

EDUCATION AT A GLANCE 2016

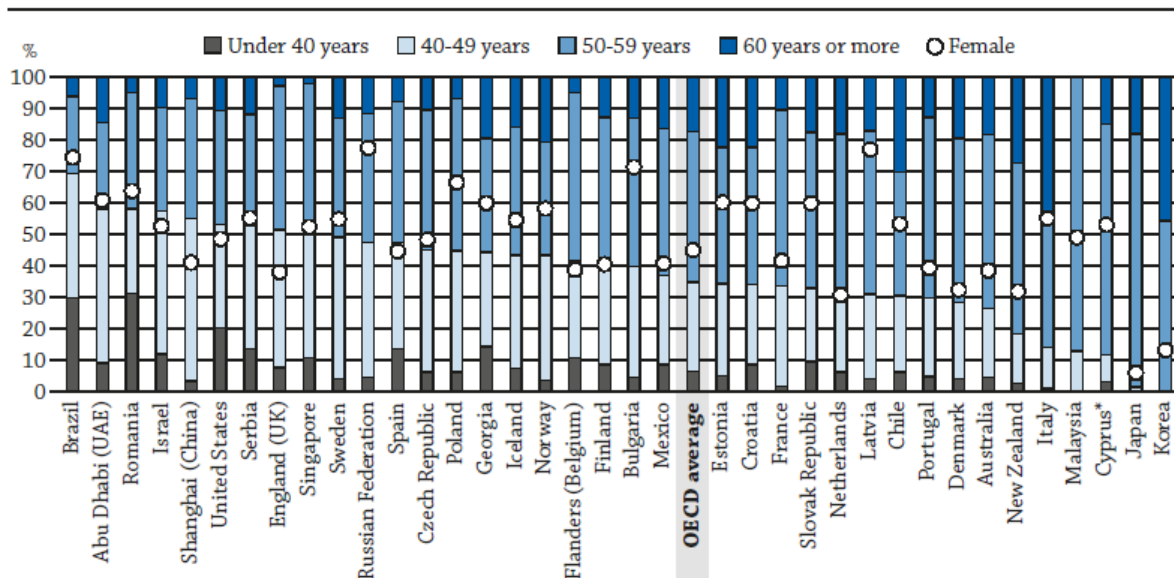
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Netherlands

- **Women are less likely to be employed than men in the Netherlands:** in 2015, 85% of tertiary-educated women were employed, compared to 91% of tertiary-educated men. They also earn less than men at all levels of educational attainment.
- **Teachers' salaries in the Netherlands are above the OECD average at all stages of their career.**
- **Tertiary attainment has steadily grown and is now equivalent to the OECD average (35% in 2015),** due to large increases in attainment among the younger generations. The vast majority of tertiary-educated adults have a bachelor's or master's degree.
- **The graduation rate from vocational programmes at the upper secondary level (77%) was considerably higher than the OECD average (46%) in 2014** and has grown at a faster rate than most OECD countries.
- **Public expenditure on education has been increasing,** both as a share of the nation's wealth and as a percentage of total public spending.

Figure 1. Gender and age distribution of principals in lower secondary education (TALIS 2013)

Percentage of female principals and age of principals



** Note by Turkey:* The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Countries and economies are ranked in ascending order of the percentage of principals who are over 50 years old.

Source: OECD, Table D6.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399303>

Gender gaps in education and employment persist, but are becoming smaller

- As in most OECD countries, there is a clear gender imbalance in tertiary graduates' field of study, with low levels of women participating in the fields of science, technology, engineering and mathematics (STEM) and also manufacturing and construction. There are over 2.5 men for every woman graduating in the field of sciences and over 3 men for every woman graduating in the fields of engineering, manufacturing and construction. Men are under-represented in the fields of education and health and welfare, with 3.5 women for every man graduating in the field of education and 3 women for every man graduating in the field of health and welfare.
- Women are less likely to be employed than men in the Netherlands: in 2015, 85% of tertiary-educated women were employed, compared to 91% of tertiary-educated men. The gender gap is larger for those educated below upper secondary level with 49% of women in employment compared to a male employment rate of 72%.
- As is the case for all OECD countries, women in the Netherlands earn less than men at all levels of educational attainment, although the gap is wider among those with a tertiary education. Tertiary-educated women earn 74% of what men earn, which is comparable to the OECD average of 73%. The earning gap, however, has been decreasing for the younger generation. Among 35-44 year-olds, tertiary-educated women earn 83% of what men earn compared to 74% on average across OECD countries.
- As in nearly all OECD countries, most of the teaching workforce in the Netherlands is female at all levels of education except for tertiary, where they represent only 44% of academic staff, similar to the OECD average of 43%. Women are also under-represented in leadership roles: they make up only 31% of lower secondary principals, which is considerably lower than the OECD average of 45% (Figure 1). However, the Netherlands has the highest share of male teachers in pre-primary education of all OECD countries, 13% compared to an OECD average of 3%.

