Labor Market Information and Education Decisions
Preregistration Document

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Abstract

Education is known to affect the labor market prospects of individuals. The literature shows that individuals’ beliefs about how education influences labor market prospects plays a role in their decisions on whether and in what program to enroll. While the number of field-experimental studies on the role of labor market information in educational choices is growing, a number of key issues have not been dealt with yet. First, while information is often presented by an individual, the way in which the identity of the information presenter influences the way in which the receiver uses that information is unclear. Second, none of the existing studies have looked at the potentially detrimental effect of information overload. With this paper, we hope to provide more evidence on the effect of labor market information on education decisions and fill in some of the above mentioned gaps in the literature.

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1 Introduction

The education choice is one of the most important decisions a youngster makes in his or her early life. It is known to affect the likelihood of finding a job, earnings and many other later life outcomes (Oreopoulos & Salvanes, 2011). According to the human capital model, education decisions are made based on the discounted value of expected returns to the choice. This implies that it is crucial for youngsters to have sufficient information at their disposal. In this document, the design of an experiment to test the importance of information about labor market returns in education decisions is laid out.

The literature shows that labor market information is indeed a determinant of the education choice, but the degree to which it influences education choices varies. For example, students from low socioeconomic backgrounds seem to be particularly sensitive (e.g., Peter and Zambre, 2017). In several studies, the information is presented by an individual (e.g., Pekkala Kerr, Pekkarinen, Sarvimäki, and Uusitalo, 2015; Peter and Zambre, 2017; Bonilla, Bottan, and Ham, 2017; Oreopoulos and Dunn, 2013). However, the effect of the person presenting the information on the degree to which this information affects youngsters’ choices, has not been researched yet. Moreover, while a number of studies look at the effect of different types of information (e.g., Bleemner and Zafar, 2018; Ruder and Van Noy, 2017; Lergetporer, Werner, and Woessmann, 2018), none of these look into the effect of the amount of information. It is not clear whether students may suffer from information overload. This experiment attempts to add to the literature by providing more evidence on the role of labor market information in education choices and filling in the above mentioned gaps by answering the following research questions.

1. Does occupation-specific labor market information influence...
   
   (a) beliefs about labor market prospects of occupations?
   
   (b) the preference for occupations?
   
   (c) the study profile\textsuperscript{1} choice?
   
   (d) the study program choice?

2. Do students suffer from information overload?

3. Does the identity of the information presenter (gender; status) affect the impact of the information?

\textsuperscript{1}In the Netherlands, students choose a profile after the first two years in preparatory vocational education. This profile dictates the courses the students take and therefore what study programs they will likely attend.
2 Experimental Design

The proposed experiment takes place within the online career counseling platform for preparatory vocational education (vmbo in Dutch) of Qompas\(^2\). Qompas is a private company that, among other things, provides career guidance services to secondary and post-secondary education students in the Netherlands. The platform provides preparatory vocational education students with computer assignments and tests to do in class. The assignments and tests help the students get to know what they like, what they’re good at and what occupations might fit them. All the information generated throughout the various steps of the Qompas assignments are stored in an individual ‘student file’. The students are supposed to periodically review this file. One of the tests is the so-called ‘occupation test’. During this test, students answer a number of questions about themselves and potential occupations. Based on the answers given, Qompas calculates a score for each of the 353 occupations in their system. This score represents how well the occupation fits the student’s preferences and abilities. Our experiment starts right after this test.

2.1 Prior Profile Choice, Ranking and Beliefs

After the test, students are first asked what study profile they intend to choose. We refer to this as the prior intended profile choice.

After this, the students are shown the twenty occupations that fit them best according to the test. They are subsequently asked to select the five occupations they are most interested in pursuing out of these twenty occupations. After selecting the five occupations, the students are shown information about what the work in the different occupations entails. After the students are provided with this information, they are asked to rank the five occupations on the basis of how much they want to pursue that occupation. We refer to this as the prior ranking of occupations. When making the ranking, the study profiles associated with the different occupations are shown.

After the ranking, the students are asked about their beliefs about the labor market prospects of the different occupations. They are asked to estimate both the opportunities of finding a job in six years and the current hourly wage of intermediate vocational education graduates for the selected occupations. The opportunities of finding a job can be either very bad, bad, reasonable, good or very good. The options for the hourly wage range between €10,- and €26,-, with €1,-intervals. We refer to these beliefs as prior beliefs.

2.2 Information

Once the beliefs are elicited, students are shown a number of screens, depending on the treatment group they belong to. Randomization of students into control and treatment groups is done at

\(^2\)www.qompas.nl
the school level. There is one control group and there are four treatment groups. For the exact randomization strategy, see Section 3.2. The control group is shown no information about the labor market prospects of different occupations and is therefore shown no sender either. The treatment groups are provided with information about either just the job opportunities of their selected occupations or both the job opportunities and hourly wage levels of their selected occupations. This information is provided by Maastricht University’s Research Center for Education and the Labor Market. As part of one of its research programs, this research center has developed labor market forecasts. These forecasts predict the job opportunities for 113 different occupational groups for the coming six years. The Qompas occupations are matched to these occupational groups. The information about the gross hourly wage is taken from administrative data. It is the mean hourly wage for individuals who graduated from an intermediate vocational education program and work in the occupational group associated with the Qompas occupation. The reason for not taking the seemingly more relevant median hourly wage is that preparatory vocational education students probably know the definition of the mean, but may not know the definition of the median.

Treatment 1 and 2 are given information about just the job opportunities. Treatments 3 and 4 get information on both the job opportunities and the hourly wage levels for different occupations.

In treatments 1 and 3, the information is presented by a researcher from the Research Center for Education and the Labor Market. These ‘information senders’ are divided into four groups: low-status males, high-status males, low-status females and high-status females. In this context, status is defined by the seniority of the information sender. A researcher that does not have a Ph.D. (yet) is considered low-status, whereas a researcher with a Ph.D. is considered high-status. To ensure understanding, the designation presented to students is either ‘beginning researcher’ or ‘experienced researcher’. The reason for not presenting the different statuses as ‘junior’ and ‘senior’, respectively, is that we are again worried about a lack of understanding. ‘Beginning’ and ‘experienced’ are more commonly used in the scenario described above in Dutch than in English. For each sender, the name and status are shown. Gender is not explicitly mentioned, but the names of all senders are indicative of their gender and the Dutch word for ‘researcher’ is different for men and women. No pictures of the sender are shown, so as to avoid bias caused by appearance unrelated to status or gender.

In treatments 2 and 4, no human information sender is specified. Instead, students are told the Research Center for Education and the Labor Market provides them with the information. Table 1 provides a schematic overview of the different treatments.

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3www.roa.nl
4http://roa.sbe.maastrichtuniversity.nl/?portfolio=poa-project-onderwijs-arbeidsmarkt-2; For more information about the forecasts, please contact d.fouarge@maastrichtuniversity.nl
5In Dutch: ‘beginnend onderzoek(st)er’ and ‘ervaren onderzoek(st)er’
To decide on the way in which to display the information, we held a short survey among students of a high school that does not work with Qompas, but is otherwise very similar. This survey and its translation can be found in Appendix B. Approximately 72% (44 out of 61) of students indicated that the current way of displaying information was the most clear to them.

We are primarily interested in the effect of the information about job opportunities. Therefore, we did not include a treatment group that only gets information about hourly wages, so as to preserve power. The main reason for this is that the information about job opportunities is a forecast of the situation in six years, which is more relevant for the students than the current hourly wage levels.

2.3 Video

Next, after the first ranking (control group) or information provision (treatment groups), all groups are shown a video\(^6\) about work in general. We do this to allow both treated and non-treated students some additional reflection time. The video does not mention any particular occupations or the importance of job opportunities and wages.

2.4 Posterior Ranking and Beliefs

After the video, the students are asked to make a second ranking. They are shown their first ranking and asked whether they want to change anything. We refer to this as the posterior ranking at second elicitation. After this second ranking, beliefs are again elicited. We refer to these beliefs as the posterior beliefs.

