

Labour market information in lifelong guidance

AO/RPA/PMDFON/LMI in Guidance/007/14

Case study visit focusing on 'Professions in the Picture' (Beroepeninbeeld.nl), the Netherlands

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It has neither been revised nor edited by Cedefop.

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1. Background information for the case study

This section starts with a short introduction of the focus of the case study and the field visit to the Netherlands as well as the presentation of the host organisation that has been crucial in organising the field visit.

1.1 Field-visit identity

The following Table 1 summarises the main elements of the field-visit, namely the host organisation that facilitated the activities during our visit, the main contact persons and the timing of the visit:

Table 1: Main elements of the field visit

Country in focus	The Netherlands
Host organisation	SBB Stichting Samenwerking Beroepsonderwijs Bedrijfsleven (http://www.s-bb.nl)
Focus of the case study	Professions in the Picture: online tool providing information on all professions at MBO level (upper secondary vocational education). Website shows informational videos and gives information on professions, but also provides labour market information.
Location(s)	(a) SBB - Zoetermeer (http://www.s-bb.nl) (b) UWV - 's Hertogenbosch (http://www.uwv.nl and http://www.werk.nl) (c) Ministry of Education, Culture and Science (ECS) – The Hague (http://www.rijksoverheid.nl/ministeries/ocw) (d) ROC Midden-Nederland – Utrecht (http://www.rocmn.nl) (e) Cinop – 's Hertogenbosch (http://cinop.nl)
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Dates of field visit	8 - 10 June 2015

1.2 Background on the host organisation

The organisation that hosted the field visit to the Netherlands was the '**Stichting Samenwerking Beroepsonderwijs Bedrijfsleven**' (**Foundation for Cooperation on Vocational Education, Training and the Labour Market**) (**SBB**) (<http://www.s-bb.nl>) that was set up on 1 January 2012. The SBB brings together upper secondary vocational education (MBO education) and the organised labour market, with the following aim:

- (a) to give pupils the best on-the-job training, offering them the prospect of post-secondary education and a job;
- (b) to provide an adequate supply of skilled professionals for companies, both now and in the future.

SBB ensures a good link between education and business by:

- (a) provision of accreditation, support and advice to training companies (internship companies) in educating pupils in practice;
- (b) maintenance and development of qualifications and optional subjects based on occupation and labour market trends;
- (c) internship and labour market information for an effective training policy.

Until recently, SBB was the umbrella organisation of 17 centres of expertise (sector-specific organisations). These centres will be abolished on 1 August 2015 and all tasks will be transferred to SBB, thereby creating one single point of contact for:

- (a) learning in professional practice;
- (b) qualifications and examinations;
- (c) internship and labour market information.

For this country-specific study, we also visited:

(a) UWV (<http://www.uwv.nl>), an organisation responsible for the implementation of social regulations. UWV is responsible for an expert and efficient implementation of employee insurance schemes. Additionally, UWV provides labour market and data services commissioned by the Ministry of Social Affairs and Employment;

(b) Ministry of Education, Culture and Sciences (<http://www.rijksoverheid.nl/ministeries/ocw>);

(c) ROC (Regional Training Centre) Midden-Nederland (<http://www.rocmn.nl>). A regional training centre is a partnership of educational institutions in secondary vocational education (MBO) and adult education in the Netherlands. There are about 50 large regional training centres in the Netherlands;

We also talked with the project leader of **Euroguidance Nederland**.

1.3 Background on the labour market and integration of LMI

The Netherlands has a relatively efficient labour market with:

- (a) low youth unemployment;
- (b) school and work-based vocational education;
- (c) low incidence of qualification and skills mismatches;
- (d) low incidence of regional mismatches.

1.3.1 General context of LMI in the Netherlands

Relevant labour market information related to career guidance can be defined as information an employee, job seeker or study seeker needs within the framework of lifelong learning. Based on this information, citizens can assess their labour market opportunities and make good career choices. In addition, they want to know which training opportunities are available when choosing a particular occupation.

There is a lot of labour market information in the Netherlands. A distinction can be made between the research and the monitoring function of labour market information.

The **research function** is mainly conducted by universities and several research institutes (Research Centre for Education and the Labour Market (ROA), Panteia and other research institutes for specific themes (for example, SEO Economic Research), and to some extent by UWV, the Public Employment Service. For example, ROA conducts annual school-leaver surveys (<http://roastatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>). Additionally, every two years it provides labour market forecasts for the following five years with respect to education and occupation, making them the leaders in Europe for this type of survey.

The **monitoring function** is conducted by the Central Bureau of Statistics (CBS), UWV, SBB and a number of other institutions. They periodically provide labour market information by industry, occupation, education and region and combinations in between

Let us look at two important institutions, namely UWV and SBB. The focus of UWV is on public policy makers, job seekers and – to some extent - employers. The focus of SBB is on pupils in upper secondary vocational education (MBO).