Salary, the school environment and workload all may influence teachers' decisions to enter – and remain in – the profession

- Teachers earn relatively high statutory salaries at all stages of their career in the Netherlands: pre-primary, primary, lower secondary and upper secondary teachers' salaries – from starting salaries, after 10-15 years of experience and at the top of scale – are substantially higher than the respective OECD averages. However, teachers' salaries still lag behind those of workers with a tertiary qualification. Salaries for secondary teachers, for instance, are 85% of the salaries of other tertiary-educated workers.
- Net teaching time in primary school is relatively high, at 930 hours per year compared to the OECD average of 776 hours. Similarly, in upper secondary education, teachers spend 750 hours teaching a year, over 100 hours more than the OECD average.
- The teaching workforce of the Netherlands is ageing, with high percentages of teachers nearing the age of retirement. In upper secondary education, more than half of all teachers in the Netherlands (51%) were over 50 years old in 2014, compared with 38% on average in OECD countries. Of these, 15% were 60 years or older in 2014, compared with an OECD average of 9%. So, like many OECD countries, the Netherlands faces a real challenge in replacing the knowledge and skills of those teachers who will retire in the coming years.
- Over two-thirds of lower secondary principals in the Netherlands are over the age of 50, and their average age is 52. This is in line with the average age distribution across OECD countries. In terms of leadership roles, only 28% of principals reported collaborating with teachers to solve classroom discipline problems (OECD average: 62%), but nearly 70% reported taking action to ensure that teachers take responsibility for improving their teaching skills (OECD average: 64%).

High-quality education needs sustainable funding

- Total expenditure on primary to tertiary education in the Netherlands accounts for 5.5% of the country's gross domestic product (GDP), slightly above the OECD average of 5.2%. The expenditure per student for these levels of education comes out at USD 12 247,1 again above the OECD average of USD 10 493.
- Both total expenditure and expenditure per student increased in the Netherlands between 2008 and 2013. In primary, secondary and post-secondary non-tertiary education, the number of students remained stable during this period so total expenditure and expenditure per student both increased by 8%. In tertiary education expenditure increased by more than the number of students, leading to an increase of 2% in expenditure per student.
- Most expenditure on education comes from public sources at all levels of education; from primary to tertiary, 82% comes from public sources against the OECD average of 84%. The share of public expenditure on primary,

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

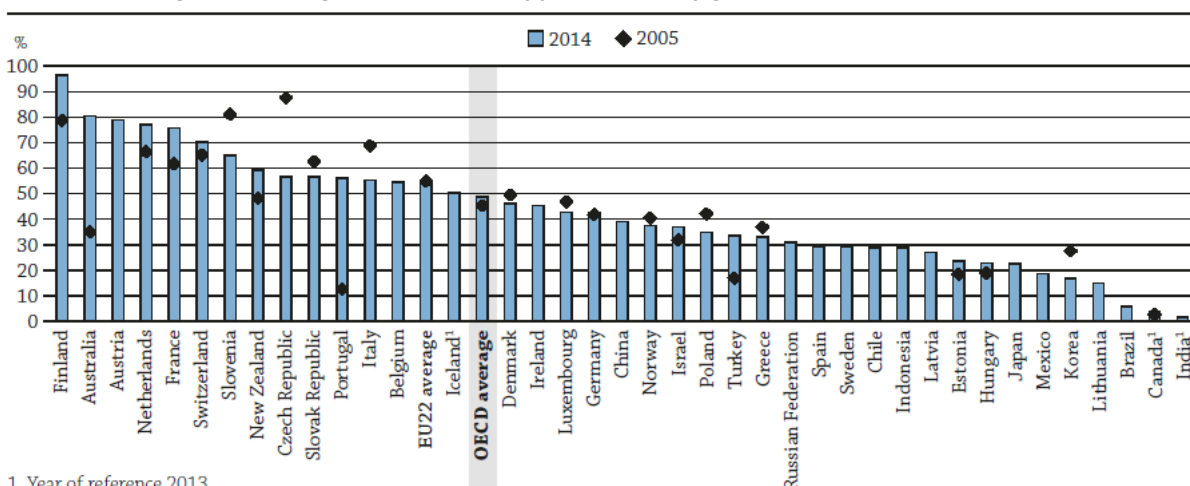
secondary and post-secondary levels has remained stable since 2005 in the Netherlands, compared with a slight decrease across OECD countries on average. At the tertiary level, the share of public expenditure has slightly fallen since 2005 (from 73% in 2005 to 70% in 2013), which contrasts with the OECD average (from 70% in 2005 to 71% in 2013).

