

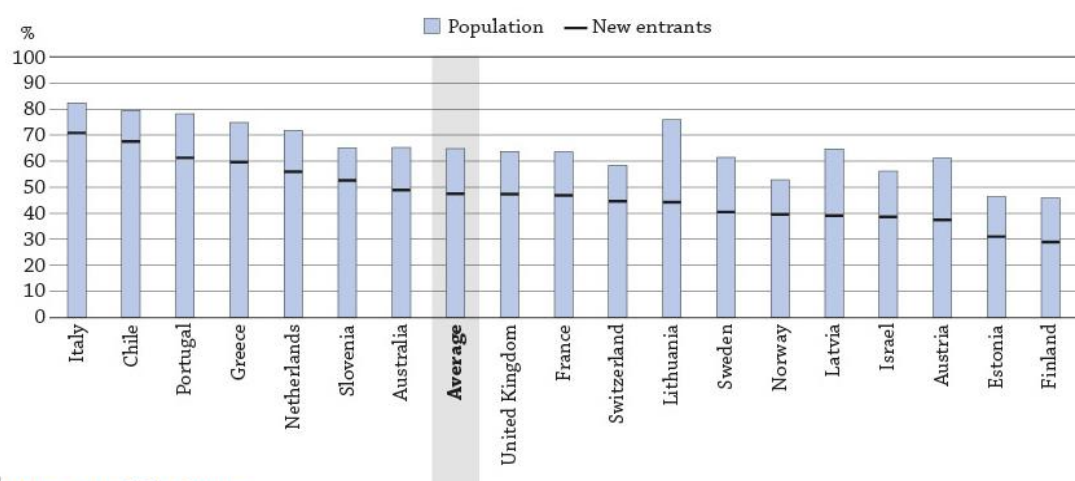
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Netherlands

- **Parents' educational attainment strongly influences educational pathways.** In the Netherlands, those with at least one tertiary-educated parent make up about 50% of first-time entrants to general upper secondary programmes, but less than 20% of those starting vocational programmes.
- **Upper secondary vocational programmes are popular in the Netherlands and receive higher funding than general programmes, particularly from the private sector.**
- **International student mobility has been increasing in recent years:** the number of incoming and outgoing students both increased by approximately 30% in the Netherlands between 2013 and 2016.
- **Teachers' salaries are high in the Netherlands compared to other OECD countries and becoming a school head is an attractive career path:** lower secondary school heads can expect to earn 2.5 times more at the top of the scale than their starting salary, one of the largest salary progressions across OECD countries and economies.

Figure 1. Share of 18-24 year-olds whose parents have not attained tertiary education among new entrants to bachelor's, long first degree or equivalent programmes and in the population (2015)



How to read this figure

In Italy, 18-24 year-olds without tertiary-educated parents represent 82% of the total population of that age group, but only 71% of new entrants to bachelor's, long first degree or equivalent programmes.

Note: Reference years may be different from 2015. Please see Annex 3 for details.

Countries are ranked in descending order of the share of individuals whose parents have not attained tertiary education among new entrants.

Source: OECD (2018), Table B7.1; ad-hoc survey on equity in tertiary education. See *Source* section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933803995>

Parents' educational attainment strongly influences educational opportunities

- Almost half of the adult population in the Netherlands have parents who have not attained upper secondary education.¹ Sixty percent of them have achieved a higher educational level than their parents, of which the largest share, 29%, will attain upper secondary vocational education, similar to the average across OECD countries.
- Although vocational programmes are meant to ease the transition into the labour market by providing students with strong technical skills, they may cause equity concerns if the decision to enrol in such programmes is determined by socio-economic background. In the Netherlands, 50% of first-time entrants to upper secondary general programmes have at least one tertiary-educated parent compared to less than 20% of entrants to vocational programmes. Those with at least one tertiary-educated parent are also more likely to complete upper secondary level than those without.
- This affects participation in tertiary education: 18 to 24 year-olds without tertiary-educated parents represent only 56% of new entrants to bachelor's or long first degree or equivalent programmes, although they make up 72% of the population of the same age group. This 16 percentage point gap is approximately equivalent to the average among OECD countries with available data (Figure 1).
- Higher educational attainment has progressed more quickly among women than men in the Netherlands: in 2017, 42% of men and 51% of women aged 25-34 years old had attained tertiary education compared to 34% of young men and 39% of young women in 2007.
- Ninety percent of tertiary-educated women are employed in the Netherlands, 3 percentage points lower than men, making the Netherlands one of the countries with both the highest employment rates of women at this level and the smallest gender gap. However, the gap increases for those with lower educational attainment.
- The high participation of women in education and in the labour market results may explain the low rate of young people who are neither employed nor in education or training (NEET) for both men and women alike: 7% of 18-24 year-old women and 8% of men are NEET compared to 15% and 13% on average across OECD countries.