For pupils in pre-vocational education (vmbo), secondary education (vo), higher professional education (hbo) and scientific education (wo) and for workers UWV and SBB have no explicit role in the provision of labour market information. Information about higher education can be found at the website <http://www.studiekeuze123.nl> and, recently 'Studie in Cijfers'. Research from 2013 shows that the impact of <http://www.studiekeuze123.nl> on study choices is limited (¹).

The **Public Employment Service** in the Netherlands is called **UWV** (Uitvoeringsinstelling Werknemers Verzekeringen). It has about 19 thousand employees and provides about 1.4 million allowances. These people receive an allowance because of unemployment, disability or illness. UWV also helps these people find a job. The Department of Labour Market Information and Consultancy of UWV provides information on the labour market in the Netherlands.

The main web portal is <http://www.werk.nl/arbeidsmarktinformatie> which was consulted about 108.000 times in 2014. For job seekers, UWV has developed a special tool, called 'Werkverkenner', which was consulted another 50 thousand times in 2014. The UWV portal and the specific Werkverkenner tool is used directly by public policy makers, job seekers and employers, but it is also used indirectly, in the first place, by the coaches working for UWV, who

¹ Leest B., "Eerstejaars kijken terug op hun studiekeuze (First-year students look back on their study choices), Thema Hoger Onderwijs, 2014-2.

have contact with employers and employees. UWV trains them to use the information. Secondly, by agencies, intermediaries and analysts who use the information for (regional) public policy makers, job seekers and employers.

UWV offers a comprehensive portfolio of products and services: specific information tools, social media, consultancy, training sessions, press conferences, etc.

SBB provides current labour market, internships and efficiency information about upper secondary vocational education (MBO), including:

(a) job opportunities: future job opportunities for graduate MBO students in more than 600 different jobs

(b) internship opportunities: the opportunity for a student to find an internship or apprenticeship

(c) SBB Barometer: availability of internships and apprenticeships

(d) basic data youth: development of employment, education and internships and apprenticeships

(e) study in figures: information on training and labour market opportunities

This labour market information is made available through various websites. One such website is BeroepeninBeeld.nl and we will highlight this tool in detail. This website focuses on jobs up to the upper vocation educational level. Other websites concentrate on jobs after higher and academic education.

Because of the diversity of jobs and trainings, it has become impossible in the Netherlands today to make labour market information available other than online. Citizens and policy makers require these labour market information websites to be dynamic and to be regionally based. In this respect, the Netherlands scores far better than other European countries; there is a lot of relevant labour market information that is presented dynamically and adapted to different user groups. The other side of the coin is, however, that this has resulted in an extensive patchwork of websites with training and labour market information in the Netherlands, originating both from public and private initiatives. For citizens it is often difficult to cope with this information overload. This Career orientation and guidance in education (LOB) pays little attention to labour market information and differences in market outcome between the courses. It appears from a ROA study 'School leavers between education and labour market 2014', published in July 2015, that less than half of the school-leavers were satisfied with the study and career guidance from their former school. In secondary vocational education, pupils can obtain information from [Beroepeninbeeld](http://Beroepeninbeeld.nl). For other education sectors, however, guidance is often limited to a website containing some information (for example: studiekeuze123.nl) and pupils are supposed to be self-guided. ITS research reveals that pupils are strongly influenced by information about subsequent courses. In the light of lifelong learning, this is not the optimal solution.

1.3.2 Career education and vocational guidance

Career guidance in the Netherlands is offered by various institutions, both public and private.

Career orientation and guidance in education (LOB in Dutch) must be provided by the educational institution, at no cost to the user. Career orientation and guidance is the responsibility of the school counsellors. They may ask for the help of mentors. In large secondary vocational and higher education establishments, there is a centrally specialised unit, the student career centre or student service centre. There, students and adult learners can obtain specialist help and advice that includes career advice.

Educational institutions take a lot of good initiatives, but the way in which LOB is organised in schools depends largely on the governance of the schools and the school counsellors. Contents

vary also substantially as the schools determine themselves which objectives they aim to achieve. These objectives can cover a wide spectrum, such as socio-emotional guidance, tutoring, reflection on their own abilities and motivation, training and work exploration programmes ⁽²⁾. In some schools they try to let the pupils experience which type of professional culture they would more or less fit in, for example by interviewing parents, organising speed dates in companies, etc. The general principle here is 'experience'. Based on this experience, pupils can then enter into dialogue with their mentor or their parents. Other schools look at career orientation and guidance in a different way. The conclusion is that each school interprets LOB differently.

