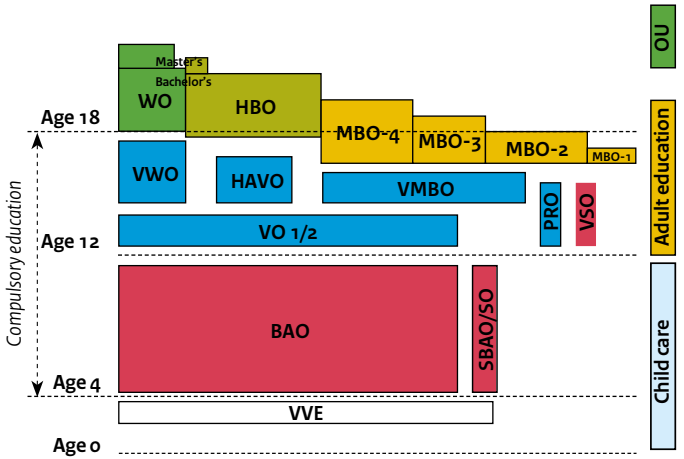
Ministry of Education, Culture and Science

Key Figures 2007-2011

Education, Culture and Science

The Dutch education system



BAO	Mainstream primary education
BBL	Block or day release in vocational education
BOL	Full-time vocational programmes
HAVO	General secondary education
HBO	Professional higher education
MBO	Vocational education
OU	Open University
PRO	Elementary vocational training
SBAO	Special primary education
SO	Special education
VMBO	Pre-vocational secondary education
VO	Secondary education
VSO	Secondary special education
VVE	Early childhood education
VWO	Pre-university education
WO	Academic higher education

Key Figures 2007 – 2011

Education, Culture and Science

This publication has been compiled by the Information Department of the Ministry of Education, Culture and Science.

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Preface

This is the sixteenth edition of 'Key Figures OCW'. In this publication, the Dutch Ministry of Education, Culture and Science (OCW) presents the latest figures regarding the results and status of its policy areas. 'Key Figures' provides a quantitative picture and a brief descriptive analysis of the developments in the areas of education, culture and science.
The 2007-2011 edition of 'Key Figures' comprises several standard chapters on education, student grants and loans, culture and the media, gender equality and the science sector. For each sector of education, information is provided regarding enrolment, institutions, staff, outcomes and expenditures. Additional chapters are devoted to particular themes such as early school-leaving, suitable education and analyses of school careers. New topics this year include an analysis of transfers from pre-vocational secondary education to vocational training and tertiary education, and an analysis of non-promotions.
The chapter entitled 'Education International' presents the Dutch education sector in an international perspective. This year's edition also highlights the outcomes of the Dutch education system with regard to several key performance indicators compared to the top 5 of best performing countries. 'Key Figures' also contains data on the green education provided by the Ministry of Economic Affairs, Agriculture and Innovation (EL&I).
Contributions by Statistics Netherlands (CBS) provide greater insight into matters such as the situation among ethnic-minority pupils and students, the alignment between education programmes and the labour market, non-subsidized education, and tertiary education in an international perspective.
The chapter entitled 'Culture and the Media' turns the spotlight onto a number of cultural expressions such as Dutch films, performing arts attendance, the press and broadcasters, public libraries and cultural heritage. The chapter on 'Gender Equality' contains information on issues such as liberation of women and gender differences in education. Finally, this edition of 'Key Figures' provides a picture of the state of affairs in scientific research, with sections on staff and researchers, university research and science in the international context.

'Key Figures' thus offers a broad perception in figures of the (policy) trends within the sectors of education, culture and science, which makes it an invaluable instrument for anyone involved in the policy areas of the Dutch Ministry of OCW.

The Minister of Education, Culture and Science

Marja van Bijsterveldt-Vliegenthart

Contents and structure

The 2007-2011 edition of <'Key Figures' sets out in figures the most important developments in education, culture and science.

The first chapter briefly lists several key figures for the various policy areas of the Ministry of OCW. The following chapter, 'Education National', provides a summary of the major developments in the Dutch education system, providing key figures regarding enrolment in education, main movements within the education system, expenditures and the level of education of the population. In addition, this chapter contains a number of theme sections on early school-leavers, school size, non-subsidized education, suitable education, analyses of school careers, analyses of non-promotions, transition year analyses, the relationship between educational achievement and parental income, and an analysis of transfers from pre-vocational secondary education to vocational training and tertiary education.

The chapter entitled 'Education International' looks at Dutch education in the international perspective. On the basis of several aspects, such as enrolment in education, the mobility of teachers and students, skills in the international context, the education level of the population and expenditures, a picture is presented of the international position of Dutch education. Special attention is paid to the outcomes of the Dutch education system with regard to several key performance indicators compared to the top 5 of best performing countries.

The chapters that follow contain figures about the individual education sectors and about student grants and loans. The final chapters deal with the policy areas of culture and the media, science, gender equality and sexual diversity. The latter chapter includes data on the policy pursued with regard to the liberation of homosexuals, women and ethnic minority women. The last chapter of 'Key Figures 2007-2011' contains information about green education.

The appendices contain a general, technical explanation of the figures. In addition to a harmonized table explaining the correspondence between the definitions used by OCW and Statistics Netherlands / OECD for expenditures, this year's edition also contains an explanation of the differences and analogies in the figures and classifications used by OCW and Statistics Netherlands with regard to tertiary education. Furthermore, the appendices include a list of the figures and tables, a list of abbreviations used and a subject index.

Table of Contents Key Figures 2007 - 2011 OCW

Education, Culture and Science at a glance

Education

The number of education participants has risen sharply in recent years. In the 2011/12 school year, nearly 3.8 million people were enrolled in government-funded education. The education provided by nearly 8,200 schools offers them the chance to discover, develop and use their own potential. The number of pupils and students who earned a diploma has risen in recent years to 441 thousand in 2011. The OCW expenditure on education in that same school year amounted to over 26 billion euros; the EL&I expenditure on education totalled more than 0.7 billion euros. Expenditure on student grants and loans – 4.2 billion euros – is not included in these figures. Education funded by OCW accounts for nearly 320 thousand full-time jobs.

Culture and the Media

OCW promotes a wide range of culture and supports the aim of getting more people to take an interest in culture. Over the subsidy planning period from 2009 to 2012, OCW expenditures for the arts and culture have remained virtually stable. Minor fluctuations are caused by programmes, incidental subsidies (such as the matching arrangement for institutions' own revenues in 2010) or wage and price adjustments. In 2010, 3.4 million people attended subsidized performing arts events in the Netherlands. The number of performances in the Netherlands totalled nearly 16 thousand that year, i.e., an increase of 19 per cent over the year before. It is quite normal for the number of performances and visits to institutions to fluctuate from year to year, depending on the programming. In 2011, OCW spent 245 million euros on the performing arts (including the Performing Arts Fund).
In 2010, the 30 subsidized museums recorded 5.5 million visitors. These museums received over 200 million euros via OCW in 2010. OCW expenditure on museums in 2011 amounted to 189.8 million euros. In addition, the Mondrian Foundation has a small budget available for museums and cultural heritage (some 6 million euros).
In 2011, public broadcasters had more than a 34 per cent share of viewers (between 18.00 and 24.00 hours). OCW spent 747 million euros on national broadcasters in 2011.

Science

OCW advocates a research climate in which researchers can perform to the best of their abilities, resulting in significant scientific achievements and a contribution to the knowledge society and social issues. Thus, in 2010, the universities published nearly 65 thousand scientific publications and nearly 13 thousand specialized publications. 3.7 thousand PhDs were awarded. A total of 35 thousand staff (FTEs) were employed in Research and Development (R&D) in the higher education sector in 2010. At research institutes the number of researchers totalled approximately 11 thousand. OCW expenditure on research and science amounted to 910 million euros in 2011. This figure does not include the financing of research via universities.

Childcare and Gender equality

In 2011, the policy area of childcare was transferred back to the Ministry of Social Affairs and Employment (SZW). In 2006, this policy area was transferred from SZW to OCW. From 2007 to 2010 inclusive, the expenditures were accounted for in the OCW annual reports. The policy area of gender equality was also transferred to the Ministry of OCW in 2006; this policy area still falls within the authority of OCW. The figure below does not reflect spending on childcare, in order to avoid misperceptions. Table 1.3 does reflect childcare expenditure over time.

Figure 1.1 | Net OCW expenditure
By main task, including other expenditure (x € 1 billion)

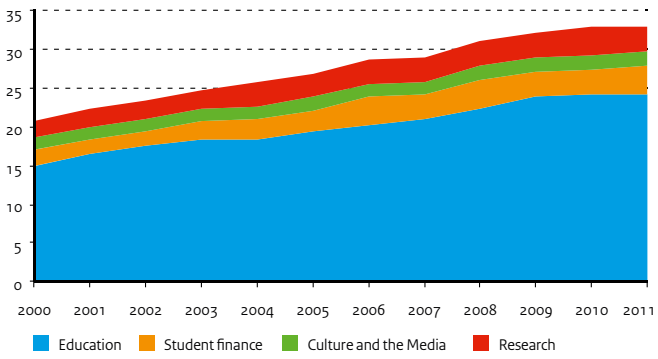


Table 1.1 | Results

Source

Various sources; see next chapters

Notes

- Education:
  - Including green education.
  - MBO qualifications at all levels.
  - Figures for qualified leavers do not include VAVO.
  - See appendix Notes and Definitions, part C.

	2007	2008	2009	2010	2011
Education (numbers x 1000)					
Participants	3,705.2	3,722.6	3,760.8	3,785.4	3,776.4
VO, MBO, HBO and WO qualifications	418.8	424.5	432.0	440.1	441.0
Numbers leaving with VO, MBO, HBO or WO qualifications	182.9	187.8	189.8	198.4	199.4
Culture and the Media					
Performing arts attendance (NLD) (numbers x 1000)	3,330	3,085	3,340	3,411	--
Visits to subsidized museums (numbers x 1000)	5,684	5,522	5,556	5,512	--
Public broadcasting as a percentage of viewing figures	33.1	37.3	36.8	37.6	34.4
Science (universities, numbers)					
Publications	60,803	63,822	61,794	64,839	--
Doctoral theses	3,187	3,254	3,537	3,700	--
Specialist publications	12,884	13,294	13,819	12,732	--

Table 1.2 | Institutions and staff

Source

Various sources; see next chapters

Notes

- Excluding green education.

	2007	2008	2009	2010	2011
Education (numbers)					
Institutions	8,292	8,283	8,266	8,231	8,185
Staff (FTEs x 1000)	320.5	322.3	328.2	328.0	319.3
Culture and the Media (numbers)					
Subsidized museums	30	30	30	30	30
Groups	191	191	158	158	--
Science (FTEs x 1000)					
R&D staff in tertiary education	32.4	33.2	34.1	35.0	--
R&D staff at research institutes	12.1	12.2	11.4	11.4	--

Table 1.3 | Expenditure (x € 1 million)

Source

OCW annual reports, SZW annual reports (2006)

Notes

- OCW expenditure: derived from Table 14.1.
- Other expenditure: Other programme expenditure, General OCW expenditure and Other non-policy items.

	2007	2008	2009	2010	2011
OCW expenditure	**31,920.4**	**34,732.9**	**36,285.5**	**37,099.0**	**33,964,3**
Education	23,345.6	24,646.8	25,978.7	26,259.7	26,454.8
Student finance	3,550.2	4,060.1	3,786.8	3,917.4	4,248.8
Childcare	2,064.2	2,838.1	3,078.8	3,352.8	.
Culture and the Media	1,657.6	1,834.9	1,836.8	1,892.9	1,843.6
Science	971.9	1,018.3	1,167.4	1,235.0	909.8
Other expenditure	331.0	334.6	437.0	441.1	507.3
EL&I spending on education	**691.5**	**723.9**	**755.7**	**756.3**	**761.6**

Education in the Netherlands

The Dutch education system

The Dutch education system has limited educational facilities for children under the school entry age. Pre-school and early childhood education focuses on children aged 2.5 to 5 who are in risk of developing an educational disadvantage. Most Dutch children enter primary school in the year they turn 4. Primary education lasts eight years. Pupils who require specialized care and support are accommodated at special (primary) schools and secondary special schools.

On average, children are 12 years of age when they enter secondary education. This sector offers three levels: pre-vocational secondary education (VMBO), general secondary education (HAVO) and pre-university education (VWO). In addition, pupils have the option of transferring to elementary vocational training (PRO) or secondary special education (VSO). After special (primary) education, the majority of pupils transfer to VMBO or PRO.

VMBO comprises four programmes: a basic vocational programme (BL), a middle management programme (KL), a combined programme (GL) and a theoretical programme (TL, comparable to the former MAVO).

After VMBO, at an average age of 16, students may transfer to secondary vocational education (MBO). Those who have completed the theoretical programme can also choose to transfer to HAVO.

HAVO is intended as preparation for professional higher education (HBO). VWO is intended to prepare students for academic higher education (WO). In practice, however, some VWO graduates transfer to HBO.

The school types differ in terms of the duration of their programmes: VMBO takes 4 years, HAVO 5 years and VWO 6 years.

MBO comprises a vocational training programme (BOL) and a block or day-release programme (BBL). There are four qualification levels: assistant worker (level 1), basic vocational training (level 2), professional training (level 3) and middle-management / specialized training (level 4). The programmes last a maximum of four years.

The four-year HBO programmes lead to the award of a bachelor's degree. In WO, a bachelor's degree can be earned in three years. An academic master's degree programme takes either one or two years.

Approximately 95 in every 100 12-year-olds enter mainstream secondary education; 41 transfer directly to HAVO/VWO and 53 to VMBO. Subsequently, these students transfer to MBO, HBO or WO, either directly or indirectly. Eventually, approximately 11 in every 100 children earn a WO diploma while 25 earn a HBO diploma; 19 in every 100 children earn a basic qualification in MBO, viz., an MBO diploma at level 2 or higher.

Focus on the system

Alongside indicators focused on the structure and funding of the system, several indicators are presented which provide insight into the quality and the performances of the education system. These include:

- per capita expenditure on education in the international perspective;

supervision schemes (Education Inspectorate assessment);

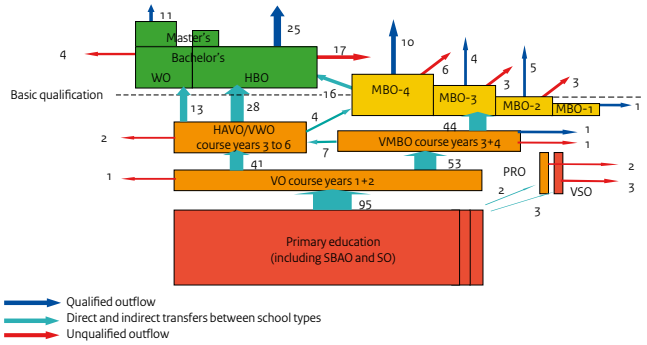
- parents' assessments of the quality of the school;

transfer of graduates;

- alignment between education and the labour market;
- the situation on the labour market for teachers.

Figure 2.1 | Movements in Dutch education

In percentages of a cohort of pupils leaving primary education, 2010



Figurer 2.2 | Spending on educational institutions

Per participant, related to GDP per inhabitant, 2008

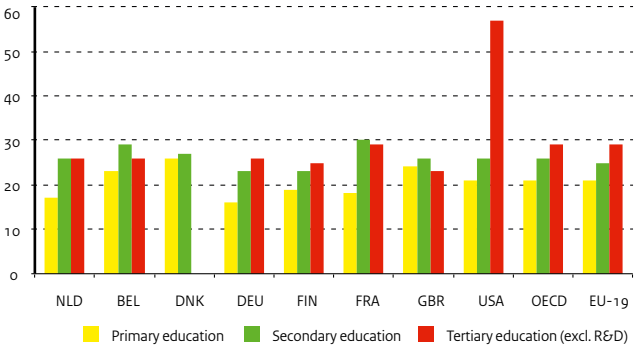


Figure 2.3 | Supervision arrangements in primary education, 2011

Percentage of primary schools, Inspectorate's assessment

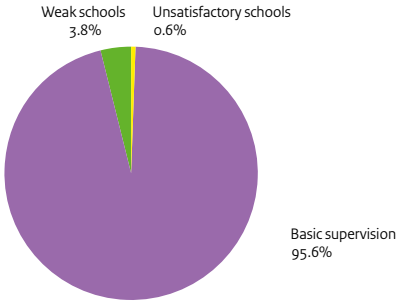


Figure 2.4 | Supervision arrangements in secondary education, 2011

Percentage of secondary schools, Inspectorate's assessment

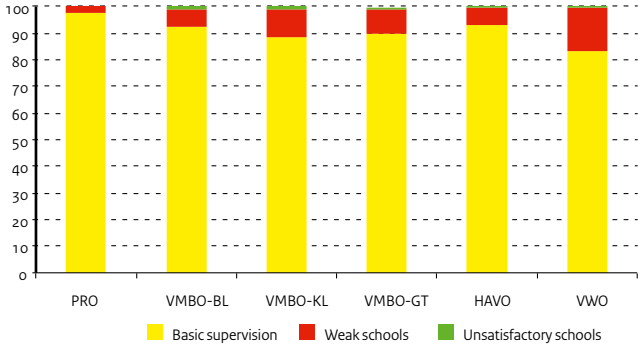


Figure 2.5 | Supervision arrangements in vocational training, 2011

Percentage of MBO schools, Inspectorate's assessment

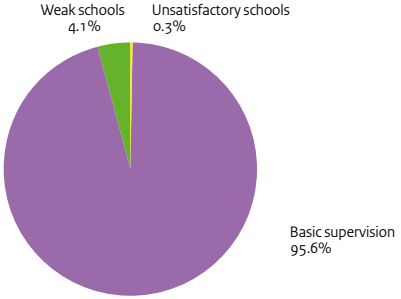


Figure 2.6 | Alignment of education and labour market

Percentage of graduates indicating that education provided sufficient basis

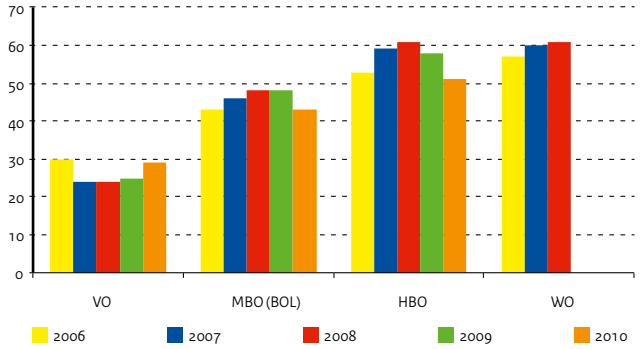


Figure 2.7 | Learning continuity pathways

Differentiation of qualified leavers by destination, in percentages

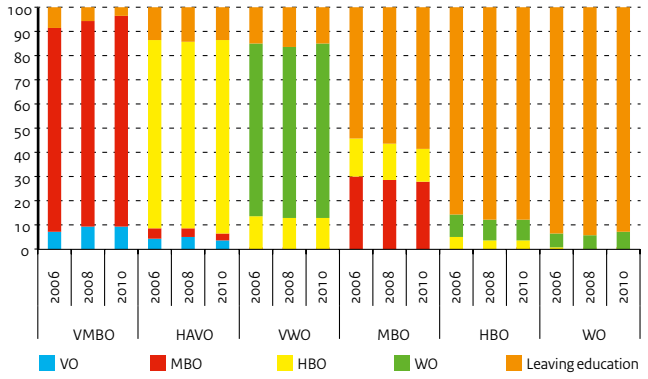
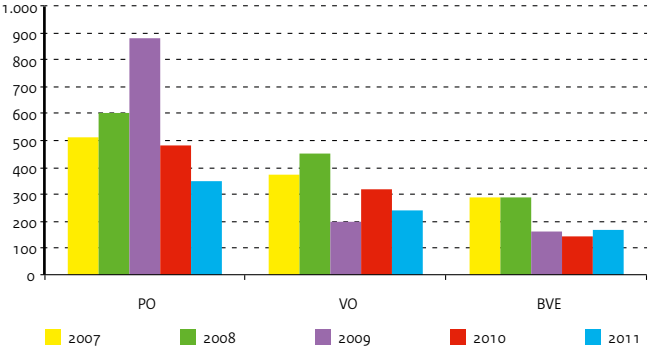


Figure 2.8 | Unfilled vacancies

Number of vacancies for teachers and management staff per completed school year (in FTEs)



Pupils and students

Enrolment in education

In 2011, nearly 3.8 million pupils and students were enrolled in education funded by the Ministries of OCW and EL&I. The enrolment rates per age group rose significantly between 1990 and 2011, particularly among 20-year-olds. In 1990, almost 46 per cent of 20-year-olds were enrolled in education, versus over 69 per cent in 2011. Primary education (PO) accommodated more than 1.6 million pupils in 2011, secondary education (VO) accommodated 950 thousand pupils. Enrolment in primary education has remained fairly stable over the years but a decline in the birth rate is now resulting in a downward trend. Although the number of pupils in secondary education has been falling slightly since 2007, enrolment figures have picked up again over the past two years. Enrolment in primary and secondary education is largely determined by demographic factors.

In recent years, enrolment in MBO has been rising. MBO numbered nearly 503 thousand students in 2007; by 2010, this figure had risen to more than 525 thousand: an increase of 4.4 per cent. In 2011, however, enrolment in MBO fell again to slightly more than 515 thousand.

The increase in enrolment figures is even more marked in professional higher education (HBO) and academic higher education (WO). In 2007, 374 thousand students were enrolled in HBO and more than 211 thousand in WO. In 2011, the numbers rose to more than 423 thousand and 244 thousand, respectively. Within HBO, the number of part-time students fell by nearly 6 per cent in 2011, compared to 2010; enrolment in full-time programmes rose by 3 per cent.

The Dutch as a nation continue to study after completing formal education. More details are provided in the section on *Lifelong Learning*, Chapter 2.

In addition to the education funded by the Ministries of OCW and EL&I, study programmes are also offered by private institutions. This theme is elaborated in the section entitled *Non-subsidized education*, contributed by Statistics Netherlands, in Chapter 2.

Special needs pupils

The pupil-specific funding system (the "rucksack" system) allows pupils requiring additional care and support to enrol in mainstream education or special primary education (SBAO). Other options for pupils with special needs are special schools and secondary special schools (SO and VSO). Enrolment in special primary education (SBAO) fell from almost 45 thousand pupils in 2007 to nearly 42 thousand pupils in 2011. Enrolment in special education (SO) fell from 36.4 to 34.3 thousand pupils over that same period of time. The number of pupils in secondary special education (VSO), on the other hand, rose considerably: from 28 thousand in 2007 to nearly 36 thousand in 2011. The number of secondary school pupils receiving pupil-specific funding rose from 13 thousand in 2007 to 18.5 thousand in 2011. In (special) primary education, the number of pupils with pupil-specific funding has been fluctuating around 21 thousand over the years from 2007 to 2011.

Enrolment in elementary vocational training (PRO) and learning support programmes (LWOO) has risen up to and including 2007. In 2007, PRO and LWOO (including green education) accommodated a total of 129 thousand pupils. In 2011, however, enrolment fell to slightly more than 126 thousand pupils.

Figure 2.9 | Trends in enrolment levels

Numbers in education (index 1995 = 100) per sector (incl. green education)

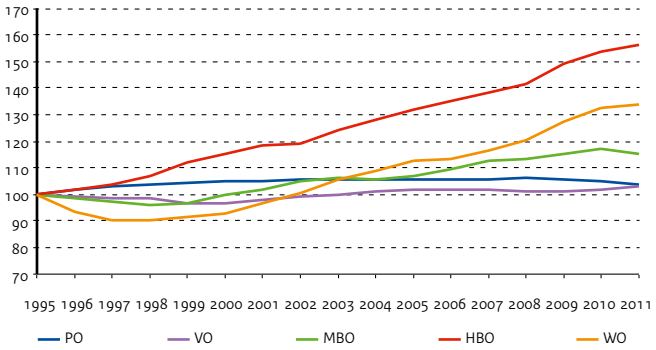


Figure 2.10 | Dutch participation in education by age

Enrolment in government-funded education as a percentage of the total population

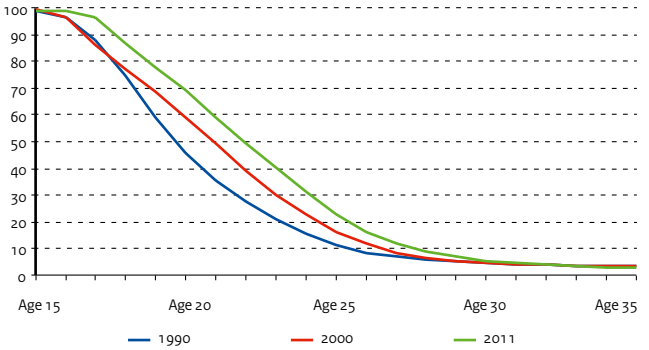


Table 2.1.| Enrolment in education (numbers x 1000)

	2007	2008	2009	2010	2011
Total	**3,705.2**	**3,722.6**	**3,760.8**	**3,785.4**	**3,776.4**
Primary education overall	**1,661.9**	**1,663.8**	**1,659.2**	**1,647.0**	**1,629.6**
Mainstream primary education	1,552.3	1,553.4	1,548.3	1,535.3	1,517.7
Special primary education	44.9	44.1	43.3	42.8	41.8
Special education	36.4	34.4	34.2	34.2	34.3
Secondary special education	28.2	31.9	33.4	34.6	35.9
Secondary education overall	**941.3**	**934.6**	**935.0**	**939.9**	**949.8**
Basic secondary education	326.9	324.3	327.4	332.6	340.0
VMBO	158.6	153.2	149.4	146.7	148.4
HAVO	145.3	145.7	149.4	151.2	152.9
VWO	161.2	164.4	163.7	164.7	163.8
Special needs pupils (PRO and LWOO)	113.8	112.6	112.2	112.9	112.9
VMBO green	20.2	19.7	19.0	18.3	18.4
LWOO green	15.2	14.7	14.0	13.6	13.3
Adult education overall	**13,5**	**15,4**	**17,1**	**16,5**	**14,8**
Vocational education overall	**503.3**	**506.7**	**515.5**	**525.3**	**515.4**
BBL	147.0	156.8	155.4	157.6	147.3
BOL full-time	319.0	313.2	322.0	328.7	330.0
BOL part-time	11.1	9.6	8.7	8.9	7.6
BOL green	17.0	16.9	17.7	18.6	18.6
BBL green	9.2	10.2	11.7	11.5	11.9
Professional higher education overall	**373.8**	**382.9**	**402.4**	**415.9**	**423.1**
HBO full-time	312.7	321.4	338.7	351.8	362.7
HBO part-time	61.1	61.5	63.8	64.1	60.4
of which HBO green	(8.0)	(8.0)	(8.5)	(8.9)	(9.1)
Academic higher education overall	**211.4**	**219.2**	**231.7**	**240.8**	**243.7**
WO	206.7	214.0	226.0	234.4	236.7
WO green	4.7	5.2	5.7	6.4	7.0

Source

OCW (DUO)

Notes

- Reference date: 1 October.
- Numbers in mainstream primary education include itinerant pupils; numbers in special education and secondary special education include unoccupied places.
- Numbers in HBO include all students enrolled (bachelor's and master's programmes); figures for full-time and part-time programmes include HBO green.
- Numbers in universities include external students and part-time students.

Table 2.2.| Numbers receiving pupil-specific funding (x 1000)

	2007	2008	2009	2010	2011
In (special) primary education	21.3	22.1	21.8	21.1	20.6
In secondary education	13.1	14.5	15.8	15.7	18.5

Source

OCW (DUO)

Notes

- Pupils receiving supervision from an Expertise Centre.

Pupils and students

Distribution of pupils in secondary year three

The Dutch education system has two main paths for enrolling in vocational education or tertiary education after secondary school: the VMBO-MBO path and the HAVO/VWO-HBO/WO path. After the first two years of secondary school (VO), most pupils choose one of these two main routes. This choice largely determines the learning career of pupils and thus also the final educational level they achieve.

Pupils in secondary year three are enrolled in either VMBO or HAVO/VWO, or fall into the special needs category. In the latter case, they are in secondary special education (VSO), elementary vocational training (PRO) or learning support programmes (LWOO) provided by a mainstream VMBO school. The proportion of special needs pupils almost doubled in recent years: from 9.3 per cent in 1990 to 17.3 per cent in 2011. In 1990, VMBO pupils (excluding LWOO) accounted for over 58 per cent of enrolment in the third year of secondary education. By 2011 their share had fallen to less than 39 per cent. In 1990, HAVO/VWO pupils represented over 32 per cent of the total number in secondary year three. By 2011, their share had risen to 44 per cent.

The distribution of boys and girls differs per school type. In VSO, PRO and LWOO, the percentage of girls rose significantly between 1990 and 2007. In subsequent years, the distribution remained fairly constant. In 1990, the boy-girl ratio in VSO, PRO and LWOO was 64:36, versus 57:43 in 2011. Despite the increase in the share of girls, boys are still in the majority in this type of education. In the third year of VMBO (excluding LWOO), girls accounted for 48 per cent of total enrolment in 2011; this percentage has been more or less constant for years. Girls are in the majority in HAVO-3 and VWO-3 with a share of over 52 per cent in 2011. This ratio has also been more or less constant for years. Since 1990, however, HAVO has seen the share of boys grow faster than the share of girls. In VWO-3 the situation is just the other way round.

Student transfers in the education system

This section describes transfers between two consecutive school years (direct transfers).

In 2011, nearly 193 thousand pupils left secondary education (VO), either with or without a certificate. 50 per cent of these pupils transferred to secondary vocational education (MBO), nearly 20 per cent to professional higher education (HBO) and 12 per cent to academic higher education (WO). The remaining pupils mainly left government-funded education and a small proportion was placed back into secondary special education (VSO).

In 2011, 77.7 per cent of VMBO certificate holders transferred to a vocational training programme (BOL) in MBO, while nearly 10 per cent transferred to block or day-release programmes (BBL). 81 per cent of those with HAVO-VWO qualifications transferred to tertiary education.

Of the 196 thousand students that left MBO in 2011 (with or without a certificate), 12 per cent transferred to HBO. The other 88 per cent did not enrol in government-funded education the next year. Transfer rates from MBO to HBO fell last year. Across the board, MBO, HBO and WO are regarded as final education. Yet nearly 8 per cent of HBO graduates continue on to follow other HBO or WO programmes.

Figure 2.11 | Differentiation in secondary year 3

In percentages of total number of pupils (incl. green education)

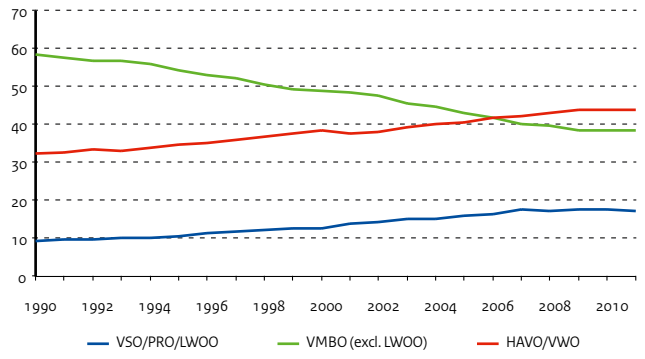
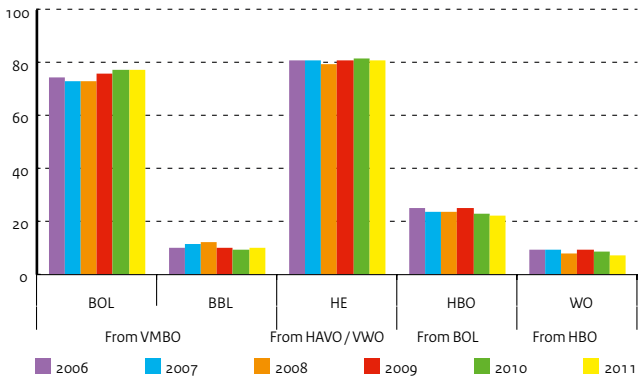


Figure 2.12 | Transfers to subsequent education

In percentages of qualified leavers from previous school type (incl. green education)



Source

OCW (DUO)

Notes

- Including green education and excluding VAVO.
- VSO and PRO: pupils aged 15.
- PRO: up to 2001 inclusive: SVO MLK (age 15).
- LWOO: up to 1999 inclusive: pupils in IVBO, prior to 2002 pupils in SVO LOM (age 15).
- HAVO/VWO transition year included in HAVO.

Table 2.3 | Participation in secondary year 3 by gender (numbers x 1000)

		1990	2000	2007	2008	2009	2010	2011
Total		**203.1**	**203.8**	**208.8**	**207.9**	**205.8**	**203.6**	**206.9**
VSO (age 15)	Boys	1.2	2.2	3.8	4.1	4.2	4.3	4.6
	Girls	0.6	1.0	1.6	1.7	1.8	1.8	1.7
PRO (age 15)	Boys	1.4	2.4	3.5	3.3	3.3	3.1	3.2
	Girls	0.8	1.4	2.4	2.3	2.3	2.2	2.1
LWOO	Boys	9.5	11.8	13.2	12.9	12.9	12.8	12.6
	Girls	5.4	7.5	12.2	11.9	11.6	11.5	11.7
VMBO (excl. LWOO)	Boys	62.3	51.7	44.7	43.8	42.1	41.3	41.9
	Girls	56.2	47.7	39.2	38.6	37.5	37.1	38.1
HAVO	Boys	16.3	20.1	22.9	22.8	23.2	23.0	23.7
	Girls	18.3	22.3	23.5	23.6	24.2	23.8	24.5
VWO	Boys	15.1	16.1	19.1	19.6	19.9	20.0	20.3
	Girls	16.1	19.6	22.7	23.2	22.8	22.7	22.8

Source

OCW (DUO: Education Matrices)

Notes

- Figures pertain to both qualified and unqualified leavers.
- Transfers between sectors: direct transfers only.
- Minor movements between sectors, such as from MBO to VO, have not been taken into account.
- Including green education.
- Transfers to and from adult education have been included under "No form of education"/"Leaving education".
- See Appendix Notes and Definitions, part C.

Table 2.4 | Direct movements between school types (numbers x 1000)

From	To	PO	VO	MBO	HBO	WO	Leaving education
PO	2008		187.8	0.9			14.4
	2009		190.3	1.1			14.0
	2010		192.9	2.0			12.5
	2011		198.3	2.0			10.4
VO	2008	1.6		100.2	36.1	22.9	41.0
	2009	1.6		98.4	36.4	24.2	37.0
	2010	3.1		97.6	37.6	22.9	30.6
	2011	3.7		96.4	37.8	23.3	31.5
MBO	2008				22.9		150.1
	2009				24.1		147.0
	2010				23.5		169.6
	2011				22.8		173.4
HBO	2008					8.6	96.4
	2009					9.6	93.0
	2010					9.5	94.4
	2011					9.1	98.8
WO	2008				4.2		43.7
	2009				4.4		44.2
	2010				4.9		48.1
	2011				4.5		54.8
No form of education	2008	204.1	6.7	74.8	50.2	23.0	
	2009	200.2	7.2	79.9	56.6	26.6	
	2010	192.6	5.0	78.9	53.4	27.9	
	2011	190.2	5.6	73.9	52.6	27.7	

Pupils and students

Success rate and duration of study

The expected success rate is the percentage of enrolled pupils/students ultimately expected to obtain a certificate in the education sector concerned. In secondary education (VO), the expected success rate was 84 per cent in 2011, 1 percentage point less compared to 2010. In recent years, this success rate has been fluctuating between 83 and 85 per cent. In secondary vocational education (MBO), the expected success rate fell from 74 per cent in 2008 to 68 per cent in 2010 and 2011. In 2011, the expected success rate in professional higher education (HBO) dropped by 3 percentage points compared to 2010, viz. to 67 per cent. In academic higher education (WO) the expected success rate fell by 1 percentage point to 69 per cent in 2011. HBO in particular has shown a downward trend in success rates over the past few years.

The expected duration of study, i.e., the average number of years someone is enrolled in some form of education, for holders of VMBO, HAVO and VWO certificates has remained fairly constant since 2007 (as it has in the years before).

In VMBO, the average duration of study in 2011 was 4.2 years, in HAVO 5.3 years and in VWO 6.2 years. In all types of education, the expected duration of study is longer than the official duration. The expected duration of study in HBO has risen slightly over the period from 2007 to 2011: to 4.8 years. In WO the average expected duration of study fell by 0.2 years to 5.3 years in 2011.

In 2009, the total expected duration of study for a 5-year-old pupil was nearly 18 years. The total expected study duration of 5-year-olds in the international perspective is described in the chapter entitled 'Education international'.

Certificate holders

All sectors showed an increase in the number of certificate holders in the period from 2000 to 2011. In 2011, 441 thousand young people obtained a certificate. This breaks down into nearly 175 thousand in secondary education, nearly 170 thousand in MBO and 97 thousand in tertiary education. HAVO/VWO and MBO level 2 certificates are regarded as a basic qualification. Young people who do not possess basic qualifications and who are no longer enrolled in education are regarded as early school-leavers. The theme section entitled 'Early school-leavers' takes an in-depth look at this topic.

Throughout the entire education system, transfers of certificate holders to subsequent study programmes have increased in recent years. Because more people continue to learn for a longer time, the educational level of the population is rising.

Figure 2.13 | Trends in success rates

Per sector of education, index 2000 = 100 (incl. green education)

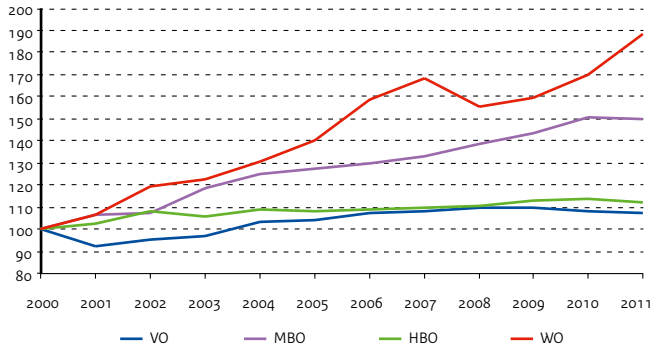


Figure 2.14 | Qualified school-leavers by destination

Differentiation by destination, numbers x 1000 (incl. green education)

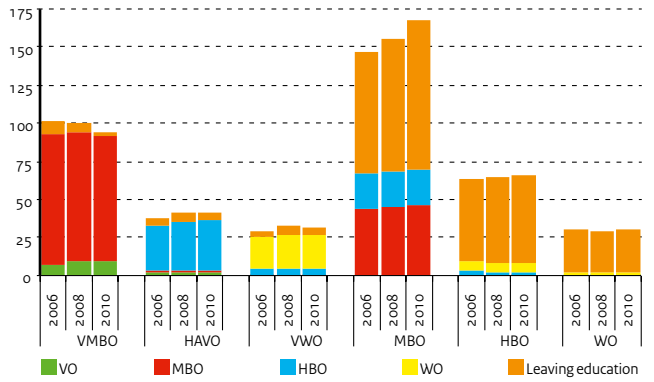


Table 2.5 | Expected chances of success (in percentages)

Source

OCW (DUO)

Notes

- The expected percentage of enrolled pupils/students that ultimately earn a diploma in the relevant sector of education.
- See Appendix Notes and Definitions, part C.

	2007	2008	2009	2010	2011
VO	84	83	84	85	84
MBO	72	71	74	68	68
HBO	70	69	73	70	67
WO	72	70	70	70	69

Table 2.6 | School expectancy for qualified leavers (in years)

Source

OCW (DUO)

Notes

- The average number of years a participant is enrolled in education.
- See Appendix Notes and Definitions, part C.

	2007	2008	2009	2010	2011
VMBO	4.1	4.1	4.1	4.1	4.2
HAVO	5.2	5.2	5.3	5.3	5.3
VWO	6.1	6.1	6.1	6.2	6.2
HBO	4.6	4.6	4.7	4.7	4.8
WO	5.5	5.6	5.5	5.5	5.3

Table 2.7 | Qualified leavers with and without basic qualification (numbers x 1000)

Source

OCW (DUO)

Notes

- Qualifications obtained in the school year ending in the year stated.
- Including green education and VAVO.
- Basic qualification: diploma earned at HAVO, VWO or MBO 2 level.
- Number of WO graduates has increased as old structure was phased out in 2007.
- See Appendix Notes and Definitions, part C.

	2007	2008	2009	2010	2011
Without basic qualification					
VO (VMBO)	**102.8**	**101.0**	**98.3**	**96.0**	**92.9**
VMBO (BL + KL)	53.9	51.6	49.4	48.1	45.3
VMBO (GL + TL)	48.9	49.4	48.9	48.0	47.6
MBO (level 1)	**13.4**	**13.7**	**13.1**	**15.6**	**16.3**
BBL	5.1	6.0	6.1	7.8	8.5
BOL-ft	7.7	7.2	6.4	7.3	7.4
BOL-pt	0.6	0.5	0.6	0.5	0.4
With basic qualification					
VO (HAVO/VWO)	**73.8**	**78.0**	**80.3**	**79.8**	**82.0**
HAVO	42.3	44.2	44.7	45.8	47.1
VWO	31.5	33.8	35.6	34.0	35.0
MBO (levels 2 - 4)	**136.7**	**141.9**	**148.3**	**154.2**	**152.5**
BBL	48.2	52.8	58.9	62.9	61.3
BOL-ft	85.2	85.5	86.1	87.6	87.6
BOL-pt	3.4	3.6	3.3	3.8	3.5
HBO	**60.0**	**60.4**	**61.7**	**62.1**	**61.5**
HBO-ft	50.1	50.7	52.1	52.6	52.1
HBO-pt	9.9	9.7	9.6	9.5	9.4
WO	**32.0**	**29.5**	**30.2**	**32.3**	**35.7**

Educational level and the labour market

Educational level

In recent years, the educational level of the population aged 25 to 64 has gradually risen. In 1996, a good 62 per cent of residents had a diploma equal to a basic qualification (at least a certificate at HAVO/VWO or MBO-2 level), versus 72 per cent in 2010. The increase in level of education can primarily be attributed to the proportion of tertiary education graduates (HBO or WO). Increasingly more women complete tertiary education programmes. Thus, women are outpacing men when it comes to rising levels of education. This trend is most marked among young people in the age bracket from 25 to 34. In 1996, 25 per cent of men and 22 per cent of women in this age group had a qualification at HBO or WO level, versus 37 per cent and 43 per cent respectively in 2010.

Employment participation and unemployment

The proportion of the population holding a paid job (net employment participation) also continues to increase. In 1996, 63 per cent of the Dutch population (ages 25 to 64) was employed, versus 69 per cent in 2000. In 2008, the employment participation rate levelled off at 74 per cent; approximately three-quarters of the population held a paid job in 2010. More and more women are entering the labour market. In 1996, fewer than half of women held a paid job, versus nearly two-thirds in 2010. Among men, net employment participation has hardly changed in that same period of time.

Employment participation rises proportionally with the level of education. However, the differences in employment participation between lower and higher levels of education have slightly decreased since 1996.

In 2010 the Dutch economy hit a rough patch, which impacted on unemployment. For example, the unemployment rate among ages 25 to 64 increased from 4.0 per cent in 2009 to 4.7 per cent in 2010. A person's level of education also plays a part when it comes to finding or keeping a paid job. In 2010, 4.0 per cent of the highly-educated 25 to 64-year-olds were unemployed. Among those without basic qualifications, i.e., educated to no more than primary school or VMBO / MBO-1 level, the unemployment rate was significantly higher: 7.1 per cent.

Gender

The difference in level of education between men and women has continued to decrease in recent years. Women in the age bracket of 25 to 34 have even outstripped their male peers. On the labour market, however, the differences between men and women are still large. In 2010, 83 per cent of men aged 25 to 64 held a paid job, versus 65 per cent of women. These differences between men and women diminish inversely proportional to the level of education. Among the younger generations, the differences between men and women are smaller than among the older generations. As increasingly more women than men complete tertiary education, women are also making up the arrears with regard to labour market participation.
Women were out of work slightly more often than men. Among women aged 25 to 64, 5.2 per cent were unemployed, versus 4.3 per cent among men.

Figure 2.15 | Educational level of the Dutch population
Differentiation in age bracket 25-34, by level of education, in percentages

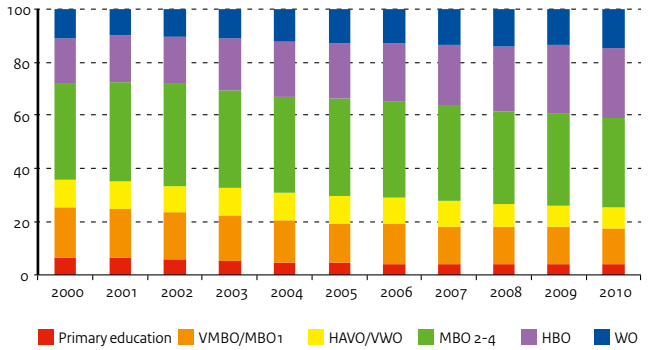


Figure 2.16 | Net labour market participation by gender
In percentages of age bracket 25-64, by level of education, 2010

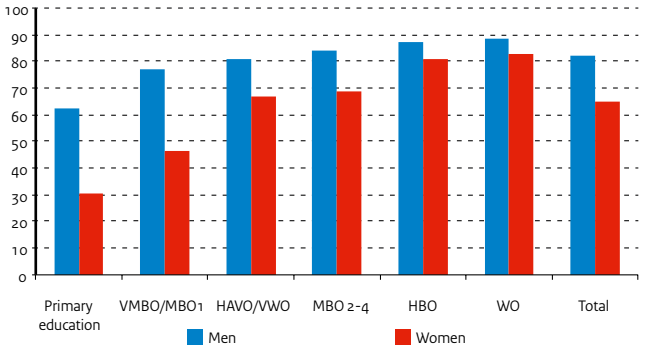


Table 2.8 | Educational level of the Dutch population (ages 25-64)

Source

CBS (Labour Force Survey)

Notes

- Proportion "in percentages" by level of education.
- VMBO/MBO 1: including lower years in AVO.
- HBO: including WO bachelor's programmes.

	1996	1998	2000	2006	2007	2008	2009	2010
Population (x 1000)	**8,585**	**8,731**	**8,856**	**9,007**	**9,011**	**9,018**	**9,017**	**9,011**
Primary education	11.9	11.2	11.1	7.9	7.5	7.5	7.6	7.6
VMBO/MBO 1	25.4	24.4	23.6	20.5	20.0	20.1	19.6	19.2
HAVO / VWO	8.0	8.0	8.1	7.9	7.9	7.3	6.9	7.0
MBO 2-4	32.7	32.7	32.1	33.9	34.1	33.6	33.8	33.3
HBO	14.3	14.9	15.8	17.8	18.2	19.2	19.9	20.4
WO	7.3	8.4	8.8	11.0	11.2	11.4	11.4	11.7
Unknown	0.3	0.4	0.5	1.1	1.0	0.8	0.7	0.9

Table 2.9 | Labour market participation and unemployment of the Dutch population (ages 25-64)

Source

CBS (Labour Force Survey)

Notes

- Proportion "in percentages" by level of education.
- VMBO/MBO-1: including lower years of AVO.
- HBO: including WO bachelor's programmes.
- Net participation: employed labour force in percentages of the population.
- Unemployment rates: percentage of the labour force without a job.
- The Labour Force Survey is a random sample survey among Dutch citizens, save persons living in institutions and homes.
- The survey is intended to collect data on the situation of participants in the labour market.

	1996	1998	2000	2006	2007	2008	2009	2010
A) Net labour market participation								
Total	**63**	**67**	**69**	**70**	**72**	**74**	**74**	**74**
Primary education	36	39	42	42	44	46	46	45
VMBO/MBO 1	51	54	56	58	59	61	61	61
HAVO/VWO	65	69	72	68	70	74	75	73
MBO 2-4	70	73	75	75	76	77	77	77
HBO	78	81	81	82	84	85	84	84
WO	84	87	88	83	84	86	86	86
B) Unemployment rates								
Total	**6.7**	**4.6**	**3.3**	**4.8**	**3.9**	**3.2**	**4.0**	**4.7**
Primary education	13	11	7	10	7	6	7	9
VMBO/MBO 1	9	6	4	6	5	4	5	7
HAVO/VWO	8	5	4	7	6	4	5	5
MBO 2-4	5	4	3	4	4	3	4	4
HBO	5	3	3	3	2	2	3	3
WO	5	3	2	4	3	3	3	4

Table 2.10 | Educational level of the Dutch population by gender (ages 25-34)

Source

CBS (Labour Force Survey)

Notes

- Proportion of HBO / WO graduates "in percentages".