2.5 Alternative Occupations

It is possible that students select occupations with very bad labor market prospects only. Based on a sample of historical data, approximately 20% of students is expected to select only such occupations. In this case, providing information is not very useful. To deal with this, students who selected only occupations that have very bad, bad or reasonable job opportunities are shown a number of alternative occupations. The occupations suggested are those with the best labor market prospects out of the twenty occupations they selected, ranked first on job opportunities.

\(^6\)https://www.youtube.com/watch?v=YJ78VDQrO3c
and then on hourly wages. The difference between the control group and treatment groups lies in the information provided. The control group gets no information about why these occupations are suggested. The treatment groups are told these occupations have better prospects. Treatments 1 and 2 then get information about just the job opportunities and treatments 3 and 4 get information about both the job opportunities and the hourly wages.

After the alternative occupations are suggested, the students can decide to learn more about these occupations or not. We refer to this as the decision to learn more about the alternative occupations or not. If the students decide to learn more about these occupations, they are thereafter asked whether they want to change their ranking one last time. In this ranking, the students are allowed to include the alternative occupations. Initially, the new occupations are placed at the bottom of the ranking in a random order. We refer to this ranking as the posterior ranking at third elicitation. The final top five occupations are subsequently included in the student file.

2.6 Education Choices

A number of months after the experiment, the second-year students have to choose a study profile. Students are supposed to indicate what study profile they chose in the ‘definitive profile choice survey’. We refer to this as the actual profile choice. There are two downsides to this survey, however. First, historically, the response rate is low. We are currently considering options to increase the response rate. Second, students can only choose profiles that are available at the school they attend. If they plan to switch schools after the second year, possibly because their profile of choice is not available at the school they are currently attending, these students cannot select their profile of choice in the survey. For these reasons, we also include a question about the intended profile choice at the end of the experiment. In the analyses, we refer to this as the posterior intended profile choice. If this question is a good predictor of the actual profile choice made, and this quality does not differ by treatment group, the answer could be used to predict the profile choice in case of low response rates for the definitive profile choice survey.

The fourth-year students have to choose a study program a number of months after the experiment. This choice is captured in one of the other Qompas assignments. As it is measured using a free-form text field, some additional data processing is required before it can be analyzed. We are currently considering the most efficient way of processing this data. Naturally, the study program choices of the current third- and second-year students are captured a year and two years later, respectively.

For the analysis, we use measurements of the first, second and third ranking of, and the first and second elicitations of beliefs about, the selected occupations; the third ranking is only measured for individuals that decided to learn more about the suggested alternative occupations, which is also
measured and analyzed. Moreover, we use measures of the profile choice for second-year students and the study program choice for fourth-year students. As soon as data about the study program choice of third- and second-year students becomes available, these are included in the analyses. Appendix C provides an overview of the screens students in all treatments see.

3 Sample

3.1 Recruitment

Schools were notified of the experiment in two ways. A message was posted on the online portal of the Qompas system and the school administrators were sent an email. The text sent and its translation can be found in Appendix A.

At the time of recruitment, 300 schools were registered in the Qompas system. 13 schools could not take part in the experiment because their profile was not complete. 1 school indicated they did not want to participate in the experiment. We are therefore left with 286 schools.

3.2 Randomization Procedure

We employ a stratified randomization procedure at the school level. The reason for randomizing at the school level is twofold. First, it reduces the chance of there being spillover effects between the different treatments. Second, we expected schools to be less willing to participate if some of their students were to be provided with information, whereas others weren’t. As stated, 286 schools participate in the experiment. Last year, the occupation test was completed by approximately 32,750 students. A third of the schools is assigned to the control group. The remaining two thirds are divided equally over the treatment groups. This leads to a division as presented in Table 2.

<table>
<thead>
<tr>
<th>Treatment Type</th>
<th>Fraction of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>1/3</td>
</tr>
<tr>
<td>Treatment 1</td>
<td>1/6</td>
</tr>
<tr>
<td>Treatment 2</td>
<td>1/6</td>
</tr>
<tr>
<td>Treatment 3</td>
<td>1/6</td>
</tr>
<tr>
<td>Treatment 4</td>
<td>1/6</td>
</tr>
</tbody>
</table>

Schools are stratified on the basis of three characteristics: the available study profile choices in the school, the number of students that completed the occupation test last year, and the quality of life indicator of neighborhoods the students come from. For the available profile choices, we rely on data from Qompas. This data includes information on what study profiles schools do not provide. Unfortunately, no data can either mean that the school provides all profiles or that it did not register the possibilities in the Qompas system. The number of students that completed the
occupation test last year is also registered by Qompas. However, data is again not available for all schools. If no data is available in this case, however, the number is predicted using the number of newly registered students in the Qompas system and the total number of students in the school itself\(^7\). If data on one of the two is not available, the number is predicted using just the available measure. For the quality of life in neighborhoods students come from, we rely on the quality of life indicator developed by the Ministry of the Interior and Kingdom Relations\(^8\). All neighborhoods in the Netherlands have a score, ranging from 1 (very low quality of life) to 9 (very high quality of life). For every school, we calculate the weighted average quality of life indicator score of the neighborhoods the school’s student body comes from\(^9\). If no data on the residential location of students is available, we predict the average quality of life indicator score using the score of the school’s neighborhood.

We use a block design to randomize. Because the profile choice is one of our outcome variables and largely determines the variety of occupations the students are likely to be interested in, we first seek balance on this dimension. We divide the schools into three groups: predetermined choice (only one profile type available), limited choice (between one and three profile types available) and unknown. In many cases, schools in the unknown category will offer all profile types. Within these groups, we subsequently rank schools based on the number of students that completed the occupation test last year. Groups are split in three based on this dimension. Because schools vary a lot in size, this improves the balance in terms of sample size. Lastly, within each of the now nine groups, schools are ranked on the basis of the weighted average quality of life indicator score. These groups are then further split in two. Increased balance on this dimension is important as we intend to estimate heterogeneous effects based on the indicator. In the end, we are left with eighteen strata.

To assign schools to a treatment group, we use randtreat, a user-written STATA command (Carril, 2015). Within each stratum, schools are randomly assigned to the different treatment types according to the division specified in Table 2. As not every stratum contains a perfect multitude of six schools, this will result in some schools not being assigned. We deal with these unassigned schools by recreating strata as mentioned above, omitting the division in two based on the weighted average quality of life indicator score. Within each of the now nine strata, schools are again randomly assigned. For unassigned schools arising from this procedure, we repeat the procedure once more, now stratifying only based on the freedom of profile choice. The last few remaining unassigned schools are sorted based on the freedom of profile choice. They are then assigned based on a randomly ordered list of the control and treatment groups. Figure 1 and

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\(^7\)Data from Dutch education executive agency; https://duo.nl/open_ondervijjsdata/databestanden/vo/leerlingen/leerlingen-vo-2.jsp; Retrieved: 22-06-2018

\(^8\)https://data.overheid.nl/data/dataset/leefbaarometer-2-0—meting-2016; Retrieved: 22-06-2018

\(^9\)This information is available in the data set referred to in footnote 5.
<table>
<thead>
<tr>
<th>School</th>
<th>Assignment (Example)</th>
<th>Choice Freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Control</td>
<td>No Choice</td>
</tr>
<tr>
<td>2</td>
<td>Treatment 2</td>
<td>No Choice</td>
</tr>
<tr>
<td>3</td>
<td>Treatment 4</td>
<td>No Choice</td>
</tr>
<tr>
<td>4</td>
<td>Control</td>
<td>Limited Choice</td>
</tr>
<tr>
<td>5</td>
<td>Treatment 3</td>
<td>Limited Choice</td>
</tr>
<tr>
<td>6</td>
<td>Treatment 1</td>
<td>Limited Choice</td>
</tr>
<tr>
<td>7</td>
<td>Control</td>
<td>Unknown Choice</td>
</tr>
<tr>
<td>8</td>
<td>Treatment 2</td>
<td>Unknown Choice</td>
</tr>
<tr>
<td>9</td>
<td>Treatment 4</td>
<td>Unknown Choice</td>
</tr>
<tr>
<td>10</td>
<td>Control</td>
<td>Unknown Choice</td>
</tr>
</tbody>
</table>

Table 3 provide a visual representation of the procedure.