Labour market information often plays a minor role in career orientation and guidance. There is, however, enough information on the labour market (see section 1.3.2.1) but it is often not a concern or explicit learning goal of LOB. That is why youngsters make little or no use of it. Mentors and counsellors lack the time and expertise to assess the different types of labour market information and discuss about it with the pupils. Hence, labour market information has no meaning for prospective students. In practice, prospective students are primarily influenced by information on subsequent courses. The main disadvantage is that this information is not always realistic and is not placed in a comparative perspective ⁽³⁾. In this context, the National Student Union looked into 141 information brochures from higher education Colleges and Universities. They concluded that many brochures give misleading information and honest and clear information is often lacking.

Despite many positive initiatives, career orientation and guidance are not always given top priority, even though 'LOB incentive plans' were initiated in 2009. The dialogue and contacts with professional practice in many schools still does not receive the attention that is needed. However, the dialogue between pupil and mentor is crucial for career advancement.

It is important that mentors and school counsellors have sufficient time to carry out their LOB duties properly. However, a lot of their time often goes to pupils with special needs. Moreover, they need the right skills to 'coach' pupils. Until the eighties, both at HBO (Higher Professional Education) and university level, there was a specific career counsellor training in the Netherlands. At present there is still a bachelor degree in Human Resource Management (HRM) (formerly 'Personnel and Labour'), but only a few schools offer the option of career counsellor specialisation. The result is that the vast majority of (study) career counsellors in Dutch schools have no or barely any training in career management. A school counsellor (VO) or pupil tutor (MBO) training often consists of a short training of a few days. Mentors also perform tasks in career guidance and they have generally received even less training than school counsellors and pupil tutors. These people do therefore appreciate very much websites such as beroepenbeeld.nl, mbostad.nl or roc.nl. Thanks to the "LOB incentive project", over the last five years ROCs (regional training centres) have been able to attend workshops and training sessions to teach career coach skills to more people, mainly raising the topic of "how to make a good career interview?" The question how to look for reliable labour market information has received no or hardly any attention.

Euroguidance is currently working on a national framework for career professionals.

From 1 August 2016, career orientation and guidance (LOB) have a prominent position in the vocational examination programmes of VMBO (lower secondary pre-vocational education). Schools must be able to demonstrate that their pupils have been sufficiently engaged in the development of their career skills and career. For many schools, however, there is still a long way to go.

Career development on the labour market covers career guidance of employed people and job seekers.

⁽²⁾ Final measurement reporting LOB, VO council, September 2012.

⁽³⁾ Studiekeuzevoorlichting: vier keer vergeleken, T. van den Brink, LSvB, 2013 (information on study programmes, four times compared)

Career guidance of employed people can be governed by collective agreements or by industry/sector agreements. In large companies, the HR department is usually responsible for career guidance. The trade unions also provide career services to their members. Employee access to career services is, however, highly dependent on the sector and the company where they work. For many employees, there are no public career services, but there are a lot of private organisations.

Career services for job seekers are sometimes provided by UWV Werkbedrijf, commissioned by the Ministry of Social Affairs and Employment.

The UWV has a strong focus on e-services. For example, job seekers who have been unemployed less than three months cannot seek nearly personal guidance from UWV, but only have access to e-services. Job seekers must work their way through the e-intake on the <http://www.werk.nl> website via question and answer procedures in order to gain access to appropriate interventions. This development towards e-services was motivated by budgetary considerations, but is also an opportunity to deliver more and more timely customised services to job seekers. Job seekers can claim benefits through e-intake. Then there is also the 'werkm@p', which keeps records of job applications, provides support when returning to work, gives advice when looking for work, etc. Every job seeker needs to prove through werkm@p that he/she has applied for a job at least four times every four weeks. Furthermore, [werk.nl](http://www.werk.nl) provides information and webinars about job applications, dealing with social media, information on courses, working abroad, and various tests such as the competency atlas. Through this competency atlas you can find occupations that suit your skills. Job seekers who are unemployed between three and 12 months can benefit from face-to-face services. The "work advisors" have a HBO degree, but are not really career counsellors. The goal of these advisors is to get people back to work as soon as possible. UWV also provides training for these advisors. These courses consist of an e-training and a workshop. During the training, they are familiarised with the existing statistical information and are shown how to use this information.

For people over 55, and since 2015 also for people over 50, there is collective network training/application training. Job seekers who have been unemployed for more than 12 months, however, can no longer make use of this service.

The Netherlands also has 'leerwerkloketten' (centres for learning and working). These are regional partnerships of UWV, municipalities, educational institutions, centres of excellence and industry. They are intended to improve the link between education and the labour market. Young people, workers, job seekers and employers can obtain information and independent advice from these centres on training, experience certificates and active learning. These centres for learning and working, however, do currently not focus on youngsters who are 'just' attending school and reflect on their future career/job, as this is not a national responsibility.

