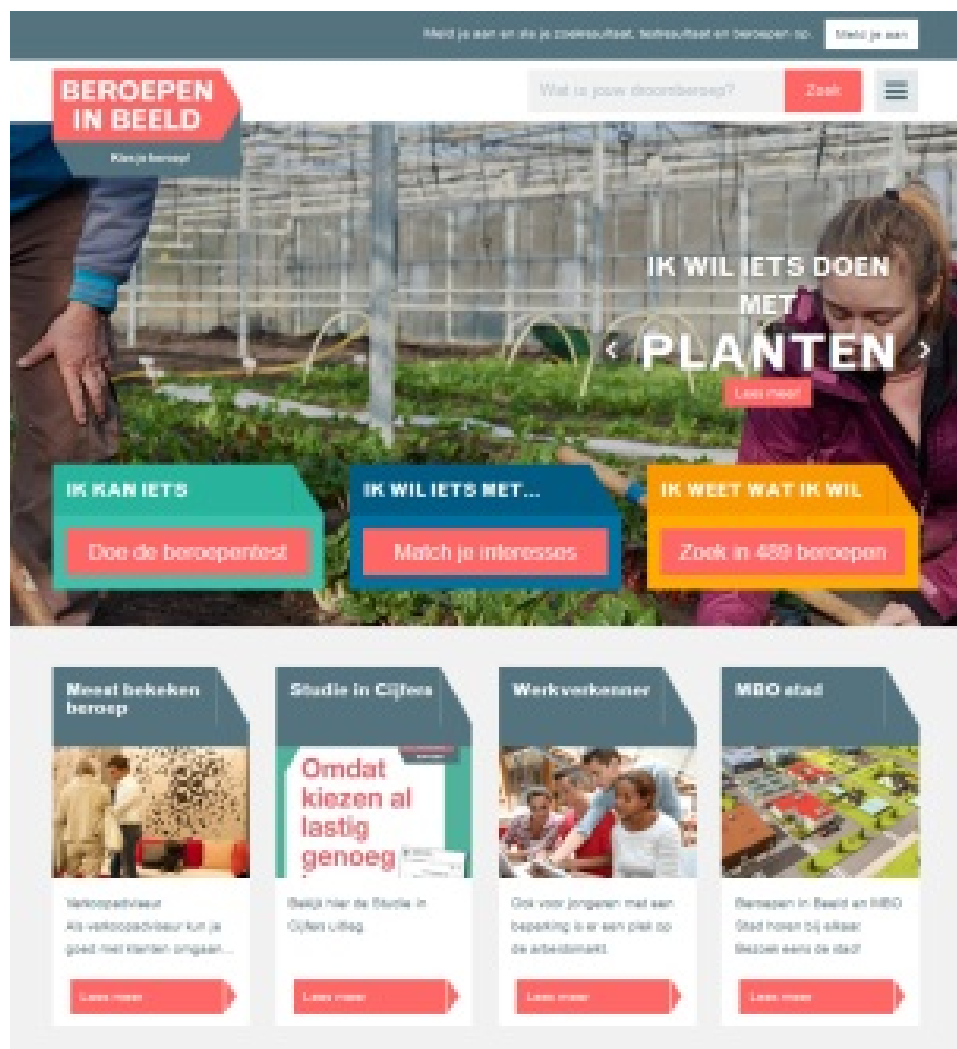


Professions in the Picture



Netherlands

Founding year:

2010

Geographic level:

National
Regional

Stakeholders involved:

National business associations, trade unions and federations, with vocational institutions and training

agencies, provide and validate the Labour Market Information offered within the website, in consultation with SBB.

Target groups:

Guidance Counsellors
School Students/Parents
Teachers/ Professors
Young people

Is the initiative a Single Access Point? :

No

Providing organisation:

Cooperation Organisation for Vocational Education, Training and the Labour Market (SBB)

URL:

[View PDF version](#)

Stakeholders roles:

Academia
Businesses

Challenges Addressed:

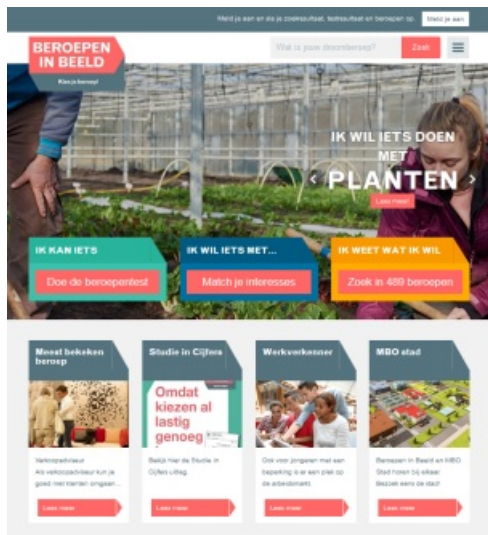
Exchange and knowledge transfer (among educational professionals, guidance counsellors, etc.)
Facilitation of transition from school education to career selection
Improve matching between skills and jobs
Improvement of guidance/ employment services
Promote self-assessment
Raise awareness on guidance
Tackling unemployment

Challenges Addressed description:

Professions in Picture **provide students with updated information on the labour market and on professions in the Netherlands.**

More than **480 professions** are presented with descriptions, texts and videos, while there is information about training, internships and job opportunities for each occupation.

The website is linked with two pages supporting the transition from school to training.