As stated, within the sender treatment (treatment groups 1 and 3), the actual sender shown is randomized at the individual level. This means that each student part of a school allocated to treatment 1 or treatment 3 is shown a random sender.

### 3.3 Sample Selection

For the profile choice, we only consider students in the second year of preparatory vocational education. For the study program choice, we only consider fourth-year students at first. As data on the study program choice becomes available for younger students, we will also include these in our analyses. For all other measures (i.e., rankings, beliefs) we consider second- third- and fourth-year students. First-year students that completed the assignment are removed from the sample entirely.

### 4 Hypotheses

To answer the questions posed in the introduction, we formulate the following hypotheses.

**H1 - Students adjust their beliefs based on the provided labor market information**

The channel through which labor market information likely influences education choices is the updating of beliefs. For that reason, we first analyze whether providing information actually influences the beliefs of students. We expect that the updated beliefs of students in the treatment groups will be more accurate (i.e., more in line with the provided information) than those of individuals in the control group (who did not receive the information). The degree to which beliefs are updated may depend on the distance between the prior belief and information provided. Distance and updating may relate non-linearly as higher distance may affect how reliable the student thinks the provided information is.
H2 - The provided labor market information influences the students’ rankings of occupations

Labor market information may influence how students rank occupations. All else equal, good news (i.e., the information provided is more positive than the prior belief) makes an occupation more attractive, whereas bad news (i.e., the information provided is more negative than the prior belief) makes it less attractive. There is some evidence that the effect of bad news has stronger effects on decisions than good news (e.g., Pistolesi 2017). We will analyze whether the occupation ranked number one changes more often between the first and second elicitation for the treatment groups than for the control group. We expect that this is the case and that the better the news about an occupation’s prospects compared to the news about the initial number one ranked occupation, the more likely it is that it takes over the number one spot. Moreover, we think that the higher this occupation was originally ranked, the more likely this is to happen as well.

H3 - The provided labor market information influences the students’ (intended) profile choice

The labor market prospects of a study profile are a function of the prospects of the occupations associated with that study profile. As such, the logic behind Hypothesis 2 also applies here. Good news about the prospects of occupations associated with a certain study profile makes the profile more attractive, whereas bad news makes it less attractive. We expect that the more and the better the news one receives about occupations associated with a particular study profile compared to the news about occupations associated with the prior intended profile choice, the more likely it is that the profile is chosen.

H4 - The provided labor market information influences the students’ study program choice

As the name suggests, the link between vocational education programs and occupations is very strong. As such, one would expect that good news about an occupation increases how attractive pursuing the study program associated with the occupation is. Following the same logic as described above once more, we expect that the better the news about an occupation’s prospects compared to the news about the other occupations, the more likely it is that the student decides to pursue the study program associated with this occupation.

H5 - Students are more interested in alternative occupations when provided with labor market information
Students that initially selected only occupations with very bad to reasonable job opportunities are presented with alternative occupations in both the control and treatment groups. We compare individuals who are presented with these alternative occupations across the different groups. We expect that when it is explicitly mentioned that these alternative occupations have better labor market prospects, students are more inclined to indicate that they want to learn more about them.

**H6 - Information overload makes students less sensitive to labor market information**

The more information is provided, the more effort it takes to process. As such, providing more information may decrease the degree to which the information is processed and used. We expect that when information about both job opportunities and wages is provided, the degree to which information about job opportunities conditional on wage beliefs is used (i.e., the degree to which it affects beliefs, favorite occupation, profile and study program choice) decreases compared to when information about just the job opportunities is provided.

**H7 - Students are more sensitive to information provided by experienced senders**

The degree to which information is used (i.e., the degree to which it affects beliefs, favorite occupation, profile and study program choice) depends on the perceived accuracy of the information. More experienced researchers are likely to be perceived as more reliable. As such, we expect that students are more sensitive to information senders of higher status.

**H8 - Students are more sensitive to information provided by senders of their own gender**

Apart from status, the gender of the sender may be important as well. As an example, a recent study showed that a talk by a woman about her experience as an economics student and career made female students more likely to enroll in further economics classes and increased their intention to major in economics (Porter & Serra, 2017). We therefore expect that students are more sensitive to information provided by senders of their own gender.

**H9 - Providing information has a bigger impact when more profiles are available**

In schools where fewer profiles are available, the effect providing labor market information can have on the profile choice is limited as students switching schools is rare. Moreover, the number of available profile choices is likely to dictate the variety in occupations selected and therefore the variety in labor market prospects of these occupations. For this reason, we expect labor market information to be more influential in schools where more profiles are available.
H10 - Providing information influences low socioeconomic status students in particular

A number of papers have shown that information is predominantly influential for students who have parents without an academic background (Peter & Zambre, 2017) or have a low socioeconomic status (Hastings, Neilson, & Zimmerman, 2015). A plausible explanation is that such students are not as well-informed as those from academic and high socioeconomic status backgrounds. To study this in our context, we first examine whether such a relation between the accuracy of beliefs and socioeconomic status indeed exists in our data. Subsequently, we estimate how the effect of labor market information differs depending on the socioeconomic status of the student. We use the quality of life indicator score of the student’s neighborhood as a proxy of socioeconomic status.

H11 - Providing labor market information has a different effect on girls and boys

Gender may also influence the degree to which information is used. Men are known to care more about ‘pecuniary outcomes’ (Wiswall & Zafar, 2017), but women process data more comprehensively (Meyers-Levy & Loken, 2015). For this reason, we don’t have a clear prediction for the effect of gender on the impact of the provided labor market information, but feel it’s worth analyzing.

References


Appendices

A Recruitment Text

Dutch

ROA (Researchcentrum voor Onderwijs en Arbeidsmarkt aangesloten bij Universiteit Maastricht) en Qompas zijn samen door het Ministerie van Onderwijs, Cultuur en Wetenschap (OCW) gevraagd om onderzoek uit te voeren naar de invloed van arbeidsmarktinformatie op de keuze van vmbo-leerlingen voor een studie.

Door middel van een A/B-test in de lesmethode Qompas VMBO/Mavo gaan we onderzoeken of vmbo’ers bij het maken van hun studiekeuze letten op informatie over baankans en of die informatie ertoe bijdraagt dat zij een betere keuze maken. Met deze informatie kan Qompas haar lesmethode door ontwikkelen om scholieren in de toekomst nog beter te kunnen helpen met hun studiekeuze.

Wij hopen dat uw school meewerkt aan dit onderzoek. Alle gegevens worden anoniem verwerkt. Voor meer informatie kunt u contact opnemen met [REDACTED].

English

ROA (The Research Center for Education and the Labor Market, part of Maastricht University) and Qompas were asked by the Ministry of Education, Culture and Science (OCW) to do research on the influence of labor market information on the education choices of intermediate vocational education students.

Through an A/B-test in the Qompas system we will research whether intermediate vocational education students take information about job opportunities into account when making education choices and whether this information helps them make a better choice. With this information, Qompas can improve its platform by being even more able to help students with their education choice.

We hope your school will participate in this study. All details will be processed anonymously. For more information, you can contact [REDACTED].
B Information Display Survey

De Universiteit Maastricht onderzoekt de mogelijkheden om jongeren te informeren over de arbeidsmarkt. Om erachter te komen hoe deze informatie het best gegeven kan worden willen we je vragen deze vragenlijst in te vullen.