	1996	1998	2000	2006	2007	2008	2009	2010
Proportion of tertiary education graduates								
Total	**23**	**26**	**28**	**35**	**36**	**39**	**39**	**40**
Men	25	26	29	33	34	36	36	37
Women	22	25	27	37	38	41	42	43

Institutions and staff

Number of institutions

The number of primary and secondary schools has fallen slightly in recent years. In (secondary) special education ((V)SO), the number of sites has been increasing since 2002. There are two reasons for this. First, the Juvenile Judicial Facilities (JJIs) have been counted as education institutions since 2002. Second, an amendment to the Expertise Centre Act (WEC) in August 2003 made it possible for (V)SO schools to establish subsidiary locations. The number of institutions in the vocational and adult education (BVE) sector and in the professional higher education sector has fallen in the period from 1999 to 2010. The relatively strong drop in HBO (compared to BVE) was the result of mergers. It should be noted in this regard that the figures only pertain to the number of institutions, not to the number of subsidiary locations. In academic higher education, the number of institutions has remained constant over recent years.

Average size of institutions

In spite of the steady decline in the number of primary schools, average enrolment has remained fairly constant over the past few years: in 2011, 219 pupils. The average size of secondary schools has gradually increased since 2008. In 2011, secondary schools accommodated an average of 1,421 pupils. The average size of universities of applied sciences rose significantly to 11,828 students in 2011. The reason for this lies not only in economies of scale (mergers), but also in the increase in the number of HBO students.

Staff

In 2011, the number of full-time jobs in the education sector (PO, VO and BVE) totalled 250 thousand. This means that in one year, employment opportunities decreased by nearly 10 thousand full-time jobs. In the primary and secondary education sectors, the proportion of the over-50s continued to increase last year. In the vocational and adult education sector, the proportion of staff over the age of 50 fell slightly, after a long period of stability, to 50.4 per cent. Thus, the proportion of over-50s is still highest in the vocational and adult education sector.

The share of women in primary education is now fairly stable. Women now constitute 82 per cent of teaching staff in the primary education sector. Among head teachers, the proportion of women increased by 3 per cent over 2010 to 40 per cent.

The share of female teachers in the secondary education sector increased to more than 45 per cent. The proportion of female head teachers in the secondary education sector also increased: to 28 per cent.

The share of female teachers in secondary vocational education and adult education has remained the same this past year (45 per cent). The proportion of female management team members in this sector fell, however: from 39 per cent in 2010 to 37 per cent in 2011.

In all three sectors, the share of female teachers is higher than the share of female head teachers. Nonetheless, in recent years the share of female head teachers has risen (considerably), especially in the primary education sector.

Figure 2.17 | Number of establishments

Index: 1999=100 (for (V)SO: number of locations)

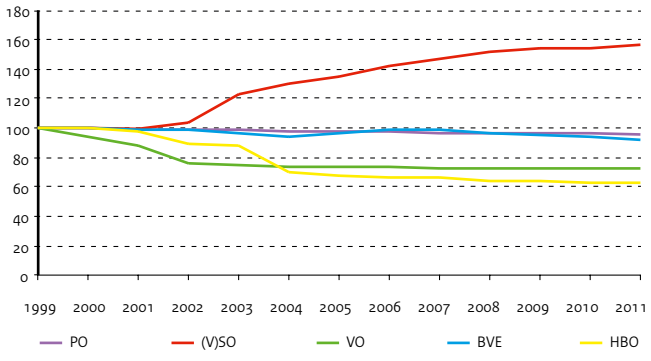


Figure 2.18 | Age distribution of staff

Number of FTEs per age, 2001 and 2011

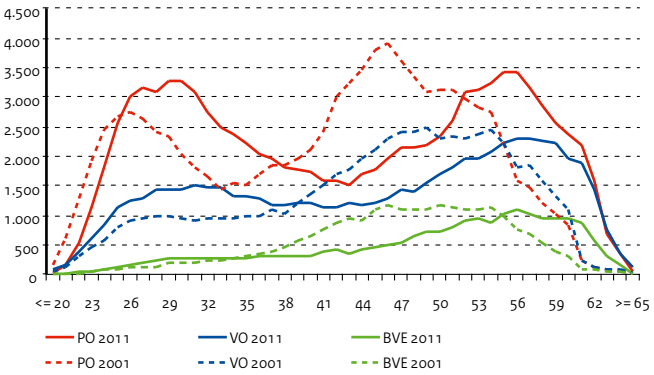


Table 2.11 | Educational establishments, numbers and size

Source

OCW (DUO)

Notes

- Excluding green education.
- B) Number of participants according to Table 2.1, divided by number of establishments.

	2007	2008	2009	2010	2011
A) Number of institutions					
Primary schools	7,537	7,528	7,515	7,480	7,435
Secondary schools	645	647	644	646	646
Vocational/adult education	61	60	59	58	57
Professional higher education	37	36	36	35	35
Academic higher education	12	12	12	12	12
B) Average size of educational establishments					
Primary schools	220	221	221	220	219
Secondary schools	1,404	1,391	1,401	1,406	1,421
Vocational/adult education	7,821	7,994	8,238	8,538	8,507
Professional higher education	9,888	10,413	10,942	11,628	11,828
Academic higher education	17,222	17,836	18,834	19,531	19,728

Table 2.12 | Staff

Source

Various sources; see next chapters.

Notes

- Total staff, i.e., management, teachers and support staff.
- Staff in academic higher education: teaching + research and including third flow of funds.
- Excluding green education.
- See Appendix Notes and Definitions, part D.

	2007	2008	2009	2010	2011
A) Number of staff (in FTEs x 1000)					
Primary schools	131.9	133.4	135.4	133.3	126.9
Secondary schools	85.7	86.0	88.0	87.6	85.3
Vocational/adult education	38.5	38.5	38.5	38.7	37.5
Professional higher education	27.4	28.4	29.3	29.9	--
Academic higher education	36.9	37.7	39.1	39.8	--
B) Percentage aged 50 and older (FTE basis)					
Primary schools	36.8	37.6	38.7	39.7	40.4
Secondary schools	43.7	44.0	45.3	46.1	46.7
Vocational/adult education	46.8	49.1	50.8	51.3	50.4
Professional higher education	39.8	41.3	41.9	42.6	--
Academic higher education	28.0	29.0	29.0	30.0	--
C) Percentage of women (FTE basis)					
Primary schools	75.6	76.2	76.9	77.4	77.8
Secondary schools	42.5	42.1	43.6	44.6	45.3
Vocational/adult education	48.6	48.7	49.1	49.5	49.6
Professional higher education	47.3	48.4	49.3	50.0	--
Academic higher education	40.2	41.0	42.0	43.0	--

Institutions and staff

Job vacancies

The number of unfilled vacancies in the primary education sector continued to fall in the 2010/11 school year: from 540 in 2009/10 to 400 in 2010/11. This fall is mainly caused by a decrease in the number of unfilled teaching jobs. In the 2010/11 school year, primary schools had 200 unfilled teaching jobs, i.e., some 120 less than in the school year before. The problems are unequally distributed across schools. Schools in the four large cities have proportionally more unfilled job vacancies than schools in the rest of the country. The number of unfilled vacancies is especially higher in Flevoland and Utrecht. In addition, special schools have more unfilled job vacancies than mainstream primary schools.

In the secondary education sector, the number of unfilled job vacancies dropped from 350 in the 2009/10 school year to 260 in 2010/11, mainly due to a decreasing number of unfilled teaching jobs. In the 2010/11 school year, unfilled vacancies totalled on average 60 fewer than in the school year before. Regional differences also exist in the secondary education sector. Comparatively speaking, schools in Almere and the Gooi- en Vechtstreek area have particular difficulty filling their teaching vacancies.

The number of unfilled job vacancies in the BVE sector (vocational and adult education) rose: from 240 in the 2009/10 school year to 300 in 2009/10. This concerns both unfilled teaching jobs and job vacancies for ancillary staff.

Unemployment

Since 2005, employers in the education sector have been responsible for the reintegration of their unemployed ex-employees. Unemployment in the government and education sectors is extremely low. Compared with 2009, the number of people receiving an unemployment benefit in the education sectors in 2010 rose by an average of 3.8 per cent, versus 9.4 per cent in the year previous. In absolute terms, this rise comprises 235 people who have worked primarily in secondary education; it involves frictional unemployment and the effect of labour shortage.

Incapacity for work

The Dutch Work and Income according to Capacity to Work Act (WIA) was implemented at the end of December 2005. The number of ongoing WIA benefit payments in education amounted to more than 4,150 at the end of 2010. It is expected that the pool of WIA claimants will grow further in the coming years. The number of claimants under the old WAO (Occupational Disability Insurance Act), in contrast, will gradually decline, especially as those entitled to a benefit reach pension age. At the end of 2010, there were more than 10,300 fewer WAO benefit payouts than at the end of 2006. In the same period, the number of WIA benefit payouts increased by over 3,500. On balance, the number of disability benefits (WAO and WIA) therefore decreased sharply (-21 per cent).

Absence due to illness

Absences due to illness in the primary education sector have been fluctuating around 6.0 per cent over the past few years. In 2010, the absence rate fell slightly again to 6.1 per cent. In special education, the absence rate fell slightly as well, to 6.5 per cent. In secondary education, the absence rate fell from 5.2 per cent in 2009 to 4.9 per cent in 2010. In professional higher education, the absence rate dropped to 4.2 per cent in 2010. In academic higher education, absence rates fell significantly, to 2.7 per cent.

Figure 2.19 | Vacancies in primary and secondary education

As a percentage of job opportunities, 2010/11

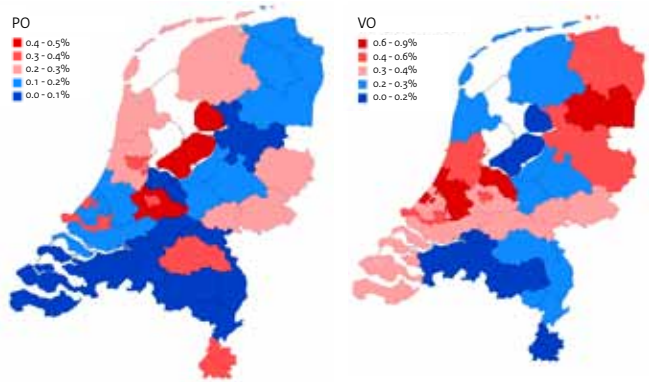


Figure 2.20 | Intake in teacher-training programmes

Numbers x 1000

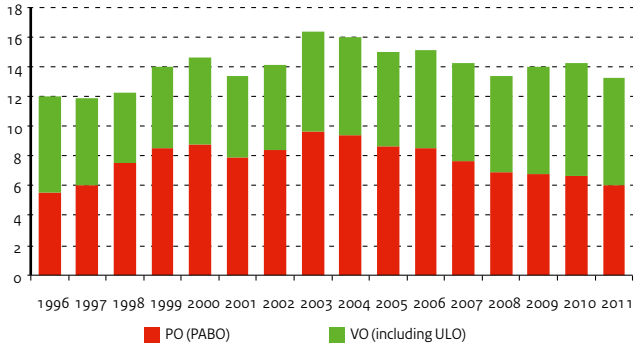


Table 2.13 | Average number of unfilled vacancies

Source

ECORYS / ResearchNed, Labour market barometers PO, VO and MBO

Notes

- Last column pertains to 2010/11 school year.

	2007	2008	2009	2010	2011
Primary education overall	**630**	**720**	**1,010**	**540**	**400**
Management	180	190	210	160	150
Teachers	330	410	670	320	200
Support staff	120	120	130	60	50
Secondary education overall	**430**	**530**	**250**	**350**	**260**
Management	50	50	40	50	30
Teachers	320	400	160	270	210
Support staff	60	80	50	30	20
Vocational education overall	**550**	**600**	**280**	**240**	**300**
Management	20	20	10	30	10
Teachers	270	270	150	110	160
Support staff	260	310	120	100	130
PO, VO and MBO overall	**1,610**	**1,850**	**1,540**	**1,130**	**960**
of which teachers	920	1,080	980	700	570

Table 2.14 | Numbers on unemployment benefits in the education sectors

Source

UWV

	2006	2007	2008	2009	2010
Primary education	3,478	2,697	2,519	2,619	2,682
Secondary education	1,724	1,270	1,298	1,253	1,402
Vocational education	926	633	684	888	845
Professional higher education	584	450	439	496	512
Academic higher education	1,100	664	579	838	899
Research institutes	56	38	37	41	30
Total	**7,868**	**5,752**	**5,556**	**6,135**	**6,370**

Table 2.15 | Numbers on WAO or WIA benefits in the education sectors

Source

UWV

Notes

- WIA: Work and Income (Capacity for Work) Act
- Reference date: 31 December

	2006	2007	2008	2009	2010
Total	**33,051**	**31,059**	**29,196**	**27,538**	**26,167**
WAO	32,402	29,635	26,914	24,379	22,044
WIA	649	1,424	2,282	3,159	4,123
Primary education	14,496	13,593	12,910	12,816	12,318
Secondary education	8,439	8,001	7,355	6,298	5,833
Vocational / adult education	5,238	4,862	4,554	4,267	4,052
Professional higher education	2,202	2,075	1,964	1,857	1,782
Academic higher education	2,540	2,400	2,292	2,186	2,069
Research institutes	136	128	121	114	113

Table 2.16 | Absence due to illness in education, in percentages

Source

Regioplan Policy Study, VO-raad, VSNU, HBO-raad, KNAW, WVOI and BVE Labour service desk

Notes

- Percentage of total working hours that employee was absent due to illness.
- Figures for BAO/SO in 2009 based on CASO data covering 75 % of primary schools and some 65 % of secondary schools.
- See Appendix Notes and Definitions, part D.

	2006	2007	2008	2009	2010
Mainstream primary education	5.8	5.9	6.0	6.2	6.1
Special education	6.3	6.8	6.7	6.7	6.5
Secondary education	5.0	5.1	5.1	5.2	4.9
Secondary vocational education	5.8	5.7	5.8	5.8	5.9
Professional higher education	4.5	4.5	4.7	4.3	4.2
Academic higher education	3.2	3.1	3.1	3.0	3.0
Research institutes	2.7	3.0	3.1	3.2	2.7

Institutions and staff

Labour market situation for teacher-training college graduates

Eighty-three per cent of the teachers who graduated from primary school teacher-training colleges in 2009 had found a job in education within six months after their graduation (jobs involving twelve hours or more).

However, strong regional differences can be observed among the graduates from the primary school teacher-training programmes. New graduates in the western part of the country find a job in education quicker than their peers in the northern part of the Netherlands. In Flevoland (including Almere), 98 per cent of the graduates found a job in education within six months after graduating, versus only around 65 per cent of those in Groningen.

Of the teachers that graduated in 2009 from the teacher training programmes for secondary education, nearly three-quarters (73 per cent) had a job in education within six months after graduating. Among graduates of university training courses for secondary school teachers, 83 per cent found a teaching job within six months.

The regional differences among graduates from secondary school teacher-training programmes are slightly smaller than they are for graduates from programmes for primary education. In Groningen, two-thirds (66 per cent) had a job in education within six months after graduating; in the western part of the Netherlands, this was the case for some 80 per cent of the graduates.

Table 2.17 | First-year students and graduates of teacher-training colleges

	2007	2008	2009	2010	2011
Intake, primary school teacher training	**7,670**	**6,870**	**6,740**	**6,620**	**6,080**
Full-time	6,750	6,080	5,920	5,710	5,410
Part-time	920	790	820	910	670
Graduates, primary school teacher training	**7,160**	**6,560**	**5,880**	**5,320**	**5,060**
Full-time	5,420	5,050	4,580	4,230	4,090
Part-time	1,740	1,510	1,300	1,090	970
Intake, secondary school teacher training					
(HBO: first-year students, ULO: numbers enrolled)	6,570	6,510	7,240	7,620	7,220
HBO-ft	4,240	4,170	4,520	4,570	4,340
HBO-pt	1,250	1,230	1,390	1,440	1,160
ULO	1,080	1,110	1,330	1,610	1,720
Graduates, secondary school teacher training	**4,660**	**4,620**	**4,760**	**5,240**	**5,600**
HBO-ft	2,370	2,350	2,560	2,780	2,880
HBO-pt	1,660	1,660	1,610	1,730	1,880
ULO	630	610	590	730	840

Source

OCW (DUO: 1 HE figure 2010)

Notes

- ULO: university training courses for secondary school teachers.
- See Appendix Notes and Definitions, part D.

Expenditure

National spending on education

The aggregate education expenditure comprises public and private spending on education establishments as well as public spending on families, companies and non-profit institutions.
The figures only reflect spending on education establishments providing or supporting mainstream education.
The expenditure on education is set out in these pages according to different definitions, namely, total government spending on education (CBS), national spending on education institutions (OECD), total national spending on education (CBS) and OCW spending on education.

CBS revision of education statistics

In 2008, Statistics Netherlands (CBS) revised the education expenditures. The main amendments concerned the incorporation of spending by families and companies on education programmes provided by private institutions (in 2006: nearly 1.2 billion euros) and spending by companies on students in work-based learning programmes and on work placement (in 2006: nearly 1.7 billion euros). In addition, a critical examination of the existing statistics resulted in several improvements. Consequently, the aggregate education expenditure increased by 1.2 billion euros in 2006.

An explanation of the alignment of education spending by OCW with international OECD definitions and CBS definitions is included in the appendices.

Flows of funds

Alongside the direct government funding of institutions by the Ministry of OCW, education institutions have other sources of income: revenues via local governments (including grants for adult education and for the accommodation of primary and secondary schools) and contributions from the participants themselves. The latter involves course and tuition fees which are paid to regional training centres (ROCs) and universities.

OCW spending as percentages of GDP

In 2011, OCW spending on education institutions totalled more than 30.4 billion euros. This amount includes student grants and loans and research in the university sector. This figure for OCW spending deviates from the CBS figures that are based on the OECD definition. In 2011, OCW spending on education amounted to 5 per cent of GDP (most recent figures), i.e., a decrease of 0.1 per cent compared to 2010. OCW spending on education in 2011 amounted to 17.9 per cent of government spending, which is an increase of approximately 2 percentage points compared to 2010.

Figure 2.21 | Government spending on education
Expenditure according to CBS definition (x € 1 billion)

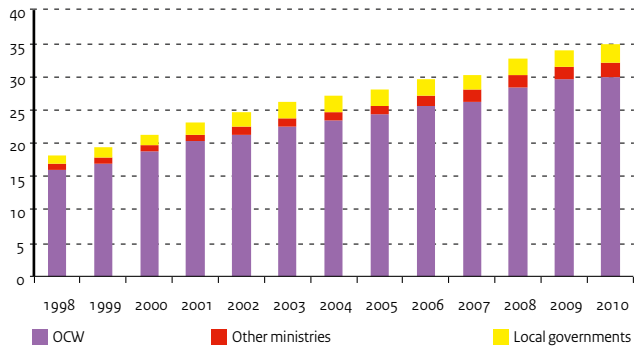


Figure 2.22 | OCW expenditure as a percentage of GDP
Net OCW expenditure, GDP according to CBS Statline

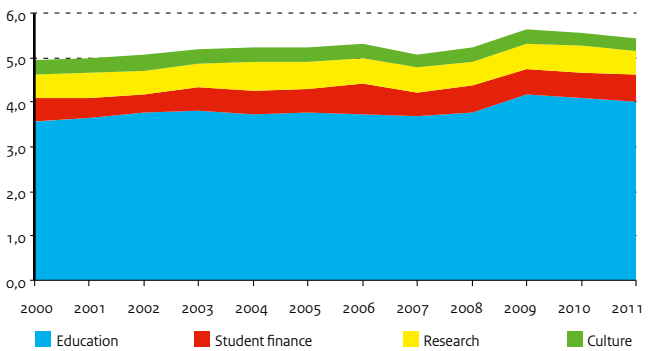


Table 2.18 | Government spending on education according to CBS / OECD definition (x € 1 million)

Source

CBS: "Jaarboek Onderwijs in cijfers" [Annual Report: Education in Figures]

Notes

- Figures have been calculated on the basis of the CBS data on education statistics, revised in 2008.
- The relation between "OCW spending on education" (Table 2.21) and "OCW expenditure according to CBS" is explained in Appendix Notes and Definitons, Table 14.3.
- The percentages have been calculated on the basis of the OECD definitions.

	2006	2007	2008	2009	2010
A) Total government expenditure (CBS)	**29,486**	**30,258**	**32,548**	**34,000**	**34,774**
OCW according to CBS	25,704	26,212	28,232	29,474	30,007
Other Ministries (EL&I and VWS)	1,523	1,645	1,796	1,926	2,146
Local governments	2,260	2,400	2,519	2,600	2,622
B) Spending on education according to CBS and OECD as a percentage of GDP					
CBS (government spending on education)	5.5	5.3	5.5	6.0	5.9
OECD (national spending on educational institutions)	5.6	5.5	5.6	6.2	6.2
CBS (national spending on education)	6.3	6.1	6.3	6.9	6.8

Table 2.19 | OCW spending on education, netted and including other expenditure (x € 1 million)

Source

OCW annual reports

Notes

- Amounts calculated on the basis of Table 14.1; expenditure has been netted with certain revenues and apportioned other expenditure.
- See Appendix Notes and Definitions, part B.

	2007	2008	2009	2010	2011
OCW overall	**26,669.5**	**28,448.8**	**29,501.4**	**29,902.9**	**30,412.0**
Primary education	8,625.9	9,036.6	9,666.5	9,574.9	9,680.9
Secondary education	6,048.7	6,543.9	6,853.7	7,048.8	7,048.0
Vocational and adult education	3,231.7	3,375.9	3,543.6	3,554.8	3,522.0
Professional higher education	2,047.6	2,178.0	2,346.4	2,529.7	2,550.0
Academic higher education	3,544.9	3,709.8	3,822.7	3,873.7	3,986.6
Student finance	3,170.6	3,604.6	3,268.5	3,321.0	3,624.6

Table 2.20 | OCW spending on education in relation to GDP and central government spending

Source

GDP: CBS
Government expenditure: national financial annual reports

Notes

- Netted expenditure including other OCW expenditure, in accordance with Table 2.20.
- See Appendix Notes and Definitions, part B.

	2007	2008	2009	2010	2011
OCW spending on education (x € 1 million)	**26,669.5**	**28,448.8**	**29,501.4**	**29,902.9**	**30,412.0**
GDP (at market prices x € 1 billion)	571.8	594.5	571.1	588.4	604.9
Central government spending (x € 1 billion)	145.8	169.0	174.1	185.9	170.3
Total as a percentage of GDP	**4.7**	**4.8**	**5.2**	**5.1**	**5.0**
Sectors of education	4.1	4.2	4.6	4.5	4.4
Student finance	0.6	0.6	0.6	0.6	0.6
Total as a percentage of central government expenditure	**18.3**	**16.8**	**16.9**	**16.1**	**17.9**
Sectors of education	16.1	14.7	15.1	14.3	15.7
Student finance	2.2	2.1	1.9	1.8	2.1

Expenditure

Per capita expenditure

Educating the young is the primary task of the education sector. With a consistent quality of education, the indicator of expenditures per participant gauges the effectiveness of the sector.
The increase in expenditures per participant is determined to a significant degree by trends in wages and prices. The growth is further influenced by policy incentives in education.

Comparability of education sectors

Comparisons over a period of time can be based on expenditures per participant. A comparison between the respective educational sectors, however, is difficult, as the composition of the OCW expenditures differs by sector. The following differences are relevant:

- In primary and secondary education, accommodations are financed by local governments;
- The figures for primary education include the costs of peripatetic supervision for all pupils on pupil-specific funding, excluding MBO and including mainstream secondary education (including PRO and LWOO);
- In vocational and adult education (BVE), professional higher education (HBO) and academic higher education (WO), the contributions for accommodations are included in the central government allowance;
- Tuition fees (in HBO and WO) go from participants directly to the institutions and are not a part of the central government grant.

Per capita contributions to institutions

A comparison between the sectors can also be based on the budget that the institutions have for each participant. The institutional budget per participant reflects the per capita amounts available to the institutions in the various sectors. This budget encompasses funding from various sources, including the Ministry of OCW.

This institutional budget encompasses funding from the national government and funding from local governments, as well as tuition.
The only items missing from this summation are private contributions other than course fees and tuition, such as voluntary parental contributions, sponsor funds and similar funding. Information on these sources is incomplete and therefore not included in the grants provided to institutions.
Across the board, the per capita grants to institutions exceed the OCW expenditures per participant by between 330 (MBO) and more than 1,900 (WO) euros. Also, in all sectors the per capita grants to institutions have grown since 2006.

OCW expenditures per certificate holder

As an indicator of the effectiveness of the education system, the OCW expenditures for each sector can be divided by the number of certificate holders, thus relating the expenditures to the quality of those leaving that sector. Here, the diploma can be seen as a quality standard. In primary education, the OCW expenditures per qualified leaver fell by 1,000 euros in 2011 compared to 2010, to 48,000 euros. In MBO, expenditures remained stable at 21 thousand euros per certificate holder. In the professional higher education sector, expenditures per graduate remained stable as well (at 41 thousand euros). From 2005 to 2009, expenditures in the academic higher education sector went up. In 2010, OCW expenditures per WO graduate fell to 43 thousand euros and in 2011 to 40 thousand euros.

Figure 2.23 | OCW spending on education per participant
By type of school, price level 2011 (in euros)

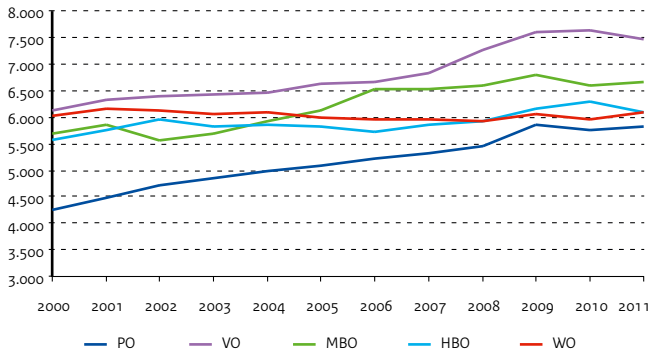


Figure 2.24 | Institutional grants per participant
By type of school, price level 2011 (in euros)

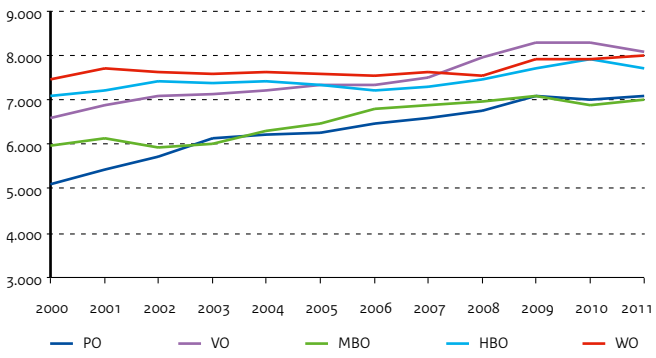


Table 2.21 | OCW expenditure per participant (in current values x € 1)

Source

OCW annual reports

Notes

- Figures pertain to netted OCW expenditure as indicated per sector of education, excluding other expenditure. OCW funding does not include figures for accommodation in primary and secondary education; these expenditures are taken care of by the local governments.
- Figures for WSF/WTOS expenditure per participant pertain to gross expenditure divided by the number of participants in full-time education.
- Figures for primary education include the costs of pupil-specific funding in secondary education.
- See Appendix Notes and Definitions, Parts B and C.

	2007	2008	2009	2010	2011
Primary education					
Expenditure per pupil in primary education	5,100	5,350	5,720	5,700	5,820
Mainstream primary education	4,430	4,610	4,900	4,860	4,970
Special primary education	8,860	9,190	9,870	9,690	9,650
(Secondary) special education	18,760	20,050	21,910	22,110	21,990
Secondary education					
Expenditure per pupil	6,540	7,110	7,410	7,550	7,460
Vocational and adult education					
Expenditure per MBO participant	6,250	6,450	6,640	6,500	6,670
Professional higher education					
Expenditure per student	5,600	5,800	6,000	6,200	6,100
Academic higher education					
Expenditure per student	5,700	5,800	5,900	5,900	6,100
WSF/WTOS expenditure per participant in education					
Secondary education	230	210	100	70	70
Vocational education	3,080	3,470	3,170	3,120	3,150
Professional higher education	4,170	4,890	4,470	4,440	4,330
Academic higher education	4,290	4,740	4,320	4,510	5,760

Table 2.22 | Institutional grants per participant (in current values x € 1)

Source

OCW annual reports
CBS national accounts

Notes

- Including local government grants and tuition fees in HBO and WO.

	2007	2008	2009	2010	2011
Primary education	6,300	6,600	6,900	6,900	7,100
Secondary education	7,200	7,800	8,100	8,200	8,100
Vocational education	6,600	6,800	6,900	6,800	7,000
Professional higher education	7,000	7,300	7,500	7,800	7,700
Academic higher education	7,300	7,400	7,700	7,800	8,000

Table 2.23 | OCW expenditure per sector divided by numbers obtaining qualifications (current values x € 1)

Source

OCW annual reports

Notes

- OCW expenditure per participant x number of participants / numbers obtaining qualifications.
- Figures for primary education pertain to all pupils moving on to secondary education.

	2007	2008	2009	2010	2011
Primary education	45,000	47,000	51,000	49,000	48,000
Secondary education	34,000	36,000	37,000	39,000	39,000
Vocational education	22,000	22,000	22,000	21,000	21,000
Professional higher education	34,000	36,000	39,000	41,000	41,000
Academic higher education	37,000	42,000	44,000	43,000	40,000

School size (the human scale)

A human scale in education

Education is provided at schools and institutions where those involved know one another. A school or institution that "(...) is organized in a clear manner to enable the people involved and stakeholders to have a say and freedom of choice – so that, together, they feel responsible for the school and the lines of decision-making are short", so reads the description of human scale used by the Cabinet (Parliamentary Documents II, 2008/09, 31 135, 16). To a significant degree, this is a task for the schools and institutions themselves. The Cabinet would like to help schools and institutions organize themselves on a human scale. One of the instruments used to accomplish this is the merger test. The merger test act took effect in the course of 2011. Institutions intending to merge are to submit a proposal to the Minister, whereupon an independent committee draws up a recommendation regarding the proposal. The merger test is primarily aimed at ensuring that school boards or institutions take a well-considered decision, that is supported by those involved - staff members, parents and students. The merger test should also ensure that pupils, parents and students are given sufficient choice, so that they are able to choose the education that suits them best.

Decrease in the number of school boards

Between 2000 and 2011, the number of school boards decreased in nearly all sectors. The sharpest decrease took place between 2000 and 2006 in primary education and secondary education. Mergers in vocational education (MBO) and professional higher education (HBO) primarily took place prior to 2000. In recent years the situation has stabilized in MBO and HBO. The decrease in primary education continued. In 2011, after a fairly stable period, the number of school boards in the secondary education sector started to fall again. In addition, regional differences can be observed. For example, the largest number of primary school boards can be found in Gelderland, Zuid-Holland and Noord-Holland. Flevoland has the fewest primary school boards. In the provinces of Limburg and Groningen, the number of boards dropped by 67 and 54 per cent respectively during the period from 2000 to 2011.

Averages per school board and per institution

The average number of pupils or students per school board is growing slowly in nearly all sectors, with the exception of MBO. The same is true for the number of pupils/students per institution, with the exception of primary education. Mergers are not the only reason for this growth. In academic higher education, for instance, the average number of students is growing as a result of an increase in total enrolment.

Average numbers per site in primary / secondary education

For enrollees, the building is the face of the institution. Figures on the size of individual locations are only available for primary and secondary schools; this size has remained stable for years. In the secondary education sector, however, a slight downward trend set in during 2007.

Variation in size

Averages only tell a part of the story. Some pupils or students attend small institutions, while others are enrolled in substantially large institutions. The size of school boards, measured in the number of pupils/students, also varies. In primary education, 78 school boards count fewer than 100 children at their respective schools in 2011, while 20 have more than 4 thousand children at their schools. In secondary education, most of the school boards govern between 1 and 4 thousand pupils. Four school boards have more than 20 thousand pupils.

Figure 2.25 | Boards in primary and secondary education by school size, 2011

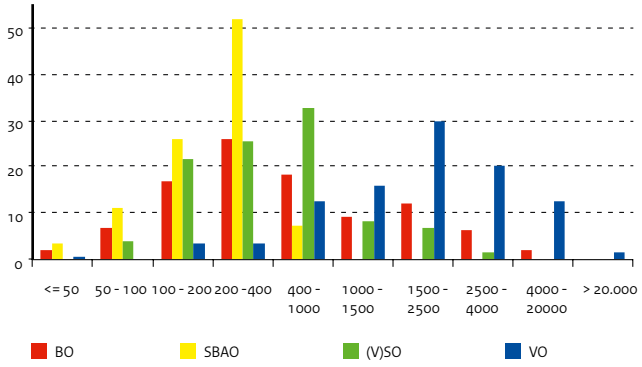


Figure 2.26 | Primary school boards per province, 2000 and 2011

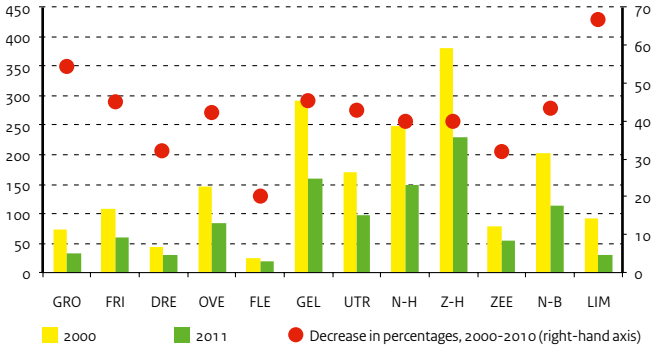


Table 2.24 | Average enrolment by type of institution

Source

OCW (DUO)

Notes

- Enrolment divided by the number of institutions.
- Including green education.

	2000	2007	2008	2009	2010	2011
BO	220	225	225	225	224	223
BO/SBAO	140	142	141	139	139	137
(V)SO	138	200	205	209	212	216
VO	1,037	1,416	1,403	1,413	1,415	1,431
VO/MBO	6,124	7,114	7,148	7,332	6,810	6,711
MBO	6,648	7,823	7,846	8,078	8,530	8,668
HBO	5,924	9,198	9,647	10,147	10,757	10,945
WO	12,925	16,541	17,151	18,144	18,912	19,088

Table 2.25 | Average enrolment per location

Source

OCW (DUO)

Notes

- Enrolment divided by number of locations.
- Including green education.

	2000	2007	2008	2009	2010	2011
BO	215	220	220	220	219	218
SBAO	116	126	126	126	129	128
(V)SO	136	131	129	130	132	135
VO	631	729	725	725	712	709

Table 2.26 | Average enrolment per school board by school type governed

Source

OCW (DUO)

Notes

- Enrolment divided by number of boards.
- Including green education.
- Figures pertain to school boards governing a total of more than 20,000 pupils/students.

	2000	2007	2008	2009	2010	2011
BO	589	853	861	886	891	896
BO/SBAO	2,959	3,593	3,772	3,834	3,845	3,746
BO/SBAO/(V)SO	3,639	5,437	5,819	5,960	5,716	5,715
BO/SBAO/(V)SO/VO	6,442	11,695	11,587	11,584	12,310	13,417
BO/SBAO/VO	3,872	5,606	5,729	5,995	6,164	6,115
BO/VO	1,916	2,001	1,991	1,706	1,741	2,273
(V)SO	211	463	516	535	563	576
VO	2,303	2,758	2,771	2,766	2,779	2,838
VO/MBO	6,976	9,488	9,445	9,109	8,746	8,656
MBO	7,267	8,231	8,286	9,037	9,357	9,304
MBO/HBO	9,670	19,610	19,654	20,530	14,646	4,288
HBO	5,898	8,801	9,294	9,778	11,084	11,673
WO	12,925	16,541	17,151	18,144	18,912	19,088

Table 2.27 | Trends in number of school boards

Source

OCW (DUO)

Notes

- Enrolment divided by number of boards.
- Including green education.
- Figures pertain to school boards governing a total of more than 20,000 pupils/students.

	2000	2007	2008	2009	2010	2011
BO	1,672	1,001	952	911	896	874
BO/SBAO	67	113	119	117	116	118
BO/SBAO/(V)SO	19	31	31	31	33	34
BO/SBAO/(V)SO/VO	36	11	10	10	9	8
BO/SBAO/VO	38	13	11	12	12	12
BO/VO	22	11	12	9	8	10
(V)SO	119	88	81	80	75	74
VO	316	279	278	279	280	274
VO/MBO	28	27	27	26	25	25
MBO	42	37	37	37	38	38
MBO/HBO	1	3	3	3	2	1
HBO	52	36	35	35	35	36
WO	13	13	13	13	13	13

Analysis of school careers in secondary education

Secondary year 3 cohort 2003

Education policy aims to enable every child to develop his or her talents to the full. This includes earning a diploma at the highest possible level (as a minimum, a basic qualification). A cohort is a fixed group of students that is monitored over time. From 2003, data on the cohorts in secondary education can be collected on the basis of the personal education number. In this publication, an analysis is presented of the cohort that entered secondary year 3 in 2003. By this course year, virtually all the students have been placed at the education level that suits them.

Highest diploma attained after eight years

Eight years after entering secondary year 3, 91 per cent of the students have earned a diploma, 6 per cent have left school without a diploma and 3 per cent is still enrolled without a diploma. A diploma does not always equal a basic qualification. Of all the students that entered secondary year 3 in 2003, approximately 15 per cent earned only a VMBO or MBO-1 certificate. Most of those with basic qualifications earned an MBO-4 certificate (21 per cent), others have a HAVO certificate (20 per cent); a VWO certificate (17 per cent), or an MBO-2 / MBO-3 certificate (a total of 18 per cent). A significant proportion of the secondary year 3 cohort are still enrolled in some form of education after eight years. Thus, the highest level attained is by no means their final level.

Highest diploma earned after eight years per sector

The highest level attained depends on the entrance level of the students. For 70 per cent of the students that have entered VMBO 3, the highest diploma earned is a basic qualification; for those that have entered HAVO 3, this figure is 88 per cent. Well over three-quarters of them have earned a HAVO certificate. The majority of the students that have entered VWO 3 (more than 75 per cent) have earned a VWO certificate after eight years; 15 percent have transferred down to HAVO to earn a diploma.

Duration of schooling after eight years

The duration of schooling indicates the time students have spent in school before earning their highest diploma. Half of secondary year 3 students need six years to earn an MBO-4 certificate. Slightly more than one-fifth take one year less and slightly more than one-fifth one year more. To earn an MBO-3 certificate, most students (31 per cent) also need six years after entering secondary year 3. Most of the others take a year less or a year more. The bulk of VWO certificate holders (more than 80 per cent) earned their diploma within the standard time: four years. More than half of HAVO certificate holders completed school in three years after entering HAVO year 3. 37 per cent take another year; this group includes the students that have transferred from VMBO. Slightly more than 5 per cent of students in the HAVO-3 cohort complete school with more than a year's delay. Success rates in the VMBO-3 cohort are high: 88 per cent earn a certificate after two years, the standard time. The other students usually complete VMBO with a delay of one year.

Route taken to the highest diploma attained

School careers varied widely in the seven years that the secondary year 3 cohort was monitored. The school careers of the VMBO-3 cohort present a fragmented picture. Only 4 per cent follow the main route, as the table opposite shows. This is mainly the result of the many choices open to students after VMBO, such as HAVO or the various levels within MBO. For VMBO certificate holders, HAVO is the shortest route to HBO qualifications. Most students in the HAVO-3 cohort transfer to HBO without delay and thus enter professional higher education a year ahead of students who started out in VMBO-3. Most VWO students transfer to academic higher education without delay.

Figure 2.27 | Highest level attained after 8 years (VO entrance)
Students entering secondary year 3 in 2003

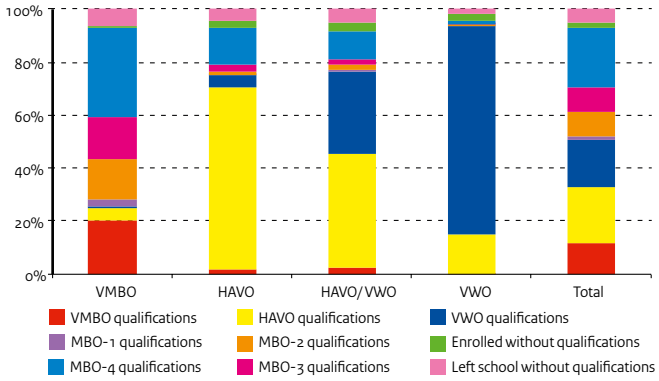


Figure 2.28 | Duration of schooling for VO-3 cohort by highest diploma attained

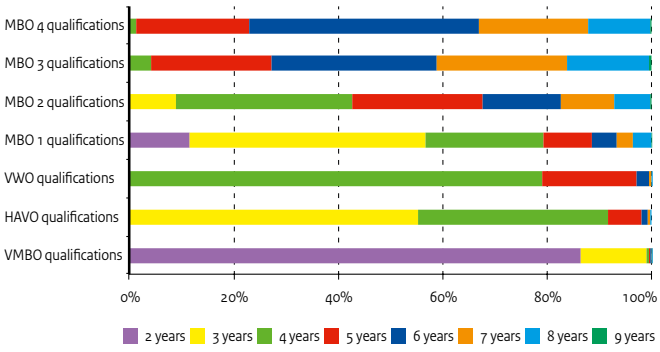


Table 2.28 | Differentiation in cohorts entering secondary year 3, 2003 - 2011

Source

OCW (DUO: BRON data)

Notes

- Students entering in 2004/11.

	2003	2004	2005	2006	2007	2008	2009	2010	2011
VMBO BL	17.8	17.3	16.3	15.0	14.3	13.1	11.9	11.4	11.0
VMBO KL	13.8	14.8	15.5	15.3	15.2	15.1	14.8	14.8	14.7
VMBO GL	5.9	6.8	7.2	7.7	7.9	8.2	8.1	8.3	8.3
VMBO TL	19.5	18.5	18.2	18.2	18.0	17.9	18.2	18.3	18.8
HAVO-3	19.5	18.8	18.8	19.4	19.6	19.7	20.5	20.8	21.1
HAVO / VWO-3	20.2	3.3	3.1	3.1	3.2	3.4	3.5	3.1	3.1
VWO-3	3.3	20.6	20.9	21.4	21.9	22.6	23.0	23.4	23.1
Total	100	100	100	100	100	100	100	100	100
Total enrolment	**182,147**	**187,023**	**192,063**	**189,897**	**186,527**	**184,891**	**181,344**	**178,116**	**181,203**

Table 2.29 | Highest level attained after 8 years, cohort entering in 2003, in percentages

Source

OCW (DUO: BRON data)

Notes

- Students entering in 2003.

	VMBO	HAVO	VWO	MBO-1	MBO-2	MBO-3	MBO-4	Still enrolled	Left school
Entrance level									
VMBO BL	25.1	0.0	0.0	5.7	30.0	17.0	8.0	1.7	12.4
VMBO KL	25.1	0.1	0.0	1.7	15.1	19.8	32.2	1.2	4.9
VMBO GL	18.0	7.0	0.2	0.9	6.6	12.0	51.9	0.8	2.6
VMBO TL	20.3	10.6	0.3	0.9	6.1	9.8	46.8	1.4	3.8
HAVO-3	1.8	68.0	3.7	0.1	1.6	2.5	12.6	4.4	5.4
HAVO / VWO-3	2.3	42.0	30.1	0.3	1.8	2.0	9.9	5.8	6.0
VWO-3	0.0	14.7	75.6	0.0	0.2	0.3	1.1	5.5	2.5
Total	**13.4**	**20.1**	**17.1**	**1.5**	**9.4**	**9.0**	**21.1**	**2.9**	**5.5**
	24,377	**36,591**	**31,106**	**2,745**	**17,175**	**16,365**	**38,372**	**5,332**	**10,084**

Table 2.30 | Main routes taken by secondary year 3 entrance cohorts, 2004-2011

Source

OCW (DUO: BRON data)

Notes

- Students entering in 2003.
- d: diploma earned.

	2004	2005	2006	2007	2008	2009	2010	2011	Perc.
Students entering VMBO year 3	VMBO d	MBO-4	MBO-4	MBO-4	MBO-4 d	HBO	HBO	HBO	4.0%
	MBO d	MBO-4	MBO-4	MBO-4	MBO-4 d	--	--	--	3.5%
	VMBO d	--	--	--	--	--	--	--	2.8%
	VMBO d	MBO-4	MBO-4	MBO-4 d	HBO	HBO	HBO	HBO	2.2%
									12.6%
Students entering HAVO year 3	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**Perc.**
	HAVO-4	HAVO d	HBO	HBO	HBO	HBO	--	--	9.8%
	HAVO-4	HAVO d	HBO	HBO	HBO	HBO	HBO	HBO	8.8%
	HAVO-4	HAVO d	HBO	HBO	HBO	HBO	HBO	--	7.7%
	HAVO-4	HAVO-4	HAVO-4	HBO	HBO	HBO	HBO	HBO	3.5%
									29.9%
Students entering VWO year 3	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**Perc.**
	VWO-4	VWO-5	VWO d	WO	WO	WO	WO	WO	32.5%
	VWO-4	VWO-5	VWO d	WO	WO	WO	WO	--	4.3%
	VWO-4	VWO-5	VWO d	--	WO	WO	WO	WO	4.2%
	VWO-4	VWO-5	VWO d	HBO	HBO	HBO	HBO	.	3.1%
									44.2%

Analysis of retention rates

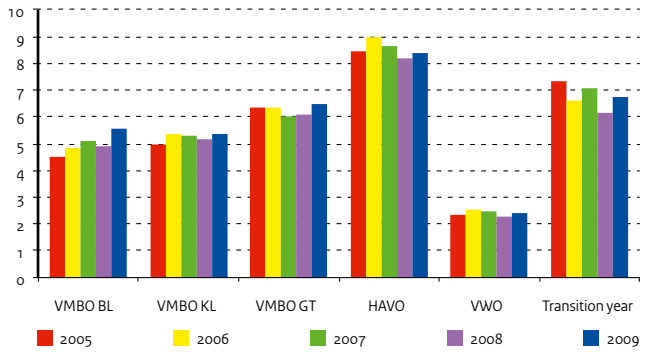
Retention in secondary year three

Within the cohorts of 2004 up to and including 2009, the percentage of non-promoted pupils in secondary year three was reviewed. This revealed that in year three of the VMBO basic vocational programme and the VMBO middle management vocational programme approximately an annual 5 per cent of the pupils repeat a year. The percentage of non-promoted pupils in the combined and theoretical programmes of VMBO lies at around 6 per cent. In year three of HAVO, the percentage of non-promoted pupils is proportionally the highest. Here between 8 and 9 per cent of the pupils repeat a year. Pupils from year three of VWO repeat the year least in proportional terms. Approximately two per cent of the pupils in VWO repeat year three. The percentage of non-promoted pupils changes negligibly in most secondary education levels through the years. A small rise can be observed in the VMBO basic vocational programme (from 4.9 per cent in 2004 to 5.5 per cent in 2009) and a fall in the combined transition years, from 7.8 in 2004 to 6.8 per cent in 2009, although this was not a consistent line.

G4

Pupils from the VMBO basic vocational programme, the VMBO combined or theoretical programmes and HAVO who live in one of the four largest cities in the Netherlands (G4) repeat a year more often than do pupils who live in smaller municipalities. Among pupils in the VMBO middle management vocational programme and VWO, the size of the municipality makes little or no difference, though a difference was observed in 2004. At the time, the percentage of non-promoted pupils in the G4 was larger at all levels of secondary education than it was in smaller municipalities. Over time it has been observed that the differences between the G4, G21 and other municipalities have become smaller.

Figure 2.29 | Retention rates in secondary year 3
In percentages



Highest level achieved after six year in each entrance level

Across all levels of secondary education, the pupils that repeated their third course year in 2004/05 tend to leave mainstream education without a diploma more often than do pupils that have not repeated a year. Non-promoted pupils in the VMBO basic vocational programme in 2004/05 left mainstream education without a diploma within the following six years in more than one-third of the cases, versus only 10 per cent of the pupils that were promoted at the time. In the other types of secondary education as well, over 10 per cent of non-promoted pupils in year three left mainstream education within six years thereafter without earning a diploma.
The percentage is the lowest in the VMBO combined and theoretical programmes (10.1 per cent).
It has been further observed that non-promoted pupils in year three of HAVO and the combined transition years more often earn an MBO diploma at level 2 or higher than do pupils from HAVO or combined transition years that do not repeat year three. Among HAVO pupils, more than 20 per cent of non-promoted pupils have an MBO2(+) diploma as compared with under 10 per cent of pupils who did not repeat a year. The fact that pupils in HAVO3 seem to transfer to a lower level regularly is shown in the percentage of pupils that, after six years, have earned a HAVO or VWO diploma: for non-promoted pupils the proportion is a little more than half, compared with more than three-fourths of non-repeaters. Combined transition years show the same picture.
It is important to note that, in this cohort analysis, the study went no further than MBO diplomas. Tertiary education qualifications were not taken into consideration, in view of the fact that, after 6 years, they have not yet been earned if pupils progress through their school career at the official rate. The highest level achieved at that point, therefore, does not necessarily signify the final level to be achieved.