2. Initiative in focus: Professions in the Picture

2.1 Objectives

The website BeroepeninBeeld.nl <http://www.beroepeninbeeld.nl/> aims to compile and provide access to updated information on the labour market and professions in the Netherlands. The website provides information on more than 600 professions requiring an MBO qualification. It includes descriptions and illustrative videos and training information for each profession. Internships and labour market opportunities are also mapped out for each profession. There are several ways for pupils to search for occupations that match their interests and talents.

The BeroepeninBeeld.nl target group is 16 to 21 year olds looking for further education. A secondary target group is teachers, school counsellors and mentors who have to guide the pupils in their career orientation.

BeroepeninBeeld.nl is a website of 17 centres of expertise for vocational training and the business community representing more than forty different sectors. BeroepeninBeeld.nl was set up by the foundation Samenwerking Beroepsonderwijs Bedrijfsleven (SBB) commissioned by the Ministry of Education, Culture and Science.

In addition to BeroepeninBeeld.nl, there is also a sister site 'MBO City' (<http://www.mbostad.nl/>) with the same objective, but aiming at a different target group, namely 12 to 16 year olds. At MBO City, you are in a virtual city, where you encounter different professions. Short descriptions and videos show you which training is required for which profession.

BeroepeninBeeld.nl goes deeper than MBO City and also provides information that is more specific about work and internships. There is a natural link between the two because of the references they make to each other and the common format.

2.2 Implementation

BeroepeninBeeld.nl was set up by order of the former Secretary of State Van Bijsterveldt in April 2009. The reason for the website was to provide publications on promising occupations in a more sustainable way. SBB launched the BeroepeninBeeld.nl website in February 2010. The (further) development of the site was part of the 'LOB incentive project in MBO'. The website offers support to young people, parents and teachers/school counsellors/mentors within the framework of career orientation and guidance.

The website offers many search possibilities:

- (a) at 'What is your dream job' pupils can search freely among 600 MBO professions;
- (b) at 'I can do something' pupils can take a job test 'Test your talent', comprising 55 two-choice questions. The competency score obtained can then be matched with professions in BeroepeninBeeld.nl. Taking the test and reflecting on the results obtained can be very useful within the whole career path;
- (c) at 'I want to do something with' pupils can search for professions on the basis of a number of fields of interest;
- (d) at 'I know what I want' pupils can search for professions or for specific domains or levels.

Whatever the search method used, they always end up with a job that best matches the search. Often other professions are mentioned that also match the search. The search also includes (labour market) information for each profession (see Figure 2 for an example):

- (a) Description of the profession: based on information from the qualification files;
- (b) The domain to which the profession belongs;
- (c) Required education level for a particular profession;
- (d) A test to see whether this profession suits you;
- (e) A job description video, with a testimony by someone in that job;
- (f) Type of organisation or sectors where pupils end up in the labour market. This information is also based on the qualification files;
- (g) The gross hourly pay;
- (h) A map showing the job opportunities per region in the Netherlands (a lot of opportunities, more than sufficient opportunities, sufficient opportunities, few opportunities, very few opportunities). In total, there are 35 regions;
- (i) A map showing the internships opportunities per region in the Netherlands (a lot of opportunities, more than sufficient opportunities, sufficient opportunities, few opportunities, very few opportunities). In total, there are 35 regions;
- (j) A link to a more in-depth, sectorial site;
- (k) Via a link to the MBO City website (<http://www.mbstad.nl>) you immediately obtain a list of schools offering training for that particular profession;
- (l) Via a link to Stagemarkt.nl (<http://www.stagemarkt.nl>) pupils discover immediately where to find internships or apprenticeships for that particular profession;
- (m) From the school year 2015-2016 onwards, information is also included from 'Studie in Cijfers' (Study in Figures). This is information on each vocational training of a school: pupil satisfaction, year result, transition to HBO, internship opportunities, job opportunities and starting salary.

An important feature of the website content is its public and independent character. There are no advertisers and no paying users.

In the box below you find the used sources of labour market information.

Job descriptions: are based on the qualification files, which are developed by SBB in consultation with the education and business sector.

Salary data: obtained from the Researchcentrum Onderwijs Arbeidsmarkt (ROA) (Education Labour Market Research Centre). This is the starting salary that graduates earn per hour.

Video material: most of the videos are developed by the vocational education and business centres of excellence.

Job opportunities: ratio of expected future demand for jobs compared to the number of pupils in the region that becomes available on the labour market. This information is obtained from the vocational education and business centres of excellence. It is validated by the education and business sector and supervised by the Education Inspectorate.

Internships opportunities: ratio of the number of available internships compared to the number of pupils attending the training and living in the region. The information is obtained from the vocational education and business centres of excellence. It is validated by the education and business sector and supervised by the Education Inspectorate.

