



EDUCATION AT A GLANCE 2015

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 34 OECD countries and a number of partner countries.

NETHERLANDS

This Country Note focuses on six major topics covered in the 2015 edition of *Education at a Glance: OECD Indicators*. These topics are: educational attainment, skills and participation in the labour market, equity in education, early childhood through secondary education, tertiary education (based on the new ISCED 2011 classification), financing of education and the teaching profession.

The table *Key fact for the Netherlands in Education at a Glance 2015* presents a summary of figures for the Netherlands and the OECD average.

Educational attainment, skills and participation in the labour market

Employment rates are high in the Netherlands, especially for individuals with above secondary education.

Whatever their level of education, the employment rate for adults (25-64 year-olds) in the Netherlands is 4 percentage points higher than the average for all OECD countries. Individuals with post-secondary non-tertiary education have especially good job prospects than similarly qualified adults across OECD and EU21* countries as they are 10 percentage points more likely to be employed.

Upper secondary-educated adults enjoy employment rates of almost 80%, but those with higher qualifications – post-secondary non-tertiary and tertiary education – show even higher employment rates, of almost 90%. In contrast less than two-thirds of those with below upper secondary education are in employment.

Tertiary education also pays off, especially for those with bachelor's, master's and doctoral degrees.

Labour market opportunities are better for tertiary-educated adults. Doctoral graduates have the highest employment rates, with 94% in employment. Although most OECD countries show higher employment rates for adults with a master's degree than a bachelor's degree, in the Netherlands the employment rates in both groups are similar: 87% for bachelor's graduates and 89% for master's graduates.

In the Netherlands, individuals with a tertiary educational degree are 28 percentage points more likely to be among the top 25% earners, than those with upper secondary or post-secondary non-tertiary education. This is regardless of parents' level of education.

Upper secondary attainment rates are rising, and result in above-average social outcomes.

The share of individuals who attained below upper secondary education as their highest qualification fell from 35% in 2000 to 24% in 2014. Among the youngest cohort, 25-34 year-olds, only 15% only attained below upper secondary education. This trend is also reflected in the fact that the share of individuals who completed at least secondary education is 20 percentage points higher among 25-34 year-olds (85%) than among 55-64 year-olds.

Upper secondary or post-secondary non-tertiary educated individuals in the Netherlands score higher on social outcomes than the average for countries participating in the Survey of Adults Skills (PIAAC). These include reporting that they trust others (30% compared with the OECD average of 18%), reporting that they are in good health (81% over 79% on average), reporting that others do not take advantage of them (22% over 16% on average) and reporting that they believe they have a say in government (36% over 30% on average). Upper secondary or post-secondary non-tertiary educated individuals in the Netherlands also score higher than those with below upper secondary education for these four outcomes.

Equity in education and labour market

In the Netherlands, equity in the educational system is especially evident in the country's high rates of educational mobility and access to second-chance programmes later in life.

The percentage of 25-34 year-old students whose educational attainment is higher than that of their parents is above the average for countries participating in the Survey of Adults Skills; in the Netherlands, 33% completed a level higher than their parents compared to 28% on average for OECD countries.

