

School-leavers between education and the labour market 2016. Facts and figures

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School-leavers between education and the labour market 2016

Facts and figures

ROA Fact Sheet

ROA-F-2017/2E

Researchcentrum voor Onderwijs en Arbeidsmarkt | ROA
Research Centre For Education and the Labour Market | ROA

1. Introduction

Every year, ROA (collaborating with Statistics Netherlands (CBS) and DESAN Research Solutions) carries out a survey among graduates on the transition from school to the labour market or to subsequent education programmes. This fact sheet presents a summary of the results of the survey completed at the end of 2016 among graduates from the 2014-2015 school year, so approximately eighteen months after graduation. For the full results, please refer to the ROA report 'School-leavers between education and the labour market 2016'. Approximately 225,000 school-leavers and graduates were approached. The total response rate was 32%.

The results cover almost the entire educational spectrum in the Netherlands: Preparatory Secondary Vocational Education (PSVE), Secondary Vocational Education - School-based Route (SVE-VT), Secondary Vocational Education - Work-based Route (SVE-DR), Senior General Secondary Education (SGSE), Pre-University Education (PUE) and Higher Vocational Education (HVE). Within SVE, a distinction is made between, on the one hand, two different learning routes (VT and DR) and on the other hand within each learning route between 4 levels. The data in the fact sheet have been aggregated across the education sectors, but the appendix also provides an overview of the figures for each education level differentiated by type of education. For reasons of comparability, the results for HVE only relate to graduates from full-time programmes.

2. Preparation for the labour market

Intermediate and higher vocational education programmes should prepare youngsters for a position in the labour market.¹ Education should also provide a basis for further development of knowledge and skills, both in professional careers and in any subsequent education. Table 1 shows the percentage of graduates who feel that the course that they completed, provides a good or very good basis for a start on the labour market. It also shows the percentage of graduates who feel that the course that they had completed provided a good or very good basis for further development.

Of all SVE graduates, a total of 59% feel that their education programme provides a good basis for further development of their knowledge and skills, against 50% who think that the programme is a good basis for labour market entry. A notable fact within SVE is that the DR programmes score better as a basis for labour market entry (64%) than the VT programmes (44%). As SVE-DR courses contain many more hours of practical work experience than SVE-VT courses, it is not surprising that graduates from SVE-DR courses feel better prepared for the labour market. However, SVE-DR courses also score better when it comes to provi-

ding a basis for further development of knowledge and skills (67%) than SVE-VT courses (56%). Within SVE-VT and SVE-DR, satisfaction with both indicators generally grows as the diploma level increases.

Of all HVE graduates, a total of 66% feel that their education programme provides a good basis for further development of their knowledge and skills, against 54% who think that the programme is a good basis for labour market entry.

Table 1
Education programme as preparation for the labour market and further development of knowledge and skills (%)

	Labour market entry	Further development of knowledge and skills
	Good/very good basis (%)	Good/very good basis (%)
SVE-VT 1	41	53
SVE-VT 2	43	56
SVE-VT 3	46	55
SVE-VT 4	45	57
SVE-DR 1	46	55
SVE-DR 2	58	61
SVE-DR 3	68	70
SVE-DR 4	67	70
HVE	54	66

Note: The questions for HVE graduates differ slightly from those for SVE graduates.

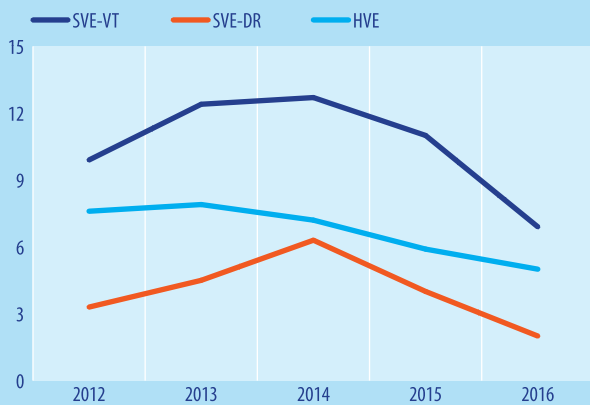
3. Success in the labour market

The returns of an education programme in economic terms depend on a number of factors at the time of labour market entry. The labour market entry of graduates from SVE and HVE has therefore been analysed on the basis of various indicators.