'Studie in Cijfers' (Study in Figures): provides training and labour market information for each vocational training for each school. 'Studie in Cijfers' is carried out by SBB, commissioned by the Ministry of ECS.

Agreements have been made with the data suppliers about the annual supply of data to guarantee that **the data is up to date.**

Figure 2: Example of a profession to be found on BeroepenInBeeld.nl

The screenshot shows the website interface for the profession 'Salarisadministrateur'. At the top, there is a search bar with the text 'Wat is jouw droomberoep?' and a 'Zoek' button. Below the search bar, the main content area features a video player with a play button and a '0 reacties' indicator. The video shows a woman in a blue top sitting at a desk. To the right of the video is a map of the Netherlands with a legend for 'KANS OP WERK' and 'KANS OP STAGE'. The legend includes categories: 'Veel kans' (green), 'Ruim voldoende kans' (light green), 'Voldoende kans' (yellow), 'Weinig kans' (pink), 'Erg weinig kans' (red), and 'Niet bekend' (dark blue). Below the map, there are two buttons: 'Bezoek mbostad.nl' and 'Bezoek stagemarkt.nl'. At the bottom, there is a section for 'PLAATS EEN REACTIE BIJ DIT BEROEP' with a '0 Reacties' indicator and a 'Start de discussie...' input field.

Source: <http://www.beroepeninbeeld.nl/beroep/salarisadministrateur>

The information on the website can be shared on Twitter and Facebook. Those interested can also comment on the profession mentioned. However, so far this option does not appear to have been used much.

In order to help teachers guide pupils in their search on the BeroepeninBeeld.nl website or to find the right training, a website has been created especially for teachers, namely: <http://docent.beropeninbeeld.nl/>, that includes lesson material, assignments and links. The lesson material supports teachers and mentors in their classes on career orientation and career choices and aims to promote the use of the BeroepeninBeeld.nl website in the career orientation and career path pupils go through. The lesson material is intended as a tool box for teachers. In this box they find both inspiration for methods to supplement lessons and specific assignments for the pupils to work on. Because the tool box is richly filled, teachers have the freedom to pick out those elements that suit the way they teach or that they deem appropriate for their pupils. The lesson material also contains a handy logbook in which pupils can record their discoveries.

Within the framework of the project "Boris helps you into work", a project that focuses on employment of young people with special needs there is also lesson material and assignments for VSO (special education) and practice education. Broadly speaking, the lesson material is the same as the regular version, but the assignments are more focused on the target audience.

In total there are 40 different assignments for regular education and 40 designed for special education. All the assignments can be downloaded from the website as pdfs.

Financing: BeroepeninBeeld.nl has a mixed mode of financing. The website has been largely developed by LOB (career orientation and development) project funds made available by the Ministry of Education, Culture and Science. These funds will run until the third quarter of 2015. Other funding comes from SBB (Foundation for Cooperation on Vocational Education, Training and the Labour Market).

Budget made available for this website is:

(a) Period 2010-2012:

- (i) LOB subsidy: 175,000 euros;
- (ii) SBB contribution: 225,000 euros.

(b) Period 2013-2014:

- (i) LOB subsidy: 200,000 euros;
- (ii) SBB contribution: 100,000 euros.

This means that over the period 2010-2014 an average of 140,000 euros has been spent per year on the website, however, virtually no promotion budget has been allocated. They publicise themselves through their own network and social media.

The next step towards professionalism is the transition from project status to operational status.

2.3 Results and SWOT of 'Beroepen In Beeld' (Professions in the Picture)

The **BeroepenInBeeld.nl** website has a large and growing number of visitors. In 2014 there were 275,000 unique visitors. This is a large number, taking into account an annual inflow of about 180,000 pupils in secondary vocational education. In the Netherlands there are a total of 500,000 pupils in MBO. Teachers who have a role in career orientation and career guidance are satisfied with the website. The website has also undergone considerable development over the last year and now features the latest technology. The site is also scalable, so that people can use their tablet, laptop and mobile phone to find work.

MBOstad.nl and BeroepeninBeeld.nl form one MBO portal, where each site aims at a different target group. The sites have the same look and feel and use the same videos. The sites also refer constantly to each other. They form a single portal, with a complete range of training and professions within MBO. Looking at the two sites together, we see that about 318,000 unique visitors visited the sites in the calendar year 2014. They did this in 400,000 sessions and visited 3,9 million pages. 25% of the visitors are repeat visitors. On average, visitors spend six minutes on the sites and 10 pages are visited per session. In the first quarter of 2015, 127,000 unique visitors visited the sites in 170,500 sessions. On an annual basis, this represents an increase compared to 2014.