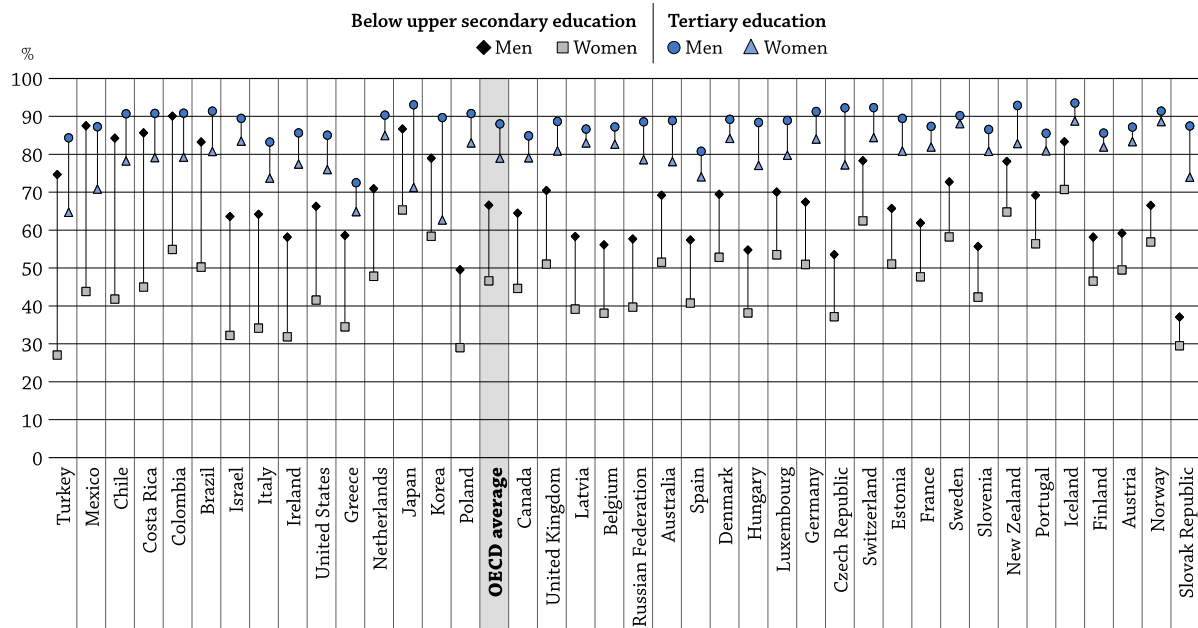
The fact that 1 in 4 graduates of vocational programmes is over 25 (compared to 1 in 6 across OECD countries), might reflect the opportunities available to older adults in the Netherlands to complete their upper secondary education, resulting in accessible second-chance programmes.

Even though gender gaps are closing in educational attainment, women's economic outcomes are still lower than men's and women are less likely to be employed than men.

Women in the Netherlands tend to be highly educated. Overall, women aged 25-34 are 3 percentage points more likely to be tertiary educated than the OECD average and almost 10 percentage points more likely than their male peers (49% of women compared to 40% of men).

Despite their higher educational attainment on average, women's economic outcomes are lower than men's. Tertiary-educated women aged 35-44 working full time, earn 83% of the average earnings of their male counterparts with the same educational attainment and employment status. However, this disparity is among the smallest in OECD countries, where on average the share is 74%.

Gender differences in adult employment rates are more evident among individuals with below upper secondary education: 71% of men with below upper secondary education are employed but just 48% of women. Among tertiary-educated adults these differences are less evident as 90% of tertiary-educated men are employed and 85% of tertiary-educated women.

Figure 1: Employment rates of 25-64 year-old men and women with below upper secondary and tertiary education (2014)

Countries are ranked in descending order of the difference between employment rate of 25-64 year-old men and women with below upper secondary education.

Source: OECD, Tables A5.3b and c.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933283861> (Education at a Glance 2015, chart A10.5)

Early childhood through upper secondary education

In the Netherlands, early childhood education is highly accessible with almost 100% enrolment among 4-year-olds.

The Netherlands is one of the few OECD and partner countries where almost 100% of children are enrolled in early childhood education by the age of 4.

Like most OECD countries, school inspection at primary level is required as part of the accountability system. Countries do concentrate on different areas, however; in the Netherlands, inspection focuses mainly on satisfaction of parents, staff and students; student performance; the curriculum; and compliance with rules and regulations, whereas other countries focus on none or just a subset of these areas. The Netherlands is also one of the few OECD countries which inspect 100% of schools each year, alongside Israel and Spain.

Total compulsory instruction time for primary and lower secondary education in the Netherlands is one of the longest among OECD countries.

The average compulsory instruction time in primary education in the Netherlands is 940 hours a year, compared to 804 hours on average in OECD countries. The compulsory instruction time in lower secondary education increased to 1 000 hours a year, where the OECD average is only 916 hours a year.

Although in most OECD countries the number of instruction hours increases with educational level, the number of instruction hours remains fairly constant in the Netherlands. In fact, in upper secondary education the compulsory instruction time actually falls to 925 hours a year.