Figure 1 shows the employment rates at the time of the various types of courses between 2012 and 2016. The impact of economic trends on employment rates is clearly visible in the figure. After 2014 (for HVE even after 2013) unemployment rates drop as a result of the economic upturn, a trend that clearly continued in 2016. In 2016, 6.9% of the SVE-VT graduates was unemployed (Level 1: 18.9%; Level 2: 11.1%; Level 3: 6.4%, and Level 4: 4.2%). Among SVE-DR graduates, the percentage is considerably lower, with 2% (Level 1: 11.8%; Level 2: 2.8%; Level 3: 0.6%, and Level 4: 1.3%). Five percent of the HVE graduates was unemployed.

¹ Exceptions are SVE Level 1 courses, which formally do not provide a basic qualification.

Figure 1
Unemployment at the time of the survey (%)

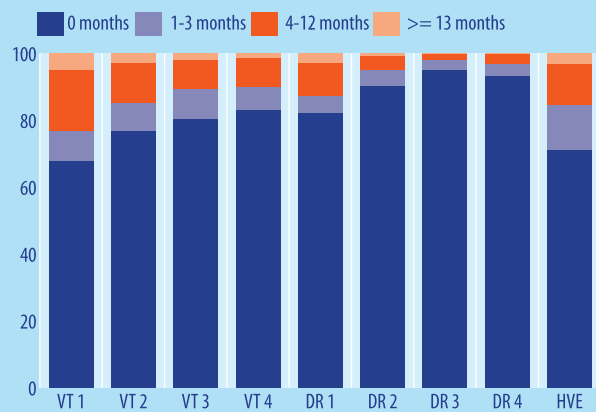


However, the unemployment rate at the time of the survey is not the only indicator of the smoothness of labour market entry. Figure 2 therefore also includes data relating to the duration of the search for the first job. We can see that it takes longer for graduates from SVE-VT programmes to find their first job than for graduates from SVE-DR programmes. On average across all four education levels, 20% of the SVE-VT graduates experienced entry unemployment, against 8% of the SVE-DR graduates. These results are possibly due to the fact that DR graduates often find a job in the company in which they did their training.

For the two SVE routes, we may conclude that entry unemployment is less and shorter as the level increases. Within SVE-VT courses, the differences are great. At Level 1, 32% of the graduates experienced entry unemployment, of whom 5 percentage point (pp) was unemployed for 13 months or more. At Level 2, entry unemployment was 23%, of whom 3% point was unemployed for 13 months or more. At level 3, 20% experienced entry unemployment. Of the latter, 2 percentage point had not found a job after 13 months or more. At level 4, the percentage of graduates who experienced entry unemployment, was 17%, of whom 2 percentage point did so for 13 months or more.

Zooming in on DR courses, graduates at Level 1 faced entry unemployment in 18% of all cases. The percentage of those still looking for a job after 13 months or more, was 3%. At Level 2, 10% were confronted with entry unemployment, but only 1% of them were unemployed for 13 months or more. Among graduates of Level 3, 5% was unemployed after successfully completing their course and for only very few graduates, this lasted 13 months or more. At Level 4, 7% did not manage to find a job immediately, again, almost all unemployment had dissolved after 13 months. Of all HVE graduates, 29% experienced entry unemployment. Of them, 3 percentage point remained unemployed for 13 months or more.

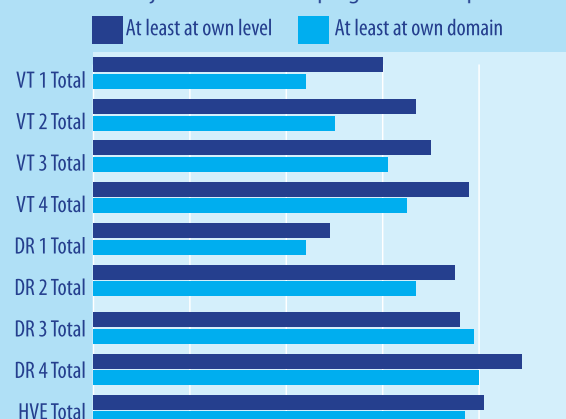
Figure 2
Entry unemployment (%)



In addition to unemployment rates, there are some other important indicators that illustrate the match between education and the labour market. Figure 3 shows how well the school-leavers' jobs match the programmes that they completed in terms of level and type of education. Among the SVE graduates, 75% found a job that was at least at the level of the education programme completed, with DR graduates doing slightly better (77%) than VT graduates (72%). For HVE, an average of 81% found a job at least at their own level.