The website has nearly 1000 followers on Twitter but only 54 on Facebook.

In recent years qualitative research has been conducted on a regular basis in which users (pupils, parents and counsellors) were able to evaluate the site.

The following table summarises the main conclusions that the field visit team obtained from the implementation and results of the BeroepeninBeeld.nl tool in the form of a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis.

Table 2: SWOT analysis

<p>Strengths</p> <ul style="list-style-type: none"> (a) Information is reliable, independent (under supervision of inspectorate), up-to-date and real (based on the qualification structure, in line with employer expectations); (b) Labour market information (job opportunities, internships opportunities), looking four to five years ahead; (c) Labour market information is very detailed and is also available at regional level; (d) 80% of the content comes from SBB or from the organisations that it represents; (e) Optimally adapted to the target group, both visually and textually; (f) Great value for relatively little money; (g) Support for teachers through online lesson material; (h) Separate lesson material for teachers who teach young people with special needs; (i) Developed in close collaboration with user groups.
<p>Weaknesses</p> <ul style="list-style-type: none"> (a) Concerns only MBO, no link with HBO education; (b) Certain videos are outdated and need to be renewed; (c) Currently, there are differences in methodology between 17 centres of expertise regarding the measurement of the 'work opportunities' and 'internships opportunities'. These indicators are calculated based on both quantitative and qualitative data. The latter are interpreted differently by the various sectors. Currently there is little transparency in this respect; (d) Use of typical technical terms which are not always clear for young people; (e) SBB, the operator of BeroepeninBeeld, never has direct communication itself with the young people and gives no

information at schools;

(f) There is hardly any interaction. One can add comments on the website, but this happens very rarely;

(g) There is hardly any funding to promote the website.

Opportunities

(a) From 1 August 2015, all centres of expertise will disappear and all tasks of these centres will be transferred to SBB. In this way, all information from all sectors can be developed and standardised according to the same methodology;

(b) The efficiency law comes into force on 1 August 2015 and schools will be legally obliged to provide high-quality, independent information. 'Study in Figures' enables schools to comply with this obligation. The details of the 'Study in Figures' will soon be integrated into the BeroepeninBeeld.nl website;

(c) The importance of making the right study choices increases with the reform of the education funding model. Schools will actually receive less money if pupils take more time to complete their training.

Threats

(a) In the Netherlands there is a large and fragmented range of websites offering training and job information. One could say there is information overload for the users and they do not know which websites offer reliable, timely and independent information;

(b) Other tools can use the same job description videos;

(c) The website is financed through project funds. Currently, there is uncertainty about continued funding by the Ministry of ECS. Other organisations that have also developed a website may walk away with the LOB subsidies.

3. Transferability and developments towards the future

In order to make the BeroepeninBeeld.nl tool transferable to other countries, the following should be taken into account

(a) The tool itself, namely the technical side of the website, should be easy to transfer;

(b) The strengths of the site are its particularly strong visualisation on the one hand, and the very detailed and current training and labour market information on the other hand. For the labour market information (job opportunities, internships opportunities, etc.) forecasts are used that look ahead four to five years. Developing a website like BeroepeninBeeld.nl in another country will therefore only be successful if that country has qualitative and detailed labour market information (for a wide range of professions, for various regions, etc.). The Netherlands is very strong in this area, partly because the country has renowned (labour market research) institutions such as ROA, Panteia, SEO, CINOP, ITS, ... UWV and SBB also develop and distribute a lot of labour market information; they unlock data in an accessible way and make it suitable for its target groups;

(c) The operation of the site is preferably entrusted to an organisation that itself has a lot of independent labour market information and that represents parties both from education and the business sector that have an interest in such a website. In the Netherlands, SBB, the Foundation for Cooperation on Vocational Education, Training and the Labour Market, is a very good partner to operate the website. As it has access to a lot of labour market information, this information will soon be made available on the website and will be updated at regular intervals. The ideal situation would be that the organisation that operates the website also provides labour market information based on this website in the schools. SBB does not fulfil this role in the schools, but solves this partly by providing lesson material which has been developed to assist the teachers;

(d) The funding required amounts to around 140,000 EUR per year, plus extra budgets for promotion of the tool;

(e) Government funding is preferable, as in this way the tool retains its independent nature. Validation and monitoring of the underlying (labour) market information are carried out by a public authority. Indeed, it is a public duty to provide reliable labour market information that is accessible to everyone. If this is left to the private market where self-interest plays a role, labour market information becomes much less reliable;

(f) There is a need for long-term financing. The tool can be developed with project funds, but long-term funding should also be guaranteed. For BeroepeninBeeld.nl, funding by the Ministry of Culture has not yet been allocated from the fourth quarter of 2015 onwards. It would be a pity if the efforts made over the last years to develop BeroepeninBeeld.nl were to be lost. As SBB represents many parties, namely employer organisations, employee organisations as well as the education sector, and they all recognise the value of the tool, they will continue with the tool, even without any government subsidies. However, if this is the case, a number of necessary changes, such as renewing job description videos, will not be made immediately.