Source

OCW (DUO: BRON data)

Table 2.31 | Retention rates in secondary year 3

	2004	2005	2006	2007	2008	2009
VMBO BL	4.9	4.5	4.8	5.1	4.9	5.5
VMBO KL	4.9	5.0	5.4	5.3	5.2	5.3
VMBO GT	6.5	6.3	6.3	6.0	6.1	6.5
HAVO	8.6	8.5	9.0	8.7	8.2	8.4
VWO	2.4	2.4	2.5	2.5	2.3	2.4
Transition years	7.8	7.3	6.6	7.1	6.1	6.8

Source

OCW (DUO: BRON data)

Table 2.32 | Retention rates in G4 and G21

		VMBO 3 BL	VMBO 3 KL	VMBO 3 GT	HAVO 3	VWO 3	Transition year 3
2004	G4	7.0	5.1	8.7	10.9	3.2	8.1
	G21	4.9	4.4	6.6	9.0	2.8	9.1
	Other	4.5	5.0	6.1	8.1	2.1	7.5
2005	G4	4.9	6.4	9.6	12.1	3.3	6.7
	G21	4.3	4.4	6.6	9.5	2.4	7.9
	Other	4.5	5.0	5.8	7.7	2.2	7.3
2006	G4	6.0	5.5	8.8	11.6	3.7	5.8
	G21	4.8	5.4	6.7	9.8	3.0	9.3
	Other	4.6	5.3	5.9	8.4	2.2	6.2
2007	G4	6.2	5.4	8.5	10.7	3.9	6.6
	G21	5.4	5.4	6.3	9.9	2.7	8.1
	Other	4.7	5.2	5.6	8.0	2.2	6.9
2008	G4	6.2	5.6	7.9	9.8	3.7	5.8
	G21	5.4	5.7	6.8	9.2	2.6	6.3
	Other	4.5	4.9	5.6	7.7	2.0	6.2
2009	G4	7.4	5.6	8.9	10.2	2.5	6.7
	G21	6.0	5.6	7.0	9.2	2.9	9.8
	Other	5.0	5.2	5.9	7.9	2.2	6.0

Source

OCW (DUO: BRON data)

Table 2.33 | Highest level attained after 6 years, entrance cohort 2004/05, in percentages

		No diploma			Diploma			
		Left school	Enrolled	VMBO dipl.	HAVO-VWO dipl.	MBO-1 dipl.	MBO-2+ dipl.	Numbers
VMBO 3 BL	Repeaters	35.5	3.9	24	0.1	10.9	25.6	1,674
	Non-repeaters	10.4	1.4	28.4	0	6	53.8	32,279
	Total	**11.7**	**1.5**	**28.1**	**0**	**6.3**	**52.4**	**33,953**
VMBO 3 KL	Repeaters	15	2.4	37.6	0	3.5	41.5	1,429
	Non-repeaters	3.9	0.9	31.7	0.1	1.6	61.7	27,719
	Total	**4.5**	**1**	**32**	**0.1**	**1.7**	**60.7**	**29,148**
VMBO 3 GT	Repeaters	10.1	3.6	37.6	2.1	2.5	44	3,275
	Non-repeaters	2.9	1.1	29.9	11.2	0.8	54.1	47,204
	Total	3.4	1.3	30.4	10.6	0.9	53.5	50,479
HAVO 3	Repeaters	10.9	8.7	7.2	52.1	0.2	20.9	3,300
	Non-repeaters	4.3	5.2	3.8	76.8	0.1	9.9	35,160
	Total	**4.8**	**5.5**	**4**	**74.7**	**0.1**	**10.8**	**38,460**
VWO 3	Repeaters	11.6	11.1	3.7	69.9	0	3.6	945
	Non-repeaters	2.1	3.7	1.2	92.3	0	0.7	38,500
	Total	2.3	3.8	1.3	91.8	0	0.8	39,445
Transition year 3	Repeaters	10.9	8.4	9.9	52.4	0.2	18.2	523
	Non-repeaters	4.4	5.2	5.1	77.7	0.1	7.5	6,161
	Total	**5**	**5.4**	**5.5**	**75.7**	**0.1**	**8.3**	**6,684**

Analysis of school careers in MBO

Entrance cohort MBO 2005

An important source of policy information is found in the so-called education cohorts. For MBO, data on these cohorts is available from 2005. In this publication, an analysis is presented of the cohort that entered MBO in 2005. This provides insight into the school careers and success rates within the MBO sector.

Highest diploma attained after six years

One-third of the total number of students entering MBO in 2005 has earned an MBO-4 certificate by 2011. One in six has an MBO-3 certificate and another one in six an MBO-2 certificate. Nearly 5 per cent have earned an MBO-1 certificate after six years. Less than one per cent of students is still enrolled in some form of education (without having earned any qualifications). Nearly one-quarter of the total group of entrants has left school without any qualifications after six years. Some of the unqualified dropouts return to MBO at a later date. Some 9 per cent of all MBO certificate holders are still enrolled in MBO after six years. The majority of them are students that have transferred on to other programmes after earning their first certificate.

Highest diploma attained after six years by entrance level

The level at which students embark on their school career determines the maximum level they ultimately attain. In 2005, one in ten students started out in MBO-1. For 40 per cent of them, an MBO-1 certificate was the highest level attained after six years. Nearly 20 per cent have MBO-2 qualifications and approximately one-third has left the education system without any qualifications. A similar pattern can be observed among the MBO-2 and MBO-3 entrants (who account for more than half of this cohort): some 40 per cent have earned a certificate at their entrance level after six years. More than one-quarter have left school without qualifications.

Success rates are highest among the 36 per cent of the cohort who started out in MBO-4. Some 66 per cent of them have earned the MBO-4 certificate after five years. One-fifth have left school without qualifications; the others are still enrolled in a level 4 MBO programme or have transferred to lower level programmes.

Duration of schooling after six years

The duration of schooling indicates the time students have spent in school before earning their highest diploma. This duration is calculated from the time they enter MBO. Some students continue their studies after earning their highest diploma; these years have not been taken into consideration when determining the duration of schooling. More than half of MBO-4 certificate holders earned their diploma in three years. Approximately 40 per cent needed four years. Some 80 per cent of MBO-3 certificate holders earned their diploma in three years. It should be noted in this regard that the maximum nominal duration of study is four years for both MBO-3 and MBO-4; the nominal duration of study differs from one programme to the next. One-quarter of MBO-3 programmes lasts four years, a scant 10 per cent of MBO-4 programmes lasts three years. In addition, many institutions offer fast-track programmes. More than 30 per cent of MBO-1 and MBO-2 certificate holders needed more than one to two years, respectively, to earn their diploma.

Route taken to the highest diploma attained

The educational careers of MBO students vary widely as a result of the many choices open to them as regards institution, programme, sector, level and transfer options. Table 2.36 reflects the main routes taken for each MBO level. The figures pertain to approximately half of students, enrolled in 1 per cent of the available routes.

Figure 2.30 | Highest level attained after 6 years
Students entering MBO in 2005

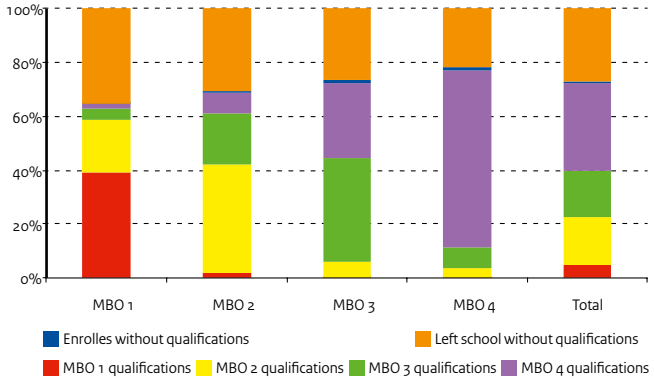
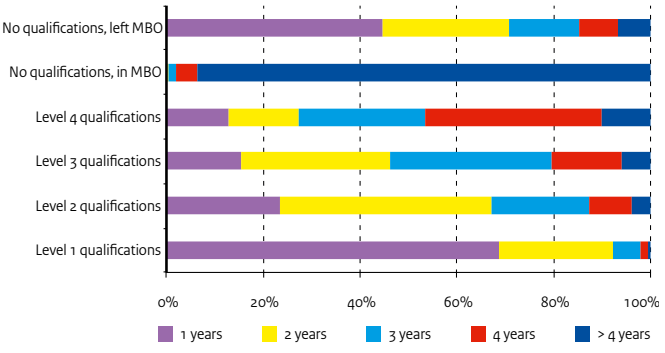


Figure 2.31 | Duration of schooling level by highest qualifications attained



Source

OCW (DUO: BRON data)

Notes

- Students entering in 2005, measured in 2011.

Table 2.34 | Differentiation in cohorts entering MBO in 2005

Entrance level	MBO-1	MBO-2	MBO-3	MBO-4	Total
	Assistant worker	Basic voc. Training	Professional	Middle mgmt/specialist	
Enrolment	16,589	54,693	32,653	59,079	163,014
Percentage	**10.2**	**33.6**	**20.0**	**36.2**	**100.0**

Source

OCW (DUO: BRON data)

Notes

- Students entering in 2005, measured in 2011.

Table 2.35 | Highest level attained after 5 years, cohort entering MBO in 2005

Entrance level	MBO-1	MBO-2	MBO-3	MBO-4	Enrolled	Dropped out	Total
MBO-1	6,523	3,178	762	287	19	5,820	16,589
MBO-2	875	22,054	10,432	4,289	231	16,812	54,693
MBO-3	66	1,841	12,686	9,127	273	8,660	32,653
MBO-4	128	2,124	4,327	39,018	683	12,799	59,079
Total	**7,592**	**29,197**	**28,207**	**52,721**	**1,206**	**44,091**	**163,014**

Source

OCW (DUO: BRON data)

Notes

- Students entering in 2005, measured in 2011.
- d: diploma earned.

Table 2.36 | Main routes taken by MBO entrance cohort 2005

	2005	2006	2007	2008	2009	2010	Numbers	%
Total intake, level 1	MBO-1; no d	--	--	--	--	--	3,453	20.8
	MBO-1; d 1	--	--	--	--	--	2,647	16.0
	MBO-1; no d	MBO-1, no d	--	--	--	--	713	4.3
	MBO-1; no d	MBO-1, d 1	--	--	--	--	651	3.9
	MBO-1; d 1	MBO-2, no d	--	--	--	--	573	3.5
	MBO-1; d 1	MBO-2, no d	MBO-2, d 2	--	--	--	398	2.4
	Total						**8,435**	**50.8**
Total intake, level 2	MBO-2; no d	--	--	--	--	--	7,200	13.2
	MBO-2; no d	MBO-2, d 2	--	--	--	--	4,832	8.8
	MBO-2; d 2	--	--	--	--	--	3,618	6.6
	MBO-2; no d	MBO-2, no d	--	--	--	--	3,461	6.3
	MBO-2; no d	MBO-2, d 2	MBO-3; no d	MBO-3, d 3	--	--	1,860	3.4
	MBO-2; no d	MBO-2, no d	MBO-2, d 2	--	--	--	1,699	3.1
	MBO-2; no d	MBO-2, no d	MBO-2, no d	--	--	--	1,535	2.8
	MBO-2; no d	MBO-2, d 2	MBO-3; no d	MBO-3; no d	MBO-3, d 3	--	1,048	1.9
	Total						**25,253**	**46.2**
Total intake, level 3	MBO-3; no d	MBO-3; no d	MBO-3, d 3	--	--	--	3,543	10.9
	MBO-3; no d	--	--	--	--	--	3,474	10.6
	MBO-3; no d	MBO-3, d 3	--	--	--	--	2,246	6.9
	MBO-3; no d	MBO-3; no d	--	--	--	--	1,743	5.3
	MBO-3; no d	MBO-3; no d	MBO-3, d 3	MBO-4, no d	--	--	1,468	4.5
	MBO-3, d 3	--	--	--	--	--	1,435	4.4
	MBO-3; no d	MBO-3, d 3	MBO-4, d 4	--	--	--	974	3.0
	MBO-3; no d	MBO-3; no d	MBO-3; no d	MBO-3, d 3	--	--	972	3.0
	MBO-3; no d	MBO-3; no d	MBO-3; no d	--	--		658	2.0
	MBO-3; no d	MBO-4, no d	MBO-4, no d	MBO-4, d 4	--	--	610	1.9
	Total						**17,123**	**52.4**
Total intake, level 4	MBO-4, no d	MBO-4, no d	MBO-4, no d	MBO-4, d 4	HBO	HBO	6,281	10.6
	MBO-4, no d	MBO-4, no d	MBO-4, no d	MBO-4, d 4	--	--	5,781	9.8
	MBO-4, no d	MBO-4, no d	MBO-4, d 4	HBO	HBO	HBO	4,113	7.0
	MBO-4, no d	--	--	--	--	--	3,446	5.8
	MBO-4, no d	MBO-4, no d	MBO-4, d 4	--	--	--	3,251	5.5
	MBO-4, no d	MBO-4, d 4	--	--	--	--	2,571	4.4
	Total						**25,443**	**43.1**

Connection between achievement level and parental income / ethnic background

Parental income

Studies have demonstrated a connection between socio-economic status (SES) and educational achievement. A high SES correlates to a good performance, a low SES to a lower performance level. Parental income is one of the indicators for a student's socio-economic status.

Data was collected regarding all students who entered secondary school in 2005 in order to determine in which level of education they were enrolled in course year 4 (2008/09). When these pupils are subdivided into quartiles according to the income of their parents, we see differences that correspond with our expectations; yet these differences are also conspicuously large. Among the children who entered VWO (pre-university education), the group in the highest quartile of parental income is nearly four times larger than the group in the lowest quartile. At the other end of the spectrum, the children in the lowest quartile of parental income are more than five times more numerous in VMBO-BL (basic vocational programme in pre-vocational secondary education) than children in the highest quartile.

This pattern continues quite consistently. HAVO and VMBO-KL show the same symmetrical pattern as VWO and VMBO-BL, albeit in a mitigated manner. The two middle quartiles are represented best in the 'middle' level, VMBO-GL/TL.

Connection to ethnic background

One of the subsequent chapters in this publication reflects on how native Dutch and immigrant students are distributed across the various levels of secondary education. This shows that non-Western ethnic minorities are proportionally under-represented in VWO and proportionally over-represented in VMBO-BL.

The section at hand demonstrates that the differences between native Dutch and non-Western, non-native students become considerably smaller when measured within the income quartiles. The average educational level attained is highest within the highest income quartile. However, the distribution of native Dutch and non-Western, non-native students across the educational levels within this category is virtually identical. Within the lowest quartile, the distribution does not differ much either. The largest differences can be observed within the second and third quartiles, where non-Western ethnic minorities are proportionally over-represented in VMBO-BL and under-represented in VWO. Overall, the group of non-Western ethnic minorities in the lowest quartile is more than five times as large as that same group in the highest quartile.

Figure 2.32 | Enrolment in course year 4 by level
Students entering in 2005 (x 1000), by income quartile

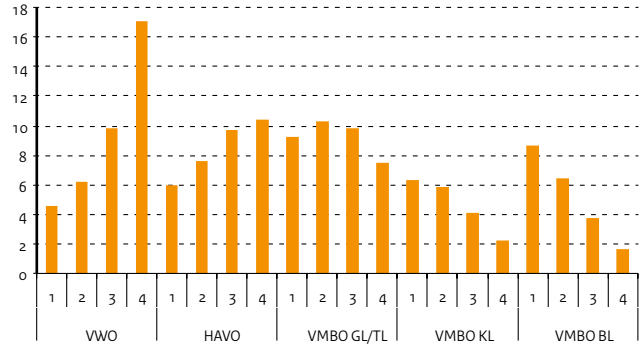


Figure 2.33 | Enrolment in course year 4 by level, in percentages
Students entering in 2005 (x 1000), by income quartile and ethnic background

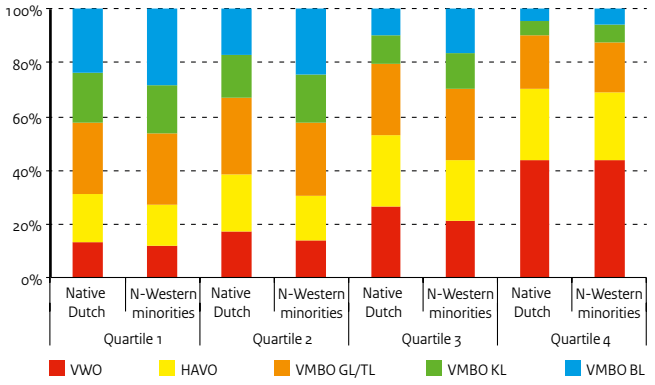


Table 2.37 | Enrolment in school types by parental income

	VMBO BL	VMBO KL	VMBO GL/TL	HAVO	VWO
Income quartile 1	8,628	6,273	9,210	5,967	4,586
Income quartile 2	6,408	5,880	10,296	7,580	6,163
Income quartile 3	3,781	4,089	9,884	9,693	9,847
Income quartile 4	1,613	2,240	7,436	10,435	17,078

Source

OCW (DUO); data adapted from CBS records

Notes

- Students entering in 2005; measured in course year 4 (2008).
- Income brackets (in euros):
  Quartile 1: < 37047
  Quartile 2: 37047 - 50270
  Quartile 3: 50270 - 68029
  Quartile 4: > 68029

Table 2.38 | Enrolment in secondary education by parental income and ethnic background

		VWO	HAVO	VMBO GL/TL	VMBO KL	VMBO BL
Income quartile 1	Native Dutch	3,070	4,096	6,110	4,201	5,405
	Non-Western immigrants	1,127	1,496	2,584	1,768	2,774
Income quartile 2	Native Dutch	5,218	6,514	8,712	4,894	5,143
	Non-Western immigrants	559	699	1,113	737	993
Income quartile 3	Native Dutch	8,725	8,664	8,687	3,551	3,152
	Non-Western immigrants	556	607	703	350	434
Income quartile 4	Native Dutch	15,184	9,462	6,744	2,034	1,445
	Non-Western immigrants	768	450	324	120	97

Source

OCW (DUO); data adapted from CBS records

Notes

- Students entering in 2005; measured in course year 4 (2008).
- ncome brackets (in euros):
  Quartile 1: < 37047
  Quartile 2: 37047 - 50270
  Quartile 3: 50270 - 68029
  Quartile 4: > 68029

Analysis of transition years

The effect of transition years on subsequent performance

The Dutch education system comprises different selection moments for secondary school programmes. Some students enrol directly in a school providing a single level of education, others postpone their choice by opting for a school with one or more mixed transition years. This section focuses on the educational position of students in secondary year 4 in connection with the type of transition year chosen.

On the basis of their CITO recommendations, students entering secondary school in 2006 are subdivided into the five main routes in secondary education (VMBO-GL and TL are regarded as one in this respect). Two main categories are distinguished: single-level schools and mixed transition years. For students enrolled in a mixed transition year, a further distinction was made into mixed, mixed+ and mixed+/- (see Notes opposite). For the VMBO GT/TL group, a mixed transition year comprising levels higher than GL/TL but no lower levels appears to be the most favourable option. In such cases, students tend to attain a level higher than GL/TL in course year 4 relatively more often. Compared to single-level VMBO GL/TL schools, transition years comprising both higher and lower levels increase students´ chances of ending up in a higher level. In mixed transition years with lower levels (but no higher levels) relatively more students end up in a level below GL/TL. In single-level schools students' achievement levels lie midway between these two extremes.

This pattern is consistent among the groups with HAVO recommendations. Among the HAVO groups in transition years comprising both higher and lower levels, however, proportionally more students transfer to either a higher or a lower level of education as compared to those enrolled in single-level schools.

Gender

Boys and girls show a similar pattern. Mixed transition years comprising higher levels as well provide a better chance of students transferring to a higher school level. In addition, girls tend to have more chance of ending up in a higher level in their fourth year of secondary school than boys, regardless of the type of transition year they have completed. Proportionally more boys transfer to lower levels.

Ethnic background

A break-down of students by native Dutch and non-Western, non-native background shows the same patterns across the board. Both groups perform better after enrolling in "mixed +" or "mixed +/-" transition year, compared to enrolling in a "mixed -" transition year. Here, too, more students tend to transfer to higher or lower levels, compared to those enrolled in single-level schools. On average, among all CITO groups, non-Western ethnic minorities end up slightly higher than native Dutch students, except for those enrolled in "mixed +/-" transition years.

Family income

The same pattern emerges when we extend the analysis to reflect the student's family income. Students from families in both the highest and the lowest income quartile perform better after a "mixed +" or "mixed +/-" transition year. Especially remarkable is the fact that within the CITO category VMBO-GL/TL (a group whose students can be expected to be comparable in terms of talent), the overall number of students from the highest quartile (4) that eventually attain a higher level than initially predicted by their CITO level outstrips the number of students from the lowest quartile. This pattern is also consistent among the other CITO categories. It should be noted in this regard that the primary school recommendations regarding the choice of secondary school were not included in this data set; these data might differentiate the differences again.

Figure 2.34 | Students with VMBO GL/TL recommendation, position in course year 4 In percentages

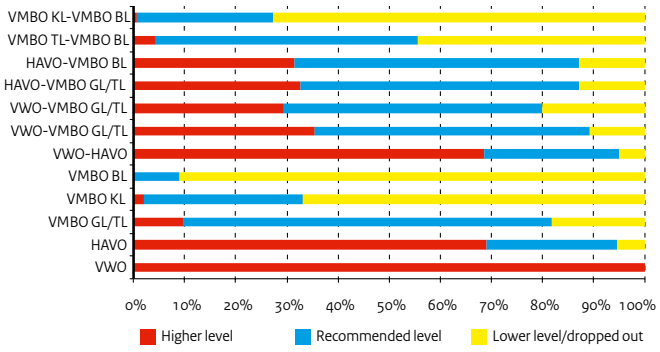
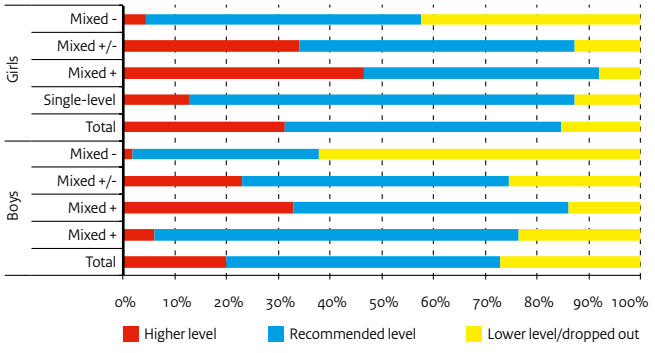


Figure 2.35 | Students with VMBO GL/TL recommendation, position in course year 4 In percentages



Source

CBS

Notes

- The group surveyed comprises all the students that entered secondary education in 2005. These figures were linked to CBS data on their family income and ethnic background.
  The students were categorised by CITO score, based on the CITO criteria in 2005.
- Higher level = entered course year 4 at a lever higher than CITO score.
- Recommended level = entered course year 4 at CITO score level.
- Lower level/dropped out = entered course year 4 at a level lower than CITO score or dropped out.
- Figures under 'Single level' only pertain to students entering a single-level school corresponding to their CITO recommendation. Totals include students entering other single-level schools.
- Mixed –: all mixed-level transition years comprising levels lower than that of the CITO group in question but without any higher levels.
- Mixed +: alle mixed-level transition years comprising levels higher than that of the CITO group in question but without any lower levels.
- Mixed +/-: all mixed-level transition years comprising levels higher and lower than that of the CITO group in question.
- Figures are based on the aggregate family income; they pertain to wages and benefits received at the end of September 2006.
- Quartile 1: students from families with the lowest incomes, embarking on secondary education in 2006.
- Quartile 4: students from families with the highest incomes, embarking on secondary education in 2006.

Table 2.39 | Position in course year 4 by CITO score; differentiation by transition year

		Single-level	%	Mixed +	%	Mixed +/-	%	Mixed -	%	Total	%
VWO group	Recommended level	10,260	91%					10,060	69%	20,400	78%
	Lower level/dropped out	1,060	9%					4,520	31%	5,770	22%
HAVO group	Higher level	270	14%	6,450	33%	2,300	24%	320	4%	11,400	26%
	Recommended level	1,290	65%	9,650	50%	4,390	47%	2,710	37%	19,000	44%
	Lower level/dropped out	420	21%	3,270	17%	2,720	29%	4,220	58%	12,730	30%
VMBO GL/TL group	Higher level	710	10%	5,650	40%	740	30%	130	3%	7,710	26%
	Recommended level	5,350	72%	6,890	49%	1,280	52%	1,800	43%	15,790	53%
	Lower level/dropped out	1,340	18%	1,510	11%	460	19%	2,220	53%	6,350	21%
VMBO KL group	Higher level	640	27%	2,680	82%	2,360	43%	500	15%	9,190	48%
	Recommended level	1,340	57%	410	13%	2,190	39%	1,860	55%	6,650	35%
	Lower level/dropped out	390	16%	190	6%	1,000	18%	1,010	30%	3,230	17%
VMBO BL group	Higher level	1,150	26%	6,660	51%					9,970	49%
	Recommended level	2,950	67%	5,730	44%					9,100	45%
	Dropped out	280	6%	720	5%					1,100	5%

Table 2.40 | Position in course year 4, CITO scores VMBO GL/TL, by ethnic background

		Single-level	%	Mixed +	%	Mixed +/-	%	Mixed -	%	Total	%
Higher than CITO level	Native Dutch	530	9%	4,310	40%	570	29%	100	3%	5,840	25%
	Non-Western immigrants	150	15%	920	40%	80	24%	20	5%	1,230	29%
At CITO level	Native Dutch	4,440	74%	5,360	50%	1,050	53%	1,540	44%	12,800	54%
	Non-Western immigrants	630	62%	1,100	48%	180	55%	180	42%	2,140	50%
Lower than CITO level / dropped out	Native Dutch	1,040	17%	1,080	10%	350	18%	1,860	53%	5,030	21%
	Non-Western immigrants	230	23%	290	13%	70	21%	230	53%	870	21%

Table 2.41 | Position in course year 4, CITO scores VMBO GL/TL, by income quartile

		Single-level	%	Mixed +	%	Mixed +/-	%	Mixed -	%	Total	%
Higher than CITO level	Quartile 1	160	9%	1,060	32%	120	20%	30	3%	1,440	20%
	Quartile 4	170	12%	1,740	49%	210	40%	30	5%	2,300	36%
At CITO level	Quartile 1	1,260	67%	1,700	52%	310	53%	420	37%	3,790	52%
	Quartile 4	1,050	75%	1,560	44%	260	50%	310	52%	3,270	52%
Lower than CITO level / dropped out	Quartile 1	450	24%	530	16%	160	27%	680	60%	2,040	28%
	Quartile 4	180	13%	220	6%	50	10%	260	43%	770	12%

Analysis of transfers in VMBO - MBO - HBO

Intake in MBO (senior secondary vocational education)

Each year nearly 100 thousand pupils proceed from secondary education to MBO. There is also a group of students that enter MBO without having been enrolled in a programme in subsidized education in the previous year; generally, these slightly older students enrol in a block or day release programme. In recent years, this last group of entrants has increased – to more than 83 thousand students in 2011. In the year 2012, the group that came from outside government-funded education decreased to 73 thousand education participants. The intake in the MBO sector has been reasonably constant for some years now at roughly one-third of the total number of participants.

Sectoral transfers

The bulk of the students who proceed from VMBO to MBO from the sectors of technology, care & welfare and economics (70-80 per cent) continue in a programme in the same sector (Table 2.44). This procession to the same sector of MBO has remained virtually constant in the last five years. A difference can be observed here between qualified and unqualified entrants. Qualified VMBO pupils more often proceed on to the same sector in MBO than do unqualified VMBO pupils. Pupils with a VMBO diploma that proceed to the same sector in MBO more often earn a MBO diploma than do pupils with a VMBO diploma that proceed on to a different sector (Table 2.45).

Relationship between VMBO marks and success in MBO

Pupils with a high average final mark in VMBO more often earn an MBO diploma than pupils with a low average final mark (Table 2.46). If we look at the three core subjects, we see that pupils with a high final mark for Dutch and Mathematics in VMBO in 2004/05 have more often earned an MBO diploma than pupils with a low final mark for these subjects. In the subject of English, this pattern is not observed for the entrants in 2005.

Procession from MBO to HBO

The fullest picture that can be given of the procession of pupils from MBO to HBO on the basis of the personal education number concerns the group that was enrolled in MBO in 2005/06 and embarked on HBO in 2006/07. In total, fewer than 25 thousand participants transferred from MBO to HBO in 2006. More than one-third of this group earned a bachelor's diploma in the four subsequent years. Over 5 per cent of them left education after they passed a foundation course and approximately one-fourth of them left without having earned a diploma. More than one-third of them are still enrolled in tertiary education after four years. The majority of this group is still enrolled in an HBO programme, but a total of 4 per cent of the total group of entrants are enrolled in an academic programme. Participants that proceeded from a programme in the domains of construction and infrastructure, safety and sports, tourism and recreation, and care and welfare to HBO in 2006/07 now have earned a bachelor's diploma more often than participants from other domains. Participants that moved on in 2006/07 from the domains of trade and entrepreneurship, and mobility and vehicles have, for example, more often left HBO without a diploma. It should be borne in mind that this picture could be different for later cohorts.

Figure 2.36 | Intake in MBO by background
In percentages

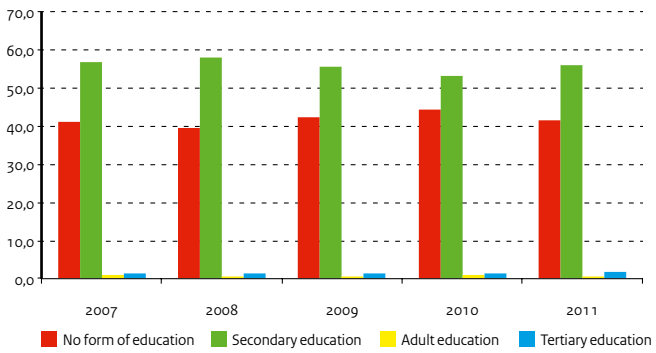


Figure 2.37 | Achievement of students entering HBO directly following MBO in 2006/07 In percentages

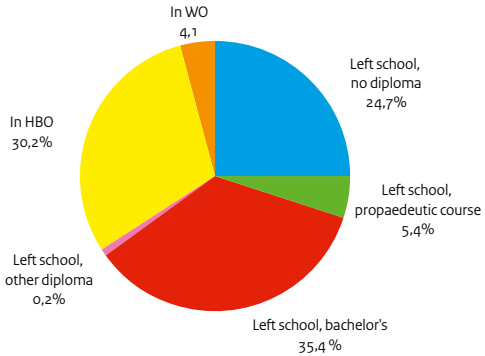


Table 2.42 | Transfer rates from VMBO to MBO, by sector

Source
OCW (DUO)

		MBO 2009/10				
		Economics	**Technology**	**Care and welfare**	**Agriculture**	**Combinations**
VMBO 2008/09	Economics	69.7	14.1	13.6	1.6	1.0
	Technology	17.6	75.4	3.4	3.2	0.5
	Care and welfare	22.5	6.8	67.9	2.5	0.4
	Agriculture	24.0	19.6	25.7	30.5	0.2
	Combinations	41.3	21.4	34.5	2.5	0.3
	No VMBO TL programme	41.0	23.6	31.2	4.1	0.1
	Total	**36.6**	**27.3**	**30.1**	**5.6**	**0.4**

Table 2.43 | MBO success rates by VMBO programme + sector (2004/05) and MBO level + sector

Source
OCW (DUO)

Notes
- Movements involving fewer than 25 participants have been left out of consideration.

		Assistant worker		Basic vocational training		Professional training		Middle mgmt/specialist	
		Other sector	**Same sector**	**Other sector**	**Same sector**	**Other sector**	**Same sector**	**Other sector**	**Same sector**
VMBO BL d	Economics	43.6	52.7	61.8	63.1	65.2	63	58.5	63
	Technology	44.2	56.8	57.5	64.8	68.8	78.2	--	73.7
	Care and welfare	51.5	68.4	57.4	73.1	55.4	75.9	--	57.1
	Agriculture	46.5	--	64.5	58.4	74.1	79.7	--	.
VMBO KL d	Economics	--	34.2	54.6	58.7	69.5	69.4	67.8	69.4
	Technology	30.2	55.6	55.6	74.7	68.6	79.6	65.8	79.1
	Care and welfare	56.5	--	62.2	71.6	65	79.9	68.9	79.8
	Agriculture	56.3	--	63.4	54.9	78.3	77.9	72.7	85.6
VMBO GL d	Economics	--	--	74.4	59	75	79.9	79.9	80.9
	Technology	--	--	47.4	75.7	86.1	84.4	78	85.6
	Care and welfare	--	--	65.5	87.9	88.7	86.5	81.2	88.4
	Agriculture	--	--	66.7	--	87.6	73.5	80.9	88.7

Table 2.44 | MBO success rates by VMBO level and VMBO final mark in 2004/05

Source
OCW (DUO)

	Average final mark in VMBO		
	6	**7**	**8**
VMBO BL	55.1	67.6	78.7
VMBO KL	65.0	75.8	86.3
VMBO GL	76.8	86.1	94.4
VMBO TL	73.6	81.3	87.9

Suitable education

Special education

The education system provides various services for pupils that have special needs and need extra attention due to a handicap, disorder or illness. The primary education sector has consortiums of mainstream primary schools and special schools. In secondary education, similar consortiums exist. Extra care is provided in elementary vocational training (PRO) and in learning support (LWOO). Pupils with specific handicaps and disorders may enrol in special schools or special secondary schools, or attend classes at mainstream schools with personal funding awarded to children with special educational needs.

Special education is grouped into 4 clusters:

Cluster 1: education for children with a visual limitation.
Cluster 2: education for deaf and hearing-impaired children, for children with serious speech/language difficulties and for children with a disorder in the autistic spectrum focused on communication.
Cluster 3: education for children with learning difficulties, pupils which physical and/or mental limitations, children who have long-term illnesses and pupils with epilepsy.
Cluster 4: education for severely maladjusted children, children with psychological disorders or serious behavioural problems, children who have long-term illnesses without a physical limitation.

Growth in special education and pupil-specific funding

With the introduction of pupil-specific funding – a personal budget awarded to children with special educational needs – it was expected that the number of pupils with an indication for special (secondary) education would remain stable. It was assumed that 25 per cent of pupils indicated for a personal budget would attend mainstream education, instead of (secondary) special education. However, both the number of pupils in special education and the number of pupils with a personal budget continued to grow.

This growth is particularly visible from the age of 12. In primary education, the number of pupils with special needs awarded a personal budget started to fall in 2008. In special education, school rolls have remained fairly stable over recent years.

The number of special needs pupils in secondary education, secondary special education and secondary vocational education (MBO) is growing fast. The number of pupils that have been awarded personal funding is growing, as are school rolls in secondary special education. The growth rate is, however, slightly lower compared to the situation a few years ago.

Figure 2.38 | Pupil-specific funding
In BAO, SBAO and VO (numbers x 1000)

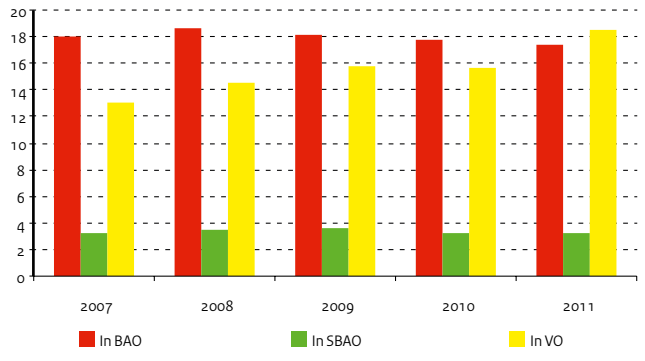


Figure 2.39 | School rolls in SO and VSO
Numbers x 1000

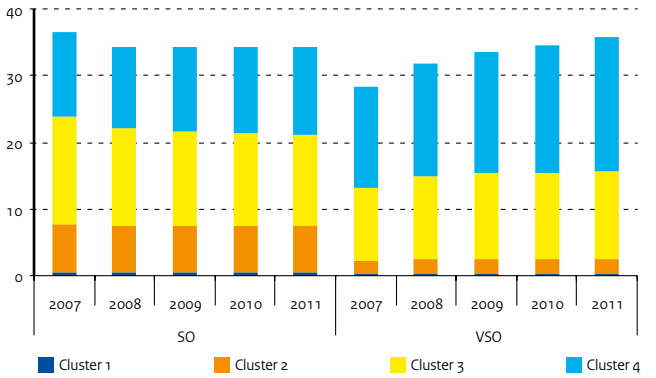


Table 2.45 | Enrolment in special and secondary special education by cluster, x 1000

	2007	2008	2009	2010	2011
Special education					
Cluster 1	0.5	0.5	0.5	0.5	0.5
Cluster 2	7.1	6.9	6.9	6.9	6.9
Cluster 3	16.3	14.7	14.3	14.0	13.7
Cluster 4	12.5	12.2	12.7	12.8	13.2
Secondary special education					
Cluster 1	0.2	0.2	0.3	0.3	0.2
Cluster 2	2.1	2.2	2.2	2.2	2.3
Cluster 3	10.7	12.5	12.9	12.9	13.2
Cluster 4	15.1	17.0	18.1	19.2	20.1
Total	**64.6**	**66.3**	**67.8**	**68.9**	**70.1**

Source

OCW (DUO: pupil surveys)

Notes

- Reference date: 1 October.
- From 2002 on, figures for secondary special education include the unoccupied places in the educational facilities of state judicial juvenile institutions.
- From 2003 on, figures for secondary special education include the unoccupied places in the educational facilities of residential institutions and pupils awaiting admission to special schools.

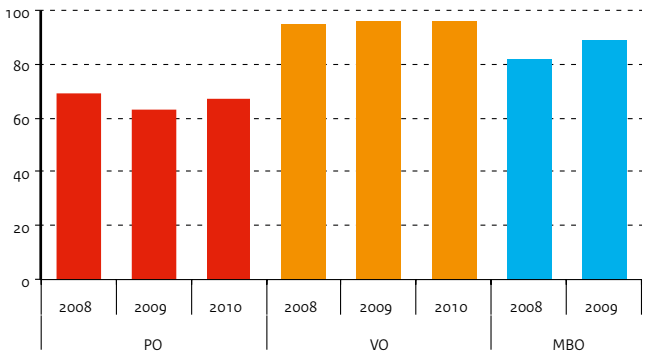
Special needs advisory teams

In the pastoral care provided at schools, the special needs advisory team (ZAT) plays an important role. ZATs are multidisciplinary teams in which institutions that offer care and support to young people and their parents interface with the pastoral care that is offered by the schools. Schools can, in an early stage, identify signals in young people which indicate that extra care or assistance is needed. The ZATs ensure that the signals are assessed quickly and competently and that the right help or support is called in for a pupil, the parents and the teachers as soon as possible.

Primary education

In primary education, the collaboration of schools with external special needs institutions is increasingly being given shape at two levels. Increasing numbers of schools have a special needs team in which the internal supervisor often works with a school social worker and a school nurse. The special needs team can quickly assess problems with children from a multidisciplinary perspective and agree to and launch an approach. For the more complex problems, there is a cross-school Special Needs Advisory Team (ZAT). In 2010, 67 per cent of the WSNS consortiums (of mainstream primary schools and special schools) reported that they have a cross-school special needs team or a similar multidisciplinary case consultation body, versus 63 per cent in 2009 and 69 per cent in 2008. However, these differences are not significant in terms of statistics. Three-quarters of primary schools (74 per cent) have access to a ZAT. In 2010, 71 per cent of primary schools had a special needs team, versus 57 per cent in 2009.

Figure 2.40 | Coverage trends for special needs advisory teams
In percentages, for PO, VO and MBO



Secondary education

Nearly every secondary school site has one or more special needs co-ordinators; 82 per cent of the school locations had an internal special needs team. 96 per cent of school locations have a cross-school special needs advisory team (ZAT). Some 50 schools (4 per cent) do not have a ZAT; 1 per cent of these is working on establishing a ZAT. The main reason schools cite for not having a ZAT is that they regard their internal special needs provision as sufficient, in combination with bilateral collaboration with external organisations to support pupils, parents and teachers.

Secondary vocational education

In 2010, the percentage of Regional Training Centres (ROCs) with a ZAT grew from 89 to 98 per cent. Among Agricultural Training Centres (AOCs) and vocational schools with an MBO department, these percentages are 77 and 42 per cent respectively. By now, nearly all ROCs (96 per cent) employ one or more special needs co-ordinators or similar staff. Special needs teams are valued highly by ROCs. Internal special needs teams consist of specialists employed by the school who offer additional guidance and care in cases in which basic guidance has reached its limits. Eight in ten ROCs (82 per cent) have one or more internal special needs teams; 7 per cent are setting up one.

(Secondary) special education

Advisory committees are present at 96 per cent of special schools. In addition, 54 per cent of schools have a special needs team composed of their own staff to monitor and discuss pupils. In 2010, a study was conducted into the organisation of pastoral care and ZATs at schools in REC clusters 2, 3 and 4. In this sector, 71 per cent of school sites have a ZAT or similar multi-disciplinary case consultation body. At 57 per cent of schools, the ZAT is made up of the advisory committee plus representatives from external organisations and sometimes members of the schools' internal special needs team.

Composition of ZAT

A ZAT consists of employees of the school and external institutions. For secondary education, youth health care, social work, the youth care office, school attendance offices and the police form the core of the ZAT. In primary education and MBO, other important partners include the regional expertise centres (REC-4) and youth-GGZ. Depending on the problems, other institutions, such as MEE (support organisation for the handicapped), HALT and the school advisory services, also join the ZAT case consultations.

Source

NJI (ZAT monitor)

Table 2.46 | ZATs by standard core agencies, primary education, in percentages

	2005	2007	2008	2009	2010
Youth health care	86	93	93	93	95
Social services	84	88	90	97	94
Youth care	64	88	80	90	90
REC-3	53	44	47	47	79
REC-4	55	50	58	54	84
School attendance office	31	69	65	76	77
Police	20	51	47	64	65
Youth GGZ	31	56	54	65	66
Special education expert / registered psychologist	--	--	--	81	86

Source

NJI (ZAT monitor)

Table 2.47 | ZATs by standard core agencies, secondary education, in percentages

	2004	2007	2008	2009	2010
Youth health care	87	95	97	96	97
School attendance office	81	95	97	97	99
Social services	69	79	79	87	85
Youth care	64	71	72	73	71
Police	50	63	66	69	72
Youth GGZ	23	31	31	30	34
REC-4	--	20	25	34	41

Source

NJI (ZAT monitor)

Table 2.48 | ZATs by standard core agencies, vocational education, in percentages

	2006	2007	2008	2009	2010
School attendance office	73	82	85	92	93
Social services	68	77	82	90	100
RMC	64	77	80	79	67
GGZ	55	79	79	63	67
Youth care	59	71	74	74	72
Police	55	66	67	58	81
Health care	41	50	56	66	77
REC-4	--	32	32	34	51
Substance abuse care services	59	64	63	71	51

Early school-leavers

Objectives

The education policy is aimed at offering high-quality education that enables young people to achieve their best potential and develop their talents. Earning a basic qualification (a diploma at the level of HAVO [senior general secondary education], VWO [pre-university education] or MBO 2 [senior secondary vocational education]) is a priority in this policy. The Netherlands is primarily focused on reducing the number of early school-leavers. Fewer early school-leavers means more well-educated young people that find a place for themselves in society and on the labour market. This enables them to make an optimal contribution to society. The Rutte-Verhagen Government Cabinet has sharpened the objective for combating early school-leaving. The number of new early school-leavers must be reduced to no more than 25,000 by 2016. In 2010/11, there were 38,600 new early school-leavers (provisional figures).

New approach to early school-leaving 2012-2015

A sharpened objective for early school-leaving calls for a new approach. The starting points here are result-orientation, administrative simplicity, continuity and guaranteeing the approach to early school-leaving after 2015. With the award of the performance-based grant to municipalities, the percentage norms that must be achieved for each school and education level will be reviewed starting in the 2012/13 school year. A review will also be made of the number of early school-leavers in comparison with the number of participants. Also starting in 2012/13, the measuring system will be revised. By making use of several sources of information, the majority of the young people that are now being incorrectly counted as early school-leavers can be removed from the figures for early school-leavers. More information on the new approach to early school-leaving can be found at www.aanvalopschooluitval.nl.

RMC Regions

The Netherlands is divided into 39 RMC regions (RMC: Regional Registration and Coordination Centres). Covenants have been signed with these regions to reduce the number of new early school-leavers. The regions have shown an extremely wide range of results from this effort. North-Groningen-Eemsmond (39.1 per cent reduction) and West-Friesland (35.6 per cent reduction) have achieved the biggest reduction in comparison with 2005/06. Six regions have achieved a reduction of between 30 and 35 per cent. Not a single region has shown a rise in the number of early school-leavers compared with 2005/06. In three regions, a reduction of less than 10 per cent has been achieved.

Four largest municipalities in the Netherlands

Amsterdam, Rotterdam, The Hague and Utrecht are the four largest municipalities in the Netherlands (G4). They are confronted by specific situations and problems in the area of early school-leavers. The dropout rates in the G4 is higher than the national average (5.3 per cent compared with the national average of 2.9 per cent). Amsterdam and The Hague have experienced the greatest reduction within the G4 (by 37.6 and 24.9 per cent respectively). In Rotterdam and Utrecht the fall in the number of new dropouts is less pronounced (18.1 per cent and 10.3 per cent respectively).

Focus districts In 2007, 40 districts were designated as focus districts. Across the focus districts, the dropout rates range from 3.3 to 9.8 per cent; this means that in all focus districts, the dropout rate is higher than the national average (2.9 per cent). Eight focus districts have achieved a reduction of 50 per cent or more. Six focus districts have shown a reduction of between 40 and 50 per cent. In five focus districts, the number of early school-leavers has increased compared with the figures for 2005/06.

Figure 2.41 | National targets and achievement

New dropouts in absolute numbers (x 1000)

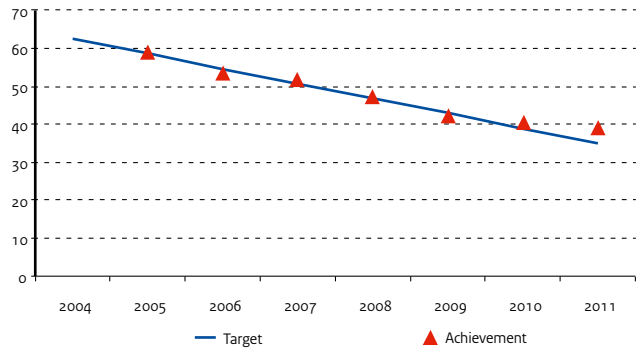


Figure 2.42 | Reduction in dropout rates per RMC region

Percentage in age group 12-23, 2010/11 versus 2005/06

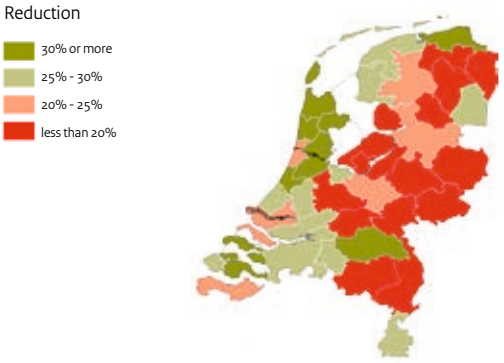


Table 2.49 | Early school-leaving, national results, in numbers and percentages

Source

OCW (DUO)

Notes

- Figures for 2010/11 are provisional.
- See Appendix Notes and Definitions, part C.

	2002	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Achievement (x 1000)	71.0	58.6	52.7	50.9	46.8	41.8	39.9	38.6
Dropout rates	5.5	4.6	4.1	3.9	3.6	3.2	3.0	2.9

Table 2.50 | RMC regions with highest reduction in dropout rates in 2010/11 versus 2005/06

Source

OCW (DUO)

Notes

- Figures for 2010/11 are provisional.

	2005/06		2008/09		2009/10		2010/11	
RMC region	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Noord-Groningen-Eemsmond	327	3.5	236	2.6	252	2.9	199	2.3
West-Friesland	770	4.5	642	3.7	639	3.7	496	2.8
Noord-Kennemerland	1,018	4.7	908	4.2	752	3.5	671	3.1
Amsterdam metropolitan area	5,790	6.3	4,085	4.4	4,407	4.7	3,824	4.0
Oosterschelde regio	539	4.0	392	2.9	435	3.1	363	2.6

Table 2.51 | RMC regions with lowest reduction in dropout rates in 2010/11 versus 2005/06

Source

OCW (DUO)

Notes

- Figures for 2010/11 are provisional.

	2005/06		2008/09		2009/10		2010/11	
RMC region	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Noord- en Midden Drenthe	468	3.0	379	2.3	392	2.4	454	2.8
Gewest Limburg-Noord	1,398	3.7	1,101	2.9	1,148	3.0	1,346	3.5
Zuidoost-Brabant	2,202	3.8	1,837	3.2	2,028	3.5	1,993	3.4
Oost-Groningen	492	4.1	396	3.3	343	2.9	434	3.6
Flevoland	1,554	4.7	1,476	4.3	1,434	4.2	1,362	4.0

Table 2.52 | Dropout in the ten largest municipalities, measured by enrolment in 2010/11

Source

OCW (DUO)

Notes

- Figures for 2010/11 are provisional.