In addition to the level of the job, the job type is another important factor for determining the quality of the job. Figure 3 shows that school-leavers with a diploma from the lowest level within SVE are the least likely to work within their own occupational domain. The most likely ones to be working within their own occupational domain, are graduates from Level 4 (65% for VT Level 4 and 80% for DR Level 4), while the least likely ones are graduates from Level 1 (44% for VT Level 1 and 44% for DR Level 1). Of all HVE graduates, 77% work in their own or a related domain.

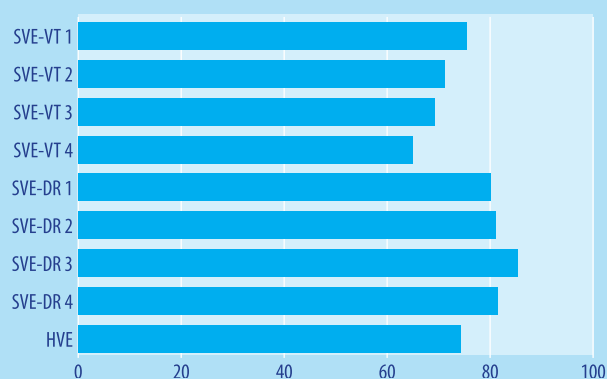
Figure 3
Match between job and education programme completed



Complementary to these objective indicators, the match between education and the labour market has also been established in a more subjective way, by asking respondents how satisfied they themselves were with the match between their job and the course that they had completed.

On the whole, we can state that SVE-DR graduates are more satisfied with this than SVE-VT graduates. In SVE-DR, 83% of the graduates find the match sufficient to good, while for SVE-VT, this applies to 70%. HVE graduates take a middle position: 75% find the match sufficient or good.

Figure 4
Match between programme completed and current job (%)



Another indicator for the quality of work and the transition from education to the labour market, is the wages received by working school-leavers. Table 2 shows the average gross hourly wages, gross monthly wages, and the number of hours worked per week for each education level. Please note that hourly wages allow a better comparison than monthly wages, as differences in monthly wages can also be caused by the number of hours worked.

Table 2
Average gross hourly wages (€)

	hourly wages	monthly wages	working hours per week
SVE-VT 1	6,5	725	26,2
SVE-VT 2	8,0	1.033	28,7
SVE-VT 3	9,3	1.213	28,9
SVE-VT 4	10,5	1.450	31,1
SVE-DR 1	9,5	1.432	32,0
SVE-DR 2	9,8	1.523	34,8
SVE-DR 3	12,3	1.793	33,5
SVE-DR 4	13,7	2.042	34,0
HVE	13,9	2.008	33,8

For both SVE-VT and SVE-DR, the higher the education level acquired, generally the higher the hourly wages are. This also applies to the gross monthly wages. On average, the hourly wages for SVE-VT graduates is lower (€9.63) than the hourly wages of SVE-DR graduates (€11.80). Among VT graduates, gross hourly wages vary from € 6.49 (Level 1) to € 10.64 (Level 4), while DR graduates earn between € 9.48 (Level 1) and € 13.75 (Level 4). The average hourly wages for HVE graduates is higher (€13.89) than those for SVE-VT or SVE-DR graduates. For SVE-VT and SVE-DR, we can say that the higher the level, the more hours graduates worked.

HVE graduates, on average, worked slightly fewer hours than graduates from SVE-VT Level 4.