Vocational upper secondary education is popular in the Netherlands and sustained by strong funding

- Four out of ten 25-34 year-olds attained upper secondary or post-secondary non-tertiary education¹ as their highest qualification level in the Netherlands in 2017, down 6 percentage points from 2007. The share of women only attaining this level fell twice as fast as the share of men over the same period, a similar pattern to OECD countries on average.
- There is universal enrolment (more than 95%) in education until the age of 17 in the Netherlands, at which age most students are enrolled at secondary level. Although compulsory education ends at 18, 63% of 18-year-olds and 43% of 19 year-olds are enrolled in secondary education compared to 57% and 26% on average across OECD countries. At the age of 20, 28% are still enrolled in secondary education, twice the average across OECD countries.
- The higher enrolment of these age groups at secondary level is brought about by the greater prominence of vocational programmes in the Dutch educational landscape compared to other countries: 68% of upper secondary students enrol in vocational programmes compared to 44% on average across OECD countries. These students tend to be typically older, and 46% of them are above the typical age of 20 in the Netherlands.
- Although two-thirds of upper secondary students enrol in vocational programmes, vocational students make up just a little over half of upper secondary graduates, suggesting they tend to stay in education longer or are more likely to drop out than students from general programmes. In comparison, across OECD countries the average difference between the share of vocational students among enrolled upper secondary students and among upper secondary graduates is only 3 percentage points.

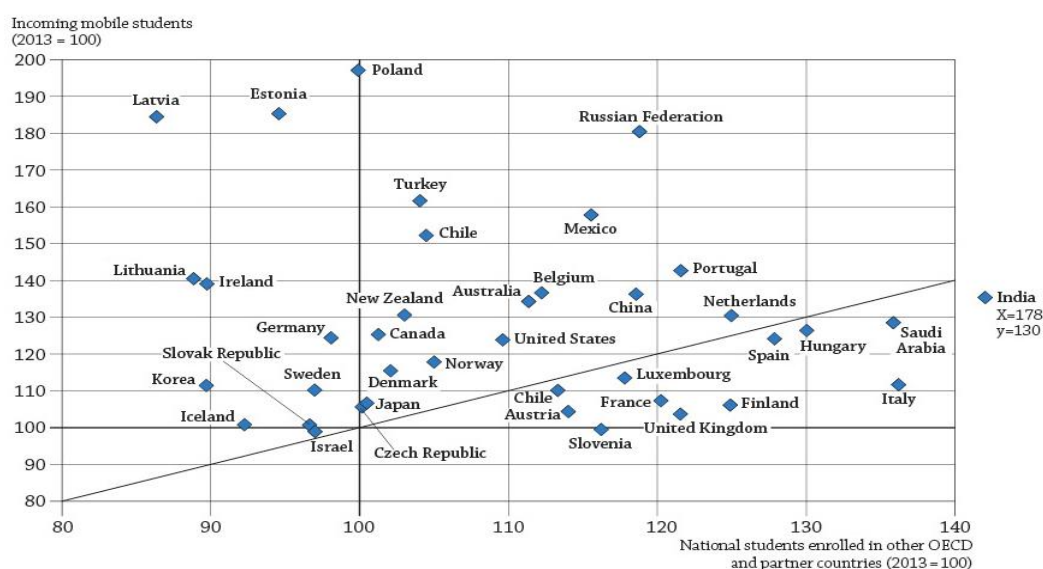
¹ Upper secondary or post-secondary non-tertiary education refers to HAVO 4-5, VWO 4-6 (general) and MBO 2-4 (VET) in the Dutch educational system.

- There is more homogeneity in the fields of study pursued by vocational students in the Netherlands than on average across OECD countries with an almost equal share pursuing business, administration and law; engineering, manufacturing and construction; health and welfare; and services. However, this results in double the share of graduates from the fields of health and welfare and about half the share from the fields of engineering, manufacturing and construction than on average across OECD countries.
- The strong emphasis on upper secondary vocational programmes in the Netherlands is sustained by equally strong investment: The Netherlands spends USD 14 698 per student on vocational programmes compared to USD 10 329 on general ones. The private sector is a strong contributor to vocational programmes, funding almost 40% of this cost in the Netherlands compared to 8% in general ones. In comparison, OECD countries spend on average USD 10 831 per upper secondary vocational student, of which 14% is privately-funded. As a result of the higher enrolment and funding, 0.9% of gross domestic product (GDP) in the Netherlands is spent on upper secondary vocational programmes, one of the highest shares across OECD countries.