*Maastricht University is researching the possibilities for informing youngsters about the labor market. To find out how this information should be presented, we would like to ask you to fill in this questionnaire.*

**Wat is je geslacht?**
- Man
- Vrouw

*What is your gender?*
- Male
- Female

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### Arbeidsmarktperspectieven

What do you expect about the hourly wage and job opportunities of the occupations? Use the slider to indicate your expectations

<table>
<thead>
<tr>
<th>Sportinstructeur</th>
<th>Looppriester</th>
<th>Verpleegkundige</th>
<th>Sociaal Werkers</th>
<th>Buschauffeur</th>
</tr>
</thead>
<tbody>
<tr>
<td>€11.50</td>
<td>€11.90</td>
<td>€12.50</td>
<td>€13.00</td>
<td>€13.50</td>
</tr>
</tbody>
</table>

**Uurloon**
(Average hourly wage before tax for 20 to 29 year-olds)

**Baankans**
(Likelihood Finding Job)

Sports instructor  
Plumber  
Nurse  
Social worker  
Bus driver
Is the assignment clear?

Yes
No If not, what is unclear?

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**Labor market prospects**

Bart de Koning is a junior researcher at the Research center for Education and the Labor Market (ROA). At ROA, research about the transition from school to work is being done.

He would like to give you some more information about the hourly wage and the job opportunities of the occupations that you have chosen.

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Op een schaal van 1 tot 10, hoeveel vertrouwen heb je erin dat de persoon je betrouwbare informatie kan geven? Omcirkel je antwoord.

Helemaal geen vertrouwen 1 2 3 4 5 6 7 8 9 10 Heel veel vertrouwen

On a scale from 1 to 10, how much trust do you have in the person being able to provide you with reliable information? Circle the answer

No trust at all 1 2 3 4 5 6 7 8 9 10 A lot of trust
Labor market prospects

What do you expect about the hourly wage and job opportunities of the occupations? Use the slider to indicate your expectations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Hourly wage (Average hourly wage before tax for 20 to 29 year-olds)</th>
<th>Job Opportunities (Likelihood Finding Job)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports instructor</td>
<td>Bad</td>
<td>Average</td>
</tr>
<tr>
<td>Plumber</td>
<td></td>
<td>Very Good</td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus driver</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You will now be presented with information in a variety of ways. We would like you to indicate how clear you think the information is.
**Labor market prospects Sports instructor**

You thought that sports instructors earn €16.50 an hour on average. Sports instructors earn less, namely €12.50 an hour.

You thought that the job opportunities for sports instructors are good. The job opportunities for sports instructors are worse, namely bad.

**Labor market prospects Plumber**

You thought that plumbers earn €13,- an hour on average. Plumbers earn more, namely €13.50 an hour.

You thought that the job opportunities for plumbers are average. The job opportunities for sports instructors are better, namely good.
**Labor market prospects Nurse**

*You thought that nurses earn €14,– an hour on average. Nurses earn more, namely €17,50 an hour.*

*You thought that the job opportunities for nurses are average. The job opportunities for nurses are better, namely very good.*

**Labor market prospects Social worker**

*You thought that social workers earn €14,50 an hour on average. Social workers earn more, namely €16,50 an hour.*

*You thought that the job opportunities for social workers are average. The job opportunities for nurses are worse, namely bad.*
You thought that bus drivers earn €17,- an hour on average. This is correct. Bus drivers earn €17,- an hour.

You thought that the job opportunities for bus drivers are average. This is correct. De job opportunities for bus drivers is very good*

*Note: we made a mistake here. For bus drivers, it should say ‘you thought that the job opportunities for bus drivers are very good’ instead of ‘you thought that the job opportunities for bus drivers are average’. No students indicated that they found this way of presenting information confusing because of that reason, though.

Op een schaal van 1 tot 10, hoe duidelijk vind je de manier waarop de informatie is gepresenteerd? Omcirkel je antwoord.

[Helemaal niet duidelijk] 1 2 3 4 5 6 7 8 9 10 [Helemaal duidelijk]

Als het je niet helemaal duidelijk is, wat is er dan precies niet duidelijk?

[Blank space]

On a scale of 1 to 10, how clear do you find the way in which the information is presented? Circle your answer.

[Not clear at all] 1 2 3 4 5 6 7 8 9 10 [Completely clear]

If it is not entirely clear, what exactly isn’t clear?
<table>
<thead>
<tr>
<th>Job</th>
<th>Hourly Wage (Avg)</th>
<th>Job Opportunities</th>
<th>Likelihood Finding Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports instructor</td>
<td>€16.50</td>
<td>Good</td>
<td>You thought it is</td>
</tr>
<tr>
<td>Plumber</td>
<td>€13.50</td>
<td>Average</td>
<td>Good</td>
</tr>
<tr>
<td>Nurse</td>
<td>€14.50 - €17.50</td>
<td>Mediocre</td>
<td>Good to Very good</td>
</tr>
<tr>
<td>Social worker</td>
<td>€14.50 - €16.50</td>
<td>Average</td>
<td>Bad</td>
</tr>
<tr>
<td>Bus driver</td>
<td>€14.50 - €17.50</td>
<td>Very good</td>
<td>Very good</td>
</tr>
<tr>
<td>Social worker</td>
<td>€16.50</td>
<td>Good</td>
<td>Very good</td>
</tr>
<tr>
<td>Plumber</td>
<td>€13.50</td>
<td>Average</td>
<td>Good</td>
</tr>
<tr>
<td>Nurse</td>
<td>€14.50 - €17.50</td>
<td>Mediocre</td>
<td>Good to Very good</td>
</tr>
<tr>
<td>Sports instructor</td>
<td>€16.50</td>
<td>Good</td>
<td>You thought it is</td>
</tr>
</tbody>
</table>
On a scale of 1 to 10, how clear do you find the way in which the information is presented? Circle your answer.

If it is not entirely clear, what exactly isn’t clear?
Labor market prospects

<table>
<thead>
<tr>
<th>Job</th>
<th>Hourly Wage (Average before tax for 20 to 29 yr-olds)</th>
<th>Job Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports instructor</td>
<td>€11.50 - €17.50</td>
<td>Bad</td>
</tr>
<tr>
<td>Plumber</td>
<td>€11.50 - €17.50</td>
<td>Very good</td>
</tr>
<tr>
<td>Nurse</td>
<td>€11.50 - €17.50</td>
<td>Bad</td>
</tr>
<tr>
<td>Social worker</td>
<td>€11.50 - €17.50</td>
<td>Very good</td>
</tr>
<tr>
<td>Bus driver</td>
<td>€11.50 - €17.50</td>
<td>Very good</td>
</tr>
</tbody>
</table>

Green text indicates that the situation is better than you expected. Red text indicates that the situation is worse than you expected. When the text is black, it means your expectation was correct.

Very good
Very good
Very good
Very good
Very good
Very good

Green text indicates that the situation is better than you expected. Red text indicates that the situation is worse than you expected. When the text is black, it means your expectation was correct.
Op een schaal van 1 tot 10, hoe duidelijk vind je de manier waarop de informatie is gepresenteerd?
Omcirkel je antwoord.

<table>
<thead>
<tr>
<th>Helemaal niet duidelijk</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Helemaal duidelijk</th>
</tr>
</thead>
</table>

Als het je niet helemaal duidelijk is, wat is er dan precies niet duidelijk?

二百一十二百二十二百三二百四二百五二百六二百七二百八二百九二百十

On a scale of 1 to 10, how clear do you find the way in which the information is presented?
Circle your answer.

<table>
<thead>
<tr>
<th>Not clear at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Completely clear</th>
</tr>
</thead>
</table>

If it is not entirely clear, what exactly isn’t clear
6

Welke presentatie van de arbeidsmarktinformatie vond je het best?

- Presentatie in opdracht ③
- Presentatie in opdracht ④
- Presentatie in opdracht ⑤

Bedankt voor het invullen van de vragenlijst!

Which presentation of the labor market information did you like best?

