2021	3661 students	1744 potential graduates

Table 9 Overview of students 2016-2021 attending the educational program ‘Bedrijfsleider Paardensport -en Houderij’ level 4 (Annex III)

In order to perform research with a reliability of 95% with a margin of error of 5% on a population of 1744, the survey needs to have at least 315 respondents. (SurveyMonkey, sd) To reach this number of respondents, all MBO schools, providing the equine program ‘Bedrijfsleider Paardensport en - Houderij’ level 4 will be contacted. All equine related MBO school (Table 2) will be contacted through ‘Praktijkcluster Paard’. This institution represents the cooperation between entrepreneurs, green MBO education institutions and the government in the field of practical innovation, the labor market and educational innovation which all focus, specifically, on horses. (LTO Nederland, 2021) The announcement of the questionnaire will be realized through them to get more attention for the topic and to emphasize the importance of the research. Also, when people experience work or

research as meaningful, they are often more willing to cooperate. (CAOP, 2020)

After the announcement, the questionnaire will follow to the schools. In collaboration, the schools will send it out to the graduates.

Aeres MBO Almere	Landstede Raalte
Aeres MBO Barneveld	Terra MBO Meppel
Aeres MBO Emmeloord	Scalda College Goes
Aeres MBO Leeuwarden	Yuverta MBO Dordrecht
Clusius College Alkmaar	Yuverta MBO Houten
Curio Breda	Yuverta MBO Roermond
Lentiz Maasland	Zone College Almelo
Zone College Zwolle	

Table 10 Overview schools providing the educational program 'Bedrijfsleider Paardensport en -Houderij' level 4

Additional information on the sub-research questions

RQ1: Is the average of graduates with a job, within 1,5 years of graduating, higher than 70%?

The definition of a job in RQ1 is a job which loads more than 12 working hours per week

RQ2: Have most of the working graduates, found a job at the same level as the study 'Bedrijfsleider Paardensport en -Houderij'?

The definition of 'most' in RQ2 is more than 50% of the graduates. The jobs performed below MBO education level 4 are often; stable worker and equestrian store employee. If the jobs mentioned before are performed in combination with each other, for example, stable worker, groom and horse trainer, it is more likely to be a vocational level 4 job. Other jobs that are in line with the educational level 4 program are; stable manager or company director, riding instructor, owner of equestrian company, coach or advisor and event organizer.

RQ3: 'How do graduates score the chances on finding a job within 1,5 years after graduating?

The graduates can score the chances on finding a job as: 'Insufficient', 'minor', 'moderate', 'sufficient', 'good', 'very good'.

RQ4: Do graduates feature the core tasks and work processes established by SBB?

The respondents can score themselves on featuring the core tasks and work process on the 7-point Likert scale, (1) strongly agree – (7) strongly disagree. The respondents also have the option to answer with 'Not learned during education'. This option is given, because there is the possibility that graduates who graduated before 2016, do not have certain skills obtained during their program; During the comparison of the qualification files, which is a document file including the requirements of what competencies and skills a student should compass during the study, it is made clear that only the newest qualification file includes education on becoming a riding instructor. (Annex IV).

Data Collection

The full elaborated questionnaire that will be held on the graduates can be found in Annex I. The graduates have the possibility to stay fully anonymous and as long as the schools themselves send out the questionnaire, no personal information will be exchanged between the school and third parties. This part of the data collection is crucial as exchanging personal information with third parties is, according to the new GDPR law, not allowed. (Haze & Pater, 2010)

The questionnaire consists out of three different types of questions; Multiple choice questions, statements and open-questions.

Multiple choice questions

The main part of the questionnaire will be a series of multiple-choice questions. These questions gain general information about the students. Next to that, it will generate information about the choices the students made after graduation and why they did that.

Statements

The second part of the survey consists out of several statements. These statements are based on the core tasks and work processes that are mentioned in the qualification file of the program 'Bedrijfsleider Paardensport en -Houderij' level 4. The core tasks and work processes in-depth description are only visible when clicking on the pop-up. The statements will be scored regarding the 7-point Likert scale from 1 (*strongly agree*) to 7 (*strongly disagree*).