International student mobility has been increasing in recent years

- Since 2005, funding to tertiary education has increased almost in step with the number of students, resulting in a relatively stable level of expenditure per student of approximately USD 19 300.² About two-thirds of total spending on tertiary education is dedicated to core educational services with the remaining third devoted to research and development (R&D). This is a similar share to the average across OECD countries, although total investment in tertiary education in the Netherlands is 25% higher than on average.
- The largest share of tertiary graduates in 2017, 29%, obtained a degree in business, administration and law, compared to 24% on average across OECD countries. As with graduates from upper secondary vocational programmes, there are fewer graduates from the field of engineering, manufacturing and construction: 8% of graduates had a degree in the field in the Netherlands compared 14% on average across OECD countries.

Figure 2. Change in the outflow compared to the inflow of mobile students (2013 to 2016)
Indices of change of inward and outward mobility (2013 = 100)



Note: Excludes incoming mobile students in short-cycle tertiary education for Italy and Spain. The black diagonal line represents where the inward mobility change equals the outward mobility change.

Source: OECD (2018), Education at a Glance Database, <http://stats.oecd.org>. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

² Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

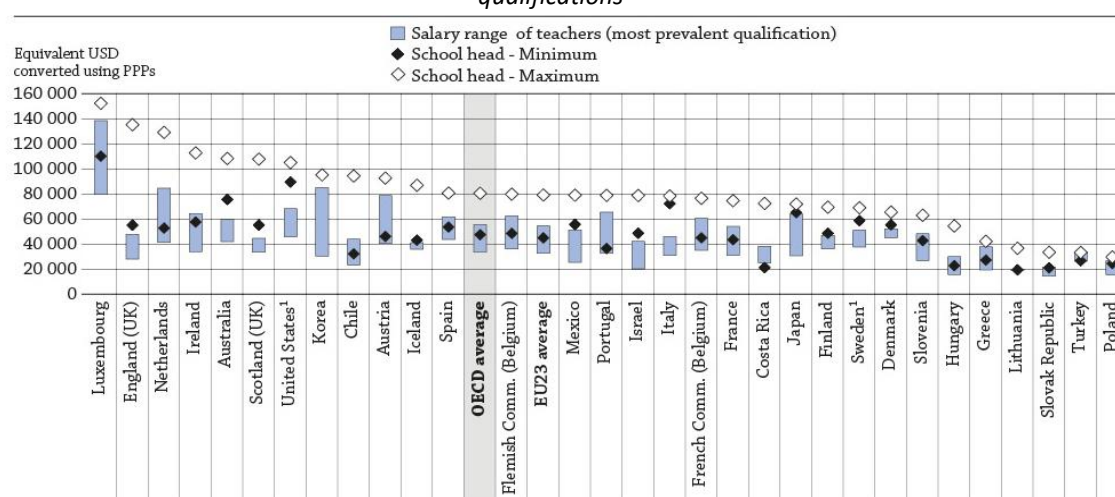
- The Netherlands receives 2% of all international students from OECD and partner countries and is one of the top destinations for students from Belgium and Germany. About one-third of international students studying in the Netherlands enrol in the fields of business, administration, and law and 11% enrol in engineering, construction, and manufacturing, a larger share than national students in both fields. Similarly 2% of national students study abroad, of which the largest shares go to Belgium (26%) and the United Kingdom (20%). International student mobility in and out of the Netherlands has been increasing: the number of incoming and outgoing students both increased by approximately 30% between 2013 and 2016 (Figure 2).
- About 30% of total investment in tertiary education is privately funded in the Netherlands, a similar share to OECD countries on average. Tertiary students attending public institutions are charged approximately USD 2 395 per year for a bachelor's degree or equivalent, an increase of 15% over 2005 levels, and the highest tuition fees for public institutions across the 16 EU countries with available data. However, while tuition fees tend to increase in other countries for higher tertiary programmes such as master's degrees, they remain constant across degree levels in the Netherlands. About one-third of tertiary students benefit from a publicly subsidised student loan to help finance the cost of their degree.