Level of job satisfaction

Although all aspects discussed are key indicators for the success of a programme and the entry qualification, the satisfaction of school-leavers with their current jobs is perhaps the most important issue. The level of satisfaction is measured using two indicators: the overall satisfaction with the current job, and the level of satisfaction with the career perspectives offered by that job. Table 3 shows for each education level how satisfied graduates are with their current jobs and with the career perspectives offered by those jobs.

On the whole, we may conclude that working SVE and HVE graduates are very satisfied with their current jobs. Between 69% (HVE) and 79% (SVE-DR Levels 2 and 3) are (very) satisfied. HVE graduates are most satisfied with the career perspectives offered: 61% consider these to be good to very good. This percentage is considerably higher than for SVE graduates. Among the latter, the percentage of those who regard their career perspectives as good or very good, ranges from 31% (SVE-DR Level 1) to 48% (SVE-DR Level 2).

Table 3
Level of satisfaction with current job and career perspectives (%)

	VT 1	VT 2	VT 3	VT 4	DR 1	DR 2	DR 3	DR 4	HVE
Satisfied with job	73	74	74	74	71	79	79	77	69
Good career perspectives	34	40	39	40	31	48	46	46	61

4. Transition to further education

After graduation, youngsters may choose to continue their educational career instead of entering the labour market. Figure 5 gives an overview of the qualifying follow-up routes for the graduates from this survey.

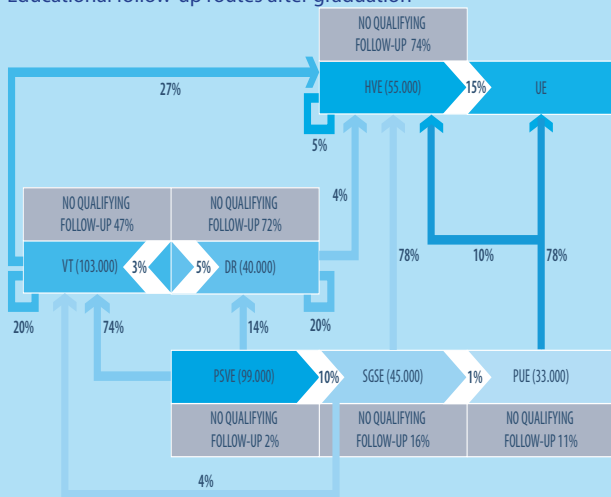
Moving on to further education decreases as the level of the diploma acquired is higher. PSVE is not regarded as a basic qualification and this is confirmed by the rate of graduates moving on to further education (98%). Most of these move on to SVE-VT programmes (74%), while some move on to SVE-DR programmes (14%). Another part (10%) moves on to SGSE.² Having graduated from an SVE-VT programme, 53% opt for a follow-up course. 27 percentage points go to an HVE programme, 20 pp to another SVE-VT programme, while 5 pp choose an SVE-DR programme. From SVE-DR, fewer graduates opt for further education than from SVE-VT, but the figure is still 28%. Most of them opt for another SVE-DR programme (20%), but 3% choose an SVE-VT programme, while another 4% move on to an HVE programme.

² The PSVE theoretical programme has the largest percentage of students who continue to do a course in SGSE, namely 19%.

From SGSE, 84% take a follow-up course straight away. The majority of them choose an HVE course to continue their education (78%), but 4% opts for an SVE-VT course, while 1% continue in PUE. From PUE, 89% take a follow-up course straight away. Most of them choose a UE programme (78%), but a number of them opt for an HVE programme (10%). The graduates from SGSE and PUE who do not move on to further education, usually leave the education system only temporarily, as many of them take a sabbatical year to travel, or have other plans before starting their next course.

From HVE, about a quarter (24%) decides to take another course. Most of them choose a UE programme (14%), but the option of another HVE programme also occurs (5%).

Figure 5
Educational follow-up routes after graduation



School-leavers who had moved on to a subsequent education programme, were asked what they thought of the match between the programme that they had completed and the subsequent one. Figure 6 shows which part of the school-leavers who continued their studies considered this match sufficient or good. The vast majority of those who moved on to a subsequent programme (78%) thought that the match between their previously completed programme and the subsequent one was sufficient to good.