- Presentation in assignment ③
- Presentation in assignment ④
- Presentation in assignment ⑤

Thank you for filling in the questionnaire!
C Experiment Screens

C.1 Control Group

Profile Choice

What profile do you plan to choose? If you are in doubt, you can select multiple.

<table>
<thead>
<tr>
<th>Economics &amp; entrepreneurship</th>
<th>Mobility &amp; transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering, baking &amp; recreation</td>
<td>Media, design &amp; IT</td>
</tr>
<tr>
<td>Health care &amp; well-being</td>
<td>Green (agriculture)</td>
</tr>
<tr>
<td>Construction, living &amp; interior</td>
<td>Service &amp; products</td>
</tr>
<tr>
<td>Production, installation &amp; energy</td>
<td>Maritime &amp; technical</td>
</tr>
</tbody>
</table>
According to the test, the following 20 occupations could fit you
Select the five occupations that you think you like most.

Manager retail  Ambulatory object leader  Technical supervisor
Entrepreneur retail  IT Employee  Commercial employee
Tradesman-entrepreneur  Contact center employee  Supervisor team/dept./proj.
Commercial technician in engineering  Media developer  Print media technician
Game developer  Application developer  Damage correspondent
Junior account manager  Media manager  Secretarial employee
Contact center supervisor  Printer
The following is an example screen, there is one screen for each occupation

Tradesman-entrepreneur

Tradesman-entrepreneur

NOTE: Tradesman-entrepreneur is a specialist education program. This means that you can only enrol in this program once you have completed the corresponding level 3 program.

A tradesman-entrepreneur is someone who runs a business within his or her trade. You create, can do or do something and want to start a business in that field. What exactly that is, is entirely up to you: whatever you are good at and know a lot about.

In this education program, you learn how to start a business or how to renew an already-existing business. You learn how to create a business plan and keep track of finances. You also learn how to lead, find customers and whatever else is important in entrepreneurship. After the education program, you are ready to start your own business.
To become a tradesman-entrepreneur it is important that you are driven. Starting a business is a lot of work. You should not just quit in the face of setbacks.

Finish this sentence. This occupation fits me because...

"Yes, it seems fun to me to do something with [my] own company"

What do you want to be in the future?

Put the five occupations in order of how much you would like to carry out the occupation in the future. Put your favorite occupation on top.

Commercial Employee Economics
Media developer Technical
Media manager Technical
Technical superior Technical
Tradesman-entrepreneur Technical, Economics
Labor market prospects
What do you expect of...

1. The job opportunities in six years
2. The average gross hourly wage (hourly wage before taxes) of an intermediate vocational education graduate that carries out the occupation at this moment?

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial employee</td>
<td>€10,- €18,- €26,-</td>
</tr>
<tr>
<td>Media developer</td>
<td>€10,- €18,- €26,-</td>
</tr>
<tr>
<td>Media manager</td>
<td>€10,- €18,- €26,-</td>
</tr>
<tr>
<td>Technical superior</td>
<td>€10,- €18,- €26,-</td>
</tr>
<tr>
<td>Tradesman-entrepreneur</td>
<td>€10,- €18,- €26,-</td>
</tr>
</tbody>
</table>

The expressions for job opportunities are:
- Very bad
- Reasonable
- Very good
Why do we work?

Watch the clip about working in the Netherlands below.
Rank the five occupations once more
Would you like to change something about your top-5? If so, you can do that here.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Employee</td>
<td>Economics</td>
</tr>
<tr>
<td>Media developer</td>
<td>Technical</td>
</tr>
<tr>
<td>Media manager</td>
<td>Technical</td>
</tr>
<tr>
<td>Technical superior</td>
<td>Technical</td>
</tr>
<tr>
<td>Tradesman-entrepreneur</td>
<td>Technical, Economics</td>
</tr>
</tbody>
</table>

Zet de vijf beroepen nogmaals op volgorde
Wil je nog iets aanpassen aan je top-5? Zo ja, dan kun je dat hier doen.
Labor market prospects

Have your expectations changed? If so, you can indicate it here.

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial employee</td>
<td>€10,- €17,- €26,-</td>
</tr>
<tr>
<td>Media developer</td>
<td>€10,- €17,- €26,-</td>
</tr>
<tr>
<td>Media manager</td>
<td>€10,- €19,- €26,-</td>
</tr>
<tr>
<td>Technical superior</td>
<td>€10,- €20,- €26,-</td>
</tr>
<tr>
<td>Tradesman-entrepreneur</td>
<td>€10,- €17,- €26,-</td>
</tr>
</tbody>
</table>
Commercial employee
You put the ‘commercial employee’ occupation on top of your list. Answer the following questions about this occupation.

Commercial employee
You work in the sales department of a company. You have a lot of contact with customers, with the goal of selling something. This contact is mostly through the phone, although it could also be the case that you actually visit clients. Customers call you when they have questions. For example, you can tell them what the delivery time of a product is. If orders come in, you make sure they’re processed. Aside from that, you draft quotations and negotiate prices. You also take care of the fact that customers’ details are up-to-date.

Finish this sentence. This occupation fits me, because...

“Nice to work with customers”
Profile choice
What profile do you plan on choosing now? If you’re in doubt, you can select multiple.

- Economics & Entrepreneurship
- Mobility & Transport
- Catering, baking & recreation
- Media, design & IT
- Health care & well-being
- Green (agriculture)
- Construction, living & interior
- Service & products
- Production, installation & energy
- Maritime & technical
C.2 Treatment I

Profile choice
What profile do you plan to choose? If you’re in doubt, you can select multiple.

- Economics
- Technical
- Health care and well-being
- Green (agriculture)
According to the test, the following 20 occupations could fit you

Select the five occupations you think you like most.

- Home supervisor
- Living supervisor
- Personal supervisor handicapped care
- Doctor’s assistant
- Nurse
- Personal supervisor specific groups
- Mediator guest parent
- Pedagogical employee youth care
- Ambulance nurse
- Employee social care
- Caretaker-IG
- Secretarial employee
- Manager retail
- Youth-youngster worker

Dentist assistant
Practice educator
Tradesman-entrepreneur
Maternity nurse
Social service provider
Activity supervisor
Nurse

As a nurse you work with people that have all kinds of illnesses. You take care of them before and after they have gotten a medical procedure. Your tasks are among other things: washing the patient, administering medicine, changing infusions and diagnosing simple illnesses. It’s a very varied occupation!

Of course you also assist the doctor with his or her work. You can work at several places, such as a hospital, home care or handicapped care.

Finish this sentence. This occupation fits me because...

“I like taking care of people and I’ve wanted to work in care for a long time”
What do you want to be in the future?
Put the five occupations in order of how much you would like to carry out the occupation in the future. Put your favorite occupation on top.

Nurse Health care and well-being
Dentist’s assistant Health care and well-being
Maternity nurse Health care and well-being
Doctor’s assistant Health care and well-being
Caretaker-IG Health care and well-being
Labor market prospects
What do you expect of...

1. The job opportunities in six years
2. The average gross hourly wage (hourly wage before taxes) of an intermediate vocational education graduate that carries out the occupation at this moment?

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>Very bad – Very good – Very good</td>
</tr>
<tr>
<td>Dentist’s assistant</td>
<td>Very bad – Very good – Very good</td>
</tr>
<tr>
<td>Maternity nurse</td>
<td>Very bad – Reasonable – Very good</td>
</tr>
<tr>
<td>Doctor’s assistant</td>
<td>Very bad – Good – Very good</td>
</tr>
<tr>
<td>Caretaker-IG</td>
<td>Very bad – Reasonable – Very good</td>
</tr>
</tbody>
</table>
Labor market prospects

[Redacted]
Beginning researcher (female)

[Redacted] is a beginning researcher (female) at the Research Center for Education and the Labor Market (ROA). At ROA, research about the transition from school to work is conducted.

She would like to give you some information about the labor market prospects of the occupations you chose.

