

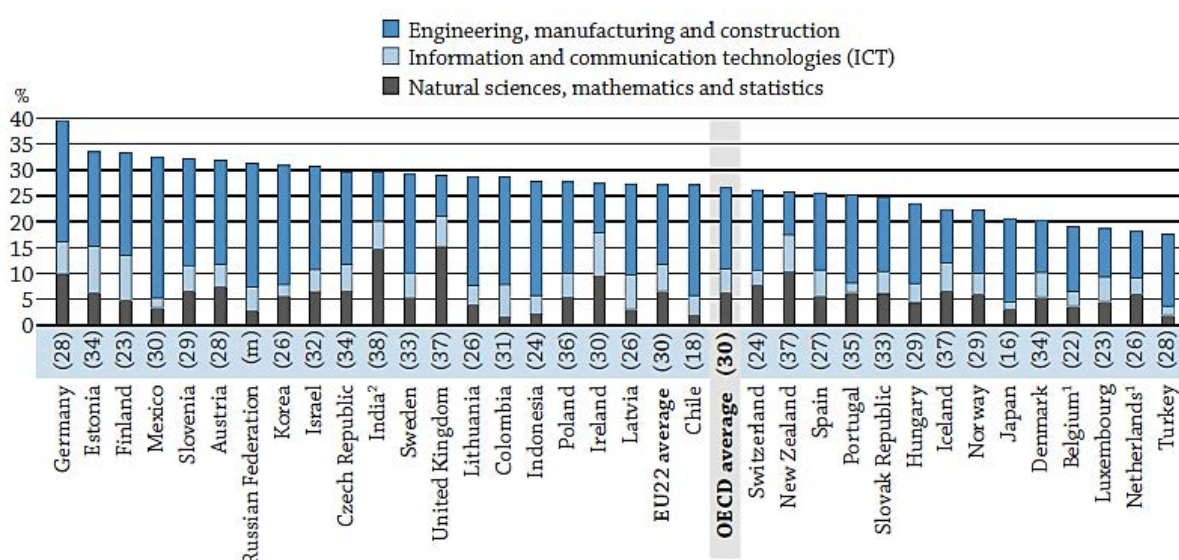
EDUCATION AT A GLANCE 2017

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

- **Tertiary students are less likely to choose science, technology, engineering and mathematics (STEM) fields of study in the Netherlands:** in 2015, only 18% of new entrants entered engineering, manufacturing and construction; natural sciences, mathematics and statistics; or information and communication technologies (ICT), whereas on average across OECD countries 27% entered those fields.
- **In 2015 the graduation rate from vocational programmes at upper secondary level was 75%, considerably higher than the OECD average of 44%,** and it has grown at a faster rate in the Netherlands than in most OECD countries.
- **Although teachers' salaries in the Netherlands are above the OECD average at all stages of their career, their pay at all levels lags behind similarly educated workers.**
- **Public expenditure on education has been increasing between 2010 and 2014,** both as a share of the nation's wealth and as a percentage of total public spending.

Figure 1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)



Note: The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

Source: OECD/UIS/Eurostat (2017), Table C3.1a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558306>

Engineering and other science-related fields of study are less attractive to young adults