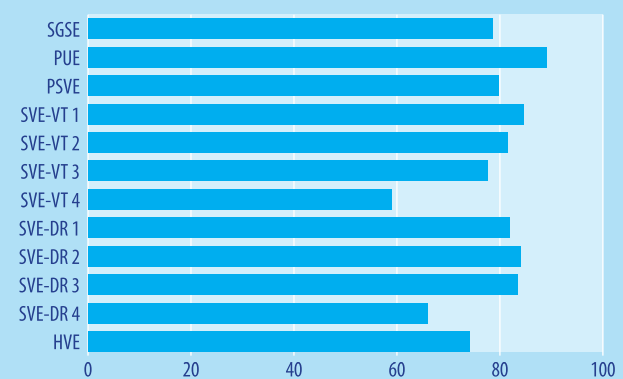
In secondary education, PUE graduates value their courses best (89% is satisfied), while SGSE graduates are the least satisfied with the match (78% is satisfied).

Within SVE, we see that SVE-VT graduates on the whole are more critical of the match than SVE-DR graduates. Across all levels, 82% of all SVE-DR graduates and 70% of the SVE-VT graduates find the match sufficient. A notable fact within SVE is that the higher levels are less satisfied with the match than the lower levels. Whereas 85% of those from Level 1 (SVE-DR 1) and 81% (SVE-VT 1) are satisfied, at level 4 this only applies to 65% (SVE-DR 4) and 59% (SVE-VT 4). It needs to be taken into account that school-leavers with a diploma from the lower level SVE-VT

programmes usually move on to subsequent programmes within SVE, while for qualified school-leavers from SVE Level 4, continuing their education generally means switching to HVE.

Of all HVE graduates, 74% is satisfied with the match with subsequent education.

Figure 6
Match between programme completed and subsequent programme (%)

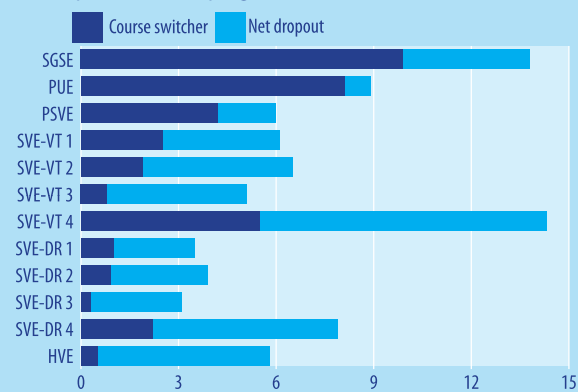


For more insight in the success of subsequent courses, Figure 7 shows the percentage of youngsters who had left their follow-up course at the time of the survey (approximately eighteen months after graduation). A distinction is made between programme switchers (who stopped a programme, but immediately started another one) and dropouts (who had left the education system).

Of all secondary-school graduates who started a new course, most programme switchers can be found in SGSE (10%), followed by PUE (8%) and PSVE (4%). Most dropouts in secondary education can be found in SGSE who went on to do a follow-up course (4%), followed by PSVE graduates (2%) and PUE graduates (1%).

Among graduates from SVE, the group from SVE-VT who went on to do another course shows more programme switchers than the group of SVE-DR graduates. Among the SVE-VT graduates who went on to do another course, 4% switches programmes, while the figure is (almost) nil (1%) for SVE-DR graduates. The dropout rate is also higher among SVE-VT graduates (6%) than among SVE-DR graduates (2%). Among HVE graduates who went on to do another course, the dropout rate is 6%, while there are (almost) no programme switchers (0%).

Figure 7
Net drop-out rate and programme switchers (%)



5. Satisfaction with education programme

Various indicators were used to measure the level of satisfaction of school-leavers with the education programme completed. The survey looked both at education-specific issues (such as the content of the programmes, teaching methods, etc.) and more material and practical aspects (such as facilities).

As a concluding assessment, graduates were asked whether - looking back - they would choose the same education programme again (see Table 4). Of all graduates, 82% would choose the same programme again. This percentage shows that a large majority of the respondents still agree with the choice made with respect to the education programme.