You will get the following information:

1. A forecast of the job opportunities in 6 years
<table>
<thead>
<tr>
<th>Profession</th>
<th>You thought</th>
<th>It is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>Very good</td>
<td>Very good</td>
</tr>
<tr>
<td>Dentist’s assistant</td>
<td>Very good</td>
<td>Good</td>
</tr>
<tr>
<td>Maternity nurse</td>
<td>Reasonable</td>
<td>Good</td>
</tr>
<tr>
<td>Doctor’s assistant</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Caretaker-IG</td>
<td>Reasonable</td>
<td>Good</td>
</tr>
</tbody>
</table>

Why do we work?
Watch the clip about working in the Netherlands below.
Rank the five occupations once more
Would you like to change something about your top-5? If so, you can do that here.

- Nurse: Health care and well-being
- Dentist’s assistant: Health care and well-being
- Maternity nurse: Health care and well-being
- Doctor’s assistant: Health care and well-being
- Caretaker-IG: Health care and well-being
Labor market prospects

Have your expectations changed? If so, you can indicate it here.

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>€10,- – €23,- – €26,-</td>
</tr>
<tr>
<td>Dentist’s assistant</td>
<td>€10,- – €23,- – €26,-</td>
</tr>
<tr>
<td>Maternity nurse</td>
<td>€10,- – €20,- – €26,-</td>
</tr>
<tr>
<td>Doctor’s assistant</td>
<td>€10,- – €21,- – €26,-</td>
</tr>
<tr>
<td>Caretaker-IG</td>
<td>€10,- – €17,- – €26,-</td>
</tr>
</tbody>
</table>
Nurse

You put the ‘nurse’ occupation on top of your list. Answer the following questions about this occupation.

Nurse
As a nurse you work with people that have all kinds of illnesses. You take care of them before and after they have gotten a medical procedure. Your tasks are among other things: washing the patient, administering medicine, changing infusions and diagnosing simple illnesses. It’s a very varied occupation!

Of course you also assist the doctor with his or her work. You can work at several places, such as a hospital, home care or handicapped care.

Finish this sentence. This occupation fits me because...

“I like taking care of people and I’ve wanted to work in care for a long time”
Profile choice

What profile do you plan on choosing now? If you’re in doubt, you can select multiple.

Economics
Technical
Health care and well-being
Green (agriculture)
C.3 Treatment II

Profile Choice

What profile do you plan to choose? If you’re in doubt, you can select multiple.

- Economics & Entrepreneurship
- Mobility & Transport
- Catering, baking & recreation
- Media, design & IT
- Health care & well-being
- Green (agriculture)
- Construction, living & interior
- Service & products
- Production, installation & energy
- Maritime & technical
According to the test, the following 20 occupations could fit you
Select the five occupations that you think you like most.

Secretarial employee  Mediator guest parent
Employee personnel and labor  Social service provider
Legal assistant  Personal supervisor specific groups
Employee information service  Tradesman-entrepreneur
Communication employee  Contact center supervisor
Supervisor team/dept./proj.  Manager retail
Media editorial office employee  Practice educator

Employee social security
Pedagogical employee youth care
Back office employee
Debt collector
Damage correspondent
Marketing employee
Legal assistant

You are well informed about the existing laws, rules and legal terms. Because of that, you can advise and refer clients. The management of the files is your task. You therefore know how to help your client very well.

Because you work with a lot of sensitive information, it is important that you work carefully. You also find privacy to be very important.

Aside from your support work, you could be asked to help with creating promotion material for the company. It is also possible that you will have to process research data.

Finish this sentence. This occupation fits me, because…

“I am interested in law”
What do you want to be in the future?
Put the five occupations in order of how much you would like to carry out the occupation in the future. Put your favorite occupation on top.

Legal assistant   Economics
Supervisor team/dept./proj.   Economics
Pedagogical employee youth care   Health care and well-being
Marketing employee   Economics
Debt collector   Economics
Labor market prospects
What do you expect of...

1. The job opportunities in six years
2. The average gross hourly wage (hourly wage before taxes) of an intermediate vocational education graduate that carries out the occupation at this moment?

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal assistant</td>
<td>Very bad – Reasonable – Very good</td>
</tr>
<tr>
<td>Supervisor team/dept./proj.</td>
<td>Very bad – Good – Very good</td>
</tr>
<tr>
<td>Pedagogical emp. youth care</td>
<td>Very bad – Good – Very good</td>
</tr>
<tr>
<td>Marketing employee</td>
<td>Very bad – Reasonable – Very good</td>
</tr>
<tr>
<td>Debt collector</td>
<td>Very bad – Reasonable – Very good</td>
</tr>
</tbody>
</table>
Labor market prospects

Research Center for Education and the Labor Market

The Research Center for Education and the Labor Market (ROA) is an institution in which research about the transition from school to work is conducted.

They would like to give you some information about the labor market prospects of the occupations you chose.

You will get the following information:

1. A forecast of the job opportunities in 6 years

<table>
<thead>
<tr>
<th>Occupation</th>
<th>You thought</th>
<th>It is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal assistant</td>
<td>Reasonable</td>
<td>Reasonable</td>
</tr>
<tr>
<td>Supervisor team/dept./proj.</td>
<td>Good</td>
<td>Good</td>
</tr>
<tr>
<td>Pedagogical emp. youth care</td>
<td>Good</td>
<td>Reasonable</td>
</tr>
<tr>
<td>Marketing employee</td>
<td>Reasonable</td>
<td>Reasonable</td>
</tr>
<tr>
<td>Debt collector</td>
<td>Reasonable</td>
<td>Bad</td>
</tr>
</tbody>
</table>
Why do we work?

Watch the clip about working in the Netherlands below.
Rank the five occupations once more
Would you like to change something about your top-5? If so, you can do that here.

Legal assistant      Economics
Supervisor team/dept./proj.    Economics
Pedagogical employee youth care  Health care and well-being
Marketing employee      Economics
Debt collector      Economics
Labor market prospects

Have your expectations changed? If so, you can indicate it here.

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal assistant</td>
<td>€10,-  €18,-  €26,-</td>
</tr>
<tr>
<td>Supervisor team/dept./proj.</td>
<td>€10,-  €18,-  €26,-</td>
</tr>
<tr>
<td>Pedagogical emp. youth care</td>
<td>€10,-  €18,-  €26,-</td>
</tr>
<tr>
<td>Marketing employee</td>
<td>€10,-  €18,-  €26,-</td>
</tr>
<tr>
<td>Debt collector</td>
<td>€10,-  €18,-  €26,-</td>
</tr>
</tbody>
</table>
Alternative occupations

The prospects of the occupations you have chosen are not very good. We have found a number of alternative occupations for you that have better prospects.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media editorial office employee</td>
<td>Economics</td>
</tr>
<tr>
<td>Practice educator</td>
<td>Economics</td>
</tr>
<tr>
<td>Communication employee</td>
<td>Economics</td>
</tr>
</tbody>
</table>

Would you like to learn more about these occupations?  
☐ Yes  ☐ No
Media editorial office employee

A media editorial office employee works, for example, at a multimedia company, radio station, or a publisher. It is also possible that you work at a design- or communication department of a company.

You create, publish and manage media content. For instance, you create videos or photos for a website, you interview people or you write text for a magazine. A good feeling for languages is of course very important in that case.

Oftentimes, you do follow a specific assignment, but you have to be very independent to finish the project. You need creativity and perseverance for that. You are also dealing with deadlines often, so it is important that you are stress-resistant and flexible.