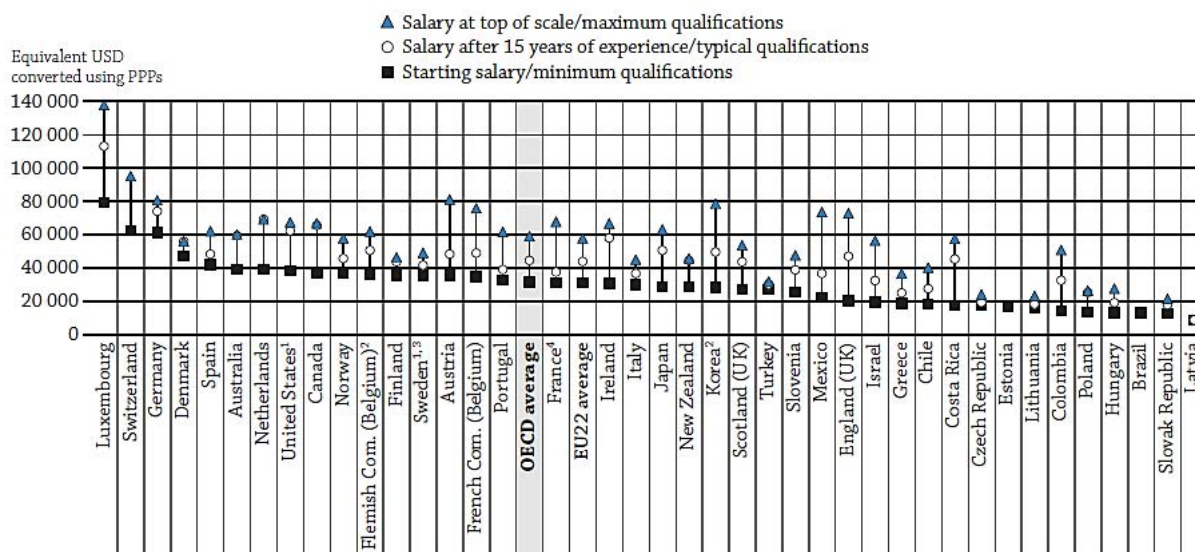
- As in many other OECD countries, the most popular field of education for new entrants to tertiary education in the Netherlands is business, administration and law (29%) followed by health and welfare (16%) and social sciences, journalism and information (12%). However, unlike in many other OECD countries, the science, technology, engineering and mathematics (STEM) fields are unpopular among tertiary students, with only 9% of new entrants choosing engineering, manufacturing and construction; 6% natural sciences, mathematics and statistics; and 3% information and communication technologies (ICT), making ICT the least popular field (Figure 1). On average across OECD countries, 27% of new entrants to tertiary education choose STEM fields of study, while in the Netherlands the figure is only 18%.
- The distribution of graduates from the different fields of study for the Netherlands matches the distributions for new entrants, with the majority of tertiary graduates coming from business, administration and law (28%) followed by health and welfare (16%) and social sciences, journalism and information (15%). The Netherlands has one of the lowest proportions of tertiary graduates in engineering, manufacturing and construction (8%) of all the OECD countries, ahead of only Luxembourg and the United States.
- 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, 44% of young adults are expected to graduate from a vocational programme at the upper secondary level, but in the Netherlands the share stands at 75%.
- The Netherlands is one of a handful of countries offering combined school- and work-based vocational programmes in addition to general programmes. The proportion of female graduates is about the same as male ones for both general programmes (52%) and vocational programmes (50%).
- While the breakdown of fields of education among graduates from vocational upper secondary programmes are fairly evenly spread – ranging from 19% in engineering, manufacturing and construction to 25% in health and welfare – women are more concentrated in the fields of health and welfare (88% of graduates at this level) or business, administration and law (53%) while men make up 92% of graduates in engineering, manufacturing and construction and 56% of those in services. The share of female graduates in health and welfare is 6 percentage points higher in the Netherlands than the OECD average, but 4 percentage points below the OECD average in engineering, manufacturing and construction; 13 percentage points below in business, administration and law; and 16 percentage points below in services.

Creating good working conditions and attracting high quality teachers is a challenge

- Teachers earn relatively high statutory salaries at all stages of their career in the Netherlands. At pre-primary, primary, and secondary levels, teachers' salaries at the start of their careers, after 10 or 15 years of experience and at the top of scale are all substantially higher than the respective OECD averages (Figure 2). However, teachers' actual salaries lag further behind those of Dutch workers with a tertiary qualification than on average in OECD countries. Salaries for secondary school teachers (lower and upper secondary levels combined) in the Netherlands are 88% of the salaries of other tertiary-educated workers, while the OECD averages are 88% for lower secondary teachers and 94% for upper secondary teachers. Teachers' actual salaries also lag behind the weighted average of similarly educated workers at all levels of education, with pre-primary and primary teachers earning 74% of the salaries of similarly educated workers and secondary teachers earning 89%.
- Net teaching time in primary school is relatively high, at 930 hours per year compared to the OECD average of 794 hours. Similarly, in upper secondary education, teachers spend 750 hours teaching a year, almost 100 hours more than the OECD average.
- The teaching workforce of the Netherlands is ageing, with large numbers of teachers nearing the age of retirement. In upper secondary education, half of all teachers in the Netherlands (50%) were over 50 years old in 2015, compared with 40% on average in OECD countries. As in many OECD countries, the Netherlands thus faces a real challenge in replacing the knowledge and skills of those teachers who will retire in the coming years.

Figure 2. Lower secondary teachers' statutory salaries at different points in teachers' careers (2015)

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.