	2005/06		2008/09		2009/10		2010/11	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Amsterdam	3,532	7.8	2,318	5.3	2,688	6.1	2,203	5.0
Rotterdam	3,183	7.0	2,734	6.3	2,597	6.0	2,607	6.0
The Hague	2,207	7.1	1,689	5.4	1,576	4.9	1,658	5.1
Almere	863	5.1	821	4.6	810	4.6	739	4.1
Utrecht	906	5.9	796	5.1	765	4.7	813	5.0
Tilburg	834	5.8	685	4.8	655	4.5	630	4.3
Eindhoven	731	5.4	595	4.4	694	5.1	629	4.6
Breda	610	5.1	473	3.8	461	3.7	476	3.8
Apeldoorn	552	4.4	459	3.7	434	3.5	421	3.4
Amersfoort	484	4.6	391	3.5	423	3.7	413	3.5

Early school-leavers

Educational background

MBO accounts for nearly 75 per cent of new dropouts. 23 per cent of new dropouts have left secondary school. Within MBO, an annual 7.2 per cent of students drop out, versus only 1 per cent in secondary education. The secondary education sector achieved a 41.3 per cent reduction in dropout, measured in respect of the reference year 2005/06. In the MBO sector, dropout rates fell by 21.2 per cent. As the majority of dropouts come from MBO and dropout rates in MBO are falling less sharply, the dropout policy will continue to focus on MBO in the next few years.

Early school-leaving in secondary education

VMBO years 3 and 4 account for well over one-third of dropouts in secondary education. In addition, large numbers of new secondary school dropouts come from HAVO 3-5 (17.6 per cent) and transition years 1-2 (17.1 per cent). Dropout rates in LWOO 1-2, LWOO 3-4 and VMBO 3-4 fell by more than 50 per cent. Dropout rates in transition years 1-2, LWOO 1-2, transition year 3 and VWO 3-6 are well below the secondary education and national averages.

Early school-leaving in vocational training

Nearly two-thirds of new dropouts in MBO come from BOL-2, BOL-4 and BBL-2. Dropout rates are highest in MBO-1 (36.3 per cent). The largest reduction, measured in respect of the reference year 2005/06, has been achieved in BBL (22.9 per cent). The BOL sector achieved a reduction of more than 20 per cent. Dropout rates within BOL are lower than within BBL (6.6 and 9.7 per cent, respectively).

MBO institutions

21 per cent of the MBO institutions have achieved a reduction of 30 per cent or more vis-à-vis 2005/06. On the other hand, dropout rates have risen at another 21 per cent of MBO institutions. After insufficient results in earlier covenant years, some institutions still fail to achieve a substantial reduction in the 2010/11 school year.

Qualifications

58.1 per cent of the total group of new dropouts have earned a VMBO diploma; more than 10 per cent have earned qualifications at MBO-1 level. Approximately one-third of new dropouts have not earned any diploma. 14.4 per cent of young people leaving MBO without basic qualifications do have an MBO-1 diploma.

Youth unemployment

The unemployment rate among young people without basic qualifications is approximately twice as high as that among young people with basic qualifications. The youth unemployment figures reflect the consequences of the economic crisis in 2009. The consequences are most severe for young people without basic qualifications; in this group, the unemployment rate went up by 6.3 percentage points compared to 2008. Among young people with basic qualifications, the unemployment rate went up by 3.3 percentage points in 2009. In 2010, 16.9 per cent of men between the ages of 15 and 23 were unemployed. This figure is 6.3 percentage points higher than the unemployment rate among men with basic qualifications. The unemployment rate among women in the 15 to 23 age bracket without basic qualifications came to 18.5 per cent in 2010, which is more than twice the unemployment figure for women with basic qualifications.

Figure 2.43 | New dropouts in secondary education
By type of school, in 2010/11

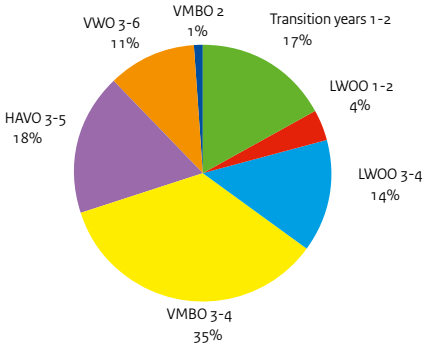


Figure 2.44 | New dropouts in vocational training
By type of school, in 2010/11

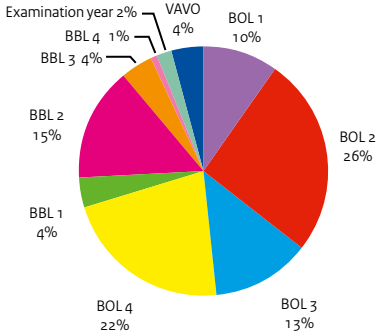


Table 2.53 | New dropouts by level of education in 2005-2011

Source

OCW (DUO)

	2005/06		2008/09		2009/10		2010/11	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Total	**52,681**	**4.0**	**41,785**	**3.2**	**39,941**	**3.0**	**38,568**	**2.9**
Secondary education	15,219	1.7	10,183	1.1	8,983	1.0	8,941	1.0
Vocational education	36,274	9.3	30,735	7.8	29,900	7.5	28,566	7.2
Adult education	1,188	14.1	867	12.4	1,058	13.9	1,061	15.1

Table 2.54 | Unemployment rates, ages 15-22, variation in percentage points vis-à-vis previous year

Source

CBS (Labour Force Survey)

Notes

- Figures pertain to young people who are not enrolled in any type of education.

		Difference with same quarter previous year			
Period	**Total**	**With basic qualifications**	**Without basic qualifications**	**With basic qualifications**	**Without basic qualifications**
2007	9.0	6.0	12.8	1.5	-2.3
2008	8.4	6.0	11.7	0.0	-1.1
2009	12.9	9.3	18.0	3.3	6.3
2010	12.3	9.3	17.5	0.0	-0.5

Table 2.55 | Labour market position of age bracket 15-22, 2010 (in percentages)

Source

CBS (Labour Force Survey)

Notes

- Figures pertain to young people who are not enrolled in any type of education.

	Employed	Unemployed
Total	**71**	**29**
With basic qualification	**80**	**20**
MBO 2/3	83	17
MBO 4	85	15
HAVO/VWO	48	52
HBO/WO	82	18
Without basic qualification	**59**	**41**
Primary education only	62	38
AVO	64	36
VMBO/MBO 1	65	35

Table 2.56 | Backgrounds of new dropouts in secondary education (in percentages), 2009/10

Source

CBS (education statistics)

Notes

- Young people up to and including age 22.
- Figures pertaining to 2009/10 school year are provisional.
- Data on family backgrounds in secondary education pertain to 2008/09.

	Dropouts	Non-dropouts
Delay in school career		
None	36	71
1 year	42	26
2 years	22	3
Type of family		
Two-parent family	66	83
Single-parent family	28	16
Self-supporting	3	0
Other	4	1

Personal background of dropouts

Gender and age

Young men constitute the majority of early school-leavers. Nearly one-third of new dropouts are 18 years of age. Compared to 2005/06, the dropout rate fell by only 1.5 per cent in this group. Among young people under the age of 18, the dropout rate is significantly lower than the dropout rate for the age bracket of 18 to 22 (0.8 per cent and 7.2 per cent, respectively). As a rule, dropout rates keep pace with age.

Family situation

More than one-quarter of early school-leavers come from single-parent families, versus 16 per cent of non-dropouts. In addition, the proportion of dropouts living on their own is higher than among non-dropouts: in secondary education, 3 per cent of dropouts live on their own, in MBO 13 per cent.

Ethnic background

Ethnic minorities account for 22.3 per cent of total enrolment, whereas 38.9 per cent of new dropouts come from immigrant families. Among ethnic minorities, dropout rates are significantly higher than among native Dutch, with 5.1 and 2.3 per cent respectively. Compared to 2005/06, the number of new dropouts among native Dutch young people fell more sharply (31.4 per cent) than among their immigrant peers (18.2 per cent). Among Western ethnic minorities, dropout rates are lower than among non-Western minorities. Dropout rates are particularly high among young people from Aruban or Antillean backgrounds (7.0 per cent). Among non-Western minorities, dropout rates are lowest for students from a Turkish background (4.8 per cent).

Crime suspects

At 21.9 per cent, the proportion of early school-leavers that have been suspected of a crime is significantly higher than the proportion of crime suspects among non-dropouts (4.3 per cent). One-quarter of those that dropped out of MBO without basic qualifications have been suspected of a crime; among MBO-1 dropouts, this figure is as high as one-third. Across the board, the proportion of crime suspects among dropouts fell in 2009/10 compared to 2008/09. In MBO 3-4, VWO 3-6 and HAVO 3-5, the proportion of dropouts suspected of a crime went up. (The CBS definition of 'suspected of a crime' reads: a student is suspected of a crime if he/she has been served with a registered summons in the three calendar years preceding the year in which the student was found to have left school without basic qualifcations.)

The European target and an international comparison

The Netherlands has reduced its proportion of early school-leavers in the 18 to 25 age bracket from 15.4 per cent in 2000 to 10.1 per cent in 2010. The Netherlands aims to reduce the proportion of dropouts among 18 to 25-year-olds to 8 per cent by 2020. In 2010, the proportion of early school-leavers between the ages of 18 and 25 averaged 14.1 per cent in the 27 EU member states. Compared to other European countries, the proportion of Dutch young people enrolled in some form of education is fairly high. In 2009, 68 per cent of Dutch young people between the ages of 15 and 25 went to school. The average across the EU is 60 per cent. (Source: Eurostat)

Figure 2.45 | Percentage of crime suspects among dropouts

In percentages, reported in three preceding calendar years

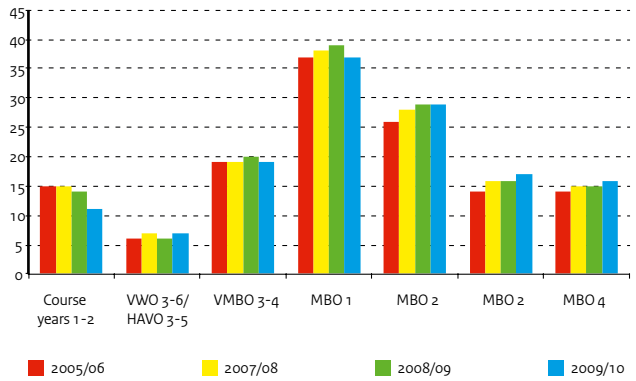


Figure 2.46 | Trends in dropout rates across Europe

In percentages

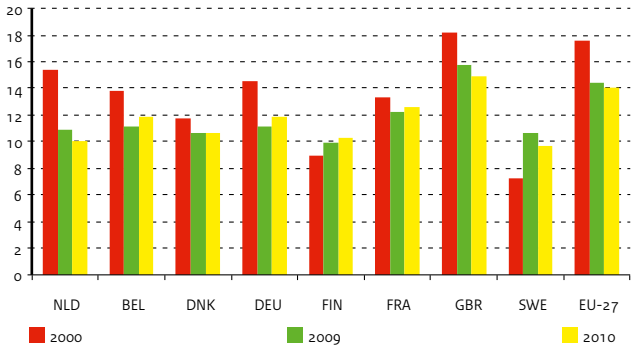


Table 2.57 | New dropouts by age

Source
OCW (DUO)

	2005/06		2008/09		2009/10		2010/11	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Total	**52,681**	**4.0**	**41,785**	**3.2**	**39,941**	**3.0**	**38,568**	**2.9**
=<13	467	0.3	433	0.3	233	0.2	258	0.2
14	1,095	0.6	785	0.4	361	0.2	446	0.2
15	1,450	0.8	933	0.5	521	0.3	535	0.3
16	4,181	2.2	2,203	1.2	1,964	1.1	1,886	1.0
17	10,759	6.0	5,596	3.0	4,527	2.5	3,923	2.1
18	11,465	7.6	12,271	7.5	11,977	7.3	11,298	7.0
19	8,796	8.4	8,200	7.6	8,535	7.7	8,214	7.5
20	6,358	8.3	5,332	7.0	5,793	7.3	5,640	7.0
21	4,632	9.9	3,584	7.3	3,666	7.3	3,772	7.2
22	3,476	12.5	2,448	7.9	2,364	7.6	2,596	8.2
18-	17,953	2.0	9,950	1.1	7,606	0.9	7,048	0.8
18+	34,728	8.5	31,835	7.5	32,335	7.5	31,520	7.2

Table 2.58 | New dropouts by ethnic background

Source
OCW DUO

	2005/06		2008/09		2009/10		2010/11	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Overall	**52,681**	**4.0**	**41,785**	**3.2**	**39,941**	**3.0**	**38,568**	**2.9**
Native Dutch	34,319	3.4	27,540	2.7	25,067	2.4	23,548	2.3
Non-natives	18,362	6.4	14,246	5.0	14,874	5.1	15,020	5.1
Surinam	2671	6.9	2,121	5.8	1,938	5.4	1,890	5.3
Aruba/Netherlands Antilles	1183	7.6	1,082	7.0	1,081	6.9	1,112	7.0
Turkey	2672	6.0	2,184	4.6	2,290	4.7	2,335	4.8
Morocco	2723	6.6	2,374	5.7	2,412	5.7	2,390	5.5
Other non-Western minorities	4100	6.6	2,860	4.4	3,068	4.6	3,111	4.5
Western non-natives	4131	5.1	3,003	3.9	3,117	4.0	3,032	3.9
Unknown	882	28.5	622	28.7	968	36.3	1,150	36.4

Table 2.59 | Number of crime suspects among dropouts and non-dropouts, 2009/10

Source
CBS (Statline)

Notes
- Figures pertain to a study of students under the age of 23 who are residents of the Netherlands.
- Offences reported in the calendar years 2009, 2008 and/or 2007.

	VMBO		HAVO, VWO					
	Course year	years 3+4	3-4/3-6	VAVO	MBO-1	MBO-2	MBO-3	MBO-4
Dropouts	**2,853**	**5,320**	**2,353**	**2,325**	**4,399**	**13,245**	**5,087**	**7,207**
Suspected of a crime	10.5	19.3	6.5	18.7	37.0	28.7	17.3	16.1
Suspected of 1 crime	6.5	11.2	5.4	11.6	16.3	15.8	10.7	10.3
Suspected of 2 or more crimes	4.0	8.1	1.1	7.1	20.7	12.9	6.6	5.8
Not suspected of a crime	**89.5**	**80.7**	**93.5**	**81.3**	**63.0**	**71.3**	**82.7**	**83.9**
Non-dropouts	**374,002**	**200,980**	**314,210**	**13,839**	**7,966**	**86,143**	**97,084**	**175,947**
Suspected of a crime	1.0	5.9	1.5	9.4	26.4	14.9	8.3	5.9
Suspected of 1 crime	0.8	4.4	1.3	6.7	13.9	10.2	6.3	4.6
Suspected of 2 or more crimes	0.2	1.5	0.2	2.7	12.5	4.8	2.0	1.3
Not suspected of a crime	99.0	94.1	98.5	90.6	73.6	85.1	91.7	94.1

Connection between indicators for early school-leaving

Early school-leaving occurs more often among certain groups of young people. Ethnic minority pupils drop out of school more often than native Dutch pupils, young people from a single-parent family drop out of school more often than young people from a two-parent family and boys drop out more often than girls. In VMBO and MBO, early school-leaving occurs more often at the lower levels of education. In these levels there is often an over-representation of ethnic minority pupils, pupils from the lower socio-economic classes and pupils from single-parent families, etc. The characteristics that increase the risk of early school-leaving therefore are closely related.

VMBO

In VMBO early school-leaving occurs often among LWOO (learning support) pupils, most of whom are enrolled in the lower programmes. When this is taken into consideration, learning-support pupils have an even smaller chance of leaving school early. Table 2.62 shows the percentage of learning-support pupils for each programme, as well as the dropout rates among pupils with and without learning support. This shows that, in the basic vocational programme, the percentage of early school-leavers among learning-support pupils is indeed lower than the percentage among pupils without learning support. In the other programmes, where fewer pupils receive learning support, the dropout rates vary less. Ethnic minority pupils are over-represented in the lower programmes. If this is corrected, then non-Western ethnic minority pupils have an even smaller chance of leaving school early than do native Dutch pupils. The higher dropout rate among ethnic minority pupils can also be explained by the fact that, on average, they come from a family with a lower income. Pupils whose parents have a lower income have a higher chance of leaving school early. It is also noteworthy that pupils whose parents have a higher income also tend to leave school early in greater numbers according to the figures. There is no definitive answer as to the actual reason for this. One possible explanation is that young people from higher-income families more often transfer to private education. There are still no data on pupils who transfer to private education and, as a result, these pupils are still incorrectly being regarded as early school-leavers. Young people with parents whose main source of income is a social benefit payment have a greater chance of leaving school early than young people with parents whose main source of income is from work. With respect to these findings, it must be said that no consideration has yet been given to differences in the pupils' initial achievement level, such as a CITO score. Such a correction could provide greater clarity. As the transition year analysis (earlier in this chapter) shows, equal CITO scores do not, by definition, translate into equal educational choices. Pupils within the same education level cannot always simply be compared with one another.

MBO

Dropout rates are higher in the lower levels of MBO. In addition, the secondary school programme completed by MBO entrants is the most determinant factor for early school-leaving. Young people without a VMBO diploma have a greater chance of leaving school early than young people with VMBO qualifications. The lower the level of the previous education, the greater the chance the pupil will leave school early. So young people from VMBO basic vocational programmes have a greater chance of leaving school early than pupils from VMBO combined / theoretical programmes. Early school-leaving among boys remains high and the chance they will drop out of school increases with their age. In MBO as well, dropout rates among ethnic minority pupils are higher than among native Dutch pupils. This picture changes when the level of the parents' income is taken into account as well. Second-generation non-Western ethnic minorities and first-generation Western ethnic minorities have the same chance of leaving school early than native Dutch pupils. Second-generation Western ethnic minorities have a slightly increased chance, whereas first-generation non-Western ethnic minorities have a smaller chance. The higher dropout percentage among non-Western ethnic minority pupils can therefore be explained by the fact that they are over-represented in lower income groups. The chance of leaving school early in MBO is higher for pupils whose parents have a lower income. As the income of the parents increases, the chance of the pupil leaving school early decreases, irrespective of the educational level and the sector of the MBO programme or the type of previous education.

Accumulation of problems

Young people who leave school early often face several problems. The following problem indicators all individually increase the chance of a pupil leaving school early:

- moving house;
- changing schools;
- repeating a year;
- pupil-specific funding status;
- single-parent family;
- having been in trouble with the law.

Table 2.62 shows how often the different problem indicators arise in VMBO (years 3 and 4) and in MBO. In MBO, young people are more often in trouble with the law than they are in VMBO. Also, they change schools more often. Although for most pupils no problems arise, for a group of pupils there is an accumulation of problems. Table 2.64 shows that when several problems appear at once the chance of leaving school early increases markedly. The dropout percentage for VMBO pupils for which none of the problems described arise is 1.2 per cent. Among pupils for whom 3 of the aforementioned problems are involved the dropout percentage is much higher at 9.8 per cent. In MBO the dropout percentage among participants without problems is 6.1 per cent, compared with 28.5 per cent among participants with 3 of the aforementioned problems.

Table 2.60 | LWOO per VMBO programme (years 3 and 4) and dropout rates by programme

	VMBO BL	VMBO KL	VMBO GL	VMBO TL
Percentage of LWOO pupils	58.7	25.4	6.7	3.9
Dropout rate among LWOO pupils	3.1	1.8	1.1	2.1
Dropout rate among non-LWOO pupils	3.7	1.9	1.0	2.0

Source

DUO: dropout rates 2009/10 (provisional figures)

Notes

- Figures pertain to students aged 12-22 on 1 October 2010.
- LWOO: learning support.

Table 2.61 | Percentage of pupils and dropout rates by problem indicator

	Percentage of students		Dropout rate	
	VMBO (course years 3+4)	MBO	VMBO (course years 3+4)	MBO
Delay	11.4	-	7.3	-
No delay	88.6	-	1.5	-
Moved	3.7	7.3	4.8	18.4
Not moved	96.3	92.7	2.0	8.3
Pupil-specific funding	1.8	1.3	3.1	13.5
No pupil-specific funding	98.2	98.7	2.1	9.0
Been in trouble with the law	7.6	13.6	5.5	18.7
Not been in trouble with the law	92.4	86.4	1.9	7.5
Transferred to another school	14.0	17.7	3.5	13.6
Not transferred to another school	86.0	82.3	1.9	8.1
Single-parent family	3.4	3.7	4.4	17.4
Other family situation	96.6	96.3	2.1	8.7

Source

DUO: dropout rates 2009/10 (provisional figures)
Adapted CBS files: HALT and HKS 2006
- 2008, GBA

Notes

- Figures pertain to students aged 12-22 on 1 October 2010.
- Pupil-specific funding: individual budget awarded to students with special needs.
- Been in trouble with the law: referral to HALT restorative justice programme or registration on police regional recognition service system (HKS) in calendar years 2006, 2007 and/or 2008.
- Data on delays available for VMBO only.
- One or more moves in the 3 years preceding 1 October 2009.

Tabel 2.62 | Frequency distribution and dropout rates by number of problem indicators

	Number of students		Dropout rate	
	VMBO (course years 3+4)	MBO	VMBO (course years 3+4)	MBO
None of the problem indicators	141,463	212,792	1.2	6.1
1 of the problem indicators	48,278	88,389	3.2	12.6
2 of the problem indicators	13,975	21,637	6.2	21.0
3 of the problem indicators	2,888	3,226	9.8	28.5
4 of the problem indicators	400	240	16.3	30.0
5 of the problem indicators	36	3	13.9	66.7
6 of the problem indicators	-	-	-	-

Source

DUO: dropout rates 2009/10 (provisional figures)
Adapted CBS files: HALT and HKS 2006
- 2008, GBA

Notes

- Figures pertain to students aged 12-22 on 1 October 2010.

Non-subsidized education

Delineation of non-subsidized education, ages 17-65

Non-subsidized education is not funded by the Ministries of OCW and EL&I. The expenses are fully covered by the enrolled citizens, the employer or benefits agencies. The main forms are part-time courses at private institutes, correspondence courses and company training courses. This sector comprises a wide variety of programmes. Examples include Word or Excel courses, leisure courses such as flower arrangement, language courses, HAVO or VWO programmes at commercial training institutes, accountancy or business administration programmes.

Statistics Netherlands keeps track of enrolment in non-subsidized education by way of its Labour Force Survey (EBB) and the education registers (covering enrolment in government-funded education). The calculation method is explained below. The EBB monitors enrolment in all types of education by means of random samples. Linking the EBB to subsidized education registers makes it possible to determine enrolment in non-subsidized study programmes. In 2010, more than 1.2 million people between the ages of 17 and 65 were enrolled in non-subsidized education, i.e., 11.4 per cent of the population in that age bracket. Relative participation increased from 11.7 per cent in 2007 to 12.0 per cent in 2008 but subsequently fell back to 11.7 per cent in 2009 and 11.4 per cent in 2010.

Types of study programmes

Non-subsidized education can be typified by various characteristics. In 2010, for example, 84 per cent of participants were enrolled in a work-related programme; 33 per cent took part in company training programmes with a maximum duration of six months, 12 per cent in correspondence courses and 7 per cent in full-time study programmes. The average duration of non-subsidized programmes is more than six months but the diversity in duration is vast: from a week or less to three years or more.

Characteristics of the participants

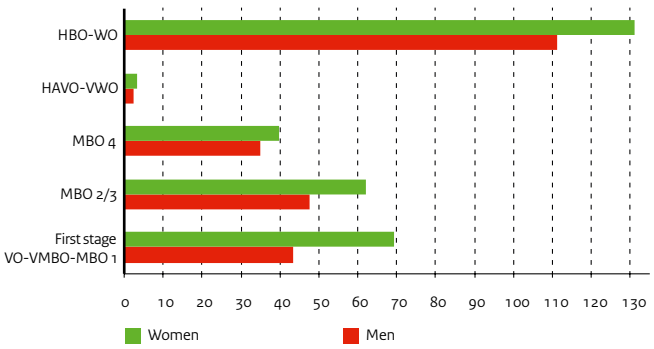
Most participants in non-subsidized education are between 25 and 55 years of age. The under-25s tend to prefer government-funded education. In 2010, women slightly outnumbered men in non-subsidized programmes. Men tended to take company training programmes and other work-related courses.

The majority of participants were enrolled in programmes at the tertiary or secondary vocational education (MBO) level. Women outstripped men in VMBO level programmes. Economics-clerical programmes were favourite among men. Women favoured the humanities / social sciences / arts or healthcare / social services.

Enrolment in non-subsidized programmes increases with the level of education attained. Among those aged 17 to 65 with no more than VMBO qualifications, slightly more than 6 per cent enrolled in a non-subsidized programme in 2010, versus nearly 17 per cent among tertiary education graduates. Working people tend to participate in non-subsidized education comparatively more often than unemployed and "non-active" persons.

The majority of the programmes chosen by the employed and unemployed workforce were work-related (88 and 83 per cent, respectively). Non-actives (without a job of at least 12 hours a week and not seeking one) tended to opt for full-time programmes. This category mainly comprises young people.

Figuur 2.47 | Participation in non-subsidized programmes > 6 months By level (x 1000), 2010



Figuur 2.48 | Participation in non-subsidized programmes > 6 months By discipline (x 1000), 2010

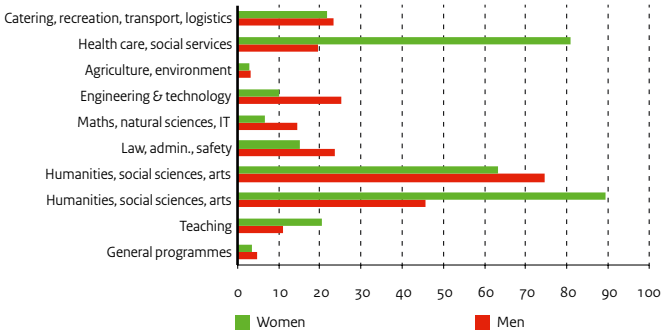


Table 2.63 | Participation in non-subsidized education, 17-64 age bracket

Source

http://statline.cbs.nl

Notes

- Figures pertaining to 2010 are provisional.

	Numbers x 1000				As a percentage of population category			
	2007	2008	2009	2010	2007	2008	2009	2010
Total	**1,233**	**1,267**	**1,239**	**1,216**	**11.7**	**12.0**	**11.7**	**11.4**
Men	613	639	615	584	11.5	12.0	11.5	10.9
Women	**620**	**628**	**624**	**632**	**11.8**	**11.9**	**11.8**	**11.9**
Aged 17-24	130	139	131	123	8.3	8.8	8.2	7.6
Aged 25-34	336	330	315	309	16.6	16.5	15.9	15.7
Aged 35-44	357	361	351	328	13.8	14.2	14.1	13.6
Aged 45-54	272	285	289	298	11.5	11.9	11.9	12.1
Aged 55-64	138	152	153	157	6.7	7.3	7.2	7.3
Native Dutch	999	1007	988	971	11.7	12.0	11.8	11.5
Western non-natives	109	125	122	120	12.6	12.7	12.1	11.8
Non-Western ethnic minorities	118	129	126	123	10.7	11.2	10.6	10.4
No more than VMBO / MBO-1 qualifications	200	200	196	194	6.4	6.4	6.3	6.4
HAVO/VWO/MBO 2-4 qualifications	169	168	158	146	10.6	10.8	10.3	10.0
HBO/WO qualifications	244	250	247	241	13.3	13.6	13.2	12.7
	123	123	117	118	11.1	11.5	11.2	11.0
Employed labour force	490	519	513	510	17.6	17.8	17.2	16.6
Unemployed labour force								
Non-labour force	1025	1068	1032	1015	14.1	14.3	13.9	13.8

Table 2.64 | Participation in specific types of non-subsidized education, 2010

Source

http://statline.cbs.nl

Notes

- Only participants in programmes with a duration of less than six months were asked to specify whether they were participating in a company training programme.
- Figures pertaining to 2010 are provisional.

	Total	of which as a percentage of total number of participants			
	(x 1000)	Full-time	Correspondence	Company training	Work-related
Total number of participants	**1,216**	**7**	**12**	**33**	**84**
Men	584	7	12	38	86
Women	632	7	12	28	82
Aged 17-24	123	38	9	16	56
Aged 25-34	309	7	14	31	87
Aged 35-44	328	2	14	37	91
Aged 45-54	298	2	11	38	88
Aged 55-64	157	1	7	32	77
Native Dutch	971	6	12	35	84
Western non-natives	120	8	13	28	82
Non-Western ethnic minorities	123	12	11	23	83
Lower secondary years/VMBO/MBO 1 qualifications	194	12	12	29	78
MBO 2-3 qualifications	146	4	12	39	88
MBO 4 qualifications	241	4	13	39	88
HAVO/VWO qualifications	118	19	16	21	72
HBO/WO qualifications	510	4	10	32	85
Employed labour force	1,015	4	12	39	88
Unemployed labour force	44	9	19	.	83
Non-labour force	157	23	11	.	55

Lifelong learning

Introduction

A knowledge economy demands that people continue to develop throughout their life, that they continue to work and to learn. "New" employees and "new" entrepreneurs have to meet different standards. Moreover, a general rise in the educational level of the Dutch population is required. This means that basic qualifications are becoming even more important than they already are, that a more significant transfer to higher levels of education is needed and that lifelong learning needs to become the philosophy of all Dutch residents.
The Netherlands has set a national target on the basis of the European goal: in 2020, 20 per cent of the population aged 25 to 64 must be enrolled in a study programme or training course. Covenants are also being concluded with the regions and sectors regarding the establishment of sustainable regional cooperation agreements in the area of lifelong learning as well as targets for Recognition of Prior Competences programmes and work-based learning programmes.

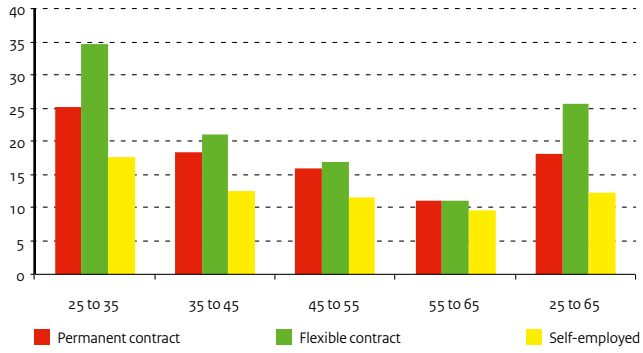
The data regarding lifelong learning are based on the Labour Force Survey (LFS). The LFS is a study conducted by the statistics agencies of the individual EU member states, commissioned by Eurostat. The Dutch version of the LFS is the <I>Enquête Beroepsbevolking<P> (EBB), conducted by Statistics Netherlands. The data gathered on the basis of the LFS differ slightly from the figures based on the EBB. In the EBB, respondents are requested to state what programmes or courses they are currently enrolled in or have been enrolled in during the four weeks preceding the study and to answer a number of questions regarding that programme or course. Respondents who are enrolled in several programmes simultaneously are requested to provide details on the programme they consider the most important.

Participation in formal education and training courses

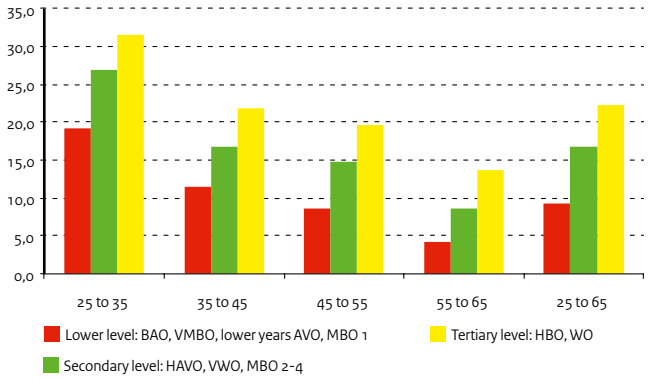
The LFS reveals that there is a minor difference between course participation among the employed and the unemployed labour force. Among working people aged 25 to 64, nearly 18 per cent were enrolled in a course at the time of the interviews or in the four weeks preceding, versus slightly more than 17 per cent among their unemployed peers. At 10.6 per cent, course participation was much lower among the non-working labour force.

Various background characteristics affect the education participation rates among the working professional population. The main factors are age, education level, employment relation and labour market position.
Participation in schooling declines as people get older, with regard to both enrolment in formal education and other training activities (non-formal education). The education level tends to be decisive: the higher the education level, the more people enrol in courses. The labour market position also plays a key role: in the age groups up to 55, course participation was lowest among self-employed people.
The measure to which older people participate in courses is less dependent on their labour market position.
Whether people are in full-time or part-time employment does not affect their schooling activities. With regard to the aggregate professional population, participation in schooling is highest among those with flexible contracts.

Figuur 2.49 | Learning activities by age and labour market status
Proportion of relevant age group, 2010



Figuur 2.50 | Learning activities by age and educational level
Proportion of age group with relevant education level, 2010



Source

CBS (LFS-EBB)

Table 2.65 | Learning activities by gender: proportion of men / women in age bracket 25-64

	2006	2007	2008	2009	2010
Total	15.6	16.6	17.0	17.0	16.5
Men	15.3	16.1	16.8	16.5	15.9
Women	15.9	17.0	17.2	17.5	17.1

Source

CBS (LFS-EBB)

Table 2.66 | Learning activities by age: proportion in relevant age bracket

	2006	2007	2008	2009	2010
25 to 35	25.1	26.8	27.2	27.2	27.2
35 to 45	16.8	17.7	18.2	18.3	17.2
45 to 55	12.9	14.2	14.6	14.8	14.4
55 to 65	7.1	7.9	8.5	8.5	8.2

Source

CBS (LFS-EBB)

Table 2.67 | Learning activities by employment status: proportion in relevant population group

	2006	2007	2008	2009	2010
Total	15.6	16.6	17.0	17.0	16.5
Employed labour force	17	18.2	18.6	18.5	17.9
Unemployed labour force	16.9	17.7	17.6	18.7	17.4
Non-actives (non-labour force)	10.1	10.4	10.2	10.6	10.6

Notes

- Labour participation according to European definition of 1 hour or more a week.

Source

CBS (LFS-EBB)

Table 2.68 | Learning activities by educational level and age, 2010

	25 to 35	35 to 45	45 to 55	55 to 65	25 to 65
Lower level: BAO, VMBO, lower years AVO, MBO 1	19.3	11.4	8.7	4.2	9.2
Secondary level: HAVO, VWO, MBO 2-4	26.8	16.9	14.8	8.7	16.9
Tertiary level: HBO, WO	31.5	21.8	19.7	13.6	22.4

Source

CBS (LFS-EBB)

Table 2.69 | Learning activities by employment status and age, 2010

	25 to 35	35 to 45	45 to 55	55 to 65	25 to 65
Permanent contract	25.2	18.4	15.9	11.2	18.1
Flexible contract	34.6	21.1	17.0	11.1	25.6
Self-employed	17.6	12.7	11.5	9.7	12.4
Full-time	24.4	17.4	14.1	10.5	17.3
Part-time	29.3	18.1	16.6	11.2	18.7

Notes

- Labour participation according to European definition of 1 hour or more a week.
- Figures pertaining to flexible contracts are based on the Eurostat definition and refer to temporary appointments

EU objectives

EU objectives for education

The new Europe 2020 strategy aims at three inter-related, mutually reinforcing priorities: smart growth, sustainable growth and inclusive growth. The EU focuses on five ambitious goals in the fields of employment, innovation, education, social cohesion and climate/energy. The progress made regarding these objectives is measured on the basis of five central EU target figures, two of which pertain to education and science:

1. To raise spending on R&D from 1.9 per cent to 3 per cent of GDP;
2. to reduce the share of early school-leavers to no more than 10 per cent and to increase the proportion of tertiary education graduates (HBO / WO / post-graduate programmes) in the age bracket 30-34 to at least 40 per cent.

Education and science are regarded as crucial factors in the pursuit of jobs and growth within the EU. Alongside the above broad-based targets, five specific benchmarks in the field of education were set down in the European working programme Education and Training 2020 (ET2020) which was adopted in 2009. These benchmarks follow on from, sharpen and update the goals Europe laid down in its education and training programme under the Lisbon strategy for 2010 (ET2010). The Netherlands translated the European benchmarks for 2020 into national objectives in its memorandum *Towards a Robust Knowledge Economy*. This memorandum was submitted to the Dutch House of Representatives on the day of the Queen's speech in 2009.

Dutch performance vis-à-vis EU benchmarks for 2010 and 2020 regarding education and training

1. Early school-leaving. This pertains to the percentage of young people aged 18 to 24 who are not enrolled in education and have not attained a basic qualification level (HAVO, VWO or MBO-2 certificate). This benchmark from the Lisbon strategy has been retained in ET2020. By 2020, school dropout rates in the EU must be reduced to below 10 per cent. The Netherlands will abide by its stricter national target of 8 per cent for 2020 and has made significant progress in recent years. In 2010, the school dropout rate in the Netherlands was 10.1 per cent.
2. Lifelong learning. This benchmark from the Lisbon strategy has been sharpened in ET2020. At least 15 per cent of the adult population in Europe (ages 25-64) must be enrolled in a study programme or training course. For 2020, the Netherlands has set a stricter national target of 20 per cent. In 2010, the Netherlands achieved a score of 16.5 per cent, which places it among the top performing countries in Europe. However, this percentage does not show much growth and even fell slightly compared to 2009.
3. Basic skills. The ambition formulated in ET2020 was to reduce the share of 15-year-olds with scant reading, mathematics and science skills. By 2020, this share must be reduced to less than 15 per cent in all three fields across Europe. The Dutch objective for 2020 is stricter: 8 per cent. Within Europe, the Netherlands ranks among the top 5, which is an excellent score.
4. Share of tertiary education graduates. This is a new benchmark in ET2020. The target for 2020 is to have at least 40 per cent of 30 to 34-year-olds in Europe complete a study programme at the tertiary education level. In 2010, the Netherlands already attained a score of 41.4 per cent.
5. Early-school programmes. This is another new benchmark in ET2020. At the European level, at least 95 per cent of children from the age of 4 to school entry age must participate in early-school programmes by 2020. In the Netherlands, this target group comprises the pupils in primary years 1 and 2, which currently already accommodate nearly 100 per cent of 4-year-olds.

Figure 3.1 | Percentage of HE graduates in age bracket 30-34

Percentage of HE graduates in age bracket 30-34

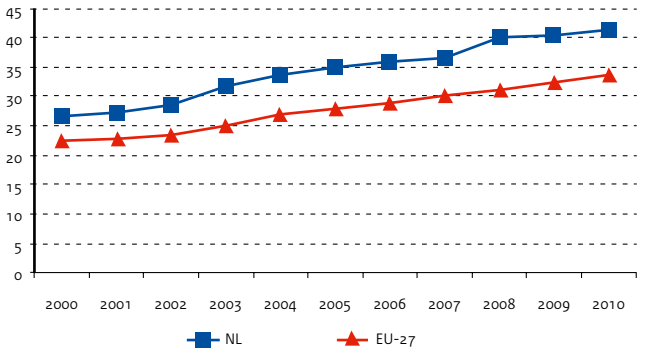


Table 3.1 | Benchmarks agreed within the EU for 2020

1) Early school-leaving	**Percentage in 18-24 age bracket without HAVO, VWO or MBO-2 qualifications, not attending any courses**								
	NLD	**BEL**	**DNK**	**DEU**	**FIN**	**FRA**	**GBR**	**SWE**	**EU-27**
2000	15.4	13.8	11.7	14.6	9	13.3	18.2	7.3	17.6
2010	10.1	11.9	10.7	11.9	10.3	12.8	14.9	9.7	14.1
Benchmark ET2020	8								<10
2) Lifelong Learning	**Percentage in 25-64 age bracket participating in learning activities (LFS)**								
NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	EU-27	
2000	15.5	6.2	19.4	5.2	17.5	2.8	20.5	21.6	7.1
2010	16.5	7.2	32.8	7.7	23	5	19.4	24.5	9.1
Benchmark ET2020	20								15
3a) Basic reading skills	**Percentage of 15-year-old pupils with scant reading skills**								
	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	EU (25)
2003	11.5	17.9	16.5	22.3	5.7	17.5	--	13.3	18.5 (EU19)
2009	14.4	17.7	15.2	18.5	8.1	19.7	18.5	17.5	20.6
Benchmark ET2020	8								<15
3b) Basic maths skills	**Percentage of 15-year-old pupils with scant maths skills**								
	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	EU (25)
2003	10.9	16.5	15.4	21.6	6.8	16.6	--	17.3	20.6 (EU19)
2009	13.4	19.1	17.1	18.6	7.8	22.5	20.2	21.1	22.9
Benchmark ET2020	8								<15
3c) Basic science skills	**Percentage of 15-year-old pupils with scant science skills**								
	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	EU (25)
2006	13	17	18.4	15.4	4.1	21.2	16.7	16.4	19.4
2009	13.2	18	16.6	14.8	6	19.3	15	19.1	18.5
Benchmark ET2020	8								<15
4) Tertiary education graduates	**Percentage of HE graduates in age bracket 30-34**								
	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	EU-27
2000	26.5	35.2	32.1	25.7	40.3	27.4	29	31.8	22.4
2010	41.4	44.4	47	29.8	45.7	43.5	43	45.8	33.6
Benchmark ET2020	-								40
5) Pre-school education	**Percentage participating in pre-school education**								
	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	EU-27
2000	99.5	99.1	95.7	82.6	55.2	100	100	83.6	85.6
2009	99.5	99.3	91.9	96	71.9	100	97.3	94.7	91.7
Benchmark ET2020	-								95

Source

1), 2), 4) and 5) http://epp.eurostat.ec.europa.eu

3) OECD (PISA 2003, 2006, 2009)

Notes

- Benchmark 2020: target figures laid down in European Education and Training programme for 2020.
- Appendix Notes and Definitions, Part E contains a more detailed explanation of the figures.

Enrolment in an international perspective

Enrolment in education according to age group

The compulsory school age in the Netherlands is 5 years but nearly all children start school at the age of 4. In our neighbouring countries the school entry age is higher; only the United Kingdom has a compulsory school age of 4 years. That children only have to attend school once they reach a certain age does not mean that they do not participate in schooling activities until that age. In Belgium and France, for example, almost all children attend pre-school from the age of 3 or 4 years.

In the Netherlands, nearly 90 per cent of 15 to 19-year-olds attend school, which is more than the OECD and EU averages of 82.1 and 86.2 per cent respectively. Most surrounding nations achieve a comparable percentage. Belgium, at 93.2 per cent, has the highest share of education participants in the age bracket of 15 to 19. In the United Kingdom, by contrast, the enrolment rate is only 73.7 per cent.

In the Netherlands, 29.1 per cent of 20 to 29-year-olds are enrolled in government-funded education, which is more than the OECD and EU averages of 26.0 and 26.6 per cent respectively. However, the Netherlands does score lower than the Scandinavian countries, where enrolment rates are substantially higher than 30 per cent.

At 2.9 per cent, enrolment among 30 to 39-year-olds in the Netherlands is quite low; the Dutch share ranks among the lowest vis-à-vis other OECD countries. The OECD and EU averages are close to 6 per cent. The difference in enrolment rates can be attributed to the differences in course programmes on offer in each country for the 30 to 39 age group.

Trend in enrolment among 20 to 29-year-olds

In nearly all countries, the enrolment of 20 to 29-year-olds in education increased between 1995 and 2009. In Spain, however, the enrolment rates grew between 1995 and 2000 but in recent years gradually declined again.

The speed at which enrolment in education has increased differs from country to country. In East European countries, enrolment rates have grown particularly sharply; these countries also had considerable lost ground to make up vis-à-vis other OECD countries. Most of these other countries saw their enrolment rates grow over the period from 1995 to 2000, whereupon a slight decline set in. The Dutch enrolment rate amounted to 29.1 per cent in 2009, which places the Netherlands in the middle bracket. Over recent years, the Netherlands has continued to score above the OECD and EU averages.

Expected duration of education

The expected duration of education refers to the total number of years that a child is expected to spend in the education system from the age of 5. In the Netherlands, the expected duration of education in 2009 was 17.9 years, which is on a par with the OECD and EU averages of 17.8 and 18.1 years, respectively. In several comparison countries, the duration of education for girls is higher than for boys; in the Netherlands, however, there is hardly any difference between boys and girls in terms of school expectancy.

Figure 3.2 | Trends in enrolment in education

Ages 20-29 as a percentage of total age group

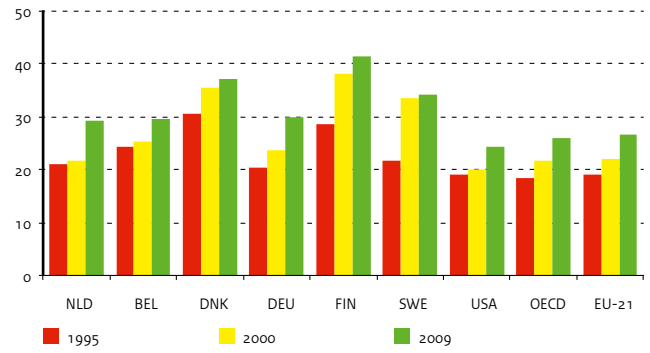


Figure 3.3 | School expectancy for 5-year-olds

In years, 2009

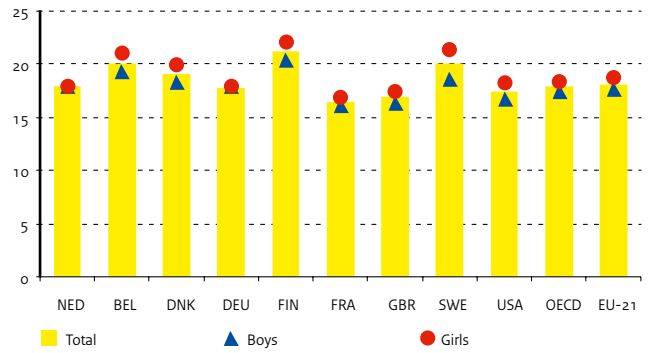


Table 3.2 | Enrolment in government-funded education by age, 2009 (in percentages)

Source

OECD, EAG 2011, table C1.1, p. 303

Notes

- As a percentage of total age bracket.
- Figures pertain to full-time and part-time pupils/students in public and private establishments.

	Ages 5-14	Ages 15-19	Ages 20-29	Ages 30-39	Age 40 and older
The Netherlands	99.48	89.69	29.11	2.9	0.72
Belgium	98.91	93.22	29.51	8.73	3.75
Denmark	97.64	83.56	36.9	7.99	1.5
Germany	99.39	88.49	29.99	2.74	0.13
Finland	95.49	86.86	41.36	14.92	3.54
France	99.81	84.01	19.21	2.6	--
Greece	100.06	--	--	--	--
Hungary	98.92	89.9	24.86	4.77	0.6
Ireland	101.66	92.05	18.71	5.2	0.18
Italy	99.78	81.79	21.27	3.22	0.09
Austria	98.43	79.43	23.23	4.34	0.57
Poland	94.12	92.72	31.26	4.7	--
Spain	100.05	81.39	21.82	4.24	1.13
Czech Republic	98.66	89.21	22.53	3.74	0.46
United Kingdom	102.6	73.67	17.3	5.76	1.63
Sweden	98.72	86.98	33.99	12.88	2.72
United States	97.05	80.9	24.4	5.79	1.43
OECD	98.56	82.15	25.98	6.17	1.51
EU-21	98.85	86.23	26.57	6.03	1.28

Table 3.3 | Trends in enrolment in government-funded education, age bracket 20-29

Source

OECD, EAG 2011, table C1.2, p. 304

Notes

- As a percentage of total age bracket.
- Figures pertain to full-time and part-time students in public and private establishments.
- Trend interruption in the United Kingdom is caused by revision of calculation method in 2006.

	1995	2000	2009
The Netherlands	21.13	21.8	29.11
Belgium	24.4	25.23	29.51
Denmark	30.37	35.37	36.9
Germany	20.29	23.71	29.99
Finland	28.46	37.94	41.36
France	19.19	19.49	19.18
Greece	12.51	15.97	--
Hungary	10.38	18.96	24.86
Ireland	13.66	16.33	18.71
Italy	--	17.13	21.33
Austria	15.62	18.29	23.23
Poland	16.06	24.37	31.26
Spain	20.57	23.95	21.82
Czech Republic	9.58	14.19	22.53
United Kingdom	17.74	24.29	17.3
Sweden	21.55	33.36	33.99
United States	19.16	20.11	24.4
OECD	18.41	21.68	25.99
EU-21	18.94	22.07	26.57

Mobility - primary / secondary / vocational education

Internationalization in primary and secondary education

In primary and secondary education, the mobility of teachers and pupils is mainly promoted within the national BIOS programme, which is funded by the Ministry of Education, Culture and Science. BIOS stands for *Bevordering Internationale Oriëntatie en Samenwerking* [Promotion of International Orientation and Cooperation]. An annual amount of some 3 million euros is available for this programme. Within the European programmes with their larger budgets, the international school partnerships are a key focus with an important role set aside for ICT, in addition to the physical mobility of pupils and teachers. Since 2007, they have been clustered within the European Lifelong Learning Programme (LLP).