Tertiary education: short-cycle, bachelor's, masters and doctoral programmes

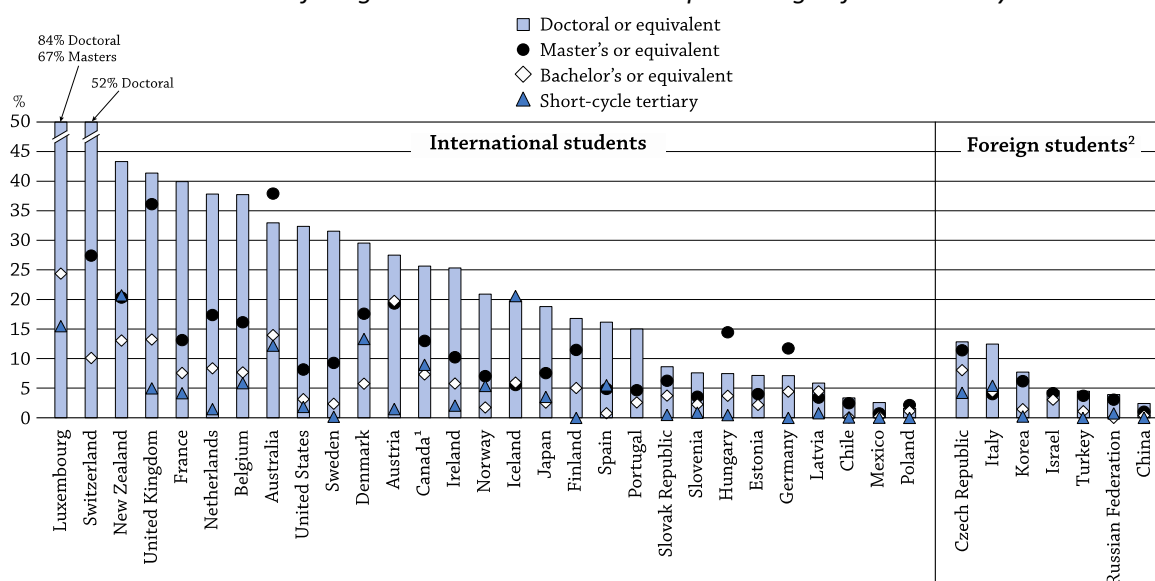
Tertiary education institutions in the Netherlands are attractive to international students.

In 2013, tertiary education institutions in the Netherlands attract slightly more international students than average: 10% of the tertiary student population is international, compared to less than 9% for OECD countries on average. The highest shares of international students are found at doctoral or equivalent levels (38%), followed by master's level (17%); the smallest share is found at bachelor's level (8%). A large proportion of international students in the Netherlands come from Germany (36%).

The majority of the international students are enrolled in the fields of social sciences, business and law (43%) with a smaller share enrolled in engineering, manufacturing and construction (11%). These are comparable to the proportions of national first-time tertiary students, with 40% enrolled in social sciences, business and law and 9% in engineering, manufacturing and construction.

At doctoral level, the percentage of students (including international students) who graduate from science programmes is 15% (compared to the OECD average of 27%) and it is 19% in engineering, manufacturing and construction (compared to the OECD average of 17%).

Figure 2: Student mobility in tertiary education, by ISCED level (2013)
International or foreign student enrolments as a percentage of total tertiary education




1. Year of reference 2012.

2. Foreign students are defined on the basis of their country of citizenship, these data are not comparable with data on international students and are therefore presented separately in the chart.

Countries are ranked in descending order of the percentage of international or foreign students in doctoral or equivalent programmes.

Source: OECD, Table C4.1.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284253> (Education at a glance 2015, chart C4.2)

Students starting tertiary education in the Netherlands are among the youngest in OECD countries but are less likely to go on to a master's or doctoral degree.

In the Netherlands, students tend to enter tertiary education young, with 91% starting tertiary education before they reach 25, compared with 82% on average for the OECD, and 86% starting doctoral level programmes before they reach 30 (61% on average for the OECD).

In the Netherlands, 54% of students start a bachelor's degree or equivalent, comparable to the OECD average. Dutch students are less likely to go on to higher levels of education: 13% enter a master's

programme compared to 20% on average in OECD countries, while just 0.7% of Dutch students enter a doctoral programme compared to 1.8% on average in OECD countries.

Dutch tertiary-educated adults aged 25-64 score highest on skills and readiness to use information and communications technology (ICT) for problem solving compared to those in other countries participating in PIAAC: 64% reached the highest level on this measure, compared with 52% on average in participating countries.

Financing of education

The Netherlands continues to invest relatively high amounts per student on educational institutions, particularly at the secondary and post-secondary non-tertiary level.