Within SVE, SVE-DR graduates are satisfied with their course relatively more often than SVE-VT graduates. Across all levels together, 84% of all SVE-DR graduates would choose the same course again, against 75% of all SVE-VT graduates. Within SVE, graduates from the higher levels, when looking back, are satisfied with their choice relatively more often than graduates from the lower levels. At Level 4, 78% of SVE-VT graduates and 85% of SVE-DR graduates are satisfied, while at Level 1 this applies to 66% (SVE-VT) and 79% (SVE-DR). Almost four in every five HVE graduates are satisfied with the course that they had chosen: 79% would choose the same course again.

Table 4
Level of satisfaction looking back (%)

	Choice of programme	
	Same programme	Different programme
PSVE	89	11
SVE-VT 1	66	34
SVE-VT 2	72	28
SVE-VT 3	74	26
SVE-VT 4	78	22
SVE-DR 1	79	21
SVE-DR 2	82	18
SVE-DR 3	85	15
SVE-DR 4	85	15
HVE	79	21

General

	Course provides a good basis for labour market entry (%)	Course provides a good basis for further development of knowledge and skills(%)	Looking back, choose course again (%)
PSVE	-	61	89
PSVE theoretical programme	-	63	91
PSVE Agriculture	-	57	88
PSVE Technology	-	65	86
PSVE Economics	-	59	88
PSVE Health Care	-	58	87
PSVE intersectoral	-	57	88
SVE	50	59	78
VT	44	56	75
VT 1	41	53	66
VT 2	43	56	72
VT 2 Agriculture	36	52	68
VT 2 Technology	45	57	75
VT 2 Economics	43	54	68
VT 2 Health Care	42	58	76
VT 3	46	55	74
VT 3 Agriculture	37	47	70
VT 3 Technology	51	58	77
VT 3 Economics	39	52	70
VT 3 Health Care	56	63	80
VT 3 Behaviour & Society	44	54	74
VT 4	45	57	78
VT 4 Agriculture	40	54	74
VT 4 Technology	52	59	80
VT 4 Economics	39	54	77
VT 4 Health Care	53	61	82
VT 4 Behaviour & Society	38	56	76
DR	64	67	84
DR 1	46	55	79
DR 2	58	61	82
DR 2 Agriculture	52	59	84
DR 2 Technology	62	63	86
DR 2 Economics	52	58	75
DR 2 Health Care	51	62	79
DR 3	68	70	85
DR 3 Agriculture	61	66	81
DR 3 Technology	69	69	88
DR 3 Economics	56	62	79
DR 3 Health Care	79	79	85
DR 3 Behaviour & Society	63	67	83

General

	Course provides a good basis for labour market entry (%)	Course provides a good basis for further development of knowledge and skills(%)	Looking back, choose course again (%)
DR 4	67	70	85
DR 4 Agriculture	55	74	80
DR 4 Technology	71	71	88
DR 4 Economics	58	64	80
DR 4 Health Care	75	73	87
DR 4 Behaviour & Society	65	69	79
HVE	54	66	79
HVE Agriculture	59	71	80
HVE Technology	65	71	85
HVE Economics	53	64	72
HVE Health Care	56	71	84
HVE Behaviour & Society	44	63	75
HVE Education	62	62	88
HVE Language & Culture	29	72	84
Total	51	61	82

Source: ROA (SIS)

Subsequent education

	match reasonable/good (%)	net dropout in subsequent course (%)	course switcher in subsequent education (%)
SGSE/PUE	83	3	9
SGSE	78	4	10
PUE	89	1	8
PSVE	79	2	4
PSVE theoretical programme	81	1	5
PSVE Agriculture	72	4	2
PSVE Technology	81	1	4
PSVE Economics	82	2	4
PSVE Health Care	80	3	3
PSVE intersectoral	78	3	4
SVE	72	6	3
VT	70	7	4
VT 1	85	4	2
VT 2	81	5	2
VT 2 Agriculture	76	5	2
VT 2 Technology	80	4	2
VT 2 Economics	80	5	2
VT 2 Health Care	86	5	2
VT 3	78	4	1
VT 3 Agriculture	79	8	0
VT 3 Technology	75	3	1
VT 3 Economics	75	4	1
VT 3 Health Care	83	5	1
VT 3 Behaviour & Society	80	6	1
VT 4	59	9	6
VT 4 Agriculture	54	10	5
VT 4 Technology	60	9	4
VT 4 Economics	58	9	7
VT 4 Health Care	62	7	4
VT 4 Behaviour & Society	57	9	6
DR	82	3	1
DR 1	82	3	1
DR 2	84	3	1
DR 3	83	3	0
DR 4	65	6	2