Within primary education, outgoing mobility among both teachers and pupils clearly increased until 2008. In recent years, however, a downward trend has set in. The number of schools providing early foreign language education, on the other hand, rose by no less than 64 per cent. In secondary education, the number of mobile pupils has been rising slightly since 2006. Following a rise until 2010, the number of schools and pupils involved in bilingual education remained unchanged in 2011. Mobility among teachers dropped by some 20 per cent compared to 2009.

Internationalization in vocational and adult education

In 2010, the registered share of MBO students that are gaining experience abroad in a programme context rose slightly, in comparison with all MBO students, from 0.56 per cent to 0.64 per cent. The proportion of teachers rose slightly as well, from 3.48 per cent in 2009 to 4.6 per cent in 2010. This concerns registered enrolment within the Leonardo da Vinci programme and the *Bilateraal Austauch Programma Nederland-Duitsland* (BAND) project [Bilateral Exchange Programme between the Netherlands and Germany].
The vast majority of the registered mobility can be attributed to the Leonardo da Vinci programme. In 2010, the number of pupils that visit a foreign country in this context grew by nearly 14 per cent compared to 2009. For the pupils, the most popular destination by far was Spain. Other popular destination countries include the United Kingdom, Germany and Belgium. Teachers favour Germany,, Malta, Turkey and the United Kingdom.
In the German-Dutch BAND project, the number of pupil exchanges continued to rise: from 127 in 2009 to 132 in 2010. The number of teacher visits increased considerably, however: from 29 in 2009 to 60 in 2010.

Out of the 43 Regional Training Centres and 13 Agricultural Training Centres in the Netherlands, 86 per cent had one or more active partners abroad in the context of programme mobility in 2010. In total, the Dutch Regional Training Centres and Agricultural Training Centres have 650 active partners abroad. The number of partners per educational institution ranges from 1 to 86. On average, a Dutch educational institution has 19 partners in a foreign country.

Figure 3.4 | Secondary bilingual education
Numbers enrolled x 100

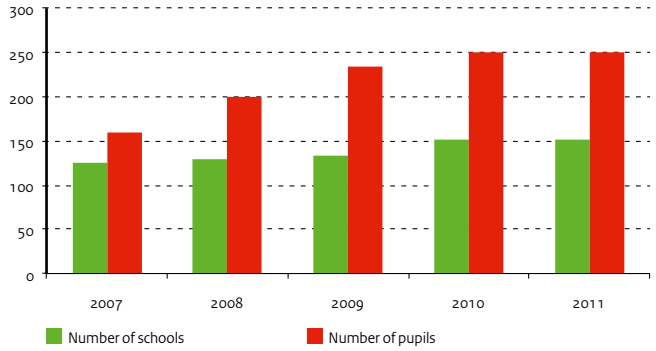


Figure 3.5 | Participation in Leonardo da Vinci programmes
In vocational training sector

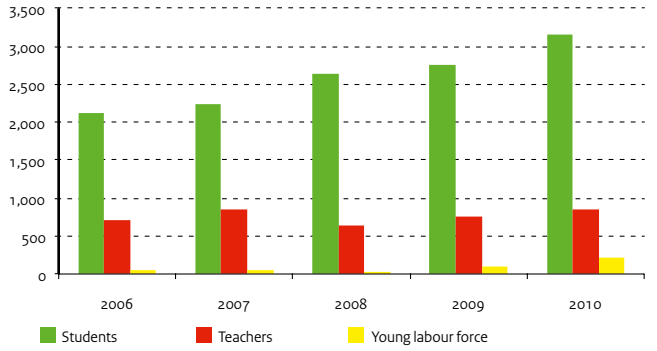


Table 3.4 | Numbers enrolled abroad

Source

European Platform, 2011

Notes

- BIOS: promotion of international orientation and collaboration.

	2006	2007	2008	2009	2010
Primary education	1,544	1,820	2,321	1,872	1,544
Secondary education	20,517	21,774	21,823	22,919	23,039
Teacher-training programmes, BIOS work placements	.	.	576	727	.
Total	**22,061**	**23,594**	**24,720**	**25,518**	**24,583**

Table 3.5 | Number of teachers working abroad

Source

European Platform, 2011

	2006	2007	2008	2009	2010
Primary education	1,138	1,531	1,690	1,351	1,160
Secondary education	4,472	5,271	5,296	7,016	5,644
Teacher-training programmes, BIOS work placements	.	.	572	46	496
Total	**5,610**	**6,802**	**7,558**	**8,413**	**7,300**

Table 3.6 | Schools and pupils participating in special language programmes

Source

European Platform, 2011

Notes

- Early foreign language instruction is provided in English, French, German and Spanish, from primary year 1 onward.
- Bilingual instruction is provided in Dutch and English in VWO, HAVO and VMBO schools. Two schools have opted for a Dutch-German programme.
- Focused language instruction is provided in English, French and German in VWO, HAVO and VMBO schools.
- Elos: 'Europe as a learning environment in schools': schools with a European and international scope, providing focused language instruction.

	Primary schools		Secondary schools				
Year	Early foreign language instruction		Bilingual teaching		Focused language instruction		Elos
	Number of schools	Number of pupils	Number of schools	Number of pupils	Number of schools	Number of pupils	Number of schools
2007	127	12,000	126	16,000	58	5,800	21
2008	168	17,000	129	20,000	60	6,000	28
2009	308	30,500	133	23,500	73	7,300	33
2010	504	50,000	151	25,000	71	18,000	36
2011	645	64,500	152	25,000	79	32,000	36

Table 3.7 | Participation in Leonardo da Vinci programmes (vocational training)

Source

CINOP, 2011

	2006	2007	2008	2009	2010
Students	2,117	2,239	2,644	2,761	3,144
Teachers	698	852	634	762	844
Young labour force	53	42	38	96	213
Total	**2,868**	**3,133**	**3,316**	**3,619**	**4,201**

Table 3.8 | Pupil / student and teacher exchanges in BAND projects

Source

CINOP, 2011

	2006	2007	2008	2009	2010
Pupils / students	151	120	97	127	132
Teachers	30	19	19	29	60

Table 3.9 | Percentage of MBO students gaining experience in programme context

Source

CINOP, 2011

Notes

- Students spending at least 2 weeks abroad to study or do work experience.

	2006	2007	2008	2009	2010
Percentage of students	0.44	0.48	0.54	0.56	0.64

Mobility in tertiary education

Internationalization in tertiary education

Internationalization contributes to the quality of our tertiary education, our research and our science. A high quality is the best way to strengthen our international reputation. After all, the competition for the knowledge worker on the labour market is continuing to increase, the Dutch labour market is becoming increasingly international and the competition with foreign institutions is continuing to grow.

Student mobility is an important indicator for internationalization. A complete picture of global student mobility does not exist, but on some aspects it is possible to sketch a picture. Towards this end, we make a distinction between diploma mobility, aimed at the completion of a study abroad, and the mobility of credits, which aims to enrich studying in the Netherlands with foreign study or work placement experiences (usually in exchange for credits).

Outgoing diploma mobility

In the year 2008/09, nearly 16 thousand Dutch students went abroad (OECD related countries) to complete an entire study programme. Particularly popular destinations were Belgium and the United Kingdom. Other countries in the top destinations were Germany and the United States. With effect from the 2007/08 school year, student aid could be transferred worldwide. In 2010/11, nearly 8 thousand students took advantage of this possibility.

Incoming diploma mobility

The number of foreign students studying for a diploma in the Netherlands rose between 2006/07 and 2010/11 from more than 35 thousand to more than 52 thousand. Over the years, academic higher education has outpaced professional higher education with regard to the increase in incoming diploma mobility (some 10 thousand versus nearly 7 thousand). This upward trend in the influx of foreign students has been observed since the early 1990s. In 2010/11, foreign students accounted for 8 per cent of the overall student population in Dutch tertiary education, versus only 6.2 per cent in 2005/06. The proportion keeps rising. The share of foreign students is increasing in all EU countries, resulting in increased competition for students at the international level.

The majority of the foreign students in the Netherlands come from Germany, followed by China, Belgium, Bulgaria and Turkey.

Mobility of credits

In regard to the mobility of course credits, most is known about outgoing mobility. Data is assembled by various agencies, including the Research Institute for Education and the Labour Market, among graduates 1.5 years after they have earned their degree. The percentage of graduates that say they gained experience abroad during their studies has risen over recent years but now shows a slight decline; it is currently on a par with the 2004/05 level (22 per cent). This decline is particularly manifest in professional higher education.

Figure 3.6 | Relative trends in foreign enrolment in HE

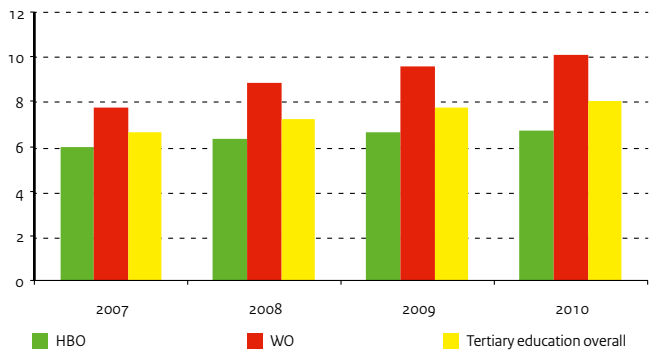


Figure 3.7 | Relative increase/decrease in diploma mobility, 2000-2009 From and to EU countries

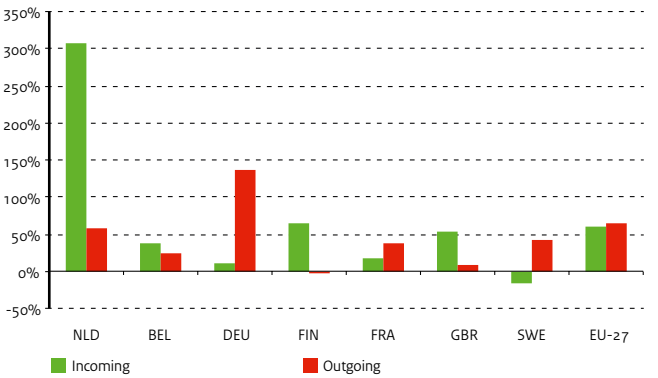


Table 3.10 | Dutch diploma students abroad

Source

OECD, EAG 2011, Web Table C3.6
OCW (DUO)

	2006/07	2007/08	2008/09	2009/10	2010/11
Total number of students	13,274	13,873	15,984	--	--
Number of students funded by the Netherlands	3,998	5,516	6,436	7,422	7,806
As a % of total enrolment in the Netherlands	0.7	0.94	1.07	1.17	1.19

Table 3.11 | Foreign students in subsidized tertiary education

Source

OCW (DUO), 2011 (revised figures)

	2006/07	2007/08	2008/09	2009/10	2010/11
Total number of foreign students	35,398	39,196	43,747	49,065	52,194
Number of foreign students in HBO	21,253	22,739	24,422	26,738	28,006
Number of foreign students in WO	14,145	16,457	19,325	22,327	24,188
As a % of total enrolment in the Netherlands	6.2	6.7	7.3	7.7	8
As a % of enrolment in HBO in the Netherlands	5.8	6.1	6.4	6.6	6.7
As a % of enrolment in WO in the Netherlands	6.8	7.8	8.8	9.6	10.1

Table 3.12 |Mobile students enrolled in Dutch tertiary education

Source

CBS

Notes

- Figures pertaining to 2008/09 and 2009/10 do not include the 'homecoming nationals', i.e., students with a Dutch background who have completed their preparatory education elsewhere.

	2005/06	2006/07	2007/08	2008/09	2009/10
Total number of students	27,037	27,449	30,052	23,674	27,964
As a % of total enrolment	4.7	4.7	5.0	3.7	4.3

Table 3.13 | Mobility of HE students within Europe (incoming and outgoing numbers x 1000)

Source

Eurostat, 2011

Notes

- Figures for BEL excluding German speaking areas, for DEU excluding doctoral students, for 2005 excluding part-time students; in GBR trend interruption after 2005.
- Figures based on foreign students registered by the host country.

	NLD	BEL	DEU	FIN	FRA	GBR	SWE	EU-27
Intake from EU-27, EEA and EU candidates 2000	7.8	22.5	101	2.2	38	113.4	14.2	371
2009	31.7	31	112.9	3.6	44.8	175	11.9	596.2
Outflow to EU-27 from EU, EEA and EU candidates 2000	9.3	7.8	34.1	8.6	34.6	11	8.9	325.4
2009	14.6	9.6	80.9	8.3	47.6	11.9	12.7	532.4

Table 3.14 | Percentage of outgoing credit mobility, HE, HBO and WO graduates

	2004/05	2005/06	2006/07	2007/08	2008/09
Percentage of HE graduates	21.98	22.8	23.1	23.1	22
Percentage of HBO graduates	17.2	18.3	20.21	21.5	19.9
Percentage of WO graduates	31.6	31.3	29.1	26.6	26.6

Table 3.15 | Top 5 of incoming and outgoing diploma mobility (numbers of students)

Source

ROA, 2003-2009

Source

Nuffic: Mobiliteit in Beeld 2011

Incoming mobility 2010/11		Outgoing mobility 2007/08	
Germany	23,831	United Kingdom	4,975
China	4,015	Belgium	4,056
Belgium	2,282	United States	1,682
Bulgaria	1,390	Germany	1,544
Turkey	1,018	France	652

Skills in the international perspective (1)

PISA: Program for International Student Assessment

PISA is an international study into the basic skills of 15-year-old pupils and is conducted once every three years, sponsored by the OECD. The last PISA study, published in December 2010, demonstrates that Dutch 15-year-olds perform above average in international terms with regard to reading, mathematics and natural sciences. A number of striking features in the Dutch scores are outlined below.

Scores and international position

Reading skills: With an average reading skills score of 508 points in 2009, the Netherlands ranks second in the European rankings. Only Finland performs better. The Netherlands ranks seventh among the 35 countries in the OECD rankings and tenth among the 65 countries participating in PISA. The average score shows a slight (non-significant) increase vis-à-vis 2006 and a slight decrease vis-à-vis 2003.

Mathematics skills: At 526 points, the average Dutch mathematics score places the Netherlands second in the European rankings, behind Finland. The Netherlands ranks sixth in the OECD rankings and eleventh among the 65 countries participating in PISA. The average Dutch score shows a (significant) decrease from 2006 and 2003.

Natural sciences skills: An average score of 522 in the PISA natural sciences test places the Netherlands third in the European rankings, behind Finland and Estonia. The Netherlands ranks eighth in the OECD rankings and eleventh among the 65 countries participating in PISA. The average Dutch score shows a (non-significant) decrease from 2006 and 2003.

Weak performers in PISA

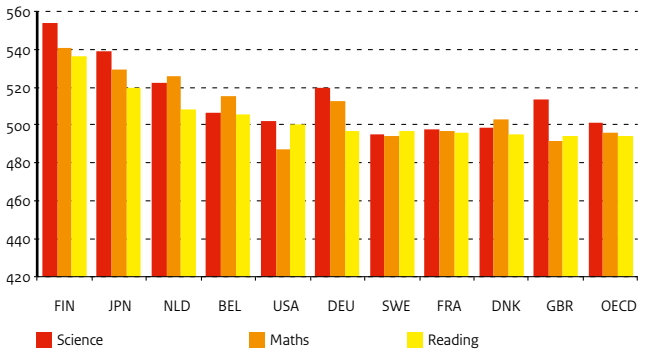
Reading: The percentage of functionally illiterate 15-year-olds in the Netherlands was 14.4 in 2009, i.e., lower than the OECD average of 18.8 per cent. The slight decrease in this percentage since 2006 is a positive development. Functionally illiterate pupils in the Netherlands are primarily found in PRO (elementary vocational training) and in the basic vocational programmes of VMBO 1/2.

Natural sciences: The proportion of 15-year-olds with low skills in science has changed little since 2006. The Dutch percentage, at 13.2 per cent, is well under the OECD average of 18 per cent.

Mathematics: Since 2003, the proportion of weak performers in mathematics has increased from 11.5 to 13.4 per cent. This increase has prompted an increased policy attention for education in mathematics. Seen internationally, this is still an excellent performance. Across the board, pupils in VMBO GL/TL, HAVO and VWO score higher than the OECD average of 496. Girls are over-represented among weak performers.

Figure 3.8 | Performance in science, maths and reading at age 15

Average scores attained in PISA 2009



Top performers in PISA

Reading: In 2009, top performers represented 9.8 per cent of Dutch 15-year-olds. This is higher than the OECD average of 7.6 per cent. The slight increase in this percentage in comparison with 2003 and 2006 is a positive development. Top performers in the area of reading in the Netherlands are primarily found in VWO, where nearly 40 per cent of the pupils achieved a PISA level of 5 or 6. Internationally, the Netherlands ranks 12th for this indicator among all 65 countries participating in PISA. In addition to five Asian countries, New Zealand, Australia, the United States, Canada, Finland and Belgium outstrip the Netherlands.

Natural sciences: The proportion of 15-year-old pupils that obtained the highest score in the area of natural sciences came to 12.7 per cent in 2009. This is a little less than the percentage in 2006 (13.1 per cent) but still significantly higher than the OECD average of 8.5 per cent. Performing above the Netherlands, in addition to four Asian countries, are New Zealand, Australia, Finland and Germany. The best performers can primarily be found in VWO, where over 50 per cent of the pupils achieved the highest scores. Among HAVO pupils, the top performers are in the 75th percentile; in VMBO GL/TL, they are in the 95th percentile. Boys are slightly over-represented among the best performers.

Mathematics: Since 2003, the overall percentage of top performers in mathematics has decreased from 25.5 to 19.9 per cent: 22.9 per cent among boys and 16.8 per cent among girls. With this percentage, the Netherlands now ranks 10th among all 65 countries participating in PISA. Performing above the Netherlands, in addition to six Asian countries, are Switzerland, Finland and Belgium. The best performers can primarily be found in VWO, where over 50 per cent of the pupils achieved the highest scores. Among HAVO pupils, the top performers are in the 75th percentile. In VMBO GL/TL, hardly any pupils achieved a score at level 5 or 6.

Table 3.16 |Trends in average basic skills scores, age 15

Source

PISA 2009, OECD

Notes

Top 15 (of 65 countries participating in 2009)

	Reading		Maths		Science	
	2003	**2009**	**2003**	**2009**	**2003**	**2009**
Shanghai-China	--	556	--	600.08	--	574.62
Korea	534.09	539	542.23	546.23	538.43	537.99
Finland	543.46	536	544.29	540.5	548.23	554.08
Hong Kong-China	509.54	533	550.38	554.53	539.5	549.03
Singapore	--	526	--	562.02	--	541.7
Canada	527.91	524	532.49	526.81	518.75	528.7
New Zealand	521.55	521	523.49	519.3	520.9	532.01
Japan	498.11	520	534.14	528.99	547.64	539.43
Australia	525.43	515	524.27	514.34	525.05	527.27
The Netherlands	**513.12**	**508**	**537.82**	**525.84**	**524.37**	**522.22**
Belgium	506.99	506	529.29	515.27		
Norway	499.74	503				
Estonia	--	501			--	527.83
Switzerland	499.12	501	526.55	533.96	512.98	516.57
Iceland	491.75	500				

Table 3.17 | Percentage of low performers in PISA 2009: top 15 per category

Source

PISA 2009, OECD

Reading		Maths		Science	
Shanghai China	4.1	Shanghai China	4.8	Shanghai China	3.2
Korea	5.8	Finland	7.8	Finland	6
Finland	8.1	Korea	8.1	Korea	6.3
Hong Kong-China	8.3	Hong Kong-China	8.8	Hong Kong-China	6.6
Canada	10.3	Liechtenstein	9.5	Estonia	8.3
Singapore	12.4	Singapore	9.8	Canada	9.6
Estonia	13.3	Macao-China	11	Macao-China	9.6
Japan	13.6	Canada	11.5	Japan	10.7
Australia	14.3	Japan	12.5	Chinese Taipei	11.1
New Zealand	14.3	Estonia	12.6	Liechtenstein	11.3
The Netherlands	14.4	Chinese Taipei	12.8	Singapore	11.5
Macao-China	14.9	The Netherlands	13.4	Australia	12.6
Norway	14.9	Switzerland	13.5	Poland	13.1
Poland	15	New Zealand	15.4	The Netherlands	13.2
Denmark	15.2	Australia	15.9	New Zealand	13.4

Table 3.18 | Percentage of excellent performers in PISA 2009: top 15 per category

Source

PISA 2009, OECD

Notes

Top 15 (of 65 countries participating in 2009)

Reading		Maths		Science	
Shanghai China	19.4	Shanghai China	50.4	Shanghai China	24.3
New Zealand	15.8	Singapore	35.6	Singapore	19.9
Singapore	15.7	Hong Kong-China	30.7	Finland	18.7
Finland	14.5	Chinese Taipei	28.4	New Zealand	17.6
Japan	13.4	Korea	25.6	Japan	16.9
Korea	12.9	Switzerland	24.2	Hong Kong-China	16.2
Australia	12.8	Finland	21.7	Australia	14.5
Canada	12.8	Japan	20.9	Germany	12.8
Hong Kong-China	12.4	Belgium	20.4	The Netherlands	12.7
Belgium	11.2	The Netherlands	19.9	Canada	12.1
United States	9.9	New Zealand	19	Korea	11.6
The Netherlands	9.8	Canada	18.4	United Kingdom	11.4
France	9.6	Liechtenstein	18	Switzerland	10.7
Sweden	9	Germany	17.9	Estonia	10.4
Iceland	8.5	Macao-China	17.1	Belgium	10.1

Skills in the international perspective (2)

Scores for reading skills and interest in reading

Each test year, one of the three subject areas is the main point of focus. In PISA 2009 this was 'reading skills'. Most questions posed pertained to this subject. Data has been collected, for example, on pupils' interest in reading and on their learning strategies. This PISA study shows that in the OECD countries an average of 18 per cent of the differences in reading scores can be explained by the differences in reading enjoyment (17 per cent for the Netherlands). But the diversity in reading material also matters: reading a wide range of reading material can have a big (positive) effect on reading performance, as can the time spent reading.

The results show that Dutch pupils who gain the most enjoyment from reading score on average a level 4 and pupils who have the least enjoyment in reading score on average a level 2 (on a scale of 1 to 6). Thus, pupils' reading scores are expected to improve as pupils spend more time reading.

It is noteworthy that the Dutch PISA scores show that Dutch pupils receive the lowest scores by far internationally for reading enjoyment, whereas their reading scores are comparatively high. Nearly half of pupils do not enjoy reading. Pupils in VMBO basic vocational programmes achieve the lowest score for reading pleasure, while pupils in VWO achieve the highest score. Across the board, pupils who enjoy reading tend to achieve higher scores for reading skills than pupils who do not like to read.

Disciplinary classroom climate

The disciplinary climate in class can influence the ability of pupils to learn. Classes in which there is little discipline make it difficult for pupils to learn because the teachers spend too much time calling the class to order before they start teaching. Interruptions of the lessons reduce the motivation of pupils and make it more difficult for them to continue to following the lessons (OECD, 2011).

Pupils were asked to indicate how often lessons in which reading takes place are interrupted. They had to indicate the frequency (through answer categories: never, sometimes, usually, or always) with which the following situations occur in class: 1) pupils do not listen to the teacher, 2) things are noisy and chaotic, 3) the teacher has to wait a long time before the pupils become quiet, 4) pupils find it difficult to work in class and 5) it takes a long time before pupils get down to work during the lessons. The answers given by the pupils to these statements are combined in a so-called "index of disciplinary climate", in which higher scores indicate more discipline in classroom.

According to this index for the different OECD countries, the disciplinary climate in the classroom is the highest in Japan and Korea. Germany also scores high. Together with Greece, Finland and Norway, the Netherlands scores low on this index. Scores for the individual statements of this index show that nearly half of the Dutch pupils questioned indicated that it is usually or always noisy and chaotic in class and that it takes a long time before the pupils get down to work in the lesson. The situation in which the pupils find it impossible to work well in the classroom seldom occurs for the vast majority of them.

Figure 3.9 | Pupil percentages by time spent on reading for pleasure

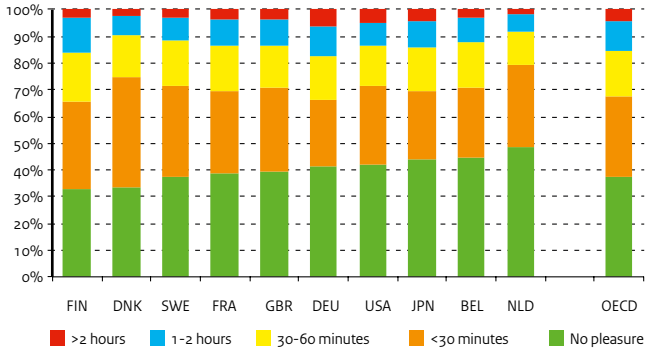
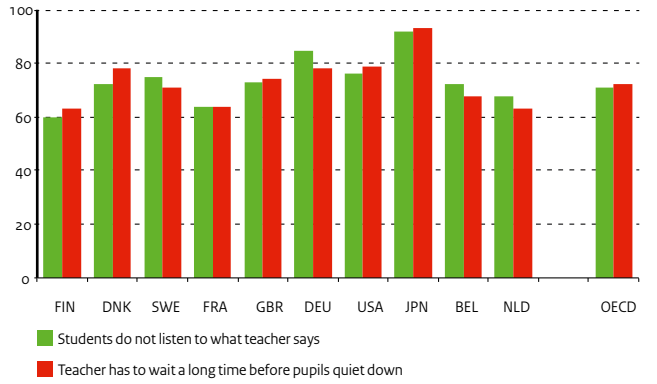


Figure 3.10 | Disciplinary classroom climate according to pupils

Percentage of pupils answering '(almost) never' or 'in some classes'



Source

PISA 2009, OECD

Table 3.19 | Percentage of students reading for pleasure

	Total	Boys	Girls
Finland	67	53.3	80.6
Denmark	**66.4**	**57.3**	**75.3**
Sweden	62.7	50.7	75
France	61.2	52.1	69.8
United Kingdom	60.4	50.7	69.7
Germany	58.7	45.1	72.5
United States	58	47.4	69.2
Japan	55.8	53.6	58.2
Belgium	55.6	46.2	65.4
The Netherlands	51.4	35.8	66.8
OECD	**63**	**52**	**73**

Source

PISA 2009, OECD

Table 3.20 | Disciplinary classroom learning climate according to pupils

Statement A: Students do not listen to what the teacher says.

Statement B: It is noisy and chaotic in class.

Statement C: The teacher has to wait a long time before pupils quiet down.

Statement D: Pupils are unable to work well in class.

Statement E: It takes a long time before pupils get down to work during the lessons.

	Percentage of pupils answering '(almost) never' or 'in some lessons'				
	A	B	C	D	E
Finland	60	52	63	80	68
Denmark	72	65	78	88	82
Sweden	75	67	71	83	76
France	64	56	64	76	63
United Kingdom	73	68	74	86	81
Germany	85	84	78	82	81
United States	76	72	79	87	82
Japan	92	90	93	87	91
Belgium	72	63	68	85	71
The Netherlands	68	59	63	81	55
OECD	**71**	**68**	**72**	**81**	**75**

Outcomes in the knowledge-based economy

The role of education in the knowledge-based economy

A well-educated population is essential for the social and economic welfare of a society. Education is the key to social success for individuals. The current knowledge-based economy sets high standards. This is recognised within Europe, as is evident from the European ambitions for 2020, in which education and science are considered to be crucial factors for the goal of creating jobs and economic growth within the EU.

A picture of the results of Dutch education and its development over time can be obtained on the basis of a selection of important performance indicators. By presenting these in the context of an international comparison with the best performing countries, the results of one of the mainstays of the knowledge-based economy are brought into clear view. Together with science and innovation, education influences the growth in productivity and therefore prosperity.

The figure below shows how the Netherlands is doing from an international perspective. It presents the most recent data (mostly 2009 and 2010).

A position outside the middle circle of both figures means that the Netherlands performs better than the international average. A position inside this circle means the reverse. It should be said that the international average in both figures is sometimes the OECD average and at other times the EU27 average or the average of the countries participating in the study.

For each indicator, the figures also show the achievements of the country that is ranked fifth in the international rankings. The selection of indicators is not exhaustive. It is partially based on the availability of international data. For a complete picture of the achievements of the knowledge-based economy, the education indicators would need to be supplemented by indicators in the domains of science and innovation.

Performances achieved internationally

When it comes to basic skills, we see that from an international perspective Dutch education performs well above the average. This is demonstrated by the reading and numeracy scores achieved by 9 and 10-year-olds and the performances of 15-year-olds in the PISA tests. However, the skills scores do show a slight decline over time. Also, the proportion of 15-year-old pupils with low reading, arithmetic and science skills increased between 2003 and 2009.

There is room for improvement in the Netherlands with respect to excellence: between 2003 and 2009, the proportion of top performers moved further away from fifth place in the international rankings. An exception to this were the top performers in reading: there was slight improvement in this area between 2003 and 2009.

On the other hand, a positive development has been observed in a number of other policy areas in recent years. For instance, the percentage of early school-leavers has decreased, partly as a result of an intensive policy. At the same time, the proportion of tertiary education graduates, the percentage of adults that are participating in formal education or training courses, the proportion of graduates in the exact sciences / technology and the percentage of young people with basic qualifications have all increased. As a result, the Netherlands has come closer to the top 5 position in the international ranking for these indicators. Apart from the graduates in the exact sciences / technology, the values of these indicators are well above the international average.

It should be said that the top 5 countries for each indicator, as well as for the same indicator in successive years, may differ. An increased distance to fifth place in the international rankings can therefore not necessarily be blamed on the declining performance of the Netherlands: individual countries could have booked substantial progress and thus pushed the top 5 score upward. The top 5 countries for each outcome indicator also differ from the countries in the top 5 of the Global Competitive Index.

Figure 3.11 | International educational achievement, 2009 and 2010

Compared to international averages and top 5 in international rankings

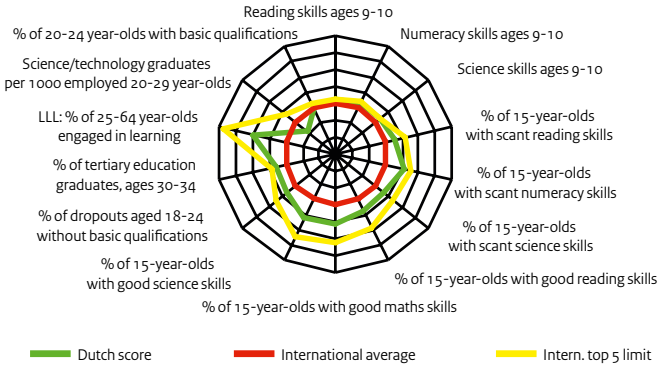


Table 3.21 | Educational achievement in international perspective (2003)

Source
PIRLS 2001 (IEA)
TIMMS 2003 (IEA)
PISA 2003 (OECD)
Eurostat

				Top 5 countries 2003				
	NLD	Int. av.	No. 5	1	2	3	4	5
Reading skills, ages 9-10 (2001)	554	500	545	Swe	Nld	Engl	Bul	Lat
Numeracy skills, ages 9-10 (2003)	540	495	551	Sing	HK	Jap	Ch. Tai	Fla
Science skills, ages 9-10 (2003)	525	489	540	Sing	Ch. Tai	Jap	HK	Eng
% age 15 w. scant reading skills (2003)	11.48	19.03	10.39	Fin	Kor	Can	M-Ch	Lie
% age 15 w. scant numeracy skills (2003)	10.91	21.41	10.91	Fin	Kor	Can	HK-Ch	Nld
% age 15 w. scant science skills (2003)	12.96	19.22	10.29	Fin	Est	HK-Ch	Can	M-Ch
% age 15 w. good reading skills (2003)	8.8	8.28	12.61	NZ	Fin	Aus	Lie	Can
% age 15 w. good numeracy skills (2003)	25.5	14.65	24.77	HK-Ch	Bel	Lie	Nld	Kor
% age 15 w. good science skills (2006)	14.62	9	14.64	Fin	NZ	HK-Ch	Jap	Ch. Tai
% dropouts, ages 18-24 (2003)	14.3	16.6	6.5	Slov	Slova	Pol	Nor	Cz
% HE graduates, ages 30-34 (2003)	31.7	25	38.2	Fin	Nor	Cyp	Dnk	Ice
% in learning activities, ages 25-64 (2003)	16.4	8.5	22.4	Icel	UK	Swi	Dnk	Fin
Science graduates per 1000 employed (2003)	7.3	12.3	16.3	Ire	Fra	UK	Fin	Lit
% ages 20-24 w. basic qualifications (2003)	75	76.9	90.8	Slova	Nor	Cz	Cro	Slov

Table 3.22 | Educational achievement in international perspective (2009)

Source
PIRLS 2006 (IEA)
TIMMS 2007 (IEA)
PISA 2009 (OECD)
Eurostat

				Top 5 countries 2009				
	NLD	Int. av.	No. 5	1	2	3	4	5
Reading skills, ages 9-10 (2006)	547	505.91	558	Rus	HK	Can.Alb	Sin	Can.Br.Col.
Numeracy skills, ages 9-10 (2007)	535	472.86	549	HK	Sin	Ch.Tai	Jap	Kaz
Science skills, ages 9-10 (2007)	523	475.81	546	Sin	Ch.Tai	HK	Jap	Rus.Fed.
% age 15 w. scant reading skills (2009)	14.4	18.8	10.3	Shai.Ch	Kor	Fin	HK-Ch	Can
% age 15 w. scant numeracy skills (2009)	13.4	24.4	9.5	Shai.Ch	Fin	Kor	HK-Ch	Lie
% age 15 w. scant science skills (2009)	13.2	18	8.3	Shai.Ch	Fin	Kor	HK-Ch	Est
% age 15 w. good reading skills (2009)	9.8	7.6	13.4	Shai.Ch	NZ	Sin	Fin	Jap
% age 15 w. good numeracy skills (2009)	19.9	13.5	25.6	Shai.Ch	Sin	HK-Ch	Ch.Tai	Kor
% age 15 w. good science skills (2009)	12.7	8.5	16.9	Shai.Ch	Sin	Fin	NZ	Jap
% dropouts, ages 18-24 (2009)	10.1	14.1	5.4	Cro	Slova	Pol	Slov	Cz
% HE graduates, ages 30-34 (2009)	41.4	33.6	45.8	Ire	Dnk	Nor	Lux	Fin
% in learning activities, ages 25-64 (2009)	16.5	9.1	23	Dnk	Ice	Swi	Swe	Fin
Science graduates per 1000 employed (2009)	8.9	14.3	18.1	Fin	Por	Fra	Ire	Lit
% ages 20-24 with basic qualifications (2009)	77.6	79	89.1	Cro	Slova	Cz	Pol	Slov

Table 3.23 | Global Competitive Index ranking

Source
World Economic Forum

	2006	2007	2008	2009	2010	2011
1	Switzerland	USA	USA	Switzerland	Switzerland	Switzerland
2	Finland	Switzerland	Switzerland	USA	Sweden	Singapore
3	Sweden	Denmark	Denmark	Singapore	Singapore	Sweden
4	Denmark	Sweden	Sweden	Sweden	USA	Finland
5	Singapore	Germany	Singapore	Denmark	Germany	USA
6	USA	Finland	Finland	Finland	Japan	Germany
7	Japan	Singapore	Germany	Germany	Finland	The Netherlands
8	Germany	Japan	The Netherlands	Japan	The Netherlands	Denmark
9	The Netherlands	UK	Japan	Canada	Denmark	Japan
10	UK	The Netherlands	Canada	The Netherlands	Canada	UK

Educational level and the labour market

Educational level of the population

A well-educated population boosts the Dutch competitive position. For that reason, the Netherlands aims to further increase the proportion of highly educated people in its labour force. The recent impact of the education policy on the educational level is most manifest in the 25 to 34 age group, as these are the ones that have recently left the education system.

Basic qualifications

In 2009, nearly three-quarters of Dutch residents between the ages of 25 to 64 held qualifications at the HAVO, VWO or MBO-2 level or higher (basic qualifications). This proportion is slightly more than the OECD and EU averages. The educational level among the ages of 25 to 34 is higher; in this age bracket, 82 per cent hold at least basic qualifications. This is slightly more than the OECD average and on a par with the EU average. The Dutch share in the 25-34 age bracket is slightly lower compared to the surrounding nations, as it is in the United Kingdom. Sweden and Finland top the list.

Tertiary education

In 2009, 33 per cent of 25 to 64-year-olds in the Netherlands held qualifications at the tertiary level, which is slightly more than the OECD and EU averages. At 41 per cent, tertiary education graduates account for a higher share in the 25 to 34 age bracket; this also raises the educational level in this group. The share of highly educated young adults in the Netherlands is slightly higher than the OECD and EU averages. However, many surrounding countries have a higher proportion of tertiary education graduates in the 25 to 34 age bracket.

For example, Belgium, Denmark and the United States outstrip the Netherlands in this age group. Of the surrounding nations, Germany scores markedly lower.

Employment among ages 25 to 64 by education level attained

In 2009, slightly over half of Dutch residents aged 25 to 64 with no more than a primary education held a job. This is higher than the OECD and EU averages. Only Greece and the United States score higher.

Of Dutch residents aged 25 to 64 with no more than lower secondary education qualifications, two-thirds held a job in 2009. This is higher than the average in OECD and EU countries.

Of Dutch residents aged 25 to 64 with upper secondary education qualifications (in the Netherlands, upper secondary education equals MBO-2 or the upper years of HAVO/VWO), 85 per cent are employed. This is well above the OECD and EU averages and quite high in comparison with neighbouring countries.

With regard to the unemployment rates among tertiary education graduates aged 25 to 64, the differences between the countries are smaller. In the Netherlands, 89 per cent of highly educated people have a job. This percentage is slightly higher than the average across OECD and EU countries.

The differences in employment opportunities between the educational levels are not particularly large or small in the Netherlands. In the United Kingdom and Belgium, employment opportunities differ widely among the various educational levels. In the United States, on the other hand, the spread is smaller.

Figure 3.12 | Educational level of the population

Proportion in age bracket 25-64 by highest qualifications attained, 2009

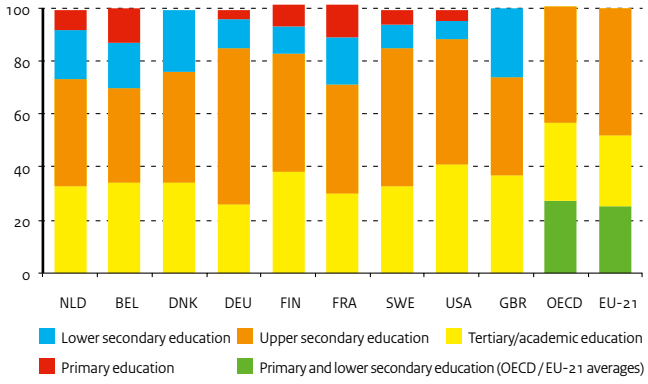


Figure 3.13 | Employment rates by educational level, 2009

As a percentage of the total 25-64 age bracket with that level of education

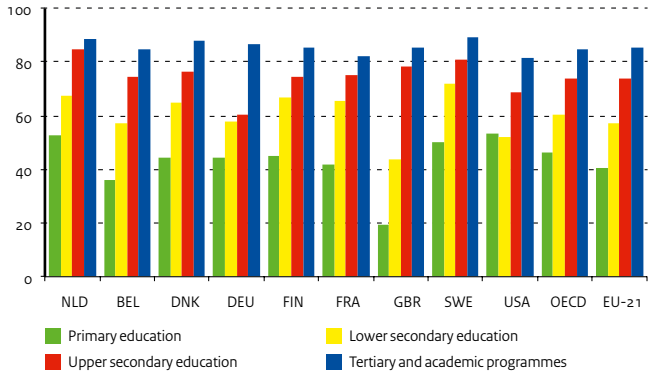


Table 3.24 | Educational level of the population as a percentage of age bracket, 2009

Source

OECD, EAG 2011, Table A1.2a, p. 39
OECD, EAG 2011, Table A1.3a, p. 40

Notes

- ISCED 5A: predominantly academic programmes, in the Netherlands 4-year HBO/WO.
- ISCED 5B: vocational programmes, in the Netherlands 2-3-year HBO.
- ISCED 6: PhDs.
- For ISCED classification, see Appendix Notes and Definitions, part E.

	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	USA	OECD	EU-21
A) At least upper secondary education											
Ages 25-64	73	71	76	85	82	70	74	86	89	73	75
Ages 25-34	82	83	86	86	90	84	82	91	88	81	83
Ages 35-44	78	78	81	87	88	77	76	91	88	77	79
Ages 45-54	71	67	71	86	84	64	72	85	89	71	72
Ages 55-64	63	54	68	83	67	55	64	76	89	61	63
B) Tertiary education: ISCED 5A+5B+6											
Ages 25-64	33	33	34	26	37	29	37	33	41	30	27
Ages 25-34	40	42	45	26	39	43	45	42	41	37	34
Ages 35-44	34	37	39	28	44	32	39	35	43	32	29
Ages 45-54	31	30	28	26	37	22	34	29	40	27	24
Ages 55-64	27	23	26	25	29	18	29	27	41	22	20

Table 3.25 | Employment rates in 25-64 age bracket by educational level, 2009

Source

OECD, EAG 2011, Table A7.1b (Web)

	Primary education	Lower secondary education	Upper secondary education	Tertiary and academic education
The Netherlands	52.4	67.65	84.84	88.69
Belgium	36	57.02	74.31	84.66
Denmark	44.14	64.65	76.24	87.98
Germany	44.52	58.01	60.17	86.81
Finland	44.85	67.11	74.53	85.73
France	41.91	65.5	75.42	82.49
Greece	54.2	67.19	64.86	83.03
Ireland	40.06	57.68	69	84.26
Italy	29.45	59.42	73.48	79.41
Poland	--	41.61	67.81	85.27
Spain	43.79	61.44	71.01	82.39
United Kingdom	19.15	43.77	78.12	85.35
Sweden	50.15	71.66	81.03	89.46
United States	53.55	51.82	68.89	81.8
OECD	46.51	60.4	73.66	84.92
EU-21	40.38	57.14	73.78	85.26

Staff in the international context

Age of teachers

In the Netherlands, the age distribution of primary school teachers compares fairly favourably with that in neighbouring countries. The largest group of teachers falls into the 50 to 59 age group, yet at 29.5 per cent in 2009 this group is smaller than in Germany, Italy, Austria and Sweden. Belgium, France and the United Kingdom, on the other hand, have a younger teacher population. The share of teachers aged 50 to 59 in the Netherlands is also higher than the EU average.
At 20.4 per cent, the Dutch share of teachers under 30 years of age is well above the OECD and EU averages. In comparison with surrounding countries, the group of teachers younger than 30 is quite large in the Netherlands. It should be noted, however, that the countries with relatively long teacher training programmes will have a smaller number of young teachers.

The age distribution of secondary school teachers (VO + MBO) shows a different picture. At 37 per cent, the proportion of teachers aged 50 to 59 is considerably higher than in the primary education sector. This trend is manifest in nearly all comparison countries. The age structure of the teaching force is particularly balanced in Belgium and the United Kingdom. At 11.5 per cent, the Netherlands comes in just above the OECD and EU averages for secondary school teachers in the age group of 30 and younger. Neighbouring countries such as Germany, Finland, France and Sweden have considerably fewer young teachers.

Female teaching staff

In 2009, women accounted for 84.4 per cent of primary school teachers (in terms of persons rather than full-time jobs / FTEs). This is slightly lower than the EU averages but higher than the OECD average of 80.5 per cent. In secondary education, the number of male teachers virtually equalled that of female teachers (47.7 per cent women). The OECD and EU averages come down to 53.7 per cent and 57.8 per cent, respectively, for women. The tertiary education sector has a significantly lower proportion of female teachers: women account for nearly 40 per cent of teaching staff. This proportion is slightly lower than the average for OECD and EU countries.

Pupil-teacher ratio

In the Netherlands, the average ratio of pupils to teachers in the primary education sector was 15.8 pupils to a teacher in 2009. In comparison to neighbouring countries, Germany (17.4), France (19.7) and the United Kingdom (19.9) have higher pupil-teacher ratios. Belgium and Sweden have slightly lower ratios with 12.5 and 12.1 pupils, respectively, to a teacher.
With regard to secondary education (VO and MBO), the Netherlands attained a pupil-teacher ratio of 16.1 in 2009, which is higher than the OECD (13.5) and EU (12.1) averages. With this score, the Netherlands tops the list in comparison to neighbouring countries.
It should be noted in this respect that pupil-teacher ratios are not the same as class sizes. The ratio indicates the relationship between the total number of pupils and the total number of teachers. Class sizes are influenced by organizational factors such as the number of taught hours, the scope of teachers' duties and the presence of remedial teachers.

Figure 3.14 | Female teaching staff
In percentages of total, 2009

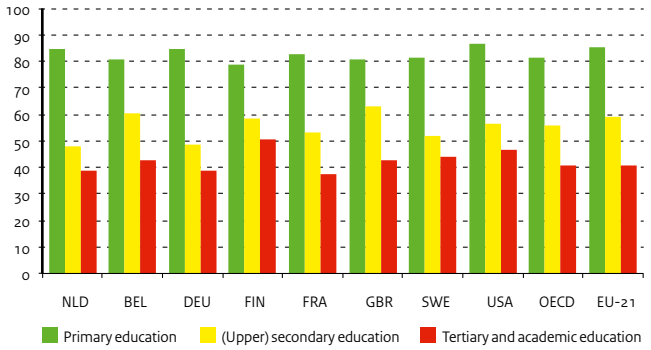


Figure 3.15 | Pupil-teacher ratio
In primary and secondary education, including MBO, 2009

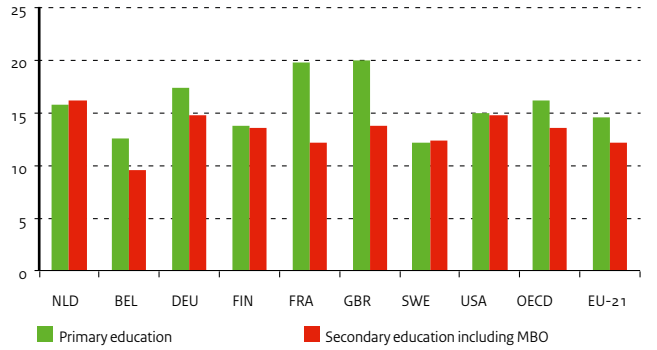


Table 3.26 | Age distribution of teachers in primary and (upper) secondary education, 2009

	Primary education					Upper secondary education				
	< 30	30-39	40-49	50-59	>=60	< 30	30-39	40-49	50-59	>=60
The Netherlands	20.43	22.09	22.79	29.37	5.33	11.76	18.32	24.24	37.03	8.66
Belgium	23.25	29.32	26.6	19.23	1.59	15.56	24.64	26.54	29.74	3.52
Germany	6.59	22.1	22.04	39.9	9.37	2.54	22.24	28.13	37.81	9.28
Finland	11.1	30.24	30.93	24.91	2.82	5.13	20.77	31.37	31.25	11.48
France	14.28	35.19	28.95	20.88	0.71	5.98	27.78	31.17	31.37	3.69
Hungary	9.38	26.23	38.89	24.76	0.74	11.45	31.09	27.02	25.26	5.17
Ireland	25.19	27.25	20.29	22.15	5.13	11.12	31.23	24.9	26.31	6.44
Italy	0.89	17.05	37.25	39.34	5.48	0.45	8.52	34.64	48.09	8.31
Austria	8.86	20.97	33.93	34.69	1.55	5.75	20.47	36.36	33.81	3.62
Poland	15.3	31.3	40.05	12.11	1.24	14.59	33.53	26.4	20.48	5
Portugal	11.34	33.46	27.78	25.45	1.97	12.14	36.91	31.22	17.69	2.03
Spain	13.77	27.13	27.41	27.48	4.21	6.46	29.3	35.24	24.86	4.13
United Kingdom	25.34	27.65	21.41	23.9	1.69	17.02	25.43	26.05	25.69	5.82
Sweden	5.02	23.09	23.79	32.35	15.76	7.09	22.7	24.83	27.51	17.87
United States	18.13	25.4	24.05	26.3	6.11	15.57	25.76	23.12	26.66	8.88
OECD	14.5	27.51	28.46	25.15	4.38	9.81	24.78	29.2	28.56	7.65
EU-19	13.61	27.26	29.64	25.51	3.98	9.33	24.66	29.45	29.37	7.19

Source

OECD, EAG 2011, Table D7.1 (web)

Notes

- Figures for the Netherlands pertain to secondary education overall, including MBO.
- No data available for Denmark.