2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.

3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.

4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2017), Table D3.1a, Tables D3.1b and D3.6, available on line. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558781>

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

- As in many OECD countries, individuals in the Netherlands with an upper secondary education enjoy better employment prospects if they attended a vocational programme rather than a general one. In 2016, the employment rate among 25-34 year-olds whose highest educational attainment is upper secondary or post-secondary non-tertiary was 85% for those with a vocational education, but just 73% for those with a general one.
- The Netherlands has high completion rates for upper secondary education within the theoretical duration of the programme, with 66% completing vocational programmes during that time compared to only 58% on average across OECD countries. Completion rates for upper secondary education by theoretical duration plus two years rise to 94% for general programmes and 78% for vocational ones in the Netherlands, well above the OECD averages of 82% and 69% respectively.
- Students in the Netherlands who have not yet graduated from vocational programmes by the end of the theoretical duration of the programme are more likely to still be in education than not (an 8 percentage point difference). Two years after the theoretical completion date, 4% of those who started such programmes are still in education and 18% have not graduated and are not enrolled in a vocational programme, which is 8 percentage points below the average of countries with available data.

Public spending on education has slightly increased

- Expenditure on primary to tertiary education for core educational services, ancillary services, and research and development (R&D) in the Netherlands account for 5.4% 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 works out at USD 12 495,¹ again above the OECD average of USD 10 759.

- While both total expenditure and expenditure per student fell slightly in the Netherlands between 2010 and 2014 for primary, secondary and post-secondary non-tertiary education, total expenditure for tertiary education increased. As both total expenditure and number of students increased by about 8% at the tertiary level, the change in expenditure per student remained constant over that period.
- Most expenditure on education in the Netherlands comes from public sources at all levels of education; 82% of spending from primary to tertiary comes from public sources, just under the OECD average of 85%. The share of public expenditure on primary, secondary and post-secondary levels has slightly increased 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 fallen slightly since 2005 (from 73% in 2005 to 70% in 2014). However, private expenditure has increased from 81% of the 2010 figure in 2005 to 115% in 2014, well above the OECD average increase of from 85% of 2010 levels to 107%.
- Public expenditure on education made up 11.2% of total public expenditure in 2014, similar to the OECD average of 11.3%. Although this is about the same share as in 2005, it represents an increase from 2010, when it was 10.7%.

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Note regarding data from Israel

The statistical data for Israel are supplied by and 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 (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 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 [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

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

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

Key Facts for the Netherlands in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Netherlands		OECD average		EU22 average		
Fields of study								
Table A2.1	Graduates in upper secondary vocational programmes	2015						
		%	% Women	%	% Women	%	% Women	
	Business, administration and law	20%	53%	20%	66%	19%	66%	
	Engineering, manufacturing and construction	19%	8%	34%	12%	33%	11%	
	Health and welfare	25%	88%	12%	82%	12%	82%	
Table C3.1	Services	21%	44%	17%	60%	19%	59%	
	New entrants to tertiary education	2015						
		%	% Women	%	% Women	%	% Women	
	Education	10%	76%	9%	78%	9%	79%	
	Business, administration and law	29%	44%	23%	54%	23%	57%	
Table C4.2	Engineering, manufacturing and construction	9%	21%	16%	24%	15%	25%	
	Tertiary students enrolled, by mobility status	2015						
		International students ¹	National students	International students ¹	National students	International students ¹	National students	
	Education	2%	12%	3%	8%	3%	8%	
	Business, administration and law	12%	28%	27%	23%	26%	22%	
Table A1.3	Engineering, manufacturing and construction	12%	8%	17%	12%	17%	15%	
	Tertiary-educated 25-64 year-olds	2016						
	Education	12%		13%		13%		
	Business, administration and law	27%		23%		21%		
	Engineering, manufacturing and construction	12%		17%		18%		
Table A5.3	Employment rate of tertiary-educated 25-64 year-olds	2016						
	Education	85%		83%		83%		
	Business, administration and law	90%		85%		85%		
	Engineering, manufacturing and construction	91%		87%		86%		
	Early childhood education							
Table C2.1	Enrolment rates in early childhood education at age 3	2015						
	ISCED 01 and 02	83%		78%		80%		
	Expenditure on all early childhood educational institutions	2014						
	As a percentage of GDP	0.4%		0.8%		0.8%		
	Proportions of total expenditure from public sources	89%		82%		85%		
Vocational education and training (VET)								
Table C1.3	Enrolment in upper secondary education, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
	Enrolment rate among 15-19 year-olds	24%	29%	37%	25%	35%	29%	
	Graduation rates, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
Table A2.2	Upper secondary education - all ages	43%	75%	54%	44%	50%	49%	
	Employment rate, by programme orientation	2016						
		General	Vocational	General	Vocational	General	Vocational	
	Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	73%	85%	70%	80%	69%	79%
	Tertiary education							
Table C4.1.	Share of international or foreign students, by level of tertiary education	2015						
	Bachelor's or equivalent	9%		4%		6%		
	Master's or equivalent	15%		12%		12%		
	Doctoral or equivalent	36%		26%		22%		
	All tertiary levels of education	11%		6%		8%		
Table A1.1	Educational attainment of 25-64 year-olds	2016						
	Short-cycle tertiary	2%		8%		6%		
	Bachelor's or equivalent	21%		16%		13%		
	Master's or equivalent	12%		12%		14%		
	Doctoral or equivalent	1%		1%		1%		
Table A5.1	Employment rate of 25-64 year-olds, by educational attainment	2016						
	Short-cycle tertiary	86%		81%		81%		
	Bachelor's or equivalent	88%		83%		82%		
	Master's or equivalent	90%		87%		87%		
	Doctoral or equivalent	95%		91%		91%		
Table A6.1	All tertiary levels of education	88%		84%		84%		
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015						
	Short-cycle tertiary	132		122		124		
	Bachelor's or equivalent	132		146		138		
	Master's, doctoral or equivalent	184		198		177		
Table A6.1	All tertiary levels of education	150		156		153		