Subsequent education

	match reasonable/good (%)	net dropout in subsequent course (%)	course switcher in subsequent education (%)
HVE	74	5	0
HVE Agriculture	68	7	2
HVE Technology	68	8	1
HVE Economics	74	5	0
HVE Health Care	78	4	0
HVE Behaviour & Society	73	8	0
HVE Education	82	3	0
HVE Language & Culture	-	4	0
Total	78	3	5

Source: ROA (SIS)

Labour market

	At least at own level (%)	Own/related domain (%)	Match sufficient / good (%)	Unemployed (%)	Entry unemployment > 3 months (%)	Gross hourly wages (euro)
SVE	75	66	76	5	10	10,53
VT	72	60	70	7	12	9,63
VT 1	60	44	72	19	23	6,49
VT 2	67	50	70	11	15	8,03
VT 2 Agriculture	64	49	68	11	17	7,31
VT 2 Technology	73	55	72	10	15	8,57
VT 2 Economics	63	48	69	10	13	7,99
VT 2 Health Care	66	49	72	14	15	7,64
VT 3	70	61	70	6	10	9,33
VT 3 Agriculture	56	51	63	5	11	7,72
VT 3 Technology	69	68	69	5	12	10,29
VT 3 Economics	58	45	61	10	13	8,61
VT 3 Health Care	79	70	79	3	5	9,90
VT 3 Behaviour & Society	80	73	75	7	13	9,59
VT 4	78	65	69	4	11	10,46
VT 4 Agriculture	72	58	65	5	11	9,21
VT 4 Technology	78	68	71	4	11	11,10
VT 4 Economics	73	54	63	6	11	9,63
VT 4 Health Care	87	79	78	2	7	11,43
VT 4 Behaviour & Society	77	66	66	4	12	10,01
DR	77	74	83	2	4	11,80
DR 1	49	44	81	12	13	9,48
DR 2	75	67	82	3	5	9,81
DR 2 Agriculture	70	60	78	2	5	10,75
DR 2 Technology	77	71	81	2	3	10,38
DR 2 Economics	68	55	81	4	9	8,40
DR 2 Health Care	78	71	81	6	7	9,24
DR 3	76	79	86	1	2	12,27
DR 3 Agriculture	66	68	78	2	3	11,88
DR 3 Technology	72	82	84	0	1	13,18
DR 3 Economics	65	63	81	2	4	9,88
DR 3 Health Care	89	87	92	0	1	13,11
DR 3 Behaviour & Society	90	81	88	0	4	13,09
DR 4	89	80	82	1	3	13,75
DR 4 Agriculture	82	76	73	0	4	12,42
DR 4 Technology	86	84	82	0	1	14,88
DR 4 Economics	80	66	78	3	4	11,75
DR 4 Health Care	96	90	86	1	2	14,64
DR 4 Behaviour & Society	94	77	77	4	10	14,41

Labour market

	At least at own level (%)	Own/related domain (%)	Match sufficient / good (%)	Unemployed (%)	Entry unemployment > 3 months (%)	Gross hourly wages (euro)
HVE	81	77	75	5	15	13,89
HVE Agriculture	76	73	75	5	17	12,76
HVE Technology	87	83	79	4	16	14,70
HVE Economics	83	67	69	7	15	13,63
HVE Health Care	84	89	83	3	14	14,99
HVE Behaviour & Society	59	80	71	6	20	13,44
HVE Education	92	92	87	3	10	14,83
HVE Language & Culture	65	63	69	3	17	10,70
Total ¹	77	69	75	5	11	11,84

¹= inclusive PSVE

Source: ROA (SIS)

Unemployment trend

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
SVE-VT 1/2	8	8	12	12	16	15	21	22	18	12
SVE-VT 3/4	2	3	5	4	6	8	10	10	9	5
SVE-DR 1/2	3	1	4	4	5	5	6	7	6	4
SVE-DR 3/4	1	1	2	1	2	2	3	5	3	1
HVE	3	3	6	5	6	8	8	7	6	5

-: not available

Note: The year is the year of the survey. In 2012, respondents came from the 2010-2011 survey.