Compared to other countries, teachers' salaries are relatively high and becoming a school head is an attractive career path

- Teachers in the Netherlands spend 152 hours more teaching time per year at the primary level than across OECD countries on average. Annual teaching time at secondary level is also higher in the Netherlands than on average across OECD countries, with 95 hours more at upper secondary level. However the differences in teachers' total statutory working time vary by less than 4% from the OECD average at all levels of education.
- At pre-primary, primary and secondary levels, teachers' statutory 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. Salary progression with experience is also high: a lower secondary teacher with the most prevalent qualifications can expect to earn twice as much at the top of the scale as when they started, compared to almost 70% more on average across OECD countries (Figure 3). Salary progression increases further by level of education taught: in the Netherlands, a starting secondary teacher will earn 6% more than a starting primary teacher, but when they are both at the top of their scales, secondary teachers earn 38% more.

Figure 3. Minimum and maximum statutory salaries for lower secondary teachers and school heads (2017)

Based on teachers with most prevalent qualifications at a given level of education and school heads with minimum qualifications



1. Actual base salaries.

Countries and economies are ranked in descending order of maximum salaries of school heads.

Source: OECD (2018), Table D3.1b available on line and Table D3.10. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933805515>

- Becoming a school head is an attractive career path at all education levels. For example, although their starting statutory salaries are just above those for teachers, lower secondary school heads can expect to earn 2.5 times more at the top of their scale, the greatest progression across OECD countries and economies after England. However, the wage difference between school heads and teachers at the top of their pay scale is lower than in England: maximum salaries for lower secondary school heads in the Netherlands are 53% higher than those of teachers, compared to 183% more in England, and 45% on average across OECD countries.

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This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

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.


Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at OECD.Stat 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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Key Facts for the Netherlands in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Netherlands		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
Table A1.2		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	16%	11%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	43%	38%	46%	37%	48%	39%
	Tertiary	42%	51%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	6%		13%		12%	
	Foreign-born	17%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
Table A3.4		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
	Below upper secondary	64%	49%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	82%	68%	76%	72%	76%	71%
	Tertiary	90%	80%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	87%		78%		79%	
	Upper secondary or post-secondary non-tertiary	83%		78%		79%	
	Tertiary	77%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	**		39%		38%	
	Upper secondary	**		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
Table B4.1		% Men	% Women	% Men	% Women	% Men	% Women
	Natural sciences, mathematics and statistics	**	**	22%	20%	20%	19%
	Engineering, manufacturing and construction	**	**	22%	10%	23%	11%
	Health and welfare	**	**	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	56%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	65%		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	54%		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	88%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	70%		68%		75%	
	Private institutions	30%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 8 352		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	68%		44%		47%	
	Combined school- and work-based programmes	**		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	53%		54%		55%	
	Vocational programmes	50%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 10 329		USD 8 981		USD 9 235	
	Vocational programmes	USD 14 698		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level ²	2016					
Table B6.1	Bachelor's or equivalent	9%		4%		6%	
	Master's or equivalent	17%		12%		13%	
	Doctoral or equivalent	40%		26%		23%	
	All tertiary levels of education	11%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	2%		14%		10%	
	Bachelor's or equivalent	90%		75%		76%	
	Master's or equivalent	8%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	87%		81%		82%	
	Bachelor's or equivalent	88%		84%		83%	
	Master's or equivalent	91%		88%		88%	
	Doctoral or equivalent	95%		92%		92%	
	All tertiary levels of education	89%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	132		123		125	
	Bachelor's or equivalent	132		145		137	
	Master's, doctoral or equivalent	184		191		175	
	All tertiary levels of education	150		155		152	

Netherlands - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Netherlands		OECD average		EU23 average	
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 8 478		USD 8 539		USD 8 512	
	Secondary	USD 12 850		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 12 107		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	5.4%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	**		73%		76%	
	Private expenditure	**		21%		19%	
	Public to private transfers	**		6%		4%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	11.2%		11.1%		9.6%	
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2.a	Pre-primary	0.73	1.03	0.82	**	0.83	1.1
	Primary	0.73	1.03	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.92	1.28	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	0.92	1.28	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		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 D3.1.a	Pre-primary	USD 38 922	USD 58 036	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 38 922	USD 58 036	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 41 309	USD 72 778	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 41 309	USD 72 778	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		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	930 hours	1 659 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	930 hours	1 659 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	750 hours	1 659 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	750 hours	1 659 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	40%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	87%		83%		86%	
	Lower secondary	53%		69%		71%	
	Upper secondary	53%		60%		63%	
	Tertiary	45%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	**		21		21	
	Lower secondary	**		23		23	

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

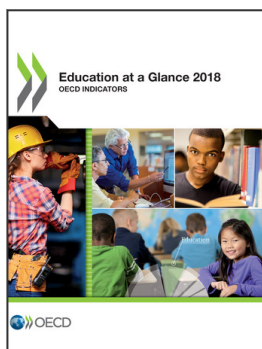
1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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