Annex 1 – Educational framework

Below, we first give a general overview of the education structure in the Netherlands. Then we look at the policies for career development in the Netherlands and the role of labour market information in this respect.

I.1 Overview of the educational system

The combination of a centralised education policy with a decentralised administration and governance of schools is very typical of Dutch education. Schools do have a high degree of administrative and educational autonomy.

The Dutch education system is characterised by freedom of education. There is the freedom to establish a school, the freedom of parents to choose a school and the freedom of schools to organise their teaching according to a particular educational method.

A distinction can be made between public funded schools and private schools. Far dominant is public funded education, paid the government. Public schools are accessible to every child. Education in public funded schools can be based on a particular religion or belief, but not necessarily so, some of the public schools are neutral in this respect.

There is a small minority of private schools. These schools are set up by individuals or private organisations. These private schools are not funded by the government, so the school fee is to be paid by the parents or students themselves.

There is compulsory education in the Netherlands. Compulsory education starts from the age of five and lasts at least 12 full school years. In addition, education is compulsory for children until the end of the school year in which they reach 16 years of age.

From September 2007 onwards, the qualification duty was introduced. The qualification duty applies to young people who are not yet 18 years old and have not achieved any basic qualification, namely a HAVO, VWO or MBO2 diploma. The qualification duty is one of the measures to combat young people dropping out of school without any basic qualifications.

The qualification duty obliges all young people who have no basic qualification after their compulsory education to follow a programme until they have attained a basic qualification. This programme combines work and study, for example the 'training on the job pathway' in MBO.

The structure of the Dutch education system is shown in the following Figure 1:

(a) Primary education lasts eight years. After primary school, pupils choose one of three types of secondary education: VMBO (pre-vocational education, duration of four years), HAVO (upper secondary general education, duration of five years) or VWO (pre-scientific education, duration of six years). Unlike most other European countries, pupils have to choose very early in the Netherlands, namely at the age of 12 years;

(b) HAVO (upper secondary general education) and VWO (pre-scientific education) lead on to further studies in higher education. VMBO comprises four learning pathways: a basic vocational programme (BL), an advanced vocational programme (KL), a combined programme (GL) and a theoretical programme (TL), after which pupils continue their education in subsequent MBO courses;

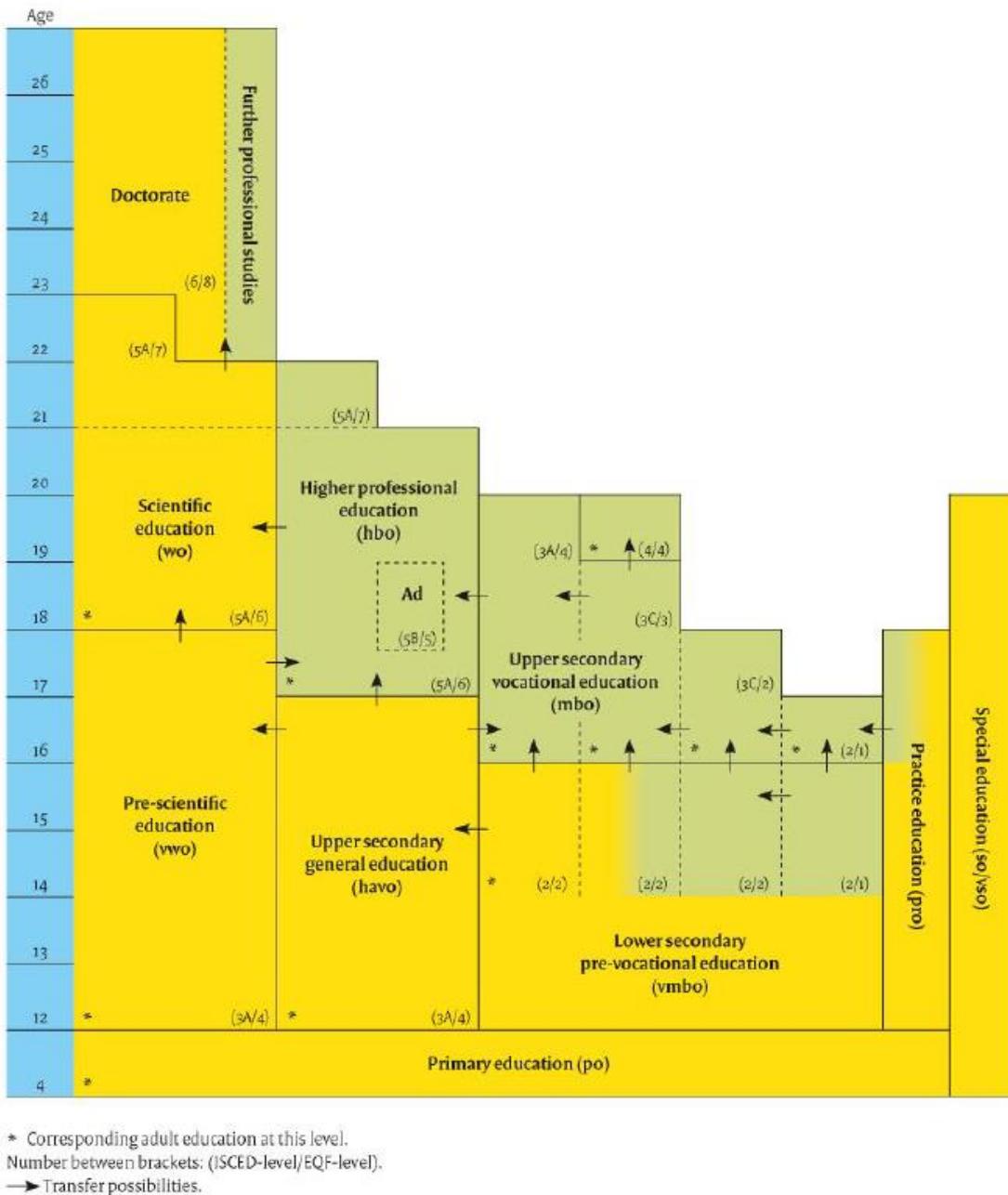
(c) Upper secondary vocational education (MBO) belongs to the second stage of secondary education. MBO is divided into four training levels and two learning pathways: the school-based pathway (BOL) and the training on the job pathway (BBL). The BBL focuses on practical learning;