Finish this sentence. This occupation fits me, because…

“I'm not good with stress”
Labor market prospects

<table>
<thead>
<tr>
<th>Position</th>
<th>You thought</th>
<th>It is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal assistant</td>
<td>Reasonable</td>
<td>Reasonable</td>
</tr>
<tr>
<td>Supervisor team/dept./proj.</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Pedagogical emp. youth care</td>
<td>Good</td>
<td>Reasonable</td>
</tr>
<tr>
<td>Marketing employee</td>
<td>Reasonable</td>
<td>Reasonable</td>
</tr>
<tr>
<td>Debt collector</td>
<td>Reasonable</td>
<td>Bad</td>
</tr>
<tr>
<td>Media editorial office employee</td>
<td>-</td>
<td>Good</td>
</tr>
<tr>
<td>Practice educator</td>
<td>-</td>
<td>Good</td>
</tr>
<tr>
<td>Communication employee</td>
<td>-</td>
<td>Reasonable</td>
</tr>
</tbody>
</table>
Make a final ranking of the occupations

Would you like to change something about your favorite occupations? If so, you can do that here.

- Legal assistant
- Supervisor team/dept./proj.
- Pedagogical employee youth care
- Marketing employee
- Debt collector
- Media editorial office employee
- Practice educator
- Communication employee

- Economics
- Economics
- Health care and well-being
- Economics
- Economics
- Economics
- Economics
- Economics
Legal assistant

You put the ‘legal assistant’ occupation on top of your list. Answer the following questions about this occupation.

**Legal assistant**

You are well informed about the existing laws, rules and legal terms. Because of that, you can advise and refer clients. The management of the files is your task. You therefore know how to help your client very well.

Because you work with a lot of sensitive information, it is important that you work carefully. You also find privacy to be very important.

Aside from your support work, you could be asked to help with creating promotion material for the company. It is also possible that you will have to process research data.

Finish this sentence. This occupation fits me, because...

“I am interested in law”
Profile choice

What profile do you plan on choosing now? If you’re in doubt, you can select multiple.

- Economics & Entrepreneurship
- Catering, baking & recreation
- Health care & well-being
- Construction, living & interior
- Production, installation & energy
- Mobility & Transport
- Media, design & IT
- Green (agriculture)
- Service & products
- Maritime & technical
## C.4 Treatment III

![Profile Choice](image)

### Profile Choice

What profile do you plan to choose? If you’re in doubt, you can select multiple.

<table>
<thead>
<tr>
<th>Economics &amp; Entrepreneurship</th>
<th>Mobility &amp; Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering, baking &amp; recreation</td>
<td>Media, design &amp; IT</td>
</tr>
<tr>
<td>Health care &amp; well-being</td>
<td>Green (agriculture)</td>
</tr>
<tr>
<td>Construction, living &amp; interior</td>
<td>Service &amp; products</td>
</tr>
<tr>
<td>Production, installation &amp; energy</td>
<td>Maritime &amp; technical</td>
</tr>
</tbody>
</table>
According to the test, the following 20 occupations could fit you
Select the five occupations that you think you like most.

- Assembly employee carpentry industry
- Furniture maker
- Mechanic electro technical installations
- Electro mechanic
- Machiner
- Furniture upholsterer
- Painter
- Carpenter
- Plane maintenance mechanic
- Mechanic cooling technology
- Tiler
- Motor technician
- Teeth technician

Machine woodworker
Mechanical installations mechanic
Shoe technician
Parquetter
Interior builder
Mechanic mobile machines
Mechanic data/electronics
You install electro technical installations and make sure that they work correctly. You also install an operating system. This ensures that the installation can be used without trouble. For example, you install cables for a building’s lights. You do your work based on the building’s blueprints. If things break, you repair it.

You could also lead and direct a team. You then have to have followed the study program to become first mechanic electro technical installations or supervising mechanic electro technical installations.

Finish this sentence. This occupation fits me, because...

“I find it very interesting and fun”
What do you want to be in the future? 

Put the five occupations in order of how much you would like to carry out the occupation in the future. Put your favorite occupation on top.

Mechanic data/electronics Technical
Electronics mechanic Technical
Mechanic electro technical installations Technical
Painter Technical
Mechanical installations mechanic Technical
Labor market prospects

What do you expect of...

1. The job opportunities in six years
2. The average gross hourly wage (hourly wage before taxes) of an intermediate vocational education graduate that carries out the occupation at this moment?

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanic data/electronics</td>
<td>Very bad – Good – Very good</td>
</tr>
<tr>
<td>Electronics mechanic</td>
<td>Very bad – Good – Very good</td>
</tr>
<tr>
<td>Mechanic el. te. installations</td>
<td>Very bad – Reasonable – Very good</td>
</tr>
<tr>
<td>Painter</td>
<td>Very bad – Bad – Very good</td>
</tr>
<tr>
<td>Mechanical install. mechanic</td>
<td>Very bad – Reasonable – Very good</td>
</tr>
</tbody>
</table>
Labor market prospects

[Redacted]  
Beginning researcher (male)  

[Redacted] is a beginning researcher (male) at the Research Center for Education and the Labor Market (ROA). At ROA, research about the transition from school to work is conducted.  

He would like to give you some information about the labor market prospects of the occupations you chose.  

You will get the following information:

1. A forecast of the job opportunities **in 6 years**  
2. The gross hourly wage (hourly wage before taxes) of an intermediate vocational education graduate carrying out the occupation **at this moment**
<table>
<thead>
<tr>
<th>Occupation</th>
<th>You thought</th>
<th>It is</th>
<th>You thought</th>
<th>It is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanic data/electronics</td>
<td>Good</td>
<td>Very good</td>
<td>€22,-</td>
<td>€18,-</td>
</tr>
<tr>
<td>Electronics mechanic</td>
<td>Good</td>
<td>Very good</td>
<td>€22,-</td>
<td>€18,-</td>
</tr>
<tr>
<td>Mechanic el. te. Installations</td>
<td>Reasonable</td>
<td>Very good</td>
<td>€18,-</td>
<td>€18,-</td>
</tr>
<tr>
<td>Painter</td>
<td>Bad</td>
<td>Good</td>
<td>€12,-</td>
<td>€16,-</td>
</tr>
<tr>
<td>Mechanical install. Mechanic</td>
<td>Reasonable</td>
<td>Good</td>
<td>€18,-</td>
<td>€18,-</td>
</tr>
</tbody>
</table>

**Why do we work?**

Watch the clip about working in the Netherlands below.
Rank the five occupations once more
Would you like to change something about your top-5? If so, you can do that here.

Mechanic data/electronics  Technical
Electronics mechanic  Technical
Mechanic electro technical installations  Technical
Painter  Technical
Mechanical installations mechanic  Technical
Labor market prospects

Have your expectations changed? If so, you can indicate it here.

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanic data/electronics</td>
<td>€10.00 – €22.00 – €26.00</td>
</tr>
<tr>
<td>Electronics mechanic</td>
<td>€10.00 – €22.00 – €26.00</td>
</tr>
<tr>
<td>Mechanic el. te. installations</td>
<td>€10.00 – €18.00 – €26.00</td>
</tr>
<tr>
<td>Painter</td>
<td>€10.00 – €12.00 – €26.00</td>
</tr>
<tr>
<td>Mechanical install. mechanic</td>
<td>€10.00 – €18.00 – €26.00</td>
</tr>
</tbody>
</table>
Mechanic data/electronics

You put the ‘mechanic data/electronics’ occupation on top of your list. Answer the following questions about this occupation.

**Mechanic data/electronics**

You install electric networks. For example, cables for internet or television. You also ensure that current networks are fixed when they break. Usually, the cables have to be installed underground. This means that you will at times have to dig to install the cables. You also ensure the cables come together in the electricity cabinet. Because you work with electricity, it is important that you work safe.

If you are a technician data/electronics, you can also install modems and other equipment in people’s homes so that they can receive internet and television.

Finish this sentence. This occupation fits me, because...

“You work with your hands a lot and I think the work is fun”
Profile choice

What profile do you plan on choosing now? If you’re in doubt, you can select multiple.

- Economics & Entrepreneurship
- Mobility & Transport
- Catering, baking & recreation
- Media, design & IT
- Health care & well-being
- Green (agriculture)
- Construction, living & interior
- Service & products
- Production, installation & energy
- Maritime & technical
Profile Choice

What profile do you plan to choose? If you’re in doubt, you can select multiple.