School-leaver Information System

A publicly accessible data source

General

The subsidies provided by the (Dutch) Ministry of Education, Culture and Science, the Ministry of Economic Affairs, and the Ministry of Social Affairs and Employment, enable the basic facilities. The data sets are freely accessible and thus enable a wide range of strategic research, from Ph.D. theses and academic policy-relevant articles, to national policy reports. The annual data sets from the School-leaver Information System are available through www.dans.knaw.nl. For support in the use of the data sets, ROA researchers can be reached through secretary-roa-sbe@maastrichtuniversity.nl.

Figures from the School-leaver Information System were recently used for, among others:¹

- Studiekeuze 123 (Study Selection) website;
- Studie in cijfers (Education in Figures);
- Keuzegids MBO (SVE Course Selection Guide), Keuzegids HBO (HVE Course Selection Guide);
- Onderwijs in Cijfers (Education in Figures) by the Ministry of Education, Culture and Science;
- Commissie Macrodoelmatigheid: Arbeidsmarktperspectief mbo niveau 2 (Labour Market Perspective SVE Level 2);
- SCP: Eerste treden op de arbeidsmarkt (First steps in the labour market);
- Dutch Inspectorate of Education: De staat van het onderwijs – onderwijsverslag (The State of Education - a report);
- Dutch Inspectorate of Education: Beginnende leraren kijken terug, deel 1: de pabo (Junior Teachers Looking Back, Part 1: Teacher Training College)
- Dutch Inspectorate of Education: Beginnende leraren kijken terug, deel 2: de pabo (Junior Teachers Looking Back, Part 2: Second-Degree Teacher Training)
- SEO/ECBO/ROA: Klaar voor de groei (Ready for Growth): Monitor uitrol Associate degree (Associate Degree Rollout Monitor)
- MBO raad (SVE Council): Feiten en cijfers (Facts and Figures);
- ECBO: Het Nederlandse onderwijs geketend (Dutch Education Chained): Doorstroom in en tussen vo en mbo (Moving from SE to SVE);
- ECBO: De kleur van het middelbaar beroeps-onderwijs (The Colour of Secondary Vocational Education): Een overzichtsstudie naar allochtonen in het mbo (An Overview of Immigrants in SVE);

- Innovation Platform: Kennis en Innovatie Agenda 2011 – 2020 (Knowledge and Innovation Agenda 2001 - 2020);

Website Kerncijfers Schoolverlatersonderzoeken (Key Figures from the School-leaver Surveys website):

<https://roastatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>

The Key Figures from the School-leaver Surveys website (<https://roastatistics.maastrichtuniversity.nl/SISOnline/Home.aspx>) contains long-term national statistics on qualified school-leavers from initial education in the Netherlands. The figures are based on ROA's school-leaver surveys and relate to those who successfully completed a course in GSE, PSVE, SVE and Higher Education. The key figures presented provide insight in the courses completed, subsequent education and school-leavers' labour market entry.

The website can be consulted from two different perspectives: by educational classification and by key indicators. The educational perspective shows all key figures for a particular educational classification. Selections that can be made include educational levels, educational sectors and individual courses. There is also an option to select full-time, part-time or dual education programmes. The indicator perspective shows the information for a single indicator for all education levels, sectors or courses. Both in the menu and in the overview tables, the key indicators have been divided into five categories:

- general background characteristics;
- course completed;
- opinion on the course completed;
- characteristics of subsequent education;
- labour marker indicators and job characteristics.

Each time, the figures shown represent the five most recent survey years, as far as possible, and they are updated annually around the time of publication of the national 'School-leavers between Education and the Labour Market' report.

The website also provides detailed information on the methodological approach of the School-leaver Information System (SIS) and an account of the response.

¹ For ROA reports based on figures from the School-leaver Information System, see www.roa.nl

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