Netherlands - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Netherlands		OECD average		EU22 average	
Adult education and learning							
	Participation of 25-64 year-olds in adult education ²	2012		2012 ³		2012	
Table C6.1a	Participation in formal education only	4%		4%		n.a.	
	Participation in non-formal education only	50%		39%		n.a.	
	Participation in both formal and non-formal education	10%		7%		n.a.	
	No participation in adult education	36%		50%		n.a.	
Financial investment in education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014					
Table B1.1	Primary education	USD 8 529		USD 8 733		USD 8 803	
	Secondary education	USD 12 446		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 19 159		USD 16 143		USD 16 164	
	Total expenditure on primary to tertiary educational institutions	2014					
Table B2.1	As a percentage of GDP	5.4%		5.2%		4.9%	
	Total public expenditure on primary to tertiary education	2014					
Table B4.1	As a percentage of total public expenditure	11.2%		11.3%		9.9%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015					
Table D3.2a	Pre-primary school teachers	0.70		0.78		0.79	
	Primary school teachers	0.70		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.88		0.88		0.90	
	Upper secondary school teachers (general programmes)	0.88		0.94		0.96	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 36 642	USD 55 141	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 36 642	USD 55 141	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 39 205	USD 69 268	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 39 205	USD 69 268	USD 33 824	USD 46 631	USD 32 503	USD 46 151
	Organisation of teachers' working time in public institutions over the school year	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	930 hours	1659 hours	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	930 hours	1659 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	750 hours	1659 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	750 hours	1659 hours	662 hours	1620 hours	629 hours	1580 hours
	Percentage of teachers who are 50 years old or over	2015					
Table D5.1	Primary education	37%		32%		33%	
	Upper secondary education	50%		40%		42%	
	Share of female teachers in public and private institutions	2015					
Table D5.2	Primary education	86%		83%		86%	
	Upper secondary education	52%		59%		61%	
	Tertiary education	44%		43%		44%	
	Ratio of students to teaching staff	2015					
Table D2.2	Primary education	17		15		14	
	Secondary education	17		13		12	
	Tertiary education	15		16		16	
Equity							
	Intergenerational mobility in education ²	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	68%	38%	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	4%	3%	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	28%	58%	20%	55%	n.a.	
Transition from school to work							
	Percentage of people not in employment, nor in education or training (NEET)	2016					
Table C5.1	18-24 year-olds	8%		15%		15%	
Education and social outcomes							
	Percentage of adults who report having depression	Men	Women	Men	Women	Men	Women
Table A8.1	Below upper secondary	14%	14%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	8%	11%	6%	10%	6%	10%
	Tertiary	4%	5%	5%	6%	4%	6%

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

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

1. For some countries foreign students are provided instead of international students.

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

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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