Policy objectives:

Access to Lifelong Guidance Services
Assuring the quality of Lifelong Guidance Provision
Career Management Skills
Funding Lifelong Guidance Services
ICT in Lifelong Guidance
Improving careers information
Raising the skills and qualifications of adults
Raising the skills and qualifications of young people
Supporting people at risk and disadvantaged groups
Training and Qualifications of Guidance Practitioners

INNOVATIVE ASPECTS OF

LMI description:

Types of labour market information provided involve:

- Information on professions and **required education** level – or link to the **'MBO City' website** (list of schools offering training for a particular profession);
- Tests of profession's **suitability to the user**;
- **Map of job and internship opportunities** across Netherlands.

The main **providers** of labour market information are **research institutes, the Central Bureau of Statistics (CBS), UWV and SBB**. SBB has also created an **extra website especially for teachers** with lesson material, assignments and links.

INNOVATIVE ASPECTS OF LMI:

Effective job matching
Innovative user profiling
Interoperability with job-search engines
Occupational information
Personalised educational advice
Real time LMI



INNOVATIVE USE OF ICT description:

- SBB has a **contract with an external IT company** that hosts and maintains the website;
- The update and quality assurance of data is secured by agreements made with the data suppliers;
- Users can share information in **Facebook and Twitter**;
- 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 and practice education.

INNOVATIVE USE OF ICT:

Connection with third parties (LMI, PES, etc.)
Interactive online tools
Online wiki

Results and impacts obtained:

In numbers, during the first quarter of 2015, **127 000** unique visitors visited the sites, and amongst them 25% are repeat visitors.

There is no information available on qualitative results such as the impact on career choices or skills of the website-users, as the page is not monitoring such developments in any way.

Evaluation process: SBB gets mostly **feedback from study advisers and teachers**, who express their opinion regarding the use of the website in several ways by either contacting SBB directly via e-mail or sharing their views in SBB events. **Students can provide feedback** also via their 'contact button'.

1. Rating for student satisfaction.
2. Percentage of students that passed their final exams and obtained a diploma.
3. Transfer to higher professional education.
4. Possibility of work in the profession that you are trained for.
5. Availability (chance) of work placement for this study programme.
6. Starting salary per hour.



Studie in Cijfers Autotechniek - bol			
Waarom dit Voorbereidend		deze cijfers	vanaf 2014/2015
		↓	↑
1	Studenttevredenheid rapportcijfer	7,6	6,8
2	Percentage geslaagde studenten in afgelopen schooljaar	73%	75%
3	Doorstroom naar het hbo na afgelopen schooljaar	63%	59%
		deze cijfers	vanaf 2014/2015
		↓	↑
4	Kans op werk in jouw vakgebied na je opleiding	★★★★	★★★★
5	Kans op stage	★★★★	★★★★
6	Startsalaris gemiddeld bruto uurloon	€	€ 12,46

1 september 2014 Meer informatie: <http://studieincijfers.sbb.nl>

Studie in Cijfers is ontwikkeld door SBB in opdracht van het ministerie van OCW. Aan de gegevens kunnen geen rechten worden ontleend.

Success Factors:

- **Reliable, qualitative, up-to-date** and **independent** information;
- **LMI sources** are **validated**;
- **National** and **regional information** offered is **accurate, detailed**, mostly with a **forward-thinking perspective**;
- Extra **safety** for the quality of the information, thanks to the **validity** of **SBB**;
- Close **collaboration** with **user groups**;
- **Separate lesson material** for **teachers** who teach young people with **special needs**;
- Relatively **low budget**.

Points of Attention:

- **Different methodology** to provide information by each of the 17 centres of expertise.
- Difficulty in the **interaction** with the users of the website.
- Occupation **movies** presented in the website are **old-fashioned** and do not appeal to today's students.
- Results of **matching tests** are sometimes **unclear** or may include contradictory statements.
- Need for **more information** on application issues and for the creation of a **central website**.

Socio-economic-political context:

In 2010, SBB started within a project to create job descriptions, to identify and categorise

skills, competences and occupations in a more standardised way -in accordance to the ESCO classification-. The results led to the creation of a new website by the Dutch Ministry of Education aiming at embedding the results in a digital platform and make them available to students.

Financial requirements:

The website was developed and funded as part of a project, while additional funding came from SBB. The budget for 2016-2017 came from LOB subsidy (EUR 50 000) and from SBB: (EUR 50 000).

Since 2015, the budget has been reduced up to 50%, as the website is now fully developed.

HR requirements:

Two employees of SBB are managing the project and have a background in sociology, statistics and IT. They need to demonstrate coordination, translation and analytical skills and also have good writing skills and be able to focus on the important information and summarise it. They need to have a good knowledge of the Dutch education system, and of the developments of the Dutch labour market.

ICT elements:

- The content of the page is public and worldwide accessible;
- It has an independent character and features no advertisements;
- Most of the material dedicated to teachers is downloadable in pdf form;
- Teachers are free to use whatever suits them best.

Non-ICT elements:

Stakeholders from the education and business sector are part of the general management and/or the executive committee of SBB. SBB is constantly looking for ways to satisfy both employers and schools.

Future developments & Trends:

- New services will be gradually introduced; a mix of online services and personal contact;
- Positioning products and services;
- Strengthening of cooperation between education and business at national, sectoral and regional level;
- Creation of a new website with the involvement of parents, students and teachers.

Type of initiative:

Public

Politico-administrative domain clusters:

Improving educational/ occupational guidance processes