Open-questions

Throughout the questionnaire, there will be a very small number of open questions. Open questions are used to gain more in-depth answers and provides free possibility for students to state their own and true opinion.

Demographics

This small section consists out of general questions about the gender, age, place of residence of the respondents and completed prior education.

The questionnaire will be held through a period of 2 weeks. During these 2 weeks, attention is paid to whether the pre-determined 315 respondents will be achieved. The questionnaire will only be available in the Dutch language, as all the educational programs 'Bedrijfsleider Paardensport en -Houderij' level 4 are only provided in the Dutch language. The English translation of the survey can be found in annex I as well as the Dutch version of the questionnaire.

In case the pre-determined number of respondents will not be met, plan B will be set up. Plan B consists out of qualitative research. During this qualitative research, twenty graduates, from different school locations in the Netherlands, will be interviewed. This interview will consist out of new questions, apart from the survey, which will be developed based on the answers given in the survey.

In case the required number of respondents have been met, but unfortunately does not deliver the answer on the main question of this research, plan B will be integrated as well. This interview will have more in-depth questions based on the data collected through the questionnaire.

Data analysis

The collected data will be incorporated in the statistical program SPSS. Each survey question will be transferred in to the variable view of the data sheet. This means each survey question will be changed into a variable. The variables used can be nominal, ordinal and scale. With these variables, it is possible to analyze and compare the results, but also to put the results in figures for clarification in such a way that it answers the main research question and the sub-research questions.

Expected outcome

Research question	Hypothesis
To what extent is the educational program ‘Bedrijfsleider Paardensport en -Houderij’ level 4 an adequate preparation for the equestrian labor market in the Netherlands?	<p>H₀: The educational program ‘Bedrijfsleider Paardensport en -Houderij’ level 4 is not an adequate preparation for the equestrian labor market in the Netherlands.</p> <p>H₁: The educational program ‘Bedrijfsleider Paardensport en -Houderij’ level 4 is an adequate preparation for the equestrian labor market in the Netherlands</p>
Is the average of graduates with a job, within 1,5 years of graduating, higher than 70%?	<p>H₀: The average of graduates with a job, within 1,5 years after graduating, is not higher than 70%</p> <p>H₁: The average of graduates with a job, within 1,5 years after graduating, is higher than 70%</p>
How do graduates score the chances on finding a job within 1,5 years after graduating?	<p>H₀: Graduates define the chances on finding a job within 1,5 years after graduating as insufficient</p> <p>H₁: Graduates define the chances on finding a job within 1,5 years after graduating as sufficient</p>
Have, most of the working graduates, found a job at the same level as the study ‘Bedrijfsleider Paardensport en -Houderij’ level 4?	<p>H₀: Most of the working graduates did not find a job at the same level as the study ‘Bedrijfsleider Paardensport en -Houderij’ level 4.</p> <p>H₁: Most of the working graduates found a job at the same level as the study ‘Bedrijfsleider Paardensport en -Houderij’ level 4.</p>
Do graduates feature the core tasks and work processes established by SBB?	<p>H₀: Graduates do not feature the core tasks and work processes established by SBB</p> <p>H₁: Graduates do feature the core tasks and work processes established by SBB</p>
Is there a main reason why graduates do not work within the Equine sector?	<p>H₀: There is not a main reason why graduates do not work within the Equine sector</p> <p>H₁: There is a main reason why graduates do not work within the Equine sector</p>

Table 11 Hypotheses formulated on research questions

The expectation is that the educational program ‘Bedrijfsleider Paardensport en -Houderij’ is an adequate preparation for the equestrian labor market. It is also expected that the graduates are sufficient prepared for a job in the equine sector, but will not necessarily exceed the standards.

The end product of this thesis will incorporate a popular article with the equine MBO schools as target group. Next to them, it might be interesting for the equine entrepreneurs as well. However, the end-product of this thesis, based on the outcome of this research, will mainly focus on a recommendation for equine MBO education. Depending on the outcome, whether it complies or rejects the statements made by SBB, a recommendation for further research will be given. Next to the popular article, a presentation about this topic will be given during the conversation. On the 21st of April, the first results will be shared with the equine MBO representatives as this is requested by ‘Praktijkcluster Paard’. During this presentation, the representatives will also be notified about the

presentation during the consultation of this research, where they will be asked to join the presentation about the outcome of this research.