Table 3.27 | Pupil-teacher ratio

	Primary education		Secondary education	
	2000	2009		
The Netherlands	16.8	15.77	17.1	16.1
Belgium	15	12.5	9.7	9.47
Germany	19.8	17.42	15.2	14.77
Finland	16.9	13.65	13.8	13.59
France	19.8	19.68	12.5	12.17
Hungary	10.9	10.69	11.2	11.78
Ireland	21.5	15.89	12.8	10.16
Italy	11	10.69	10.3	11.02
Austria	--	12.58	--	9.87
Poland	12.7	10.23	15.5	12.38
Portugal	12.1	11.31	9	7.65
Spain	14.9	13.31	11.9	9.82
Czech Republic	19.7	18.43	13.1	11.84
United Kingdom	21.2	19.86	14.8	13.67
Sweden	12.8	12.13	14.1	12.32
United States	15.8	14.84	15.2	14.68
OECD	17.9	16.03	14.3	13.51
EU-19	15.73	14.54	12.78	12.1

Source

OECD, EAG 2002, Table D2.2, p. 293
OECD, EAG 2011, Table D2.2, p. 403

Notes

- Pupil-teacher ratio reflects the average number of pupils per teacher, rather than class size.
- Here, figures for primary education include special education.
- Figures for secondary education include MBO.
- No data available for Denmark.

Expenditure in an international perspective

Spending on education is highly dependent on the demographic development and prosperity of a country. These aspects must be borne in mind when making international comparisons. For this reason, the spending on education is often expressed as a percentage of the gross domestic product (GDP) and per capita.

Public and private spending as a percentage of GDP

In 2008, Dutch public and private spending on education establishments amounted to 5.6 per cent of GDP. This earns the Netherlands a shared 15th place among all OECD countries. Dutch expenditure is lower than the OECD average and slightly higher than the EU average. With regard to public spending on education establishments only, the Netherlands ranks 18th among the 25 OECD countries. With its private spending on education establishments, the Netherlands ranks 10th. Korea, the United States and Chile top the list when it comes to private spending. Public expenditure is highest in the Scandinavian countries and Iceland.

Per capita spending

In 2008, Dutch spending on primary schools amounted to 6,100 euros per pupil, which is on a par with the OECD and EU averages of 6,000 euros and 6,100 euros per pupil, respectively. Denmark, the United States and Sweden spent much more per pupil. Germany and France, on the other hand, spent less per primary school pupil than the Netherlands.

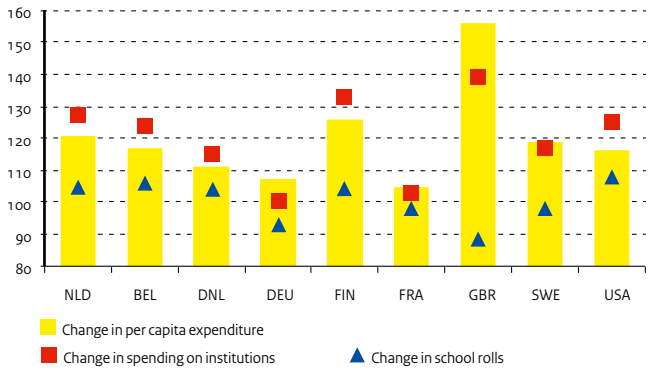
In 2008, the Netherlands spent an average of 9,300 euros per secondary school pupil, which is well above the OECD and EU averages of 7,600 and 7,700 euros, respectively. A major factor in Dutch expenditure is the cost companies incur for training pupils in block or day-release programmes. Not all the OECD countries have or are capable of itemising this type of expenditure. As a result, the international comparability of this indicator is sub-optimal. Focusing on the per capita spending on general education (VMBO/HAVO/VWO) would provide a better picture. With regard to this indicator, the Netherlands scores slightly higher than the OECD average, below France, the United States and Sweden but above Germany.

Spending per student in the tertiary education sector in the Netherlands, excluding Research & Development (R&D), amounted to 9,500 euros in 2008. All the neighbouring countries spent less per student.
The Dutch spending per student in tertiary education including R&D is 14,600 euros, which is high in comparison with neighbouring countries and the OECD and EU averages. However, the international comparison is clouded by the fact that many countries conduct their R&D activities outside education establishments, which is not reflected in this indicator.

Trends in spending and school rolls

Between 2000 and 2008, absolute Dutch spending on primary and secondary schools rose by 27 per cent. In that same period, the number of pupils also increased but only by 6 per cent. Thus, the average spending per primary and secondary school pupil rose by 21 per cent between 2000 and 2008. In the United Kingdom and Finland, per capita spending rose even more quickly than in the Netherlands, as did the OECD and EU averages.

Figure 3.16 | Trends in education expenditure and school rolls
Primary and secondary education, 2008 (2000=100)



Source

OECD, EAG 2011, Table B2.1, p. 229

OECD, EAG 2011, Table B2.3, p. 231

Source

OECD, EAG 2011, Table X2.2, p. 477

Notes

- Converted to euros by means of purchasing power parities for GDP.
- Both public and private spending.
- Italy and Poland: public spending only.

Table 3.28 | Spending on educational establishments as a percentage of GDP

	1995	2000	2008		
	Total	Total	Public	Private	Total
The Netherlands	5.36	5.14	4.79	0.81	5.6
Belgium	--	6.08	6.31	0.26	6.57
Denmark	6.22	6.64	6.54	0.55	7.09
Germany	5.11	4.87	4.1	0.7	4.8
Finland	6.28	5.64	5.73	0.14	5.87
France	6.59	6.35	5.49	0.49	5.98
Greece	2.65	3.56	--	--	--
Hungary	5.34	4.87	4.78	--	--
Ireland	5.22	4.47	5.23	0.32	5.56
Italy	4.62	4.5	4.47	0.35	4.82
Austria	6.16	5.55	5.17	0.25	5.42
Poland	5.19	5.6	5.01	0.74	5.75
Portugal	5.04	5.38	4.73	0.49	5.22
Spain	5.28	4.77	4.47	0.64	5.11
Czech Republic	5.07	4.18	4.05	0.51	4.57
United Kingdom	5.17	4.92	3.94	0.57	4.51
Sweden	6.03	6.34	5.32	--	--
United States	6.57	7.04	5.14	2.1	7.24
OECD	--	--	4.99	0.9	5.9
EU-21	--	--	4.79	0.47	5.53

Table 3.29 | Per capita spending on educational establishments, 2008 (x € 1000)

	Primary	Secondary	Tertiary excl. R&D	Tertiary incl. R&D
The Netherlands	6.1	9.26	9.47	14.58
Belgium	7.21	8.89	8.21	12.7
Denmark	8.52	9.07	--	14.91
Germany	5.01	7.28	8.04	13.01
Finland	6	7.32	8.11	13.02
France	5.3	8.65	8.33	11.91
Italy	7.33	7.88	5.04	8.08
Poland	4.11	3.83	5.11	5.97
Spain	6.08	8.28	7.99	11.3
Czech Republic	3.21	5.22	5.85	7.03
United Kingdom	7.41	8.02	7.1	12.95
Sweden	7.68	8.41	8.47	16.92
United States	8.44	10.23	22.75	25.29
OECD	6.05	7.59	7.91	11.6
EU-21	6.14	7.71	7.03	10.96

Tertiary education in the international context

Enrolment

In 2008/09, the number of students enrolled in tertiary education in the various countries of the EU ranged from 297 thousand in Finland to 2.4 million in the UK and Germany. In that same academic year in the Netherlands, 602 thousand students were enrolled in either professional or academic higher education. Statistics Netherlands (CBS) and international classifications use the International Standard Classification of Education (ISCED) system for the distribution of students according to discipline. In the Netherlands, at the national level, the Ministry of OCW uses a different classification system, namely the HOOP (Higher Education Research Plan) categories. The differences between these two systems are explained in the appendix, which includes a harmonization table for the two systems.

The distribution of students according to discipline is fairly uniform across the various EU member states and the US. The majority of students are enrolled in "social sciences, business administration and law"; an average of more than 30 per cent. Only Finland, at 22.5 per cent, clearly deviates from this average; here, the major discipline is "engineering, manufacturing and construction" (25.2 per cent). Enrolment in "agriculture and veterinary science" is low across the board and the same applies to "personal services, transport, the environment and safety". The science disciplines of "natural sciences, maths and computer science" and "engineering, manufacturing and construction" are particularly popular in Finland and Germany, where enrolment in these disciplines is higher than the EU average. Dutch students choose these disciplines less often than is the average in the 27 countries of the EU.

Graduates

Logically, in most countries, the distribution of tertiary education graduates according to discipline appears largely to follow the lines of the distribution of enrolled students. The differences between the two tables can be attributed to factors such as differences in the duration of programmes, differences in the study yield and shifting trends. For the Netherlands, the differences are very small but in Finland, for example, the differences are larger. In Finland, the "engineering, manufacturing and construction" discipline does not deliver the largest share of graduates while it does have the most enrolled students. In Sweden, exactly the opposite is true for the "health care and welfare" discipline; this discipline accounts for nearly 26 per cent of graduates overall, whereas its enrollees only make up 17.9 per cent of total enrolment.

Women in tertiary education

In all the participating countries, more women than men were enrolled in tertiary education in the 2008/09 academic year. Across the 27 countries of the EU, the average share of female students was nearly 60 per cent. The Netherland lagged slightly behind with 57 per cent. In Finland and Sweden, with some 63 per cent, women are well represented in the student population. The share of women in the science disciplines of "natural sciences, maths and computer science" and "engineering, manufacturing and construction" varies greatly from country to country. The share of women in science disciplines is particularly high in Scandinavia. There are few women among science students in the Netherlands. The Netherlands trails behind the rest of Europe and the US significantly in the disciplines of "natural sciences, maths and computer science" in particular. The same picture is seen in the share of women graduates per discipline.

Figure 3.17 | Trends in education expenditure and school rolls

Primary and secondary education, 2008 (2000=100)

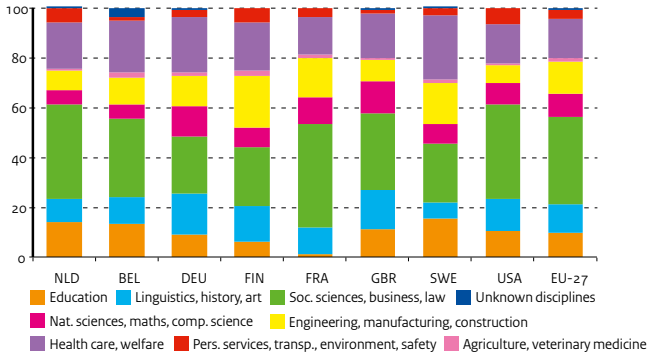


Figure 3.18 | Proportion of women in tertiary education

In percentages of total enrolment, 2008/09

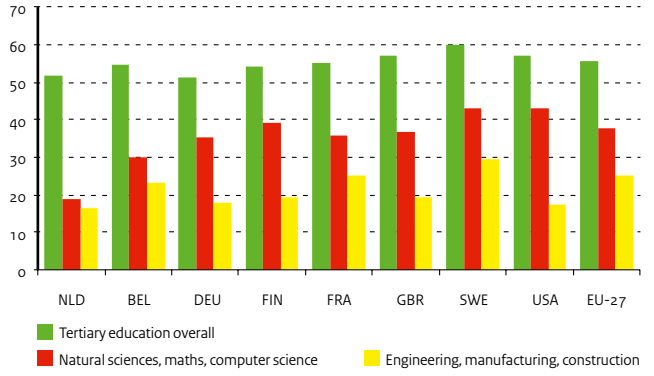


Table 3.30 | Enrolment in tertiary education by discipline, 2008/09

Source

CBS and Eurostat

Notes

- Total enrolment, including small number of students in unknown disciplines.
- Social sciences: including economics.

	NLD	BEL	DEU	FIN	FRA	GBR	SWE	USA	EU-27
Number of students (x 1000)	**602**	**425.22**	**2438.6**	**296.69**	**2172.86**	**2415.22**	**422.58**	**19102.81**	**18832.74**
Percentage of total									
Education	13.6	11	7.44	4.86	2.57	8.99	13.41	8.39	8.11
Linguistics, history, art	8.83	10.4	14.01	14.46	14.73	16.1	13.72	15.06	12.33
Social sciences, business, law	37.72	29.67	26.25	22.49	36.5	26.9	26.39	27.68	34.51
of which Social sciences	9.64	6.33	5.27	6.09	7.18	8.56	9.69	7.31	8.65
Journalism, documentation	0.75	2.94	0.74	0.89	1.36	2.03	1.75	2.38	1.56
Business administration, accounting	21.78	15.71	16.08	14	19.19	12.5	11.34	16.59	18.82
Law	5.56	4.69	4.16	1.51	7.81	3.81	3.61	1.4	5.37
Natural sciences, maths, computer science	6.36	5.91	14.28	10.39	12.52	12.94	8.86	8.56	10.02
Engineering, manufacturing, construction	8.42	10.04	15.36	25.21	12.94	8.32	16.24	7.23	14.06
Agriculture, veterinary medicine	1.08	2.74	1.41	2.24	1.11	0.97	0.96	0.66	1.68
Health care, welfare	17.53	19.68	18.27	15.25	15.92	17.97	17.93	14.86	13.84
Pers.services, transp., environment, safety	6.41	1.46	2.76	5.11	3.36	1.68	2.26	6.16	3.93
Unknown disciplines	0.06	9.1	0.22	0	0.34	6.12	0.22	11.4	1.53

Table 3.31 | Success rates in tertiary education by discipline, in percentages, 2007/08

Source

CBS and Eurostat

Notes

- HBO and WO graduates: bachelor's degrees, master's degrees, master's degrees under the old system, professional qualifications.
- Social sciences: including economics.

	NLD	BEL	DEU	FIN	FRA	GBR	SWE	USA	EU-27
Education	13.91	13.04	9.31	6.4	1.46	10.87	15.51	10.53	9.42
Linguistics, history, art	9.21	11.08	16.38	14.11	10.3	16.02	6.25	12.86	11.57
Social sciences, business, law	38.01	31.28	22.35	23.89	41.6	30.6	24.01	38.1	35.39
Natural sciences, maths, computer science	6.03	5.62	12.42	7.57	10.61	12.7	7.3	8.35	9.12
Engineering, manufacturing, construction	7.55	10.69	12.2	20.6	15.57	9.01	16.88	6.98	12.81
Agriculture, veterinary medicine	1.16	2.64	1.57	2.02	1.51	0.9	1.18	1.05	1.66
Health care, welfare	18.45	20.55	22.4	19.81	14.91	17.65	25.9	15.24	15.35
Pers.services, transp., environment, safety	5.63	1.42	2.85	5.61	4.04	1.33	2.95	6.89	4.16
Unknown disciplines	0.04	3.68	0.53	0	0	0.92	0.01	0	0.51

Table 3.32 | Proportion of women in total number of graduates, 2007/08

Source

CBS and Eurostat

Notes

- By discipline in percentages of total number of graduates.
- HBO and WO graduates: bachelor's degrees, master's degrees, master's degrees under the old system, professional qualifications.
- Social sciences: including economics.

	NLD	BEL	DEU	FIN	FRA	GBR	SWE	USA	EU-27
Education	81.05	75.98	75.92	83.58	74.45	75.81	78.82	78.09	78.74
Linguistics, history, art	57.51	60.88	73.11	73.99	71.35	61.66	59.06	58.93	68.54
Social sciences, business, law	52.43	57.81	52.51	67.97	61.34	55.16	63.11	55.6	61.77
Natural sciences, maths, computer science	20.72	33.07	43.68	45.96	36.02	37.6	43.37	41.15	40.28
Engineering, manufacturing, construction	18.1	24.04	18.41	22.85	23.44	21.36	27.95	18.65	26.22
Agriculture, veterinary medicine	53.62	47.84	39.7	59.05	40.28	62.03	66.39	47.24	48.18
Health care, welfare	76.27	74.78	77.8	85.65	73.13	77.86	82.56	81.63	76.19
Pers.services, transp., environment, safety	53.72	56.8	54.29	75.9	47.36	58.66	70.58	55.02	52.36

Teachers in Europe

Introduction

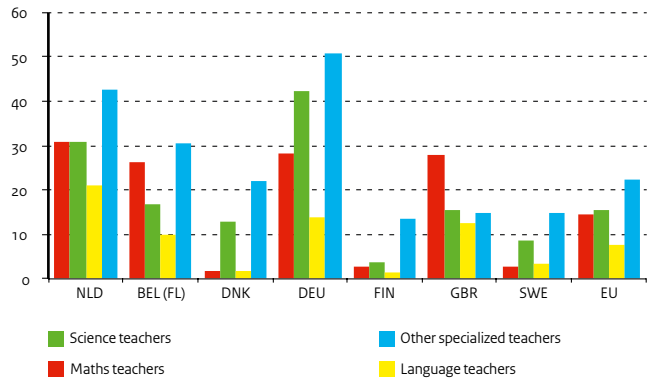
Eurydice is the information network for education in Europe which was set up in 1980 by the European Commission. The network publishes comparative studies and analyses on education in Europe. Eurydice also describes the education systems in Europe (www.eurydice.org). Here we describe one of the themes on which Eurydice has conducted a study: what are the significant trends within Europe with respect to teachers and education in the exact sciences?

Growing teacher shortage

Despite the fact that since 2001/02 the retirement age has been raised in one-third of all European countries, the vast majority of teachers stop practising their profession as soon as they become eligible to retire. This means that a large number of the teachers will retire over the coming ten years. In Denmark, Germany, Italy, Cyprus, Poland, Finland, Sweden and Norway, more than 5 per cent of the teachers continue to teach after reaching retirement age. Coinciding with this outflow of the current pool of active teachers, the supply of new teachers in Europe is decreasing. In tertiary education, a statistically significant decrease can be observed in the proportion of qualified teachers. The biggest decreases can be seen in Portugal (-6.7 per cent), Iceland (-6 per cent), Hungary (-5.2 per cent) and Belgium (-4.5 per cent). In the near future, these developments will lead to a growing shortage of teachers and for this very reason more qualified teachers are needed.

Many students in Europe are taught at schools where the education provided is already experiencing problems due to a shortage of qualified teachers, primarily in the main subjects (language, mathematics, physics and chemistry). In the Netherlands, Germany and Turkey, the teacher shortage

Figure 3.19 | 15-year-olds in schools with insufficient teachers for key subjects In percentages



percentage is the highest in relative terms. And in these countries there is a shortage of qualified teachers not only in language, mathematics, physics and chemistry, but also in other subjects (see table 3.33).

Attracting teachers

All European countries are investing in efforts to attract new teachers and to retain current teachers. Support measures for new teachers have thus grown in recent years. While only 14 countries offered centrally organised, formal support in 2002/03, all 21 countries report in 2010/11 that they have organised formal support in the form of assistance with assessments, lesson plans and mentors for new teachers. More investments are also being made in the ongoing professional development (CPD) of teachers. In 2002/03 it was optional for teachers in half of Europe's countries to participate in CPD programmes. Today it is seen as a professional obligation to take part in such programmes in 26 countries.

Generally speaking, the length of the workweek for teachers has not changed within European countries, but the number of active classroom hours has increased in recent years. The salaries of teachers in Europe have risen in the last 10 years, in some cases by more than 40 per cent. But these increases have not always been enough to keep or recruit teachers for education due to the faster rise in the cost of living. In Denmark, Germany, the Netherlands, Austria, Portugal, Finland, Sweden and England, teachers' pay on average retained a purchasing power comparable to that of the pay they received in 2000.

Teachers and the exact sciences

Many European countries are experiencing a shortage of students and teachers for the exact sciences. Various policies are in place to make the exact sciences more attractive to students and future teachers. At present, eight countries have a national strategic framework to promote education in the natural sciences (biology, physics and chemistry). The three key focus areas in this framework are: the curriculum, teaching methods and teacher training programmes. The other countries have individual programmes and projects, such as cooperation with other schools and science centres. Fewer than half of European countries have national policies to increase people's motivation for mathematics. These often involve extra curricular projects or cooperation with other schools or companies. Only a few countries in Europe, including the Netherlands, Austria and Finland, have large-scale national initiatives that offer a wide spectrum of efforts for all levels of education, aimed at integrating and promoting mathematics.

Source

Eurydice, Key data on education in Europe 2012

Table 3.33 | 15-year-olds in schools with insufficient teachers for key subjects, in %

	Maths teachers	Science teachers	Language teachers	Other specialized teachers
NLD	30.8	30.9	21.1	42.5
BEL (Fl)	26.3	16.9	9.8	30.7
DNK	1.9	12.8	1.7	22.1
DEU	28.4	42.2	13.8	50.7
FIN	2.6	3.6	1.6	13.4
GBR	27.8	15.6	12.5	14.8
SWE	2.9	8.6	3.3	14.7
EU	14.6	15.5	7.7	22.4

Source

Eurydice, Key data on education in Europe 2012

Notes

- In countries providing support at the local level, schools are free to decide what support they provide.
- In Denmark, support measures for newly qualified teachers only apply to ISCED 3 level.

Table 3.34 | Types of support available to newly qualified teachers, ISCED levels 1, 2 and 3

	NLD	BEL (Fl)	DNK	DEU	FIN	FRA	GBR	SWE
Regular consultation regarding process and problems	Local	Local	Central	Central	Local	Central	Central	Local
Assistance with planning and assessments	Local	Local	Central	Central	Local	Central	Central	Local
Participation in classroom activities of other teachers and classroom observations	Local	Central	Central	Local	Central	Central	Local	
Specific compulsory training	Local	Local	Central	Central	Local	Central	Central	Local
Visits to other schools or knowledge centres	Local	Local	Central	Central	Local	Central	Central	Local

Source

Eurydice, Science education in Europe 2012

Table 3.35 | Specific support measures to promote science careers in ISCED 2 and 3

	NLD	BEL (Fl)	DNK	DEU	FIN	FRA	GBR	SWE
Specific induction measures	X				X		X	
General induction measures only			X	X		X		X
No induction measures		X						

Source

Eurydice, Science education in Europe 2012

Table 3.36 | Context topics discussed in science lessons, ISCED levels 1 and 2

	NLD	BEL (Fl)	DNK	DEU	FIN	FRA	GBR	SWE
Science and the environment/ sustainability	ISCED 2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2
Science and technology	ISCED 2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2
Science and the human body	ISCED 2	ISCED 1&2	ISCED 1&2	ISCED 2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2
Science and ethics	ISCED 2	ISCED 2	ISCED 1&2	ISCED 2	ISCED 1&2	ISCED 1&2	ISCED 1&2	ISCED 1&2
Science in the social and cultural context	ISCED 2	ISCED 2	ISCED 2	ISCED 2	ISCED 1&2	ISCED 2	ISCED 1&2	ISCED 1&2
The history of science		ISCED 2	ISCED 2	ISCED 1&2	ISCED 2	ISCED 1&2		
The philosophy of science		ISCED 1&2	ISCED 2	ISCED 1&2		ISCED 1&2	ISCED 1&2	

System and funding in primary education

System

Primary education covers mainstream primary education (BAO), special primary education (SBAO) and (secondary) special education ((V)SO).

Primary education is intended for all children from approximately age 4 to age 12. Special primary education is meant for children for whom tests have shown that a special remedial education approach is indicated – such that they should be placed in a special primary school, at least for some time.

Special (secondary) education comprises two school types: special education (SO) and secondary special education (VSO). Both school types are subdivided into various types of education, based on the handicaps or learning impediments of the pupils.
More details are provided in the section on suitable education (Chapter 2).

Funding

On 1 August 2006, the block grant funding system was introduced in primary education. Under this system, schools' competent authorities receive a single block grant budget for staff and non-staff costs; they are free to decide how they spend this budget.
In 2011, the government expenditure per pupil in mainstream primary education amounted to some 5,000 euros. The per capita expenditure in special primary education came to approx. 9,700 euros and in (secondary) special education to approx. 22,000 euros.

Average government expenditure per primary school pupil has risen in recent years under the influence of a number of factors. Extra resources have been made available for policy intensifications, the budget was adjusted to wage and price developments and a shift has occurred from regular pupils in mainstream primary education to more expensive special needs pupils in (secondary) special education. Also, there are more pupils with an indication for special needs, which has increased the expenditures on pupil-specific funding and peripatetic supervision.

Figure 4.1 | OCW expenditure per pupil
Amounts x € 1000, price level 2011

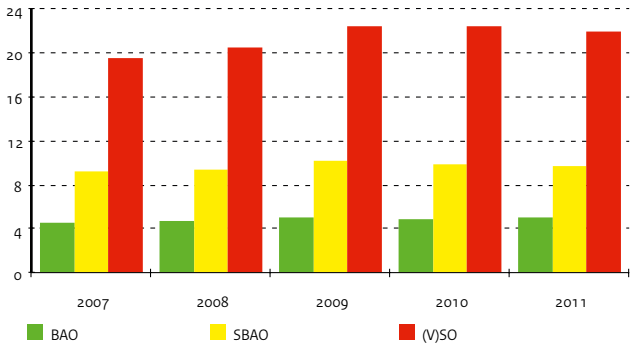


Table 4.1 | Financial key statistics for primary education

	2007	2008	2009	2010	2011
A) Expenditure and revenue (x € 1 million)					
Total expenditure for primary education (PO)	**8,599.8**	**8,981.0**	**9,567.4**	**9,471.2**	**9,554.5**
Staff	7,378.6	7,793.3	8,316.2	8,086.2	8,312.4
Non-staff costs	1,123.2	1,118.9	1,182.5	1,314.7	1,180.1
Support services	35.8	4.1	0.0	0.0	0.0
Other expenditure	6.8	17.2	16.0	22.1	19.5
Total expenditure for mainstream primary education (BAO)	**6,971.5**	**7,238.9**	**7,655.9**	**7,482.6**	**7,561.9**
Staff	5,960.3	6,257.7	6,629.3	6,323.3	6,541.6
Non-staff costs	969.3	961.4	1,011.9	1,139.1	1,002.5
Support services	35.8	4.1	0.0	0.0	0.0
Other expenditure	6.2	15.7	14.7	20.2	17.7
Total expenditure for special primary education (SBAO)	**354.9**	**361.4**	**375.0**	**416.1**	**404.1**
Staff	310.0	316.2	329.6	370.9	358.7
Non-staff costs	44.6	44.6	44.8	44.4	44.6
Other expenditure	0.2	0.6	0.6	0.8	0.8
Total expenditure for (secondary) special education ((V)SO)	**1,218.0**	**1,333.2**	**1,484.0**	**1,524.3**	**1,546.0**
Staff	1,108.3	1,219.5	1,357.3	1,392.0	1,412.1
Non-staff costs	109.3	112.9	125.8	131.2	132.9
Other expenditure	0.3	0.9	0.8	1.1	1.0
Overhead costs	**55.4**	**47.4**	**52.6**	**48.2**	**42.5**
Attributed to DUO	48.8	41.2	47.5	43.2	37.5
OCW overheads	6.6	6.2	5.1	5.0	5.0
Total revenue in primary education	**101.8**	**71.4**	**61.4**	**45.0**	**20.7**
Revenue in mainstream primary education	93.0	65.2	58.2	42.3	16.5
Revenue in special primary education	3.7	2.6	0.7	1.1	0.8
Revenue in (secondary) special education	5.2	3.6	2.6	1.6	3.4
B) OCW expenditure per pupil (x € 1000)					
Primary education	5.1	5.3	5.7	5.7	5.8
Mainstream primary education	4.4	4.6	4.9	4.9	5.0
Special primary education	8.9	9.2	9.9	9.7	9.7
(Secondary) special education	18.8	20.1	21.9	22.1	22.0

Source

OCW annual reports

Notes

- Figures presented under primary education are the summed totals of mainstream primary education (BAO), special primary education (SBAO) and (secondary) special education ((V)SO).
- OCW expenditure per pupil: total netted OCW expenditures and revenues, excluding overhead, divided by the number of pupils on the reference date (1 October).
- Figures have been adjusted for mandatory staff establishment transferred to SBAO and FES resources (these are not netted as revenue).
- FES resources are no longer available with effect from 2011.
- Amounts include the costs of peripatetic supervision for all pupils with individual budgets, excluding those in MBO and including the regular proportion of individual budgets awarded to secondary school pupils, including LWOO/PRO.
- See Appendix Notes and Definitions, Part B.

Primary schools: financial data

Financial position

The financial data presented for the aggregate primary education sector are the summed totals of the annual accounts submitted by all the primary school boards, including special schools, the regional expertise centres and the consortiums.

Operating result

The operating result is determined by calculating the sum of the income and expenditure balance, the financial income and expenditure balance and the extraordinary profit/losses, and then subtracting the third-party share. For 2010, the total operating result amounted to minus 116.7 million euros. Total income went up by 37.2 million euros, while total expenditure went up by 99.4 million euros. The income and expenditure balance fell. The decline in results, which set in during 2008, continues.

Profitability

The profitability indicates the degree to which the income and expenditures of an institution remain in balance. The profitability, in percentages, is calculated by dividing the operating result by the total income and then multiplying the result by 100. Profitability fell by 1 percentage point to minus 1.2 percentage points.

Solvency

Solvency is a measurement of the degree to which an institution can meet its financial obligations over the long term. Solvency overall fell slightly, from 0.70 in 2009 to 0.68 in 2010. A solvency of 0.68 can be regarded as good. The Education Inspectorate has set an indication limit of 0.2.

Liquidity

The liquidity ratio indicates the degree to which an institution can access money in the short term to pay short-term debts. Liquidity fell slightly, from 2.25 to 2.07. In 2006, a downward trend set in. Still, liquidity can be regarded as good. The Education Inspectorate has set an indication limit of 0.5 with regard to liquidity.

Figure 4.2 | Solvency of primary schools

Spread in solvency (including provisions)

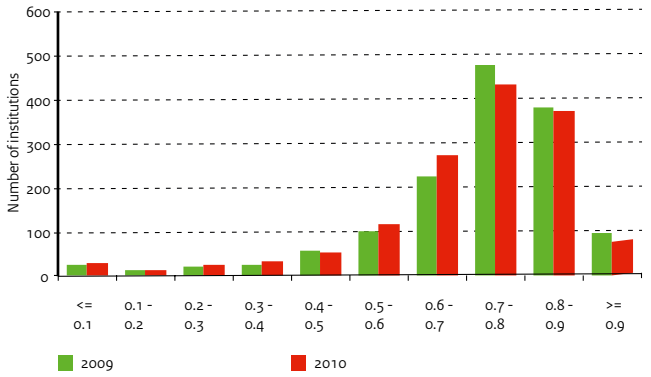


Figure 4.3 | Liquidity of primary schools

Spread in liquidity (current ratio)

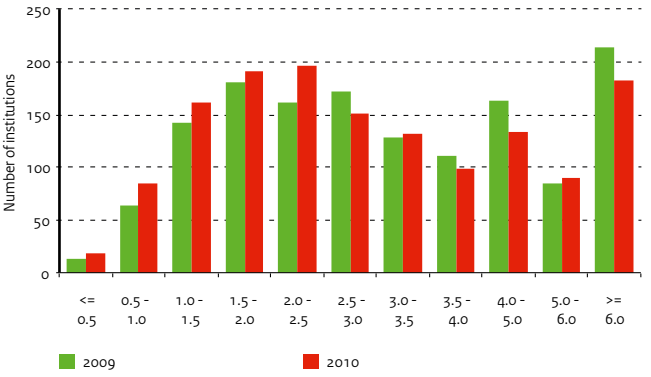


Table 4.2 | Balance sheet and operating data of primary schools

	2006	2007	2008	2009	2010
A) Financial indicators					
Solvency (including provisions)	0.73	0.73	0.72	0.70	0.68
Liquidity (current ratio)	2.58	2.53	2.45	2.25	2.07
Profitability (in percentages)	1.8	2.0	0.6	-0.2	-1.2
B) Accumulated balance sheet (x € 1 million)					
Total assets	**4,131.4**	**4,517.9**	**4,722.0**	**4,811.4**	**4,726.9**
Fixed assets	1,339.8	1,510.8	1,607.6	1,714.0	1,789.5
of which tangible fixed assets	834.6	930.4	1,072.8	1,201.0	1,282.6
Current assets	2,791.6	3,007.1	3,114.3	3,097.4	2,937.3
of which liquid assets	1,835.4	2,081.9	2,118.7	2,121.5	1,980.3
Total liabilities	**4,136.5**	**4,524.4**	**4,722.0**	**4,811.4**	**4,726.9**
Equity capital	2,517.9	2,724.5	2,701.6	2,677.6	2,789.6
Provisions	508.9	587.1	684.1	692.2	447.3
Long-term debts	28.3	24.7	64.6	63.4	72.9
Short-term debts	1,081.5	1,188.0	1,271.7	1,378.3	1,417.0
C) Accumulated operating accounts (x 1 million)					
Revenues	**8,569.1**	**8,965.3**	**9,417.2**	**9,926.6**	**9,963.8**
OCW grants	7,820.1	8,132.6	8,519.8	9,029.1	9,062.6
Other government grants	336.8	296.5	316.6	321.1	321.7
School fees	0.0	0.0	0.8	0.5	0.5
Revenue from contract work	1.5	5.6	7.0	10.7	7.5
Other revenues	410.8	530.6	572.9	565.2	571.6
Expenses	**8,475.3**	**8,866.7**	**9,426.0**	**10,041.8**	**10,141.2**
Staff costs	7,010.8	7,266.5	7,701.0	8,208.3	8,283.9
Depreciations	143.6	160.0	177.9	195.1	206.2
Accommodation expenses	552.6	577.7	550.0	633.5	629.7
Other institutional costs	768.3	862.5	997.2	1,004.9	1,021.4
Revenues and expenses balance	**93.8**	**98.6**	**-8.8**	**-115.2**	**-177.4**
Financial revenues and expenses balance	57.3	79.8	69.0	96.8	60.7
Result	**151.0**	**178.4**	**60.1**	**-18.4**	**-116.7**
Taxes	0.0	0.0	0.0	0.0	0.0
Participations	0.0	0.0	0.0	0.0	0.0
Result after taxes	**151.0**	**178.4**	**60.1**	**-18.4**	**-116.7**
Third-party share in result	0.0	-0.3	0.0	0.0	0.0
Net result	**151.0**	**178.7**	**60.1**	**-18.4**	**-116.7**
Extraordinary result	2.2	19.3	0.7	3.9	0.2
Total result	**153.2**	**198.0**	**60.8**	**-14.5**	**-116.5**

Source

OCW (DUO: Institutions' annual accounts)

Notes

- Annual accounts of all institutions in the primary education sector, including SBO, WEC and SWV. Data provided to OCW (DUO) in electronic format.
- A) Solvency: equity capital (including provisions) / total capital.
- A) Liquidity (current ratio): current assets / short-term debts.
- A) Profitability of ordinary operations: result / total revenues + interest received.
- B) OCW (DUO) offers the following explanation for the slight discrepancy in balance sheet data:
  The aggregate figures comprise several municipal institutions that have submitted a balance sheet which is unbalanced, as the annual accounts form part of the municipal annual accounts.
- C) Figures for "Other government grants" include grants and subsidies from government bodies other than the Ministry of OCW.
- Operating result figures are based on the sum of "Revenues and expenses balance", the "Financial revenues and expenses balance" and "Extraordinary result", minus "Third party share".
- See Appendix Notes and Definitions, part B.

Pupils in primary education

Numbers

In 2011, 1,629,600 pupils were enrolled in primary education, which is approximately 17,400 pupils down from 2010. This decrease can be attributed to mainstream primary education (BAO), where enrolment fell by approximately 17,600 pupils (- 1.1 per cent) in comparison with 2010 and special primary education (SBAO), with a decrease of some 1,000 pupils (- 2.4 per cent). The decrease in primary school rolls can largely be explained by the declining birth rate and immigration figures. The introduction of the personal education number in 2010, which involved a different registration method, also had a negative effect, among other ways by eliminating duplications.

School rolls in special education remained stable compared to 2010. Some 34,400 pupils are enrolled in special schools.
Some 35,900 pupils are enrolled in secondary special education, 1,200 (3.5 per cent) more than in 2010. School rolls in secondary special education show an upward trend, as a result of an increase in the number of pupils enrolled in secondary education and an increasing share of special needs pupils in secondary schools.

Weightings

In primary education, pupils with a potential educational disadvantage are given a weighting, depending on their parents' level of education. These weightings are taken into account in the funding schools receive.
Two weightings are used: 0.3 for pupils whose parents have no more than LBO (lower vocational training) / VBO (pre-vocational education) qualifications and 1.2 for pupils who have one parent with only a primary education and one parent with no more than LBO/VBO qualifications.
In 2011, the number of 0.3 pupils totalled approximately 104,500, the number of 1.2 pupils approximately 82,500. The number of pupils with a weighting is decreasing vis-à-vis 2010, not only in absolute terms (a decrease of some 7,100 pupils with a weighting of 0.3 and approx. 2,300 with a weighting of 1.2), but also in a relative sense. In 2007, 18 per cent of all primary school pupils had a weighting. This percentage gradually fell to 12 per cent in 2011.

The new weighting system was introduced in steps, starting in 2006. The old weighting system was abolished in 2009.

Figure 4.4 | Number of pupils in primary education
Index 2002 = 100

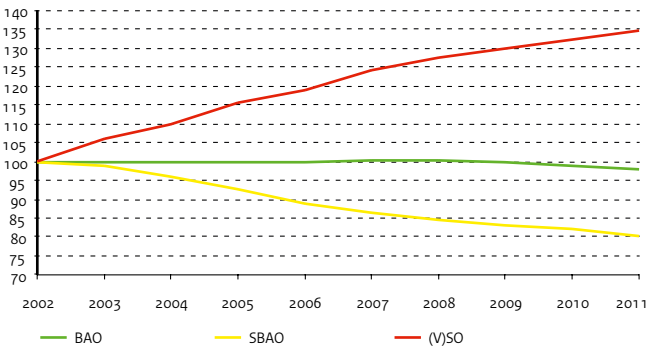


Figure 4.5 | Weighting averages in primary education
Per municipality, 2011

Table 4.3 | Key statistics for primary school pupils

	2007	2008	2009	2010	2011
A) Number of pupils (x 1000)					
Primary education overall	**1,661.8**	**1,663.8**	**1,659.2**	**1,647.0**	**1,629.6**
Total BAO + SBAO + (V)SO	1,661.3	1,663.4	1,658.7	1,646.6	1,629.2
BAO + SBAO + SO	1,633.1	1,631.5	1,625.3	1,611.9	1,593.3
Mainstream primary education	1,551.8	1,553.0	1,547.8	1,534.9	1,517.3
Special primary education	44.9	44.1	43.3	42.8	41.8
Special education	36.4	34.4	34.2	34.2	34.3
Secondary special education	28.2	31.9	33.4	34.6	35.9
Itinerants in mainstream primary education	0.5	0.4	0.5	0.4	0.4
B) Proportion in percentages					
Mainstream primary education	95.0	95.2	95.2	95.2	95.2
Special primary education	2.8	2.7	2.7	2.7	2.6
Special education	2.2	2.1	2.1	2.1	2.2
C) Number of pupils in primary education by weighting (x 1000)					
Total	**1,551.8**	**1,553.0**	**1,547.8**	**1,534.9**	**1,517.3**
No weighting	1,275.8	1,316.5	1,344.3	1,338.5	1,330.2
0.25	74.6	37.5	.	.	.
0.3	66.0	89.0	117.2	111.7	104.5
0.4	0.7	0.4	.	.	.
0.7	1.4	0.7	.	.	.
0.9	89.8	47.3	.	.	.
1.2	43.5	61.6	86.3	84.7	82.5
D) Proportion of pupils in primary education by weighting (in percentages)					
No weighting	82.2	84.8	86.9	87.2	87.7
0.25	4.8	2.4	.	.	.
0.3	4.3	5.7	7.6	7.3	6.9
0.4	.	.	.	.	.
0.7	0.1	.	.	.	.
0.9	5.8	3.0	.	.	.
1.2	2.8	4.0	5.6	5.5	5.4

Source

OCW (DUO: pupil surveys); BAO 2010: OCW Pupil/Student Forecast

Notes

- Reference date: 1 October.
- For the weighting arrangements in primary education, see Appendix Notes and Definitions, Part C.
- Itinerants: barge dwellers' children in primary years 1 and 2, children enrolled in mobile schools.

Movements in primary education

Movements

The numbers of pupils moving into mainstream primary education have been falling over the years. In 2011, nearly 190 thousand children entered mainstream primary schools, versus more than 205 thousand in 2007, i.e., a decrease of some 8 per cent.

In 2011, 7,700 mainstream primary school pupils were referred to special primary schools, i.e., a decrease of 3.4 per cent from 2010. In addition, some 1,000 pupils without previous schooling entered special primary education, which is a decrease of 14.9 per cent compared to the year before.
Most referrals from mainstream to special primary schools take place in primary years 3, 4 and 5 (pupils aged 6 to 9).

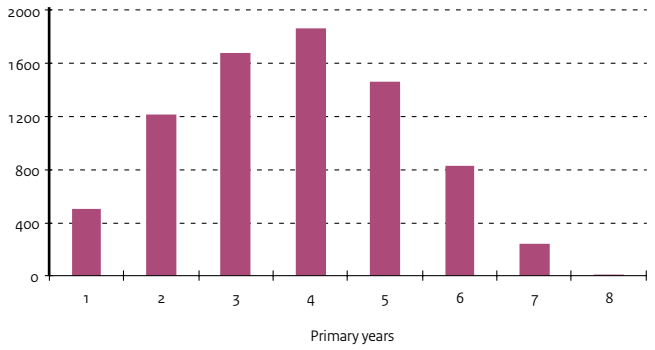
Most pupils entering special schools come either from mainstream primary education or have not had any schooling before. In 2011, 3,800 pupils were referred from a mainstream primary school to a special school, i.e., an increase of 6.6 per cent compared to 2010. The group of pupils entering special education without previous schooling totalled 2,900 in 2011, which represents a decrease of 24.8 per cent compared to the year before.

Movements from (special) primary education and special education to special secondary education rose in 2011. The majority of pupils came from special schools. In 2011, this group totalled 4,100 pupils, i.e., an increase of 4.0 per cent compared to 2010.

The number of children being referred back from special (primary) schools to mainstream primary schools has remained fairly stable in recent years. In 2011, approximately 900 pupils were referred back to mainstream education.

A small number of special school pupils is referred back to special primary schools: 900 in 2011, i.e., an increase of 4.2 per cent compared to 2010.

Figure 4.6 | Referrals to special primary education
By primary year, 2010



Source

OCW (DUO: pupil surveys)

Notes

- Reference date: 1 October.
- From "no form of education" to mainstream primary education: the number of 4-year olds enrolled on 1 October plus the estimated number of newly arrived immigrant school entrants.
- Movements involving less than 100 pupils have not been included.
- See Appendix Notes and Definitions, Part C.

Source

OCW (DUO: pupil surveys)

Notes

- Reference date: 1 October.
- Figures only include movements out of primary education.
- Movements within primary education can be derived from Table 4.4.
- See Appendix Notes and Definitions, Part C.

Table 4.4 | Movements in primary education by type of school (numbers x 1000)

		2007	2008	2009	2010	2011
Origin	**Destination**					
Special primary education (SBAO)	BAO	0.3	0.4	0.3	0.2	0.2
Special education (SO)		0.7	0.8	0.7	0.6	0.7
No form of education		205.7	199.5	199.7	193.5	189.5
Mainstream primary education (BAO)	SBAO	8.6	8.4	8.2	7.9	7.7
Special education (SO)		0.6	0.8	0.8	0.8	0.9
No form of education		0.8	0.8	0.8	1.2	1.0
Mainstream primary education (BAO)	SO	3.8	3.6	3.6	3.6	3.8
Special primary education (SBAO)		0.9	0.8	1.0	0.8	0.8
(Secondary) special education ((S)VO)		0.2	0.2	0.1	0.1	0.1
No form of education		2.8	2.7	2.5	3.8	2.9
Mainstream primary education (BAO)	VSO	0.5	0.7	0.7	0.7	0.8
Special primary education (SBAO)		0.5	0.5	0.5	0.5	0.6
Special education (SO)		3.7	4.5	3.9	3.9	4.1
(Secondary) special education ((S)VO)		2.9	2.8	3.1	3.6	3.7
No form of education		0.7	0.3	0.4	2.4	1.1

Table 4.5 | Pupils leaving primary education by type of school (numbers x 1000)

		2007	2008	2009	2010	2011
Origin	**Destination**					
Mainstream primary education (BAO)	Secondary education	178.2	175.6	174.7	180.5	186.5
	No form of education	12.2	11.3	13.5	8.7	9.8
Special primary education (SBAO)	Secondary education	8.8	8.9	8.6	8.4	8.7
	No form of education	0.6	0.5	0.5	0.3	0.3
Special education (SO)	Secondary education	1.1	1.1	1.4	1.1	1.1
	No form of education	1.2	1.9	1.0	0.7	0.8
Secondary special education (VSO)	Secondary education	2.3	2.6	2.8	1.0	1.2
	No form of education	3.3	3.4	3.9	6.4	7.7

Primary schools

Schools

The trend in the number of primary schools is the result of foundations, closures and mergers. This year, the number of primary schools fell by 0.5 per cent.

Between 2007 and 2011, the number of mainstream primary schools fell from 6,898 to 6,807. During that same period, the number of special primary schools fell by 4 per cent, from 316 to 304. The number of special (secondary) schools remained fairly constant at 324. In light of the growing enrolment in (secondary) special education, it is hardly surprising that the number of (secondary) special schools did not decrease.

The average school size in primary education decreased by 2 pupils between 2007 and 2011, from 225 to 223 pupils.
The average school size in special primary education (SBAO) decreased from 142 to 137 pupils.
Between 2007 and 2011, the average school size in special and secondary special education ((V)SO) rose from 200 to 216 pupils, due to increasing enrolment.

School boards

Scale expansion has reduced the number of school boards in the primary education sector even further. In 2011, the number of school boards totalled 1,190, which is a decrease of 151 boards or 11 per cent compared to 2007.
The proportion of boards governing twenty or more schools has increased by some 30 per cent compared to 2007 (19 school boards).

In that same period of time, the number of school boards governing ten to twenty schools fell by 20 per cent. As a result, the number of large school boards (responsible for ten or more schools) has remained virtually constant.
The number of school boards with less than ten schools fell between 2007 and 2011, from 1,049 to 899, which amounts to a total decrease of 150 school boards (approx. 14 per cent). The reduction is most marked among school boards with one school (83 fewer) and among boards with two to five schools (49 fewer).

Denominations

The division of schools and pupils over the four major denominations (public, Roman Catholic, Protestant and other privately-run schools) has remained virtually the same over the past few years.

Figure 4.7 | School boards by number of schools
Number of boards

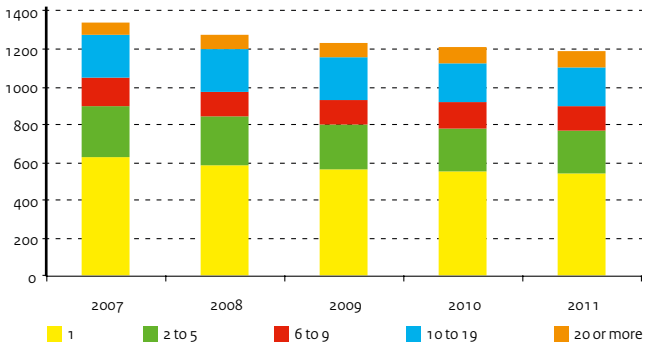


Figure 4.8 | Other private primary schools by denomination
Number of schools, 2011

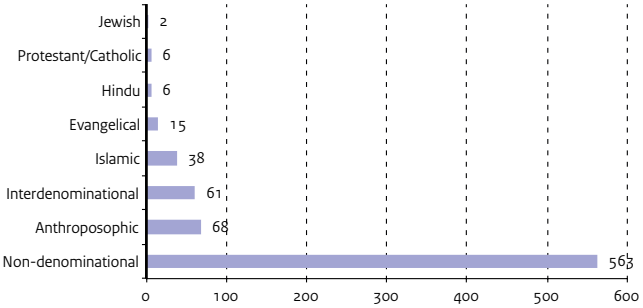


Table 4.6 | Primary schools

Source

OCW (DUO: BRIN registers, pupil surveys)

Notes

- Reference date: 1 October.
- See Appendix Notes and Definitions, part D.

	2007	2008	2009	2010	2011
A) Number of institutions					
Primary school sites (schools + ancillary sites)	**7,909**	**7,920**	**7,910**	**7,865**	**7,821**
Primary schools	**7,537**	**7,528**	**7,515**	**7,480**	**7,435**
Mainstream primary schools	6,898	6,892	6,881	6,848	6,807
Mainstream primary schools, ancillary sites	160	163	166	163	158
Special primary schools	316	313	311	308	304
Special primary schools, ancillary sites	40	38	32	25	22
(Secondary) special schools	323	323	323	324	324
(Secondary) special schools, ancillary sites	172	191	197	197	206
B) Average school size (number of pupils per school)					
Mainstream primary education (BAO)	225	225	225	224	223
Special primary education (SBAO)	142	141	139	139	137
(Secondary) special education ((V)SO)	200	205	209	213	216
C) Number of school boards	**1,341**	**1,284**	**1,236**	**1,212**	**1,190**
D) Distribution of primary schools and pupils across the denominations, in percentages					
a) Schools					
Public schools	33	33	33	33	33
Protestant schools	30	30	30	26	26
Roman Catholic schools	31	30	30	30	30
Other private schools	6	7	7	11	11
b) Pupils					
Public schools	31	31	31	31	31
Protestant schools	28	28	28	24	24
Roman Catholic schools	34	34	34	34	34
Other private schools	7	7	7	11	11

Staff and the labour market

Employment

Employment in primary education fell by more than 6 thousand full-time jobs last year: from more than 133 thousand full-time jobs in 2010 to nearly 127 thousand in 2011. This corresponds to some 175 thousand employees. Mainstream primary education (BAO) accounts for more than 100 thousand full-time jobs, special primary education (SBAO) for 6.6 thousand and (secondary) special education ((V)SO) for 20 thousand. Employment opportunities fell across the board in 2011. In BAO and SBAO, the decline set in during 2009.