- Economics & Entrepreneurship
- Mobility & Transport
- Catering, baking & recreation
- Media, design & IT
- Health care & well-being
- Green (agriculture)
- Construction, living & interior
- Service & products
- Production, installation & energy
- Maritime & technical
According to the test, the following 20 occupations could fit you. Select the five occupations that you think you like most.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hairdresser</td>
<td>Employee jeweler</td>
</tr>
<tr>
<td>Communication employee</td>
<td>Waiter</td>
</tr>
<tr>
<td>Beautician</td>
<td>Employee social car</td>
</tr>
<tr>
<td>Leisure &amp; hospitality employee</td>
<td>Pedagogical employee day-care</td>
</tr>
<tr>
<td>Desktop publisher</td>
<td>Pedicure</td>
</tr>
<tr>
<td>Education assistant</td>
<td>Youth-youngster worker</td>
</tr>
<tr>
<td>Make-up artist</td>
<td>Mediator guest parent</td>
</tr>
<tr>
<td>Pedagogical employee youth care</td>
<td>Travel agency employee</td>
</tr>
<tr>
<td>Mediator</td>
<td>Secretarial employee</td>
</tr>
<tr>
<td>Secretarial employee</td>
<td>Activity supervisor</td>
</tr>
<tr>
<td>Activity supervisor</td>
<td>Living supervisor</td>
</tr>
</tbody>
</table>
Employee social care

Employee social care

Handicapped individuals, people with a psychiatric condition, (ex-)inmates or addicts. This is just a selection of individuals you might have to work with as an employee social care. Because of this, you have a very varied job.

You offer your clients help in several different areas: living, work, personal care and so on, and so forth. You also arrange activities. Doing this, you try to get your clients involved in society again. Of course, you always keep an eye on changes in the behavior or health of your clients. This way, you see if the care is helping.

Finish this sentence. This occupation fits me, because...

“I find that handicapped people have the same rights as healthy people. Especially that they also have the right to have a fun day, like every person has. Handicapped people may have more problems with it.”
What do you want to be in the future?
Put the five occupations in order of how much you would like to carry out the occupation in the future. Put your favorite occupation on top.

Employee social care                   Health care and well-being  
Youth-youngerster worker              Health care and well-being  
Pedagogical employee youth care       Health care and well-being  
Mediator guest parent                 Health care and well-being  
Pedagogical employee day-care         Health care and well-being  

Labor market prospects
What do you expect of...

1. The job opportunities in six years
2. The average gross hourly wage (hourly wage before taxes) of an intermediate vocational education graduate that carries out the occupation at this moment?

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<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee social care</td>
<td>€10,- €16,- €26,-</td>
</tr>
<tr>
<td>Youth-younger worker</td>
<td>€10,- €21,- €26,-</td>
</tr>
<tr>
<td>Pedag. employee youth care</td>
<td>€10,- €16,- €26,-</td>
</tr>
<tr>
<td>Mediator guest parent</td>
<td>€10,- €18,- €26,-</td>
</tr>
<tr>
<td>Pedag. employee day-care</td>
<td>€10,- €18,- €26,-</td>
</tr>
</tbody>
</table>
Labor market prospects

Research Center for Education and the Labor Market

The Research Center for Education and the Labor Market (ROA) is an institution in which research about the transition from school to work is conducted.

They would like to give you some information about the labor market prospects of the occupations you chose.

You will get the following information:

1. A forecast of the job opportunities **in 6 years**
2. The gross hourly wage (hourly wage before taxes) of an intermediate vocational education graduate carrying out the occupation **at this moment**
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</tr>
</thead>
<tbody>
<tr>
<td>Mechanic data/electronics</td>
<td>Very good</td>
<td>Reasonable</td>
<td>€16,-</td>
<td>€20,-</td>
</tr>
<tr>
<td>Electronics mechanic</td>
<td>Very good</td>
<td>Reasonable</td>
<td>€21,-</td>
<td>€18,-</td>
</tr>
<tr>
<td>Mechanic el. te. Installations</td>
<td>Very good</td>
<td>Reasonable</td>
<td>€16,-</td>
<td>€18,-</td>
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</table>

Why do we work?
Watch the clip about working in the Netherlands below.
Rank the five occupations once more
Would you like to change something about your top-5? If so, you can do that here.

Employee social care  Health care and well-being
Youth-youngerster worker  Health care and well-being
Pedagogical employee youth care  Health care and well-being
Mediator guest parent  Health care and well-being
Pedagogical employee day-care  Health care and well-being
Labor market prospects

Have your expectations changed? If so, you can indicate it here.

<table>
<thead>
<tr>
<th>Job Opportunities</th>
<th>Gross hourly wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee social care</td>
<td>€10,– €16,– €26,–</td>
</tr>
<tr>
<td>Youth-younger worker</td>
<td>€10,– €21,– €26,–</td>
</tr>
<tr>
<td>Pedag. employee youth care</td>
<td>€10,– €16,– €26,–</td>
</tr>
<tr>
<td>Mediator guest parent</td>
<td>€10,– €18,– €26,–</td>
</tr>
<tr>
<td>Pedag. employee day-care</td>
<td>€10,– €18,– €26,–</td>
</tr>
</tbody>
</table>
Alternative occupations

The prospects of the occupations you have chosen are not very good. We have found a number of alternative occupations for you that have better prospects.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication employee</td>
<td>Economics</td>
</tr>
<tr>
<td>Mediator</td>
<td>Health care and well-being</td>
</tr>
<tr>
<td>Activity supervisor</td>
<td>Economics</td>
</tr>
</tbody>
</table>

Would you like to learn more about these occupations?  
Yes ☐  No ☐
Communication employee

Communication employee
De communication employee supports the communication manager. You manage contacts within and outside of the company. Your goal is to provide customers and employees with information. You write company news on the network that only the employees use. You also organize events for employees, such as the personnel day.

You also provide the customers with interesting company news. You write newsletters, give away flyers and keep the website up-to-date. You also organize an open day once in a while, during which customers can visit the company.

You have varied work. You’re creative and good at writing. You can estimate perfectly what the client wants.

Finish this sentence. This occupations fits me, because...

“It does not fit me because I want to work with people”
Labor market prospects

<table>
<thead>
<tr>
<th>Position</th>
<th>You thought</th>
<th>It is</th>
<th>You thought</th>
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<td>€18,-</td>
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<tr>
<td>Communication employee</td>
<td>-</td>
<td>Reasonable</td>
<td>-</td>
<td>€23,-</td>
</tr>
<tr>
<td>Mediator</td>
<td>-</td>
<td>Reasonable</td>
<td>-</td>
<td>€21,-</td>
</tr>
<tr>
<td>Activity supervisor</td>
<td>-</td>
<td>Reasonable</td>
<td>-</td>
<td>€18,-</td>
</tr>
</tbody>
</table>
Make a final ranking of the occupations

Would you like to change something about your favorite occupations? If so, you can do that here.

- Employee social care
- Youth-youngerster worker
- Activity supervisor
- Pedagogical employee youth care
- Mediator guest parent
- Pedagogical employee day-care
- Mediator
- Communication employee

Health care and well-being

Economics
Employee social care

You put the ‘employee social care’ occupation on top of your list. Answer the following questions about this occupation.

Employee social care

Handicapped individuals, people with a psychiatric condition, (ex-)inmates or addicts. This is just a selection of individuals you might have to work with as an employee social care. Because of this, you have a very varied job.

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Finish this sentence. This occupation fits me, because...

“I find that handicapped people have the same rights as healthy people. Especially that they also have the right to have a fun day, like every person has. Handicapped people may have more problems with it.”
Profile choice
What profile do you plan on choosing now? If you’re in doubt, you can select multiple.

- Economics & Entrepreneurship
- Mobility & Transport
- Catering, baking & recreation
- Media, design & IT
- Health care & well-being
- Green (agriculture)
- Construction, living & interior
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