- Public expenditure on education represented 11.3% of total public expenditure in 2013, similar to the OECD average of 11.3%. Although this is the same percentage as in 2005, it represents an increase from 2010, when it was 10.7%.

Vocational education and training can provide more direct pathways into the labour market

- The Netherlands has a strong vocational education and training system with high graduation rates and good labour market outcomes. If current patterns are maintained across OECD countries, 46% of young adults are expected to graduate from a vocational programme at the upper secondary level, but in the Netherlands the rate stands at 77%. Between 2005 and 2014 the graduation rate for upper secondary vocational programmes in the Netherlands increased by 11 percentage points compared to an OECD average increase of 4 percentage points.
- As in many OECD countries, the employment situation in the Netherlands for individuals whose highest educational attainment is upper secondary or post-secondary non-tertiary is better for those who attended a vocational programme than those who attended a general one. In 2015, 83% of 25-35 year-olds whose highest educational attainment is vocational upper secondary or post-secondary non-tertiary levels were employed. The rate was 73% for those who followed a general programme.

Figure 2. Change in vocational upper secondary graduation rates (2005, 2014)



1. Year of reference 2013.

Countries are ranked in descending order of vocational upper secondary graduation rates in 2014.

Source: OECD, Table A2.4. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933396680>

Tertiary education has a strong impact in the labour market

- Tertiary educational attainment has steadily grown over the generations in the Netherlands and reached the OECD average of 35% in 2015 due to large increases in attainment among younger generations. In 2015, 45% of 25-34 year-olds had a tertiary degree compared with just 27% of 55-64 year-olds. This 18 percentage points difference was higher than the OECD average.
- The vast majority of all tertiary graduates have a bachelor's or master's degree: 91% of first-time tertiary graduates will complete a bachelor's or equivalent programme, 8% a master's or equivalent programme and only 1% a short-cycle tertiary programme.
- Looking to the future, it is estimated that almost two-thirds of today's young people (65%) will enter a bachelor's degree or equivalent programme over their lifetime in the Netherlands, compared with 59% on average across OECD countries, and 21% are expected to enter a master's degree or equivalent against 23% on average across the OECD.
- As in other OECD countries, tertiary-educated people are the most likely to be employed in the Netherlands. In 2015, 88% of 25-64 year-olds with a tertiary qualification were employed compared to an OECD average of 84%. The rates were even higher for younger adults (25-34 year-olds): 91% for the Netherlands and 83% on average across OECD countries.

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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.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 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.

Explore, compare and visualise more data and analysis using:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=NLD&treshold=10&topic=EQ>.