Age distribution of staff

The percentage of primary school teachers over 50 now remains fairly constant. In 2011, more than one-third of teachers were 50 or older (38 per cent). The percentage of teachers over 50 differs from region to region. In southern Limburg, the over 50s account for some 47 per cent of staff (teachers and management). Amsterdam, at more than 43 per cent, has a high score too in this regard. In Utrecht and Almere, at around 31 and 33 per cent, the proportion of over 50s is considerably lower.

Female staff

The percentage of female teachers rose by 1 percentage point last year and seems to stabilize at around 82 per cent. Although primary education employs a large proportion of women, they are still under-represented in management. Still, the proportion of women in management positions has risen sharply in recent years. The proportion of female school heads rose from 28 per cent in 2007 to 40 per cent in 2011. Women currently account for well over half of deputy school heads (59 per cent), compared to only 52 per cent in 2007.

Figure 4.9 | Age distribution of primary school teachers
In FTEs

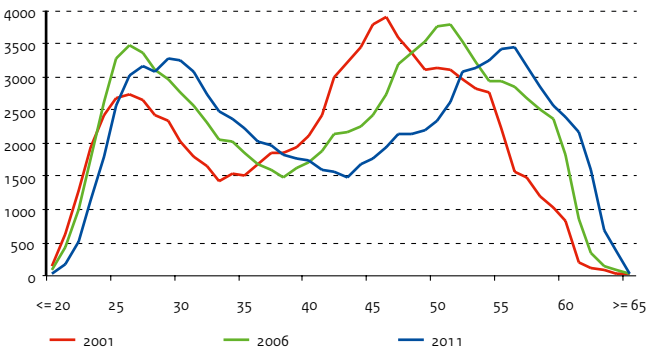


Figure 4.10 | Primary school staff aged 50 and older
Teachers and heads per district, in percentages, 2011

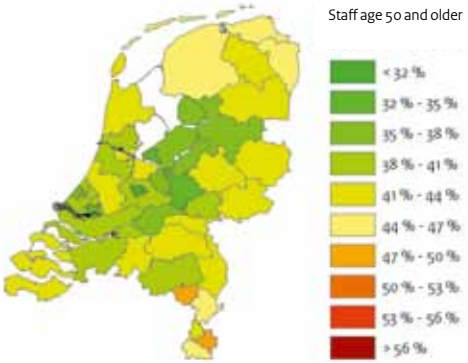


Table 4.7 | Labour market figures for the primary education sector

		2007	2008	2009	2010	2011
A) Staff in numbers (x 1000)						
Primary school staff in FTEs		**131.9**	**133.4**	**135.4**	**133.3**	**126.9**
Primary school staff in numbers		**175.8**	**177.7**	**182.4**	**180.8**	**174.8**
BAO staff in FTEs	Total	105.6	106.1	107.4	105.3	100.2
	Heads	**6.8**	**6.7**	**7.3**	**7.2**	**7.1**
	Deputy heads	2.5	2.4	2.0	1.9	1.4
	Teachers	86.6	86.4	88.0	86.2	82.1
	Other staff	9.6	10.6	10.2	10.1	9.7
BAO staff in numbers	**Total**	**142.1**	**142.8**	**146.3**	**144.6**	**139.9**
	Heads	7.0	7.0	7.5	7.5	7.5
	Deputy heads	2.7	2.5	2.1	2.0	1.6
	Teachers	116.1	115.7	119.2	117.6	113.9
	Other staff	16.4	17.6	17.6	17.5	16.9
SBAO staff in FTEs	**Total**	**7.3**	**7.3**	**7.3**	**7.1**	**6.6**
	Heads	0.3	0.3	0.4	0.4	0.3
	Deputy heads	0.2	0.2	0.1	0.1	0.1
	Teachers	5.1	5.0	5.0	4.8	4.5
	Other staff	1.8	1.9	1.8	1.8	1.7
SBAO staff in numbers	**Total**	**10.1**	**10.0**	**10.1**	**9.9**	**9.3**
	Heads	0.4	0.3	0.4	0.4	0.4
	Deputy heads	0.2	0.2	0.1	0.1	0.1
	Teachers	6.5	6.4	6.5	6.4	6.0
	Other staff	3.0	3.1	3.0	3.0	2.8
(V)SO staff in FTEs	**Total**	**19.0**	**20.0**	**20.7**	**20.9**	**20.0**
	Heads	0.5	0.4	0.6	0.7	0.7
	Deputy heads	0.3	0.4	0.2	0.2	0.2
	Teachers	10.8	11.2	11.8	11.7	11.2
	Other staff	7.3	8.0	8.1	8.3	7.9
(V)SO staff in numbers	**Total**	**24.3**	**25.5**	**26.8**	**27.1**	**26.1**
	Heads	0.5	0.4	0.6	0.7	0.7
	Deputy heads	0.3	0.4	0.3	0.2	0.2
	Teachers	13.2	13.6	14.5	14.5	14.0
	Other staff	**10.3**	**11.1**	**11.5**	**11.7**	**11.2**
B) Percentage of women (in FTEs)	**Total**	**76**	**76**	**77**	**77**	**78**
Primary education	Heads	28	33	35	37	40
	Deputy heads	52	49	56	57	59
	Teachers	80	80	81	81	82
	Other staff	75	75	75	76	75
C) Percentage of staff aged 50 and older (in FTEs)	**Total**	**37**	**38**	**39**	**40**	**40**
Primary education	Heads	67	67	67	67	67
	Deputy heads	59	60	60	61	62
	Teachers	35	36	37	37	38
	Other staff	32	33	35	37	40

Source

OCW (DUO: institutions' salary records)

Notes

- Reference date: 1 October (available figures have been levelled up because of missing data for some institutions).
- The category "Other staff" comprises ancillary staff, organizational staff and administrative staff.
- Totals in staff numbers: without double counts within (sub)sectors.
- 1 FTE (full-time equivalent) corresponds to 1 full-time position.
- See also Appendix Notes and Definitions, Part D.

Early childhood education (VVE)

Early childhood education is intended for children ages 2.5 up to and including 5 years who carry a risk of language delay in Dutch (so-called target-group children). By attending preschool education, children are given a better start in primary school. Preschool education is given at childcare institutions and preschool playgroups. The municipality exercises control over the policy on educational disadvantages and preschool education. Preschool playgroups fall under the responsibility of municipalities and childcare institutions are operated by market parties with commercial interests.

A separate law governs the childcare institutions and it includes quality requirements. Until recently, there was no separate legal regime for the preschool playgroups. Preschool education was primarily provided in preschool playgroups until 2006. Until that year, little preschool education was provided in childcare. In the Development Opportunities through Quality and Education Act (*Wet Ontwikkelingskansen door Kwaliteit en Educatie* – OKE), which took effect on 1 August 2010, the focus is aimed at more and better preschool education in childcare and preschool playgroups. Preschool playgroups and childcare institutions will cooperate more to achieve this. The minimum level of the quality requirements for preschool playgroups is now more in line with those for childcare. Early-school programmes are given in the first two years of primary school.

Reaching the target group

Municipalities establish which children belong to the target group. In 2011, more than 90 per cent of 2.5 to 4 year-olds in the target group of children were reached through an early childhood education programme. During the preschool period, 36 per cent of the 4 and 5 year-olds in the target group of children (years 1 and 2 of primary education, ages 4, 5, and 6) were reached through an early childhood education programme. In the large municipalities, the reach of early childhood education is generally larger than it is in small municipalities. In the four largest Dutch cities (G4), the target-group children reached already receive early childhood education for 4 half-days a week. In the municipalities outside the G4 and G27, they usually receive it for 3 or less half-days. The national average is 3.4 half-days a week. The number of target-group children reached rose steadily in preschool education over five years; the number of target-group preschoolers with preschool education rose slightly.

Quality of early childhood education

The municipalities have taken large steps forward in recent years in the area of preschool education. Most of the municipalities also meet the requirements for the number of trained professionals. Primary education teachers are trained to a somewhat less degree in early childhood education than are the teachers in preschool playgroups. Preschool teachers at daycare centres and preschool playgroups are often trained at MBO level. Professional higher education graduates are rarely found among preschool teachers.

In nearly 73 per cent of municipalities, (nearly) all the preschool playgroups put in extra staff hours for VVE. Some 80 per cent of schools accommodating pupils with a weighting have established "VVE links", i.e., partnerships with day care centres / preschool playgroups offering the same VVE programme. In general, the quality of the early childhood education provided in larger municipalities is higher than in the smaller municipalities.

Figure 4.11 | Provision of early childhood education to target group As a percentage of the total target group

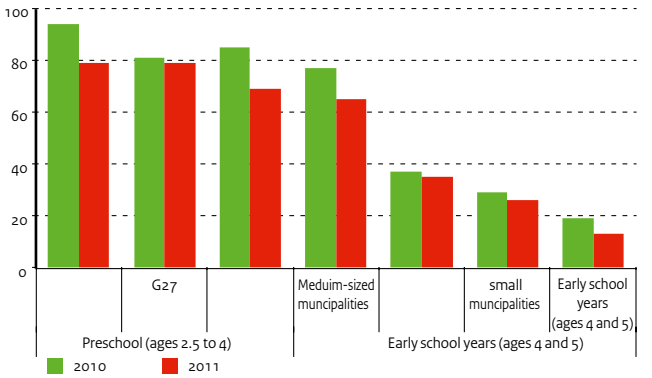


Table 4.8 | Provision of early childhood education to target group, 2011

Source

National VVE monitor, Sardes 2011

Notes

- Number in target group and numbers reached: calculated on the basis of number of primary school pupils with a weighting; survey October 2010 (source: DUO, OCW) .
- Percentage of target group reached: figures have been adjusted for under-representation of smaller municipalities among respondents.
- Total percentage in preschool programmes is weighted.

	Preschool (ages 2.5 to 4) (playgroups and day care)			Early school years (ages 4 and 5)) (primary schools)		
Municipalities	**Numbers reached**	**Perc. reached**	**Target group**	**Numbers reached**	**Perc. reached**	**Target group**
G4	--	--	--	6,570	65	10,057
G32	6,284	79	7,955	3,824	36	10,668
Medium-sized (> 30,000 inhabitants)	6,148	79	7,782	2,893	26	11,124
Small (< 30,000 inhabitants), OAB	3,787	69	5,489	1,067	14	7,834
Total	**16,219**	**76**	**21,226**	**14,354**	**36**	**39,683**

Table 4.9 | Municipalities by VVE provision per week, in percentages, 2011

Source

National VVE monitor, Sardes 2011

Notes

- hd/w = half-days per week.

Municipalities	**<= 2 hd/w**	**3 hd/w**	**>= 4 hd/w**
	0	0	100
G4	10	22	68
G32	13	26	61
Medium-sized (> 30,000 inhabitants)	17	36	47
Small (< 30,000 inhabitants), OAB	15	31	54
Total			

Table 4.10 | Average number of half-days of VVE per week (playgroups)

Source

National VVE monitor, Sardes 2011

Notes

- The first survey was conducted in the spring of 2007, the second in 2008, the third in 2009, the fourth in 2010 and the fifth in 2011.

	2007	**2008**	**2009**	**2010**	**2011**
G4	4.0	4.0	4.0	3.9	4.0
G27	3.3	3.5	3.6	3.5	3.5
Medium-sized municipalities (> 30,000 inhabitants)	3.0	3.1	2.9	3.2	3.5
Small municipalities (< 30,000 inhabitants), OAB	2.5	2.8	2.6	3.0	3.2
Small municipalities (< 30,000 inhabitants), non-OAB	-	-	2.4	2.8	-
Total	**2.8**	**3.4**	**2.6**	**3.1**	**3.4**

System and funding in secondary education

Structure of secondary education

Secondary education encompasses schools providing pre-university education (VWO), general secondary education (HAVO), pre-vocational secondary education (VMBO) and elementary vocational training (PRO). HAVO and VWO schools prepare students for subsequent tertiary education programmes.

VMBO comprises four learning pathways: the basic vocational programme (BL), the middle-management vocational programme (KL), the combined programme (GL) and the theoretical programme (TL). These pathways are geared to subsequent MBO programmes. After completing a combined or theoretical programme, students may also transfer to HAVO.

A VMBO student's chance of success is largely determined by the subjects he or she chooses.

A major innovation within the basic vocational programme is the introduction of work-based learning routes. This combination of learning and working appeals to many students that might otherwise have left school.

Positive results have also been achieved with projects involving the integration of VMBO and MBO-2 into a single programme, the so-called VM2 route.

Trends in expenditure

Staffing and other costs are funded under the Secondary Education Act (WVO). Further provisions on staffing costs are contained in the Staff Establishment Decree of the Secondary Education Act and in the Funding Decree.

Between 2007 and 2011, OCW expenditure for secondary education rose by more than 951 million euros, i.e., an increase of nearly 16 per cent.

The main reasons for this increase are:

- the collective labour agreements in the education sector and the general wage and price adjustments;
- the expenditure for information and communication technology;
- additional compensations for maintenance, equipment, replacing stock and the internal renovation of school buildings, the practice-oriented learning environments in VMBO/PRO and measures to improve the energy efficiency and interior environment;
- miscellaneous expenditure for various innovation operations;
- the costs of providing free school books;
- the increasing numbers of pupils.

Per capita expenditure

In secondary education, the average per capita expenditure totalled some 7,500 euros in 2011. Within the secondary education sector, this amount varies according to the composition of the school. On average, schools offering elementary vocational training programmes, learning support and pre-vocational education tend to spend more. One of the reasons is that these schools receive additional compensation for LWOO and PRO pupils.

Figure 5.1 | Flows of funds in secondary education
Amounts for 2011 (x € 1 billion)

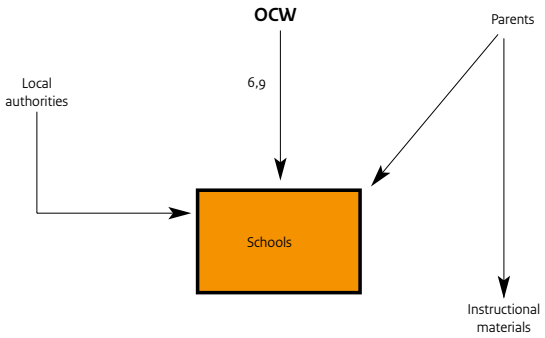


Table 5.1 | Financial key statistics for secondary education

Source

OCW annual reports

Notes

- OCW expenditure per pupil: total netted OCW expenditures and revenues, excluding overhead, divided by the number of pupils on the reference date (1 October).
- From 2006, FES resources constitute the main part of the revenue. They are not netted as the other revenue. FES resources are no longer available with effect from 2011.
- See Appendix Notes and Definitions, Part B.

	2007	2008	2009	2010	2011
A) Expenditure and revenue (x € 1 million)					
Total expenditure	**5,999.0**	**6,484.9**	**6,788.3**	**6,958.0**	**6,950.4**
Staff and non-staff costs	5,904.1	6,352.5	6,650.6	6,823.6	6,815.5
Support services	51.0	50.6	51.8	51.8	49.8
Other expenditure	14.9	51.6	53.2	49.2	49.7
Overhead costs	**29.1**	**30.3**	**32.6**	**33.4**	**35.5**
Attributed to DUO	23.4	24.7	26.8	25.4	27.5
OCW overheads	5.7	5.6	5.8	8.0	7.9
Total revenue	**123.0**	**67.7**	**63.7**	**62.5**	**9.5**
B) OCW expenditure per pupil (x € 1000)					
Secondary education overall	6.5	7.1	7.4	7.6	7.5

Table 5.2 | Per pupil expenditure (x € 1000) by type of school, 2011

Source

Adapted OCW budget 2011

Notes

- Total expenditures have been netted with the revenue (without FES resources) and include support services and other expenditure.
- See Appendix Notes and Definitions, part B.

		of which	of which
	Total	for staff	non-staff costs
Average across all types of schools	**7.5**	**6.3**	**1.1**
VO common (course years 1 + 2)	6.9	5.8	1.1
VMBO (course years 3 + 4)	7.3	5.9	1.4
HAVO/VWO (course year 3)	6.7	5.8	0.9
HAVO/VWO (course years 4 + 5 + 6)	6.7	5.7	0.9
LWOO/PRO	11.8	10.1	1.6
VAVO	5.0	4.2	0.8

Secondary schools: financial data

Financial position

The financial position of the secondary education sector was assessed on the basis of the annual accounts data for the DUO funded secondary school boards. The financial information of the secondary school boards, taken together, has worsened somewhat in comparison with last year. The values of the solvency (including provisions), liquidity and profitability, with the exception of solvency (excluding provisions), decreased compared with the values in 2009. The total result, like last year, has decreased further compared with the previous year and has even become negative. Looking back over the last ten years, this is the first time that has happened. The result currently amounts to minus € 73.7 million; in 2009 it was still plus € 30.6 million.

Solvency

The value of the solvency (including provisions) fell from 0.59 to 0.56. The equity capital rose a little in 2010. The decrease seems limited due to the fact that in 2010 no more provision could be made under the BAPO scheme (reduction of working hours for older employees). Any existing BAPO provisions after 2009 should be transferred to equity capital by means of a system change. As a result, the equity capital decreased less than expected and the provisions fell sharply. The debts did not rise sufficiently to raise the balance sheet total.

Liquidity

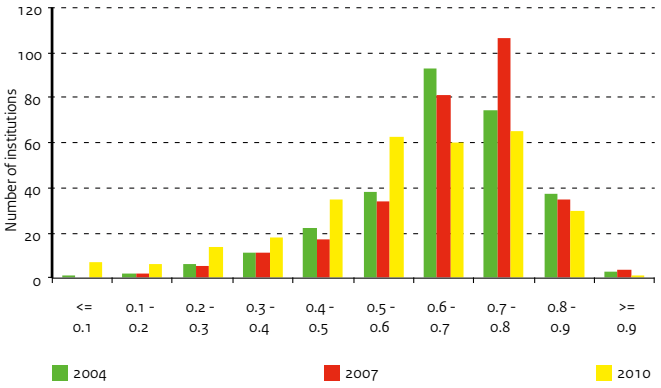
The current assets fell by 8.7 per cent from € 1,747 million to € 1,595.4 million. The short-term debts rose very slightly by 4.6 per cent to € 1,388 million. These developments ensured that the liquidity fell in 2010 from 1.32 to 1.15, so that the value of the liquidity continued on a downward trend. Despite this decline, the liquidity of the greatest proportion of the secondary education boards is still good. This liquidity says something about the degree to which a board is able to meet its obligations in the short term. The operating capital, calculated by subtracting the short-term debts from the current assets, amounted to € 420 million in 2009 and 207.4 million in 2010.

Profitability

Due to the negative development of the result, the profitability further decreased from 0.3 per cent in 2009 to -1.0 per cent in 2010. The result decreased by 340 per cent from plus € 30.6 million to minus 73.5 million, while the total income increased by 3.8 per cent. Nearly two-thirds of the boards have a negative profitability.

Figure 5.2 | Solvency of secondary schools

Spread in solvency (including provisions))



Figuur 5.3 | Liquidity of secondary schools

Spread in liquidity (current ratio)

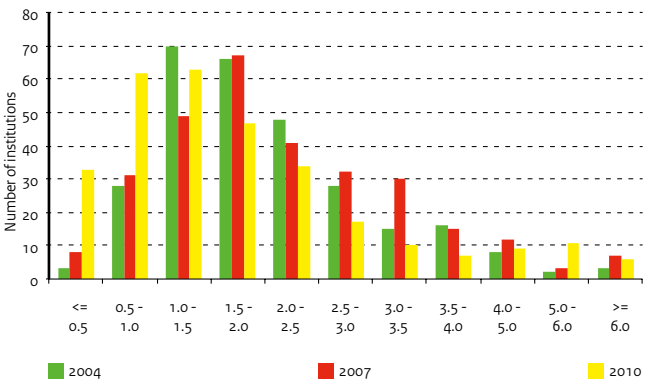


Table 5.3 | Balance sheet and operating data of secondary schools

	2006	2007	2008	2009	2010
A) Financial indicators					
Financial resilience	**29.6**	**29.9**	**26.2**	**24.3**	**23.7**
Solvency (including provisions)	0.67	0.66	0.59	0.59	0.56
Liquidity (current ratio)	1.69	1.60	1.38	1.32	1.15
Profitability (in percentages)	2.0	1.5	1.0	0.3	-1.0
B) Accumulated balance sheet for secondary schools (x € 1 million)					
Total assets	**3,598.1**	**3,843.8**	**3,947.7**	**4,048.2**	**3,935.1**
Fixed assets	1,899.4	2,070.5	2,158.0	2,301.2	2,339.6
of which tangible fixed assets	1,429.7	1,611.2	1,758.4	1,918.5	2,018.0
Current assets	1,698.8	1,773.3	1,789.7	1,747.0	1,595.4
of which liquid assets	1,154.8	1,238.0	1,261.0	1,248.4	1,189.6
Total liabilities	**3,598.1**	**3,843.8**	**3,947.7**	**4,048.2**	**3,935.1**
Equity capital	1,779.5	1,880.0	1,726.3	1,732.5	1,730.6
Provisions	630.8	644.2	620.3	663.2	486.9
Long-term debts	182.4	208.3	308.2	325.5	329.5
Short-term debts	1,005.3	1,111.2	1,293.0	1,327.0	1,388.0
C) Accumulated operating accounts for secondary schools (x € 1 million)					
Revenues	**5,970.2**	**6,244.1**	**6,545.6**	**7,095.5**	**7,291.8**
OCW grants	5,419.3	5,692.9	5,937.4	6,511.3	6,691.3
Other government grants	141.8	116.0	128.4	138.1	165.6
School fees	3.0	4.3	20.0	12.0	9.3
Revenue from contract work	17.3	15.5	12.2	15.6	29.2
Other revenues	388.7	415.3	447.6	418.4	396.4
Expenses	**5,889.7**	**6,197.2**	**6,520.1**	**7,119.1**	**7,388.1**
Staff	4,633.8	4,850.0	5,122.5	5,509.1	5,720.5
Depreciations	181.5	195.7	223.5	236.5	249.4
Accommodation	450.1	478.5	442.3	508.6	526.1
Other institutional expenses	624.2	672.9	731.9	864.9	892.1
Revenues and expenses balance	**80.5**	**47.0**	**25.5**	**-23.6**	**-96.3**
Financial revenues and expenses balance	40.7	47.2	38.2	48.1	23.0
Result	**121.2**	**94.2**	**63.6**	**24.5**	**-73.3**
Taxes	0.0	0.0	0.0	0.0	-0.1
Participations	0.0	0.0	0.0	0.2	0.5
Result after taxes	**121.2**	**94.2**	**63.6**	**24.7**	**-72.8**
Third-party share in result	0.0	0.0	0.0	0.0	0.0
Net result	**121.2**	**94.2**	**63.6**	**24.7**	**-72.8**
Extraordinary result	-9.9	2.4	-1.0	6.0	-0.8
Total result	**111.3**	**96.6**	**62.6**	**30.6**	**-73.7**

Source

OCW (DUO: Institutions' annual accounts)

Notes

- A) Solvency: equity capital (including provisions) / total capital. Indicates an institution's capability of meeting its long-term liabilities.
- A) Liquidity (current ratio): current assets / short-term debts. Indicates an institution's capability of meeting its short-term liabilities.
- A) Profitability of ordinary operations: result / total revenues + interest received. Indicates what remains of the total assets/revenues after deduction of all liabilities/expenses.
- C) Item "Other government grants" includes grants and subsidies from government institutions other than OCW.
- See Appendix Notes and Definitions, Part B.

Pupils in secondary education

Numbers

Enrolment in secondary education overall increased again in 2011/12, compared with the previous school year. The upward trend that set in during 2008/09 continued and after an increase of more than 1 per cent, school rolls reached a peak in 2011/12. The number of pupils enrolled at schools funded by the Ministries of OCW and EL&I now totals 918 thousand.

Distribution across different types of education

In the 2011/12 school year, more than 41 per cent of pupils with special needs were enrolled in the first two course years of secondary education, which is on a par with the proportion of pupils without special needs. For the latter group, this represents a slight decline compared to the previous school year. Of the pupils without special needs, 18 per cent attended VMBO (course years 3 and 4) and 39 per cent attended HAVO or VWO (course years 3, 4, 5 and 6). Four years ago, these percentages were 21 per cent and 38 per cent respectively. Between 2007 and 2010, the share of pupils enrolled in HAVO or VWO continued to rise; in 2011/12, it stabilized. This warrants the conclusion that the average level of education in the Netherlands has risen since 2007.

Within VMBO, the distribution of pupils over the third year programmes is virtually the same as in the previous school year. The picture over the past five years is stable.

Distribution across the sectors

In 2007 and 2008, new intrasectoral programmes were implemented in VMBO. Enrolment in these programmes is shown separately in figure 5.5, because these pupils cannot be placed in any specific sector. The options within the intrasectoral programmes are: Personal/Social Services and Commerce; ICT; Technology and Commerce; Technology and Services; Technology Orientation and Sports; Services and Safety.
A comparison between 2007 and 2011 shows a decrease of more than 4 thousand pupils in the technology sector. With a view to the government's aim of encouraging pupils to opt for technology, this is something that requires attention in the years ahead. On the other hand, well over 16 thousand pupils are enrolled in intrasectoral programmes with a technological component.

Figuur 5.4 | Enrolment in VMBO course year 3 (1)
By programme and sector, including special needs and green education (AOCs), 2007

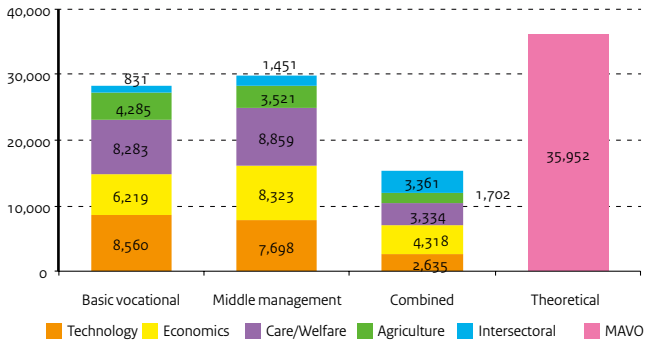


Figure 5.5 | Enrolment in VMBO course year 3 (2)
By programme and sector, including special needs and green education (AOCs), 2011

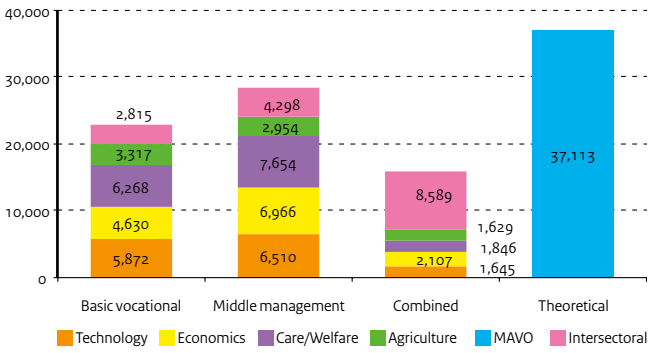


Table 5.4 | Enrolment per type of school and course year (numbers x 1000)

	2007		2008		2009		2010		2011	
	Pupils	Repeaters	Pupils	Repeaters	Pupils	Repeaters	Pupils	Repeaters	Pupils	Repeaters
VO overall (OCW)	**905.9**	**42.2**	**900.2**	**39.6**	**902.0**	**43.9**	**908.0**	**49.7**	**918.0**	**54.0**
Total VO excl. special needs (OCW)	**792.1**	**38.2**	**787.6**	**35.5**	**789.8**	**38.9**	**795.2**	**44.5**	**805.1**	**48.4**
VO 1	158.5	1.9	157.8	1.8	161.9	2.3	164.2	3.1	169.2	3.5
VO 2	162.0	5.4	159.9	5.5	158.7	5.5	162.5	6.4	165.0	6.9
VO 3 (undivided)	6.4	0.4	6.6	0.4	6.8	0.4	5.9	0.4	5.9	0.3
VMBO-MBO 2 learning routes	--	--	0.8	0.0	2.2	0.1	2.1	0.0	1.6	0.1
VMBO BL 3	10.1	0.6	8.9	0.6	7.4	0.5	7.2	0.5	7.1	0.6
VMBO BL 4	10.6	0.2	9.1	0.1	8.1	0.1	7.2	0.2	6.9	0.2
VMBO KL 3	20.6	1.3	19.8	1.2	18.7	1.2	18.6	1.2	18.9	1.3
VMBO KL 4	20.9	0.5	19.7	0.4	19.0	0.6	18.1	0.5	18.0	0.5
VMBO GL 3	13.0	0.6	13.2	0.6	12.8	0.7	12.7	0.6	13.4	0.7
VMBO GL 4	6.8	0.2	6.8	0.2	7.1	0.2	7.2	0.3	7.3	0.3
VMBO TL 3	34.7	2.4	34.2	2.4	34.0	2.5	33.7	2.6	35.5	2.9
VMBO TL 4	42.0	1.9	40.7	1.9	40.0	1.7	40.1	1.8	39.8	2.1
HAVO 3	40.0	3.4	39.7	3.4	40.6	3.3	40.9	3.7	42.3	4.0
HAVO 4	58.0	9.2	58.1	9.0	58.3	9.2	59.3	10.1	58.5	10.7
HAVO 5	47.4	3.5	47.9	1.9	50.5	4.3	51.0	5.2	52.1	5.6
VWO 3	41.8	1.0	42.8	1.0	42.8	1.0	42.8	1.1	43.0	1.1
VWO 4	42.8	2.6	42.7	2.4	43.2	2.5	42.7	2.7	41.9	2.8
VWO 5	40.7	2.2	40.8	1.5	41.6	2.5	41.6	2.7	41.0	2.8
VWO 6	35.8	1.1	38.1	1.1	36.1	0.3	37.6	1.4	37.9	1.8
Total VO special needs (OCW)	**113.8**	**3.9**	**112.6**	**4.1**	**112.2**	**5.0**	**112.9**	**5.3**	**112.9**	**5.6**
LWOO 1	23.0	1.1	21.7	0.9	22.0	1.2	22.7	1.4	23.0	1.6
LWOO 2	23.1	1.0	23.3	0.9	22.6	1.1	22.7	1.1	22.8	1.1
LWOO VMBO-MBO 2 learning routes	--	--	--	--	--	--	1.1	0.0	1.4	0.1
LWOO BL 3	13.8	0.7	12.8	0.6	12.2	0.6	11.5	0.6	11.2	0.7
LWOO BL 4	12.6	0.2	12.3	0.2	11.8	0.2	11.1	0.3	10.4	0.3
LWOO KL 3	5.8	0.1	6.1	0.1	6.4	0.2	6.3	0.2	6.5	0.2
LWOO KL 4	4.9	0.1	5.7	0.1	6.1	0.2	6.3	0.2	6.3	0.2
LWOO GL 3	0.7	0.0	0.8	0.0	0.9	0.0	0.8	0.0	0.8	0.0
LWOO GL 4	0.4	0.0	0.5	0.0	0.5	0.0	0.5	0.0	0.5	0.0
LWOO TL 3	1.3	0.1	1.3	0.1	1.6	0.1	1.6	0.1	1.6	0.2
LWOO TL 4	1.2	0.1	1.3	0.1	1.5	0.1	1.7	0.1	1.7	0.1
PRO - first year of stay	5.9	0.3	5.5	0.4	5.4	0.5	5.4	0.4	5.8	0.5
PRO - subsequent years	21.2	0.3	21.3	0.6	21.4	0.7	21.2	0.6	21.0	0.5
VO overall (EL&I)	**35.4**	**0.7**	**34.4**	**0.7**	**33.0**	**0.7**	**31.9**	**0.8**	**31.7**	**1.0**
VMBO 1	4.2	0.0	4.4	0.0	4.2	0.0	4.2	0.0	4.6	0.0
VMBO 2	5.0	0.1	4.5	0.1	4.6	0.1	4.3	0.1	4.4	0.1
VMBO 3	5.6	0.2	5.3	0.2	4.8	0.2	4.8	0.2	4.5	0.3
VMBO 4	5.4	0.1	5.3	0.1	5.1	0.1	4.5	0.2	4.6	0.2
VMBO-MBO 2 learning routes	--	--	0.2	0.0	0.4	0.0	0.4	0.0	0.3	0.0
LWOO 1	3.7	0.0	3.5	0.0	3.4	0.0	3.4	0.0	3.4	0.1
LWOO 2	4.1	0.1	3.7	0.1	3.5	0.0	3.5	0.1	3.4	0.1
LWOO 3	3.9	0.1	3.8	0.1	3.5	0.1	3.1	0.1	3.1	0.1
LWOO 4	3.5	0.0	3.7	0.1	3.6	0.1	3.3	0.1	3.0	0.1
LWOO VMBO-MBO 2 learning routes	--	--	--	--	--	--	0.3	0.0	0.4	0.0

Source

OCW (DUO: Integrated survey of school rolls (ILT), 1 VO Figure and Education Matrices), EL&I: information department

Notes

- Reference date: 1 October.
- Elementary vocational training: including AOCs.
- VMBO T 3/4: including VMBO T pupils at AOCs.
- Pupil numbers at EL&I-funded schools do not include MAVO schools merged with AOCs.
- HAVO 3-4-5: including English programme 3-4-5.
- EL&I VMBO 1-2 and LWOO 1-2: including agricultural pupils in course years 1-2 at comprehensive schools.
- VWO 5-6: including International Baccalaureate 5-6.
- Figures for VMBO-MBO 2 learning routes pertain to all course years.
- Excluding VAVO.
- See Appendix Notes and Definitions, Part C.

Movements and success rates

Transfers

This edition of *Key Figures* presents figures for both qualified transfers (students transferring to subsequent study programmes after completing secondary education) and unqualified transfers. The latter category can be distinguished into direct and indirect transfers.
Indirect transfers pertain to those who, either with or without a diploma, move on to further education with a delay of one year, e.g., students who, following the HAVO examination, first take a year off before continuing their studies in HBO. Data on indirect transfers pertaining to 2011 graduates is, obviously, not yet available.

In 2008, some 100 thousand secondary school pupils earned a VMBO diploma. In that year, 95 per cent of VMBO certificate holders transferred – directly or indirectly – to further education funded by the Ministry of OCW or the Ministry of EL&I. In 2011, this rate rose to 96 per cent. This means that nearly all VMBO certificate holders continue their studies, thus increasing their chances of earning a basic qualification.

Across all VMBO programmes, transfer rates have been decreasing since 2008. Some of the students that do not transfer may continue their studies elsewhere, e.g., in study programmes for uniformed professions, private or company training schools or in programmes abroad. Data on these categories is not available. Transfer rates vary; at 6 per cent, the basic vocational programme has the highest proportion of non-transferring students compared to the other VMBO programmes (where an average of 4 per cent choose not to transfer to further education).

HAVO and VWO have substantially higher indirect transfer rates to education funded by OCW or EL&I. In 2010, 8 per cent of HAVO certificate holders and 7 per cent of VWO certificate holders did not enrol in a further study programme until a year later. After one year, approximately 96 per cent of HAVO and VWO certificate holders are enrolled in subsequent study programmes funded by OCW or EL&I. The VWO certificate holders are nearly all enrolled in a tertiary education programme. Among the HAVO certificate holders, 80 per cent were enrolled in tertiary education in 2011, over 3 per cent are enrolled in secondary vocational education and 4 per cent are enrolled in secondary education. In 2011, presumably, some of the certificate holders that have not yet enrolled will still return to the education system, as was the case in previous years.

Figure 5.6 | GQualified leavers by destination (1)
As a percentage of total qualified outflow per type of school, 2007

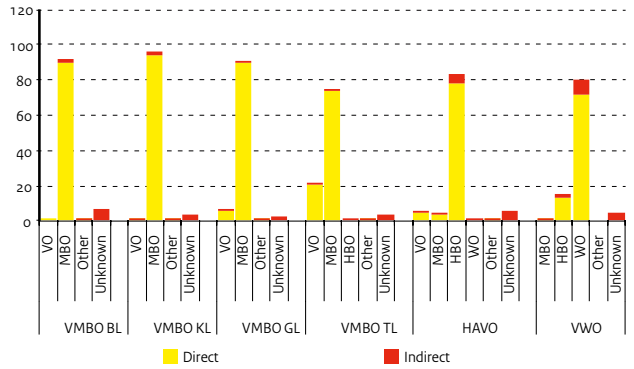


Figure 5.7 | Gediplomeerden naar bestemming (2)
Als percentage van totaal gediplomeerde uitstroom per onderwijssoort, 2010

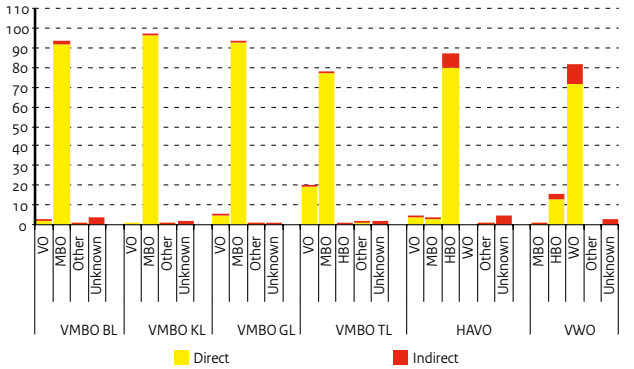


Table 5.5 | Qualified school-leavers by destination (numbers x 1000)

Source

OCW (DUO: Education Matrices; 1 VO Figure; 1 MBO Figure; 1 HE Figure)

Notes

- Including green education, excluding VAVO; VMBO including LWOO.
- VO qualifications obtained in the calendar year stated.
- Indirect transfers: students transferring with a delay of at least one year.
- Data on indirect transfers from students obtaining qualifications in 2011 will not become available until early 2013.
- Total comprises direct + indirect transfers.
- See Appendix Notes and Definitions, Part C.

2009	2010	2011				2008		
Origin	**Destination**	**Direct**	**Indirect**	**Direct**	**Indirect**	**Direct**	**Indirect**	**Direct**
VMBO BL	VO	0.1	0.0	0.1	0.0	0.5	0.0	0.8
	MBO	22.3	0.6	21.2	0.6	20.3	0.5	18.4
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Unknown	0.0	1.3	0.0	1.1	0.0	0.8	1.1
	Total	**24.3**		**23.0**		**22.1**		**20.3**
VMBO KL	VO	0.0	0.0	0.0	0.0	0.1	0.0	0.1
	MBO	**26.0**	**0.4**	**25.3**	**0.3**	**25.0**	**0.3**	**24.0**
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Unknown	**0.0**	**0.8**	**0.0**	**0.7**	**0.0**	**0.5**	**0.9**
	Total	**27.3**		**26.4**		**26.0**		**25.0**
VMBO GL	VO	0.3	0.0	0.3	0.0	0.3	0.0	0.2
	MBO	5.7	0.0	5.5	0.1	5.5	0.0	5.6
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Unknown	0.0	0.1	0.0	0.1	0.0	0.1	0.1
	Total	**6.2**		**6.0**		**5.9**		**6.0**
VMBO TL	VO	8.7	0.0	8.6	0.0	8.1	0.0	7.1
	MBO	31.4	0.4	31.3	0.3	31.5	0.3	32.0
	HBO	0.0	0.1	0.0	0.0	0.0	0.0	0.0
	Other	0.3	0.1	0.2	0.0	0.3	0.0	0.2
	Unknown	0.0	1.3	0.0	1.3	0.0	0.8	1.2
	Total	**42.2**		**41.9**		**41.1**		**40.5**
HAVO	VO	1.7	0.0	1.6	0.0	1.6	0.0	1.5
	MBO	1.5	0.2	1.4	0.2	1.3	0.3	1.4
	HBO	32.2	2.9	32.0	2.9	33.5	3.3	33.7
	WO	0.0	0.1	0.0	0.0	0.0	0.0	0.0
	Other	0.2	0.0	0.3	0.0	0.2	0.0	0.2
	Unknown	0.0	2.5	0.0	2.2	0.0	1.9	5.6
	Total	**41.4**		**40.7**		**42.1**		**42.4**
VWO	MBO	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	HBO	4.1	0.8	4.5	0.8	4.1	0.7	4.0
	WO	22.9	3.0	24.2	3.1	22.8	3.1	23.2
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Unknown	0.0	1.6	0.0	1.5	0.0	0.8	5.5
	Total	**32.4**		**34.1**		**31.6**		**32.6**
Total numbers with VO qualifications		**173.8**		**172.1**		**168.7**		**166.8**

Movements and success rates

The annual number of unqualified pupils that choose a different study programme has shown a relatively constant picture over the last four years. Among HAVO and VWO pupils, however, numbers in this category increased by more than 2 thousand pupils in 2011. Across the board, every year some 320 thousand pupils change course, for example basic vocational programme pupils enrolling in an MBO programme after a year, pupils transferring from a VMBO theoretical programme to general secondary education (HAVO), or HAVO pupils transferring to MBO.
The interim transfer to MBO is partly caused by the maximum duration of study in pre-vocational secondary education (VMBO) and the lower years of secondary education. For other pupils, the choice of a profession is the decisive factor. Other choices include adult general secondary education (VAVO), private education, as well as police and military training programmes.

Figure 5.8 | Unqualified leavers by destination (1)
As a percentage of total unqualified outflow per type of school, 2007

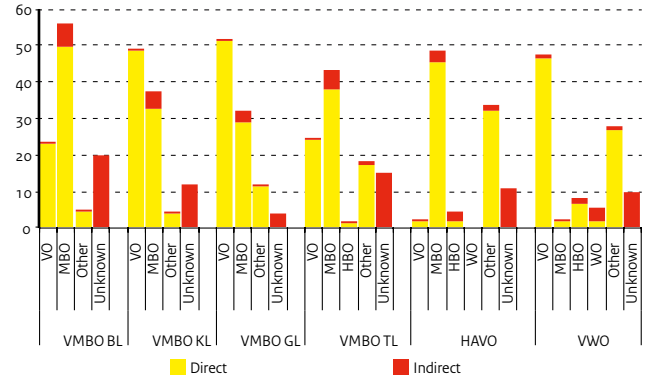
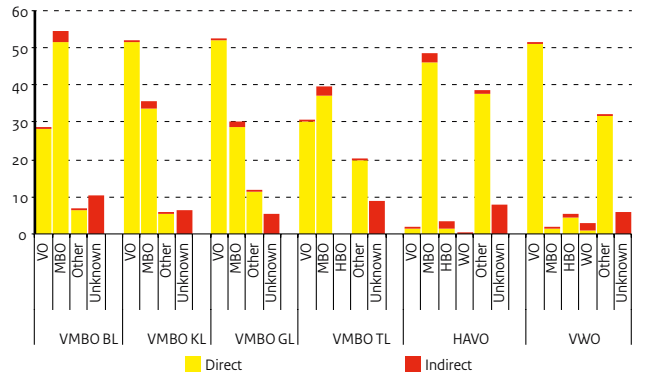


Figure 5.9 | Unqualified leavers by destination (2)
As a percentage of total unqualified outflow per type of school, 2010



Source

OCW (DUO: Education Matrices; 1 VO Figure; 1 MBO Figure; 1 HE Figure)

Notes

- Including green education, excluding VAVO; VMBO including LWOO.
- Movements in calendar year stated.
- Outflow to VO: to higher or lower level within secondary education.
- Indirect transfers: students transferring with a delay of at least one year.
- Data on indirect transfers from students obtaining qualifications in 2011 will not become available until early 2013.
- Total comprises direct + indirect transfers.
- See Appendix Notes and Definitions, Part C.

Table 5.6 | Unqualified school-leavers by destination (numbers x 1000)

		2008		2009		2010		2011
Origin	**Destination**	**Direct**	**Indirect**	**Direct**	**Indirect**	**Direct**	**Indirect**	**Direct**
VMBO BL yrs 3-4	VO	1.8	0.0	1.6	0.0	1.6	0.0	1.6
	MBO	3.4	0.3	3.1	0.3	3.0	0.2	3.1
	Other	0.3	0.1	0.4	0.0	0.4	0.0	0.4
	Unknown	0.0	0.9	0.0	0.6	0.0	0.6	1.0
	Total	**6.9**		**6.0**		**5.8**		**6.0**
VMBO KL yrs 3-4	VO	2.1	0.0	2.3	0.0	2.3	0.0	2.2
	MBO	1.6	0.2	1.5	0.1	1.5	0.1	1.5
	Other	0.2	0.0	0.2	0.0	0.2	0.0	0.2
	Unknown	0.0	0.3	0.0	0.3	0.0	0.3	0.4
	Total	**4.4**		**4.4**		**4.4**		**4.3**
VMBO GL yrs 3-4	VO	0.5	0.0	0.5	0.0	0.6	0.0	0.7
	MBO	0.3	0.0	0.3	0.0	0.3	0.0	0.4
	Other	0.1	0.0	0.1	0.0	0.1	0.0	0.1
	Unknown	0.0	0.1	0.0	0.1	0.0	0.1	0.1
	Total	**1.0**		**1.1**		**1.2**		**1.3**
VMBO TL yrs 3-4	VO	1.0	0.0	1.1	0.0	1.1	0.0	1.1
	MBO	1.5	0.1	1.3	0.1	1.4	0.1	1.5
	HBO	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Other	0.7	0.0	0.7	0.0	0.7	0.0	0.8
	Unknown	0.0	0.4	0.0	0.3	0.0	0.3	0.5
	Total	**3.8**		**3.6**		**3.7**		**3.9**
HAVO yrs 4-5	VO	0.2	0.0	0.1	0.0	0.1	0.0	0.1
	MBO	4.3	0.3	4.3	0.2	4.8	0.2	5.2
	HBO	0.2	0.3	0.1	0.2	0.1	0.2	0.2
	WO	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Other	4.1	0.1	3.6	0.1	3.9	0.1	3.4
	Unknown	0.0	1.0	0.0	0.8	0.0	0.8	1.3
	Total	**10.4**		**9.4**		**10.3**		**10.2**
VWO yrs 4-6	VO	3.6	0.0	4.1	0.0	4.9	0.1	5.2
	MBO	0.2	0.0	0.1	0.0	0.1	0.0	0.2
	HBO	0.5	0.1	0.5	0.1	0.4	0.1	0.4
	WO	0.1	0.3	0.1	0.2	0.1	0.2	0.1
	Other	2.3	0.1	3.5	0.1	3.0	0.0	2.7
	Unknown	0.0	0.6	0.0	0.5	0.0	0.6	1.1
	Total	**7.8**		**9.3**		**9.5**		**9.7**
Total numbers without VO qualifications		**34.4**		**33.9**		**34.9**		**35.4**

Institutions and staff

Schools

In the 2011/12 school year, the secondary education sector had a total of 646 schools. Forty-four per cent of them are broad-based combined schools, offering VMBO, HAVO, VWO and – in 8 per cent – elementary vocational training. The broad-based combined schools accommodate 70 per cent of the pupils. The composition of secondary schools has remained stable over recent years.

Learning-plus arrangements

In 2007, the CUMI scheme for ethnic-minority pupils was repealed in secondary education and the learning-plus arrangement was introduced. Under the learning-plus arrangement schools are provided with extra funding when they have a certain percentage of pupils living in poverty problem accumulation areas. In the 2011/12 school year, one-quarter of schools qualified for extra funding, to the benefit of over one-quarter of secondary school pupils. Not all the schools qualifying for learning-plus funding are located in one of the four large cities (G4); more than half of these schools are located in medium-sized or smaller municipalities.

Employment

Employment in secondary education fell last year: from 87.6 thousand full-time jobs in 2010 to 85.3 thousand in 2011. This corresponds to nearly 107 thousand employees.

Female staff

The share of female teachers remained stable last year at 45 per cent. The proportion of women in management positions rose last year, from 26 per cent in 2010 to 28 per cent in 2010.

Age

The percentage of teachers that are over 50 remained stable last year (44 per cent). The percentage of teachers over 50 varies sharply from one region to the next. In many regions, between 42 and 47 per cent of staff (teachers and management) are older than 50. Northern Groningen has a significantly higher proportion of over 50s: nearly 58 per cent. At nearly 54 per cent, Zuid-Limburg has a fairly high share of over 50s as well. In Rotterdam, on the other hand, only some 40 per cent of staff were older than 50 in 2011.