In the Netherlands, expenditure per student increased 7% for primary, secondary and post-secondary non-tertiary education between 2008 and 2012, slightly less than the OECD average. Expenditure per student in tertiary education increased more slowly, only 2% between 2008 and 2012 (compared with 4% on average in OECD countries).

Although total expenditures have remained stable, annual expenditure per student from primary to tertiary level is one of the highest among OECD and partner countries with available data. This is especially evident at secondary level where annual expenditure per student was over USD 12 300¹ in 2012 compared to USD 9 500 on average in OECD countries. Similarly, at post-secondary non-tertiary level annual expenditure was USD 11 600 per student in 2012 compared to the OECD average of USD 6 700.

However, expenditure on educational institutions as a percentage of gross domestic product (GDP) is close to the OECD average at all education levels, with only tertiary education showing a 0.2 percentage points higher expenditure. The share of expenditure on primary to tertiary education institutions as a percentage of GDP has increased by 0.6 percentage points between 2008 and 2012, more than the 0.2 percentage point increase on average in OECD countries.

Public expenditures are the most important source of funding of educational institutions, but funding from private sources on tertiary educational institutions has been increasing.

Tertiary education in the Netherlands is largely publicly funded; the share of public expenditure on educational tertiary institutions is 70%, in line with the average share in OECD countries, but 8 percentage points lower than the EU21 average. The average annual tuition fee for public institutions at the bachelor's or equivalent level in the Netherlands is USD 2 300. Of the 22 countries reporting data on annual tuition fees in public tertiary institutions at the bachelor's or equivalent level, 8 charge no tuition fees, 5 report lower average tuition fees than the Netherlands, and 8 report higher fees.

The amount of funding from private sources in tertiary education in the Netherlands increased substantially from 2008 to 2012, by 17%. On average, private expenditure in OECD countries increased just 8% over the same period. Private sources include funding from households in the form of tuition fees and other direct payments to tertiary institutions. In the Netherlands, households account for 16% of funding for tertiary institutions, compared to 22% on average in OECD countries, but just above the EU21 average of 14%.

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

The teaching profession

In the Netherlands, teachers earn relatively good salaries at all stages of their career compared with other OECD countries, but they still lag behind those of similarly educated workers.

In pre-primary, primary, lower secondary and upper secondary education, teachers' salaries at all stages of their career (from starting salaries, after 10-15 years of experience and at the top of scale) are substantially higher than OECD averages. For example, annual salaries after 10 years of experience are USD 7 000 to USD 16 000 higher than the OECD average. However, teachers' salaries still lag behind those of similarly educated workers. Salaries for secondary education teachers are 85% of the salaries for workers with comparable qualifications.

Net teaching time in primary school is relatively high, at 930 hours per year compared to the OECD average of 772 hours. Similarly, in upper secondary education, teachers spend 750 hours teaching a year, over 100 hours more than the OECD average. Teacher appraisal is legislated by policy or regulation, in common with three-quarters of OECD countries.

The teaching workforce across The Netherlands is ageing with high percentages of teachers over 50 years old, however an influx of young teachers is becoming apparent.

In upper secondary education, about one half of all teachers in the Netherlands are over 50 years old, compared with more than one-third on average in OECD countries. This phenomenon is also visible in primary education where almost 40% of the teachers are over 50 years old, compared to 30% on average in OECD countries. However, the share of young teachers in primary and secondary education is just above the OECD averages; 9% of upper secondary school teachers are under 30, compared to 8% on average in OECD countries and 18% of primary school teachers are under 30, compared to 13% on average in OECD countries. As there is a positive link between teachers' salaries and years of teaching experience, an ageing teaching workforce increases school costs, which in turn, can limit the resources available to implement other initiatives.

The percentage of women among teaching staff is similar to OECD averages. In pre-primary and primary education 87% of teachers are women; in lower, upper and post-secondary non-tertiary education around half are women; and in tertiary education the figure is just below half (43%).

Teachers in the Netherlands developed good ICT and problem-solving skills, even though the use of ICT in learning and pedagogy remains average.