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Key Facts for the Netherlands in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Netherlands		OECD average		EU22 average	
	Gender						
	Employment rate of 25-64 year-olds, by educational attainment	2015					
Chart A5.2.		Men	Women	Men	Women	Men	Women
	Below upper secondary	72%	49%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	84%	73%	81%	67%	79%	68%
	Tertiary	91%	85%	88%	80%	88%	80%
	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014					
Table A6.2		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)	
	Below upper secondary	77%		76%		77%	
	Upper secondary or post-secondary non-tertiary	79%		77%		79%	
	Tertiary	74%		73%		74%	
	Percentage of people not in employment, nor in education or training (NEET)	2015					
Table C5.2		Men	Women	Men	Women	Men	Women
	15-29 year-olds	7%	9%	12%	17%	13%	16%
	Percentage of female graduates, by tertiary levels of education	2014					
Table A3.4		% Women		% Women		% Women	
	Short-cycle tertiary	53%		56%		59%	
	Bachelor's or equivalent	56%		58%		60%	
	Master's or equivalent	57%		57%		58%	
		47%		47%		49%	
	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012		2012 ¹		2012	
		Men	Women	Men	Women	Men	Women
	Table A1.5.	Teacher training and education science	7%	20%	7%	18%	n.a.
Engineering, manufacturing and construction		22%	3%	31%	7%	n.a.	n.a.
Vocational Education and Training (VET)							
	Distribution of enrolment, by programme orientation	2014					
Table C1.3a		General	Vocational	General	Vocational	General	Vocational
	Upper secondary education	**	**	56%	44%	52%	48%
	Educational attainment, by programme orientation	2015					
Table A1.4.		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	7%	34%	17%	26%	13%	30%
	Unemployment rate, by programme orientation	2015					
Table A5.5		General	Vocational	General	Vocational	General	Vocational
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	10.2%	6.5%	10%	9.2%	11.7%	10.8%
Financial Investment in Education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013					
Table B1.1	Primary education	USD 8 371		USD 8 477		USD 8 545	
	Secondary education	USD 12 269		USD 9 811		USD 10 053	
	Tertiary (including R&D activities)	USD 18 947		USD 15 772		USD 15 664	
	Total expenditure on primary to tertiary educational institutions	2013					
Table B2.2	As a percentage of GDP	5.5%		5.2%		5%	
	Total public expenditure on primary to tertiary education	2013					
Table B4.2	As a percentage of total public expenditure	11.3%		11.2%		9.9%	
Early Childhood Education and Care (ECEC)							
	Enrolment rates in early childhood education at age 3	2014					
Table C2.1	ISCED 01 and 02	81%		71%		77%	
	Expenditure on all early childhood educational institutions	2013					
Table C2.3	As a percentage of GDP	0.4%		0.8%		0.8%	
	Proportions of total expenditure from public sources	88%		81%		86%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014					
Table D3.2a		0.68		0.74		0.74	
	Pre-primary school teachers	0.68		0.81		0.81	
	Primary school teachers	0.85		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.85		0.89		0.92	
		0.85		0.89		0.92	
	Upper secondary school teachers (general programmes)	0.85		0.89		0.92	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2014					
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	USD 36 097	USD 53 544	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	USD 36 097	USD 53 544	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	USD 38 089	USD 66 366	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	USD 38 089	USD 66 366	USD 34 186	USD 46 379	USD 33 420	USD 46 420

Netherlands - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Netherlands		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012¹		2012	
Table A6.4	Teacher training and education science	USD 4 000		USD 3 004		n.a.	
	Engineering, manufacturing and construction	USD 5 300		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	17 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	17 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	16 students per teacher		17 students per teacher		17 students per teacher	
Tertiary Education							
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	1%	2%	8%	8%	5%	6%
	Bachelor's or equivalent	27%	21%	21%	16%	18%	13%
	Master's or equivalent	16%	12%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	45%	35%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	86%		80%		80%	
	Bachelor's or equivalent	87%		82%		81%	
	Master's or equivalent	90%		87%		86%	
	Doctoral or equivalent	96%		91%		91%	
	All tertiary levels of education	88%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014					
Table A6.1	Short-cycle tertiary	**		120		120	
	Bachelor's or equivalent	**		148		139	
	Master's, doctoral or equivalent	**		191		175	
	All tertiary levels of education	149		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	8%		5%		6%	
	Master's or equivalent	17%		12%		13%	
	Doctoral or equivalent	37%		27%		22%	
	All tertiary levels of education	10%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	70%		68%		63%	
	All tertiary levels (excluding international students)	60%		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	57%		51%		50%	
Other: Immigration and intergenerational mobility in education							
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status²	2012		2012¹		2012	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	27%	46%	27%	37%	n.a.	n.a.
Other: Adult education and learning							
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education²	2012		2012¹		2012	
Table C6.3	Below upper secondary	42%		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	65%		46%		n.a.	
	Tertiary	82%		70%		n.a.	
Other: Education and social outcomes							
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	61%		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	89%		90%		n.a.	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment³	2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	97%	96%	83%	87%	83%	86%
	Tertiary	96%	98%	92%	94%	92%	93%

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

Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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



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