Expected outcome sub-research questions

There is a chance that equine jobs offered are below 12 hours per week. However, research shows that 86% of people working in the equine sector, works more than 15 hours per week. (Hagen, 2018) Together with that, SBB concludes that graduates from the equine program 'Bedrijfsleider Paardensport en -Houderij' having a job, of more than 12 hours, is 72%. (SBB, 2022) So, the expectation, is that this research will show that the average of graduates with a job, within 1,5 years after graduating is higher than 70%.

The following expectation is that at least 50% of the working students is able to find a job at the same level as the study 'Bedrijfsleider Paardensport en -Houderij' level 4 as there are a lot job advertisements online on social media. The work tasks in the jobs offered are mainly stable activities, but also a lot of vacancies are requesting instructors, grooms and horse trainers. (Equi-jobs, sd)

The expectation is that the chances on finding a job within the equine sector, with a diploma 'Bedrijfsleider Paardensport en -Houderij' level 4, is more than sufficient.

There is an increasing shortage of instructors. However, due to the aging population, rejuvenation and tightening of the qualification requirements, there are simply too few qualified instructors. (van Wijlick, 2019) This can mean that the graduates of the equine program 'Bedrijfsleider Paardensport en -Houderij' are not sufficiently qualified for a job as instructor.

Besides that, the number of vacancies available is much higher than stated by SBB (<10). It is a bit short sighted to only count the vacancies posted on Jobfeed (SBB, 2022) as the only vacancies for the graduates of 'Bedrijfsleider Paardensport -en Houderij'. The expectation is that most jobs are obtained via social media (e.g., Facebook) and via acquaintances (e.g., through internships).

The expectation is that the graduates do not feature all core tasks and work processes sufficiently. It is likely that the basic core tasks can be performed with sufficient quality. These basic core tasks include training horses, practicing the equestrian sport and lunging. Furthermore, it includes taking care of the horses; feeding, exercising and taking care of the living environment of the horse. In addition, it includes the whole process amongst providing instruction and the coaching of pupils during competitions and events. The final basic core task is that the graduate can organize activities and events and coach volunteers.

However, the other expectation is that graduates' quality is insufficient on the profile specification core tasks. The profile specification core tasks are guiding and advising customers, for example on the purchase and sale of horses, managing the organization and leading an organization, department or project. This expectation is based on current vacancies online for managers in the equine sector; they predominantly ask bachelor graduates or sufficient experience as a manager. Besides that, it is hard to gain experience on leadership and advising skills during internships, as equine companies are often very small and small staffed.

The last expectation is, is that there is a main reason why graduates do not work in the equine sector. And that is because of the low salary. Research shows that 92% of people working in the equine sector receive less than 1500 euros per month. While the minimum salary in the Netherlands should be higher than 1500 euros. (Hagen, 2018) Besides that, for most equine jobs, there is no collective labor agreement (CAO). This means that there are often no agreements made on working hours and continued wage payments in the event of illness and childcare. Therefore. it can make a job unattractive when there is no CAO. (Testcentrumgroei, sd)

Planning & time schedule

Important dates

- Expected starting date survey: 31st of March
- Closing survey: 18th of April
- Deadline final draft hand-in: 23rd of May
- Deadline final hand-in: 6th of June
- Consultation: Between 6th of June (before 24th of June)
- Grading: 24th of June
- Deadline graduation application: 27th of June
- Exam board meeting: 30th of June

Planning

Date	Action
1 st till 18 th of February	Draft research proposal
20 th of February till 8 th of April	Final research proposal
31 st of March till 18 th of April	Data collection and pre-testing results
18 th of April till 21 st of April	Processing data and writing results section
22 nd of April till 28 th of April	Writing conclusion
29 th of April till 6 th of May	Writing discussion, recommendation and article
7 th of May till 22 nd of May	Writing recommendation and article
23 th of May till 6 th of June	Draft hand-in. Thesis check by outsider, feedback thesis coach and finalizing report
6 th of June till 24 th of June	Final hand-in. Consultation somewhere in between

Table 12 Rough overview planning thesis