Primary and secondary teachers show above average ICT and problem-solving skills: 55% of them score at the highest level on skills and readiness to use ICT for problem solving compared with 47% on average among the countries participating in the Survey of Adults Skills. The Netherlands also had the lowest percentage of teachers lacking ICT skills (5% compared to 11% on average in participating countries). Despite this, teachers in the Netherlands do not report using their ICT skills at work more often than the average for teachers in other countries with available data. On top of that, TALIS data reported that only 35% of the students in the Netherlands use ICT for projects or class work "frequently" or "in all or nearly all lessons", 4 percentage points below the OECD average.

Teachers felt that they were well prepared to use ICT in the classroom, as 91% reported having the computer skills needed to do their job. Some 87% of them reported that their job required moderate or complex ICT skills.

References

OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.


* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.


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Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

For more information on *Education at a Glance 2015* and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

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<http://gpseducation.oecd.org/CountryProfile?primaryCountry=NLD&treshold=10&topic=EO>

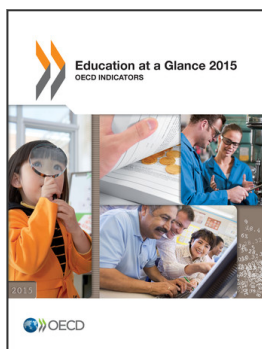
Questions can be directed to: Gabriele Marconi Directorate for Education and Skills gabriele.marconi@oecd.org	Country Note author: Elia Bogers Directorate for Education and Skills elian.bogers@oecd.org
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Key Facts for Netherlands in Education at a Glance 2015

Table	Indicator	Netherlands	OECD average
Educational Access and Output			
	Enrolment rates	2013	2013
C2.1	3-year-olds (in early childhood education)	83%	74%
	Highest educational attainment level of 25-64 year-olds	2014	2014
A1.4a	Below upper secondary	24%	24%
	Upper secondary or post-secondary non-tertiary	41%	43%
	Tertiary	34%	34%
	Highest educational attainment level of 25-64 year-olds (disaggregation at tertiary level)	2014	2014
A1.1a	Short cycle tertiary	2%	8%
	Bachelor's or equivalent	20%	16%
	Master's or equivalent	12%	11%
	Doctoral or equivalent	1%	1%
	Entry and graduation rates	2013	2013
C3.1	Percentage of today's young people expected to enter tertiary education at least once during their lifetime	65%	67%
A3.1	Percentage of today's young people expected to graduate with a bachelor's or equivalent degree in their lifetime	41%	36%
Economic and Labour Market Outcomes			
	Unemployment rate of 25-64 year-olds	2014	2014
A5.4a	Below upper secondary	10.1%	12.8%
	Upper secondary and post-secondary non-tertiary	7.1%	7.7%
	Tertiary	3.9%	5.1%
	Average earnings premium for tertiary-educated 25-64 year-olds (upper secondary = 100)	2013	2013
A6.1a	Short cycle tertiary	**	125
	Bachelor's or equivalent	**	157
	Master's, Doctoral or equivalent	**	214
	All tertiary	156	160
	Percentage of people not in employment, education or training (NEET) for 15-29 year-olds	2014	2014
C5.2b	Men	8.2%	13.2%
	Women	10.3%	17.9%
Financial Investment in Education			
	Annual expenditure per student (in equivalent USD, using PPPs)	2012	2012
B1.1a	Primary education	8185 USD	8247 USD
	Secondary education	12296 USD	9518 USD
	Tertiary (including R&D activities)	19276 USD	15028 USD
	Total expenditure on primary to tertiary educational institutions	2012	2012
B2.2	As a percentage of GDP	5.5%	5.2%
	Total public expenditure on primary to tertiary education	2012	2012
B4.2	As a percentage of total public expenditure	10.8%	11.6%
Schools and Teachers			
	Ratio of students to teaching staff	2013	2013
D2.2	Primary education	17 students per teacher	15 students per teacher
	Secondary education	17 students per teacher	13 students per teacher
	Average actual teachers' salaries	2013	2013
D3.4	Pre-primary school teachers	49533 USD	37798 USD
	Primary school teachers	49533 USD	41248 USD
	Lower secondary school teachers (general programmes)	61078 USD	43626 USD
	Upper secondary school teachers (general programmes)	61078 USD	47702 USD

The reference year is the year cited or the latest year for which data are available.

** Please refer to the source table for details on this data.



From:

Education at a Glance 2015

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2015-en>

Please cite this chapter as:

OECD (2015), "Netherlands", in *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2015-71-en>

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