(d) **Higher education** includes higher professional education and **universities** for scientific education;

(e) From the age of 18 years there are opportunities to attend **adult education** in adult education courses and higher distance learning;

(f) In addition to mainstream primary and secondary schools there are **special primary schools and special secondary schools** for pupils who need support over a period of time. Pupils who are unable to obtain a VMBO qualification, even with long-term extra help, can receive **practice education**. This special form of education prepares them for a place in the labour market.

Figure 1: The Dutch education system



Source: Marc van der Meer, Hester Smulders, OECD review: Skills beyond School. National background report for the Netherlands, July 2014

I.2 Governance and funding

The responsibility for education in the Netherlands lies with the Ministry of Education, Culture and Science (ECS).

The provinces have a limited role in the governance of education, in the form of legal and supervisory tasks.

The governance of public schools in primary and secondary education and secondary vocational education is mostly organised in foundations and sometimes associations.

All public schools are funded by the government. In the Netherlands, the principle of lump-sum financing applies: schools, educational institutions and universities receive annually one sum for material and staff costs. They determine themselves how they spend this money. All schools have the same exams, differentiated on level of education.

Institutions in the Netherlands have extensive autonomy with regard to programming, planning and budget allocation. While the content of programmes is determined nationally in terms of goals and competencies, each institution has full autonomy to determine how these are taught and assessed before the exams.

Annex II – Agenda of the field-visit

Day 1 – Monday 8 June 2015	
10:45 –12:45	Interview at the public employment service UWV <ul style="list-style-type: none"> • Michel van Smoorenburg, senior labour market advisor UWV, (michel.vansmoorenburg@uwv.nl)
15:00 –16:30	Interview at the Ministry of Education, Culture and Science (ECS) <ul style="list-style-type: none"> • Thea van den Boom, senior policy advisor, Ministry of ECS, (t.b.m.vandenboom@minocw.nl) • Bernard Verlaan, senior policy advisor, Ministry of ECS (b.t.m.verlaan@minocw.nl)
Day 2 – Tuesday 9 June 2015	
13:30 –16:30	Interview at SBB (Stichting Samenwerking Beroepsonderwijs Bedrijfsleven) <ul style="list-style-type: none"> • Ellen Van Luenen, policy advisor SBB (e.vanluenen@s-bb.nl) • Ruud Baarda, senior policy advisor, SBB (r.baarda@s-bb.nl)
Day 3 – Wednesday 10 June 2015	
9:30 - 11:00	Interview at ROC (Regional training centre) Midden Nederland <ul style="list-style-type: none"> • Jacob D. Stuurwold, Secretary College Examination Board – Health care College – ROC Midden Nederland (j.stuurwold@rocmn.nl)
14:00 –15:30	Interview at CINOP <ul style="list-style-type: none"> • Frans van Hoek, project leader Euroguidance (fhoek@cinop.nl)

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