Figure 5.10 | Age distribution of secondary school teachers
In FTEs, excluding green education

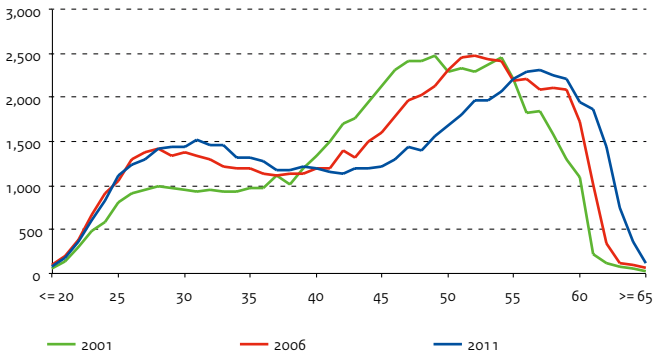


Figure 5.11 | Secondary school staff aged 50 and older
Teachers and heads by district, in percentages, 2011

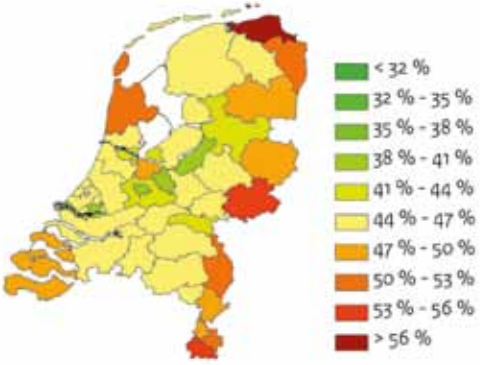


Table 5.7 | Schools and pupils by types of school (in percentages)

Source

OCW (DUO: Integrated school rolls (ILT), 1 VO Figure and BRIN)

Notes

- Reference date: 1 October.
- All licensed schools, including schools that do not have pupils enrolled.
- Figures include EL&I pupils in course years 1+2 at combined schools.
- Excluding VO pupils in VAVO.

	2007		2008		2009		2010		2011	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
VO overall (pupils x 1000)	**645**	**907**	**647**	**902**	**644**	**904**	**646**	**909**	**646**	**919**
Elementary vocational training (PRO)	17	2	18	2	18	2	18	2	18	2
VBO	1	0	1	0	1	0	1	0	1	0
VBO/PRO	0	0	0	0	0	0	0	0	0	0
AVO only	2	1	2	1	2	1	2	1	3	1
VWO	6	3	6	3	6	3	6	3	6	3
AVO combined school	21	19	21	19	21	19	21	19	21	19
AVO/VBO (narrow-based)	5	3	6	3	6	3	6	3	6	3
AVO/VBO with PRO (narrow-based)	0	0	0	0	0	0	0	0	0	0
AVO/VBO (broad-based)	36	53	36	54	35	54	36	54	35	54
AVO/VBO with PRO (broad-based)	9	17	8	16	8	17	8	16	8	16
Vertical schools	2	1	2	1	2	1	2	1	2	1

Table 5.8 | Schools with and without additional funding facilities, 2011 (in percentages)

Source

OCW (DUO: 1 VO Figure and BRIN)

Notes

-With additional funding facilities: schools receiving extra funding in the year stated and all pupils in those schools (excluding AOCs).
- See Appendix Notes and Definitions, Parts C and D.

	Schools	Pupils
Secondary education overall (schools x 1; pupils x 1000)	**646**	**919**
With additional funding facilities	**25**	**26**
G4	11	9
G27	11	12
Other	3	5
Without additional funding facilities	**75**	**74**
G4	4	3
G27	17	15
Other	54	56

Table 5.9 | Staff in secondary education, key statistics

Source

OCW (DUO: institutions' salary records)

Notes

- Reference date: 1 October (available figures have been levelled up because of missing data for some institutions).
- Excluding staff funded by EL&I; including VO staff at BVE institutions.
- The category "Other staff" comprises ancillary staff, organizational staff and administrative staff.
- Totals in numbers: without double counts within the (sub)sector.
- 1 FTE (full-time equivalent) corresponds to 1 full-time job.
- See also Appendix Notes and Definitions, Part D.

		2007	2008	2009	2010	2011
A) Staff in FTEs (x 1000)	**85.7**	**86.0**	**88.0**	**87.6**	**85.3**	
School management		4.3	4.5	4.6	4.6	4.6
Teachers	63.0	63.2	64.3	63.8	61.9	
Other staff		18.4	18.4	19.1	19.2	18.7
B) Staff in numbers (x 1000)	**104.4**	**105.0**	**108.4**	**108.6**	**106.7**	
School management		4.4	4.6	4.8	4.7	4.8
Teachers	75.6	76.0	77.8	77.8	76.4	
Other staff		24.4	24.4	25.8	26.1	25.5
C) Percentage of women (in FTEs)	**43**	**42**	**44**	**45**	**45**	
School management		24	22	26	26	28
Teachers	42	42	43	44	45	
Other staff		48	49	50	51	51
D) Percentage of staff aged 50 and older (in FTEs)	**44**	**44**	**45**	**46**	**47**	
School management		68	67	69	70	69
Teachers	42	42	43	44	44	
Other staff		44	45	46	48	50

Selection of subject clusters

In the 1999/00 school year, set subject clusters were introduced for all the pupils in HAVO and VWO. In addition to the single subject clusters, it is also possible to combine subject clusters. The main combinations are Science and Technology / Science and Health and Economics and Society / Culture and Society. Other combinations are chosen by a total of less than one hundred pupils a year, which is why they are not included in Table 5.10.

The proportionally high percentage of pupils with double subject clusters in the fourth course year of VWO is partly caused by schools delaying the selection of subject clusters. These schools offer two routes (the science route and the social route). Between VWO-4 and VWO-5, the differences in cluster selection are less marked. Until 2009/10, cluster selection in VWO-6 remained stable. In 2009, numbers opting for the Science and Technology/Science and Health combination picked up by 11 per cent. By 2011, this group stabilized at 18 per cent.
Within the HAVO sector, the number of pupils opting for double subject combinations is smaller than within VWO. In 2007, however, this proportion started to pick up; in 2011 it totalled 9 per cent. In the fourth year of VWO, nearly one-quarter of students opt for double clusters. In the final course year, this proportion rises by a few per cent. In the final year, students probably seek greater safety in their double clusters.

In 2007, a remarkable shift set in with regard to the fourth course year. Within HAVO, the Culture and Society cluster gave way to the Economics and Society cluster; within VWO, the double clusters shifted towards Science and Technology.

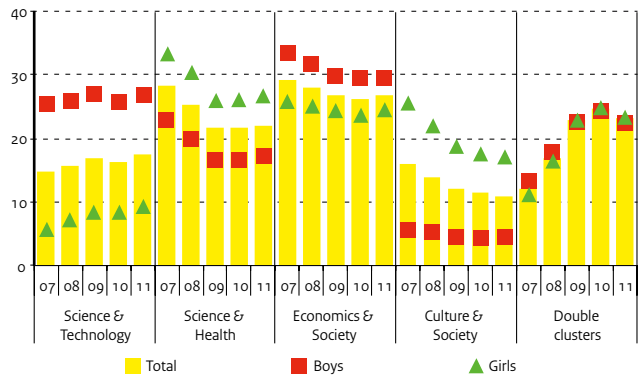
Due to a change in the regulations regarding cluster selection and the stricter examination requirements, it was feared that more pupils would opt for Culture and Society. This proved not to be the case. This can most likely be attributed to the reforms of the new Second Stage that took effect as of 2007 (no distinction between whole/partial subjects and more choices within the subject cluster). This trend continued in the last two years, which means that the spread seems to stabilize.

In 2011, 55 per cent of VWO pupils opted for the exact subject clusters, as opposed to only 35 per cent of HAVO pupils. In the final course years, the percentages are virtually the same.

Differences in choices between boys and girls

The difference in choices between boys and girls still turns out to be clearly noticeable, although it is diminishing, particularly in VWO. In 2011, 43 per cent of HAVO boys and 34 per cent of HAVO girls chose one of the exact clusters. Within VWO, these proportions were 66 per cent for boys and 55 per cent for girls. The number of VWO girls opting for Science and Health is considerably larger than the number of boys. In addition, the proportion of girls enrolled in Science and Technology or both Science clusters is picking up. Within HAVO, the differences are larger than within VWO. HAVO girls still seldom opt for Science and Technology, while the percentage of girls opting for Science and Health is only marginally larger than that of boys. The small proportion of boys opting for the Culture and Society cluster remains on a par with 2010, both within HAVO and within VWO.

Figure 5.12 | VWO pupils in the subject clusters
As a percentage of all VWO pupils in the subject clusters, course years 4, 5 and 6



Figuur 5.13 | HAVO pupils in the subject clusters
As a percentage of all HAVO pupils in the subject clusters, course years 4 and 5

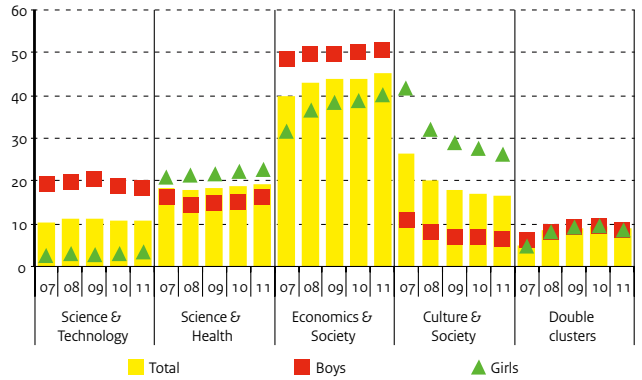


Table 5.10 | HAVO and VWO pupils in the subject clusters (numbers x 1000)

	2007		2008		2009		2010		2011	
	Number	%	Number	%	Number	%	Number	%	Number	%
HAVO 4 overall	**58**	**100**	**58**	**100**	**58**	**100**	**59**	**100**	**58**	**100**
Science & Technology (ST)	7	11	7	12	7	12	6	11	7	11
Science & Health (SH)	10	18	10	18	11	19	11	19	11	19
Economics & Society (ES)	24	42	25	44	26	44	26	44	27	46
Culture & Society (CS)	12	21	11	19	10	17	10	17	9	16
Combined cluster ST/SH	2	4	3	5	3	5	3	5	3	5
Combined cluster ES/CS	2	3	2	3	2	3	2	3	2	3
HAVO 5 overall	**47**	**100**	**48**	**100**	**50**	**100**	**51**	**100**	**52**	**100**
Science & Technology (ST)	4	9	5	10	5	11	5	10	5	10
Science & Health (SH)	9	19	8	17	9	18	9	18	10	19
Economics & Society (ES)	17	37	20	42	22	43	22	43	23	44
Culture & Society (CS)	15	33	10	21	9	19	9	17	9	17
Combined cluster ST/SH	1	2	3	6	3	7	3	7	4	7
Combined cluster ES/CS	0	1	2	3	2	3	2	4	2	3
VWO 4 overall	**43**	**100**	**42**	**100**	**43**	**100**	**43**	**100**	**42**	**100**
Science & Technology (ST)	7	16	7	17	7	17	7	16	8	18
Science & Health (SH)	10	22	9	22	9	22	9	22	9	23
Economics & Society (ES)	11	25	11	25	11	26	11	26	11	27
Culture & Society (CS)	5	12	4	10	4	10	4	10	4	9
Combined cluster ST/SH	7	16	7	17	7	17	7	17	6	15
Combined cluster ES/CS	4	8	4	9	4	8	4	9	3	8
VWO 5 overall	**40**	**100**	**40**	**100**	**41**	**100**	**41**	**100**	**40**	**100**
Science & Technology (ST)	6	14	7	17	7	18	7	17	7	18
Science & Health (SH)	13	32	9	22	9	22	9	22	9	23
Economics & Society (ES)	13	32	11	28	11	27	11	27	11	28
Culture & Society (CS)	7	18	6	14	5	12	5	12	5	11
Combined cluster ST/SH	2	4	5	13	6	15	6	15	6	14
Combined cluster ES/CS	0	1	2	5	2	6	3	6	2	6
VWO 6 overall	**36**	**100**	**38**	**100**	**36**	**100**	**37**	**100**	**37**	**100**
Science & Technology (ST)	5	13	5	13	6	16	6	16	6	16
Science & Health (SH)	11	32	12	32	7	20	8	20	8	20
Economics & Society (ES)	11	31	12	32	10	27	10	26	10	26
Culture & Society (CS)	7	19	7	18	5	14	5	13	5	12
Combined cluster ST/SH	2	4	2	5	6	17	7	18	7	18
Combined cluster ES/CS	0	1	0	1	2	6	3	7	3	8

Source

OCW (DUO: Integrated school rolls (ILT), 1 VO Figure)

Notes

- Reference date: 1 October.
- Other cluster combinations are chosen by very few pupils, usually less than 1 per cent; they are not included in this table.

Movements in light of pupils' home situation

Study progress in secondary education

Not every pupil follows the regular route in secondary education. Numerous individual careers through secondary education are possible. Pupils from different backgrounds require different school careers.

Data on pupils who embarked on secondary education in the 2004/05 school year was used to check in which type of education they were enrolled in 2010/11. In the seventh year that these first-year pupils were monitored, nearly 2 per cent were still enrolled in general secondary education (HAVO) and nearly 4 per cent were attending pre-university education (VWO). More than 45 per cent had left secondary education with a diploma at the VMBO level; nearly 21 per cent had completed HAVO and nearly 15 per cent had earned a VWO diploma. Nearly 14 per cent had left secondary education without a diploma. Some were still enrolled in a VMBO programme. The programme that a pupil is enrolled in is related to the pupil's situation at home. For instance, pupils who are an only child tend to leave secondary school without any qualifications more often than do pupils who have one or two siblings. Children from higher-income families complete the higher levels of secondary education significantly more often than children from lower-income families.

VWO examinations

VWO pupils who progress through secondary education without delays sit for exams at the end of their sixth year, in this case in 2009/10. Nearly 15 per cent of the first-year secondary school pupils monitored earned their VWO diploma in that year. In the following school year, 2010/11, nearly 4 per cent were still enrolled in a VWO programme.

Unqualified transfers to MBO

Of the pupils that entered secondary year 1 in 2004/05, nearly 14 per cent left government-funded secondary education without a diploma up until the beginning of the 2010/11 school year. Nearly 35 per cent of these pupils were enrolled in MBO programmes in 2010/11. The largest group in MBO (13 per cent) was enrolled in a level 4 programme (middle management / specialized training) in 2010/11 and 12 per cent were enrolled at level 2 (basic vocational training). Nearly 8 per cent were enrolled in MBO level 3 programmes (professional training) and 2 per cent in level 1 programmes (assistant worker). Nearly 9 per cent of the unqualified leavers were not enrolled in MBO in 2010/11 but had earned an MBO certificate in the years before. The other unqualified leavers transferred to, for example, elementary vocational training, adult education, private establishments or special schools; some interrupted or discontinued their studies.

Among non-Western ethnic minorities, the proportion of students leaving secondary education without a diploma is higher than among native Dutch students. The highest proportion is found among pupils from an Antillean or Aruban background: more than 26 per cent left secondary school without a diploma. In addition, this category has the lowest proportion of students moving on to MBO, compared to the other major non-Western ethnic minorities. Students without siblings tend to leave secondary school without a diploma more often than students with one or two siblings. The same is true for students from single-parent families, of whom 21 per cent left secondary school without qualifications, versus 12 per cent among children from two-parent families. Among young people from low-income families, the number of unqualified school-leavers is higher than among students from higher-income families.

Figure 5.14 | Position of entrants in their seventh year
Position in 2010/11 by number of children in the family and income, first-year cohort 2004/05

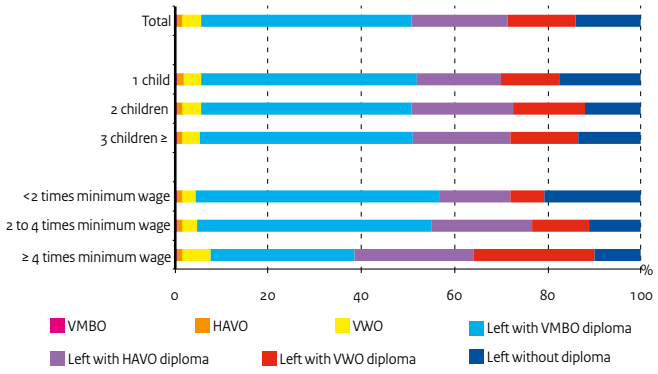


Figure 5.15 | Unqualified leavers
Numbers leaving VO without diploma until start of 2010/11, first-year cohort 2004/05

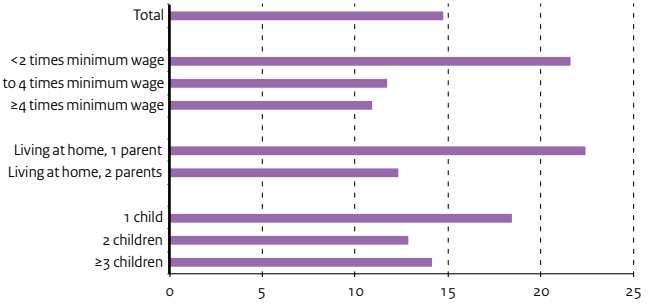


Table 5.11 | Unqualified leavers in 2004/05 entrance cohort and position in MBO in 2010/11

Source

http://statline.cbs.nl

Notes

- Figures pertain to pupils entering secondary year 1 in 2004/05.
- Totals include a small group of pupils whose backgrounds are unknown.
- Figures for family income pertain to aggregate income from work and benefits for all the members of the family the pupil belonged to at the end of September 2004.
- Figures for 2010/11 are provisional.

	Total	of which leaving VO without qualifications in 2010/11						
Total		of which enrolled in MBO in 2010/11					Completed	
			Total	Level 1	Level 2	Level 3	Level 4	MBO
	x 1000	%					x 1001	
Total	**185.6**	**13.9**	**34.8**	**1.8**	**12.0**	**7.8**	**13.2**	**8.7**
Gender								
Boys	94.3	15.3	35.2	2.1	14.1	7.3	11.7	9.7
Girls	91.3	12.5	34.4	1.4	9.4	8.4	15.2	7.3
Ethnic background								
Native Dutch	144.0	10.9	36.9	1.3	11.1	8.3	16.2	8.8
Western immigrants	11.7	18.7	27.2	1.4	9.1	6.1	10.6	7.7
Non-Western immigrants	28.7	25.4	34.9	3.1	15.6	7.6	8.6	9.0
of which								
Turks	6.7	26.1	41.8	2.8	19.6	9.8	9.6	10.2
Moroccans	5.7	25.3	42.2	3.5	19.8	9.8	9.6	10.5
Surinamese	4.9	19.8	38.0	3.5	16.9	7.8	9.8	8.5
Antilleans and Arubans	2.1	26.4	33.3	6.7	15.6	4.3	6.7	8.9
Other non-Western immigrants	9.3	27.8	25.2	2.1	10.1	5.6	7.5	7.7
Number of children in the family								
1 child	18.5	17.4	33.2	1.8	12.9	7.7	10.8	10.0
2 children	87.3	12.1	36.4	1.6	12.3	7.8	14.6	8.6
3 children	52.2	12.3	36.3	1.7	11.3	7.9	15.4	8.3
4 or more children	24.2	15.8	37.5	2.2	13.8	9.0	12.5	9.5
Type of family								
Living at home, 2 parents	154.0	11.6	37.0	1.3	11.8	8.2	15.6	8.1
Living at home, 1 parent	27.2	21.3	33.8	3.0	14.2	7.3	9.4	10.8
Other	0.4	44.7	23.7	3.6	8.8	7.2	4.1	13.4
Family income level								
<2 times minimum wage	45.9	20.7	35.1	2.8	14.6	7.7	9.8	11.2
2 to 4 times minimum wage	85.9	11.2	40.3	1.4	13.2	9.0	16.6	8.4
≥4 times minimum wage	50.4	10.1	29.9	0.4	6.4	6.6	16.5	5.3

Ethnic minorities in secondary education

Distribution over the different types of schools

The distribution of the pupils over the respective types of secondary schools according to group origin can best be compared on the basis of the school rolls in secondary year three. By that year, almost all pupils have made a final choice for the type of school in which they wish to continue.

Pupils from non-Western foreign extraction more often enrol in a VMBO programme than do native Dutch pupils and Western non-natives. Within VMBO, they tend to opt for the lower-level programmes and they also qualify for learning support (LWOO) more often. In part, this latter aspect is related to their over-representation in the lower-level programmes, where a larger proportion of pupils qualify for learning support. Within the basic vocational VMBO programme, the number of non-Western ethnic-minority pupils qualifying for learning support equals that of their native Dutch peers. Within the middle-management programmes, non-Western ethnic minorities outnumber the other groups.

In the 2010/11 school year, 41 per cent of non-Western ethnic-minority pupils in secondary year three were enrolled in either the basic vocational programme or the middle-management vocational programme, versus a fourth of the other pupils. Enrolment in the combined and theoretical programmes of VMBO, at approximately 27 per cent, is virtually the same for all these groups. Nearly half of native Dutch pupils were enrolled in HAVO or VWO, versus 30 per cent of non-Western ethnic-minority pupils. Pupils with a Turkish or Moroccan background, especially, seldom opt for HAVO or VWO.

Choice of sector and subject cluster

Among non-Western immigrants, the proportion opting for economic programmes is remarkably higher than it is among native Dutch pupils, especially within VMBO. Here, "Economics" is the sector most chosen by non-Western non-native boys. Native Dutch boys tend to opt for "Technology". Non-Western non-native girls in VMBO also opt for economics quite frequently. A similar proportion of these girls, however, opt for "Care and Welfare", while most native Dutch girls tend to favour "Care and Welfare". Hardly any non-Western immigrants choose the "Agriculture and the natural environment" sector.

In HAVO, most boys enrol in the "Economics and Society" cluster, especially non-Western ethnic-minority boys. Antillean and Aruban boys, on the other hand, tend to favour the science cluster rather than "Economics and Society". Among girls, too, "Economics and Society" is now the most popular cluster. A few years ago, "Culture and Society" topped the list.

In VWO, both native Dutch and non-Western non-native boys tend to favour the "Science and Technology" cluster. "Economics and Society" and "Science and Health" are also chosen quite often. The increasing popularity of "Science and Technology" among non-Western non-native boys has virtually eliminated the differences in subject cluster selection among boys in VWO. Both native Dutch and non-Western non-native girls in VWO tend to opt for "Science and Health", followed by "Economics and Society". The two groups hardly differ with regard to cluster selection. Both opt for science clusters equally often and the proportions opting for society clusters are also close.

Figure 5.16 | Native and non-native pupils in secondary education

Secondary year 3, distribution across school types, 2010/11

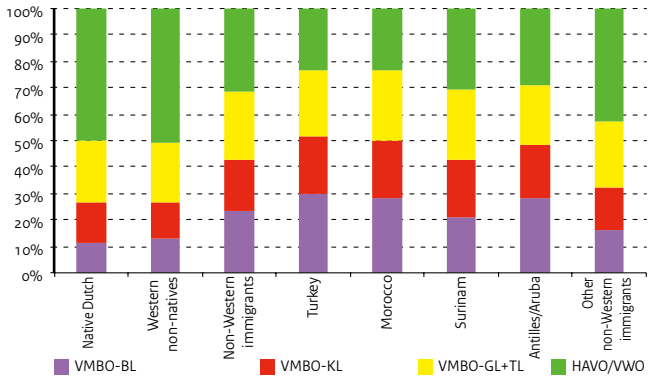


Figure 5.17 | Native and non-native pupils with LWOO indication

In percentages of total enrolment in VMBO per programme, 2010/11

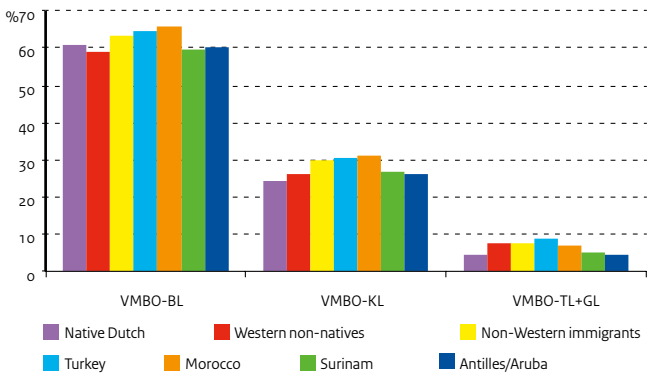


Table 5.12 | Pupils in secondary year 3, distribution across school types, 2010/11

Source

http://statline.cbs.nl

Notes

- By ethnic background in percentages of total enrolment in secondary year 3 (absolute total in first column, excluding unknown origins).
- General undivided: pupils have not made a choice yet.
- Excluding elementary vocational training, including VMBO departments in AOCs.
- Figures for 2010/11 are provisional.

	Total	VMBO programmes				General undivided	HAVO	VWO	LWOO %	LWOO %
	Course year 3									
	x 1 000	BL	KL	GL	TL				in VMBO	in VMBO-BL
Native Dutch	150.3	11	14	9	18	3	22	24	22	61
Western non-natives	12.1	12	13	7	18	3	23	25	24	59
Non-Western immigrants	29	22	19	6	22	3	17	13	32	63
Turkey	6.6	27	20	8	20	3	14	8	35	65
Morocco	5.9	27	20	5	24	2	14	8	35	66
Surinam	4.9	20	21	5	22	3	17	13	28	59
Antilles / Aruba	2.1	26	19	5	19	2	16	12	31	60
Other non-Western immigrants	9.5	15	15	5	21	3	20	20	28	62

Table 5.13 | Pupils in VMBO years 3 and 4, distribution across sectors, 2010/11 (percentages)

Source

http://statline.cbs.nl

Notes

- VMBO without theoretical programmes.
- Figures for 2010/11 are provisional.

Boys							Girls					
	Total	Agricult. & Nat. Env.	Care & Welfare	Econ.	Techn.	Combi.	Total	Agricult. & Nat. Env.	Care & Welfare	Econ.	Techn.	Combi.
	x 1 000						x 1.000					
Native Dutch	50.6	14	6	22	46	12	43.6	18	50	20	4	9
Non-Western immigrants	13.0	3	6	49	33	10	12.1	3	44	44	4	5
Turkey	3.6	1	4	55	31	9	3.3	2	45	45	3	6
Morocco	3.0	2	5	54	31	7	2.9	3	44	46	4	4
Surinam	2.2	3	7	44	37	10	2.0	4	40	46	5	5
Antilles / Aruba	1.0	3	10	37	38	11	1.0	5	49	35	5	6
Other non-Western immigrants	3.3	3	7	45	34	12	3.0	5	44	41	5	6

Table 5.14 | HAVO and VWO pupils, distribution across subject clusters, 2010/11 (in percentages)

Source

http://statline.cbs.nl

Notes

- Excluding English programme (HAVO level) and International Baccalaureate (VWO level).
- The percentages of the clusters add up to more than 100 per cent, since some pupils choose a double cluster (usually within the main sector).
- Figures for 2010/11 are provisional.

	HAVO course years 4 and 5					VWO course years 5 and 6				
	Total	By cluster				Total	By cluster			
	x 1000	ST	SH	ES	CS	x 1000	ST	SH	ES	CS
Native Dutch boys	44.1	28	23	51	8	30.4	44	34	35	9
Native Dutch girls	45.7	7	27	43	32	35.3	23	41	32	27
Non-Western immigrants										
Boys	6.1	22	20	57	9	3.2	44	39	33	8
Girls	6.7	8	24	46	31	3.8	25	42	33	24
Boys										
Turkey	1.2	21	20	61	7	0.5	38	40	38	7
Morocco	1.0	15	14	69	8	0.4	35	37	40	9
Surinam	1.0	20	19	58	10	0.5	41	30	39	9
Antilles / Aruba	0.4	24	24	51	12	0.2	44	35	34	11
Other non-Western immigrants	2.5	27	24	51	9	1.6	49	42	28	8
Girls										
Turkey	1.4	10	27	47	27	0.5	27	46	32	24
Morocco	1.2	4	16	49	37	0.5	18	34	40	27
Surinam	1.2	6	20	49	31	0.6	19	38	40	23
Antilles / Aruba	0.4	5	23	46	33	0.3	29	35	34	28
Other non-Western immigrants	2.6	9	27	44	30	1.9	28	46	29	23

System and funding in vocational and adult education

System

The Adult and Vocational Education Act (WEB), which came into force on 1 January 1996, covers two types of education: vocational education (MBO) and adult education.

MBO comprises vocational training (BOL) and block or day-release programmes (BBL). BOL can be taken either full-time (ft) or part-time (pt). Within BBL, the focus is on practical training, involving 60 per cent or more of the duration of the course.
MBO courses can be taken at four different qualification levels: assistant worker (level 1), basic vocational training (level 2), professional training (level 3) and middle-management or specialist training (level 4).
MBO courses are offered in four sectors: "Personal/social services and health care", "Technology", "Economics" and "Agriculture and the natural environment (or green education)". The latter sector is funded by the Ministry of EL&I.

Adult education comprises adult general secondary education (VAVO) and adult basic education. VAVO is regarded as "second chance education" (VMBO theoretical programme, HAVO and VWO). Adult basic education comprises broad social functioning, life skills and Dutch as a second language (NT2 or DSL). Adult basic education is a first step towards further training and development.

The figures presented do not include green education (EL&I), unless stated otherwise.

Funding

In 2011, the Ministry of OCW provided the vocational/adult education sector with nearly 3.5 billion euros. This sum is distributed across the institutions on the basis of the number of participants, the number of certificates awarded, and the volume of educational preparation and support activities (VOA). In addition, institutions can be contracted to perform specific educational activities for third parties, the so-called "contract activities".
In 2011, the Ministry of OCW allocated a sum of 150 million euros to the local governments for the provision of adult education, which was apportioned on the basis of the size of the adult population, the number of adults of ethnic origin and the number of adults with educational disadvantages. The local governments have contracted Regional Training Centres (ROCs) to provide these courses.
The Vocational Education and Industry Knowledge Centres (KBBs) are funded by the Ministry of OCW on the basis of the number of qualifications they have developed and maintain, the number of companies certified as offering training places and the number of training places in apprenticeship companies (BPV places) actually occupied by students. In 2011, the KBBs received nearly 100 million euros.

Students pay school or course fees and qualify for student financial support if they are 18 or over and take BOL full-time training courses. For BOL students under the age of 18, the parents can apply for a study costs allowance.

Figure 6.1 | Types of vocational and adult education courses
2010

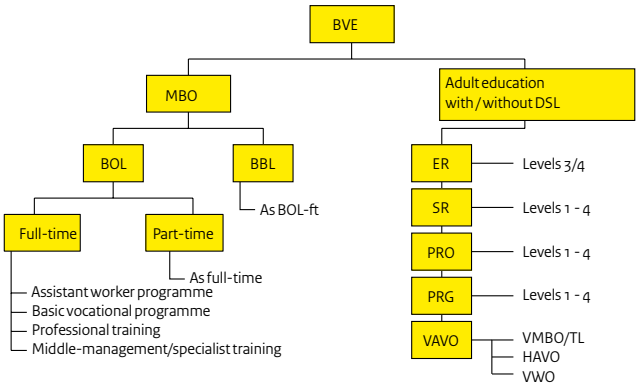


Figure 6.2 | Flows of funds in vocational and adult education
Amounts for 2011 (x € 1 million)

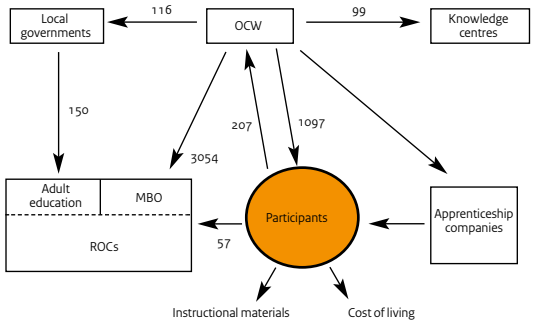


Table 6.1 | Financial key statistics for vocational and adult education

	2007	2008	2009	2010	2011
A) Expenditure and revenue (x € 1 million)					
Total expenditure	**3,204.4**	**3,345.2**	**3,517.5**	**3,512.5**	**3,479.8**
Secondary vocational education	2,750.7	2,861.8	2,993.1	3,021.8	3,054.4
Knowledge centres	114.3	111.9	115.8	105.6	98.8
Adult education	189.8	197.6	202.4	150.4	115.9
Specific promotion	97.9	104.1	111.4	77.5	82.2
Learning and working	25.9	16.1	22.4	22.9	8.1
Early school-leaving	0.0	27.4	45.0	103.3	84.3
Dutch Caribbean improvement funds	0.0	0.0	0.0	0.0	12.8
Technocentres	9.0	9.0	10.2	10.0	0.0
Overhead costs	**16.7**	**17.2**	**17.2**	**21.0**	**23.3**
Attributed to DUO	13.1	13.9	13.3	17.2	19.5
OCW overheads	3.6	3.3	3.9	3.8	3.8
Total revenue (incl. Technocentres)	**99.4**	**88.5**	**33.9**	**24.8**	**11.3**
B) Associated expenditure and revenue (x € 1 million)					
Course fees received	188.7	179.9	187.2	202.6	207.1
C) OCW expenditure per participant (x € 1000)					
Secondary vocational education (MBO)	**6.3**	**6.4**	**6.6**	**6.5**	**6.7**
BBL	4.6	4.8	4.9	4.8	4.9
BOL-ft	7.1	7.4	7.6	7.4	7.5
BOL-pt	3.2	3.3	3.4	3.3	3.4
Adult education					
Spending on government-funded adult education per adult citizen (18-64)	0.02	0.02	0.02	0.01	0.01

Source

OCW

CBS: population forecast

Notes

- OCW expenditure per participant: total netted OCW expenditure and revenue, excluding overhead, divided by total number of participants on the reference date (1 October).
- FES resources included in the revenue are not netted. FES resources are no longer available with effect from 2011.
- Per capita expenditure has been calculated on the basis of weightings per school type.
- See Appendix Notes and Definitions, Part B.

Table 6.2 | Vocational and adult education institutions, key statistics

	2007	2008	2009	2010	2011
Total number of educational establishments	**61**	**60**	**59**	**58**	**57**
ROCs	44	43	43	44	43
Specialist trade colleges	13	13	12	12	12
Other WEB institutions	4	4	4	2	2
Knowledge centres	**17**	**17**	**16**	**16**	**16**

Source

OCW (DUO)

Notes

- Figures pertain to institutions which actually have students enrolled.
- Excluding AOCs.
- See Appendix Notes and Definitions, Part C.

Vocational and adult education: financial data

Financial position

The figures presented are the summed totals of the annual accounts submitted by all the ROC boards and specialist training colleges, pertaining to 2006 up to and including 2010.
In 2010, the overall result fell from 34.0 million euros to 27.0 million euros. This decrease was primarily caused by an increase in the negative financial revenues and expenses balance and the failure to realise an extraordinary result, such as had been the case in 2009. The financial indicators for solvency, liquidity and profitability remained fairly constant once again.

Solvency

Solvency 1 (excluding provisions) grew, while the value including provisions fell by 0.1. This trend is the result of an increase in equity capital and a decrease in provisions. The equity capital grew by 23.1 per cent, from 1,544.0 million to 1,900.3 million euros. The transfer of provisions contributed to this increase. The possibility of taking up BAPO provisions (BAPO: promotion of labour participation among older staff) was abolished in 2010. After 2009, any BAPO provisions left had to be transferred to the equity capital. Thus, the provisions fell proportionally. In addition, the debts fell slightly, by some 4 per cent.

Liquidity

At a value of 0.86, liquidity remained exactly equal to the 2010 value. The current assets and especially the liquid assets increased in 2010. The short-term debts increased as well, by 12.8 per cent. As a result, the liquidity ratio did not change. These developments further reduced the joint working capital (current assets minus short-term debts) of the ROCs and specialist trade colleges from minus 134.7 million euros to minus 151.1 million euros.

Profitability

In 2010, the profitability remained constant at a value of 0.7 per cent. As a result of the slight increase in total assets in combination with a further decrease in the financial revenues and expenditures balance the ratio between the result and the total assets, i.e., the profitability, remained constant. The statement of revenues and expenditures shows that the government grants have gone up, while the staff costs have increased considerably less. In addition, the share of government grants in the total revenues went up as well, whereas the share of staff costs in the total expenditures fell.

Figure 6.3 | Solvency of vocational / adult education institutions
Spread in solvency (including provisions)

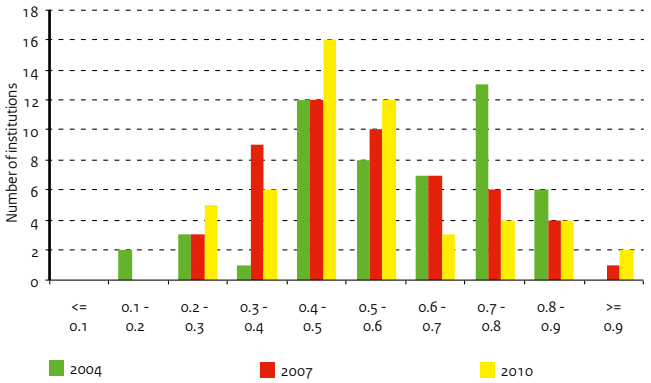


Figure 6.4 | Liquidity of vocational / adult education institutions
Spread in liquidity (current ratio)

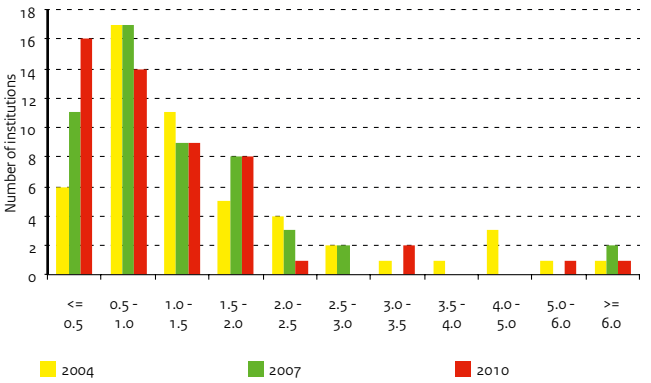


Table 6.3 | Balance sheet and operating data of vocational and adult education institutions

	2006	2007	2008	2009	2010
A) Financial indicators					
Solvency (including provisions)	0.57	0.55	0.52	0.51	0.50
Liquidity	1.23	0.95	0.87	0.86	0.86
Profitability (in percentages)	1.9	-0.1	-0.9	0.7	0.7
B) Accumulated balance sheet (x € 1 million)					
Total assets	**3,636.2**	**3,766.6**	**3,999.3**	**4,108.7**	**4,221.6**
Fixed assets	2,683.2	2,942.1	3,190.9	3,301.6	3,311.0
of which tangible fixed assets	2,619.4	2,887.3	3,121.5	3,226.0	3,227.0
Current assets	953.1	824.5	808.4	807.2	910.6
of which liquid assets	648.3	490.0	484.8	470.8	552.4
Total liabilities	**3,636.2**	**3,766.6**	**3,999.3**	**4,108.7**	**4,221.6**
Equity capital	1,735.9	1,715.9	1,494.5	1,544.0	1,900.3
Provisions	335.6	355.4	568.3	542.2	220.0
Long-term debts	789.4	828.0	1,005.5	1,080.6	1,039.5
Short-term debts	775.4	867.4	930.9	941.9	1,061.7
C) Accumulated operating accounts (x € 1 million)					
Revenues	**3,495.3**	**3,750.3**	**3,889.8**	**4,097.6**	**4,181.8**
OCW grants	2,757.0	3,014.0	3,123.6	3,290.2	3,388.5
Other government grants	368.9	287.8	264.1	297.8	258.5
Examination fees	1.8	1.7	42.3	49.4	57.1
Revenues from contract work	138.2	191.9	209.9	227.3	239.0
Other revenues	229.4	254.9	250.0	233.0	238.7
Expenses	**3,411.7**	**3,738.8**	**3,904.7**	**4,036.4**	**4,116.0**
Staff costs	2,452.7	2,690.4	2,826.3	2,930.8	2,976.3
Depreciations	204.3	211.0	232.2	244.2	255.9
Accommodation	267.1	281.0	285.2	310.9	305.9
Other institutional expenses	487.6	556.4	560.9	550.5	577.9
Revenues and expenses balance	**83.6**	**11.6**	**-14.8**	**61.2**	**65.9**
Actual revaluation	0.0	0.0	0.0	2.7	2.9
Financial revenues and expenses balance	**-17.5**	**-16.2**	**-21.3**	**-35.9**	**-41.0**
Result	**66.0**	**-4.7**	**-36.1**	**27.9**	**27.8**
Taxes	0.0	0.0	0.0	1.8	0.7
Participations	0.0	0.0	1.0	0.8	0.2
Result after taxes	**66.0**	**-4.7**	**-35.2**	**27.0**	**27.3**
Third-party share in result	0.0	0.0	0.0	0.0	0.1
Net result	**66.0**	**-4.7**	**-35.2**	**27.0**	**27.2**
Extraordinary result	**-10.5**	**9.4**	**1.7**	**7.0**	**-0.1**
Total result	**55.5**	**4.7**	**-33.5**	**34.0**	**27.0**

Source

OCW (DUO: Institutions' annual accounts)

Notes

- Data on ROCs and specialist trade colleges is included in the figures.
- A) Solvency: equity capital (including provisions) / total capital.
- A) Liquidity (current ratio): current assets / short-term debts.
- A) Profitability of ordinary operations: result / (total revenues + interest received).

Students in vocational and adult education

Students in MBO

In 2011, enrolment in MBO fell slightly in comparison with 2010, to 485 thousand (based on the preliminary surveys for 2011). The largest of the three educational routes is full-time vocational training (BOL-ft), with 330 thousand students (68 per cent of total enrolment). The majority of the students in BOL-ft take courses at levels 3 or 4 (79 per cent). Enrolment in block or day-release programmes (BBL; 147 thousand) fell slightly as well compared with 2010 (by 4 per cent). Numbers in part-time vocational training (BOL-pt) fell by a scant 13 per cent to 7.6 thousand.

At 52.8 per cent, men are slightly over-represented in MBO. Block/day-release programmes have a particularly large share of men (64.1 per cent). Both full-time and part-time vocational training, on the other hand, have a larger share of women (52.0 and 60.5 per cent, respectively).

In 2011, the average age of MBO students was 18.6 in BOL-ft, 27.7 in BBL and 32.0 in BOL-pt. The proportion of students aged 18 or older in MBO amounted to 72 per cent.

Of all the students in MBO, 34 per cent took courses in the sector of economics in 2011, 30 per cent were enrolled in the sector of technology and another 33 per cent in the sector of personal and social services/healthcare (DGO).

In the technology sector, 46 per cent of students were enrolled in BBL courses, which was significantly more than in the DGO sector (24 per cent) or the economics sector (23 per cent). The overwhelming majority of students in the DGO sector opt for levels 3 or 4 (83 per cent); this concentration is less marked in the technology sector (58 per cent) and the economics sector (72 per cent).

Enrolment in adult general secondary education

Enrolment in adult general secondary education (VAVO; 14.8 thousand) fell by more than 11 per cent compared to 2010. The majority of the students (60 per cent) attend general secondary education courses (HAVO).

Figure 6.5 | Enrolment in vocational education (MBO)
Numbers (x 1000), by programme and level (incl. green education)

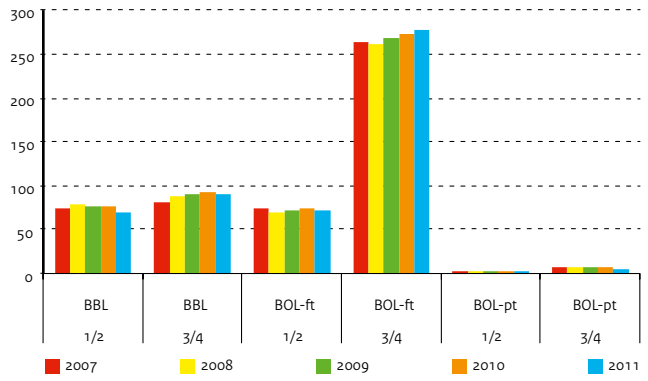


Figure 6.6 | Enrolment in adult education
Number of participants (x 1000)

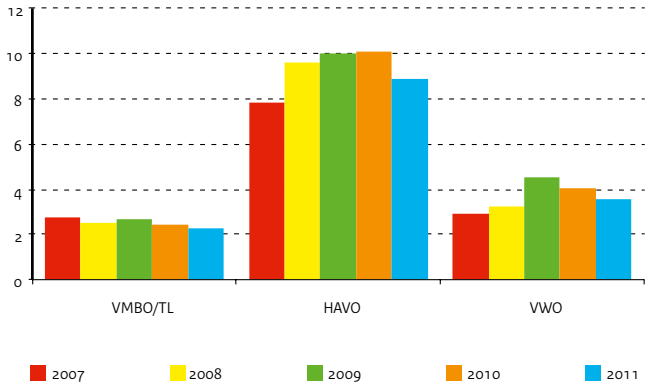


Table 6.4 | Enrolment in vocational and adult education (numbers x 1000)

Source

OCW (DUO)

EL&I: Information Department

Notes

- Reference date: 1 October.
- See Appendix Notes and Definitions, Part C.

	2007	2008	2009	2010	2011
Vocational education (MBO) overall (OCW)	**477.1**	**479.6**	**486.1**	**495.2**	**484.9**
BBL	147.0	156.8	155.4	157.6	147.3
BOL-ft	319.0	313.2	322.0	328.7	330.0
BOL-pt	11.1	9.6	8.7	8.9	7.6
MBO green overall	**26.2**	**27.1**	**29.4**	**30.1**	**30.5**
BBL-green	9.2	10.2	11.7	11.5	11.9
BOL-green	17.0	16.9	17.7	18.6	18.6
VAVO overall	**13.5**	**15.4**	**17.1**	**16.5**	**14.8**
VAVO (ages 16-17)	2.8	3.9	3.4	3.4	3.2
VAVO (other)	10.7	11.5	13.7	13.1	11.5

Table 6.5 | Students in vocational and adult education by level (numbers x 1000)

Source

OCW (DUO)

Notes

- Excluding green education.
- See Appendix Notes and Definitions, Part C.

	2007	2008	2009	2010	2011
Vocational education (MBO) overall (OCW)	**477.1**	**479.6**	**486.1**	**495.2**	**484.9**
BBL					
Level 1	8.4	8.5	9.9	11.1	9.0
Level 2	60.5	65.0	59.2	58.7	53.3
Level 3	50.0	53.8	54.9	55.8	53.2
Level 4	28.1	29.5	31.4	32.0	31.8
BOL-ft	**147.0**	**156.8**	**155.4**	**157.6**	**147.3**
Level 1	10.3	9.3	9.5	9.6	10.2
Level 2	60.5	57.9	60.5	61.2	59.1
Level 3	70.8	70.5	74.7	77.1	78.7
Level 4	177.4	175.5	177.3	180.8	182.0
BOL-pt	**11.1**	**9.6**	**8.7**	**8.9**	**7.6**
Level 1	0.9	0.9	0.9	0.7	0.5
Level 2	2.1	1.7	1.5	1.7	1.6
Level 3	3.5	2.7	2.5	2.5	2.1
Level 4	4.5	4.2	3.8	4.0	3.4
VAVO overall	**13.5**	**15.4**	**17.2**	**16.5**	**14.8**
VMBO/TL	2.8	2.5	2.6	2.4	2.3
HAVO	7.8	9.6	10.0	10.1	8.9
VWO	2.9	3.2	4.6	4.0	3.6

Table 6.6 | Students in vocational and adult education by age bracket, 2011 (numbers x 1000)

Source

OCW (DUO)

	<24 years	24-30 years	>30 years	Total
BBL	81	23	43	147
BOL-pt	2	2	4	8
BOL-ft	317	11	1	330
Total	**400**	**36**	**48**	**485**

Movements and success rates

Intake

In 2010, 176 thousand students entered MBO, i.e., some 35 per cent of the total enrolment. Entrants from outside the education system (indirect entrants) totalled 78 thousand.

Of the students entering full-time vocational training programmes (BOL-ft) in 2011, 69 per cent were VMBO certificate holders, 16 per cent did not come directly from any form of education and 11 per cent transferred from elsewhere. Of those entering part-time vocational training programmes (BOL-pt), 78 per cent did not come directly from other types of education. In block/day-release programmes (BBL), 66 per cent of students came from outside the education system, 13 per cent were VMBO certificate holders, 17 per cent transferred from other MBO courses (BOL-ft and BOL-pt) and 3 per cent came from other backgrounds (VSO, elementary vocational training, unqualified secondary school-leavers, HAVO certificate holders and adult education).

Transfer rates and number of school-leavers

The number of students leaving MBO (in relation to total enrolment) amounted to 37 per cent in 2010, which is slightly higher compared to the year before. Of this group, 88 per cent left the education system altogether. Therefore, MBO is largely regarded as final education. The proportion moving on to HBO amounted to 12 per cent in 2011, on a par with 2010. Virtually all this flow was composed of students who had completed a full-time BOL programme at level 4. Nearly half of these graduates (48 per cent) transferred directly to an HBO programme.

Figure 6.7 | Transfers within the vocational sector

As a percentage of outflow (qualified/unqualified, incl. green), 2010

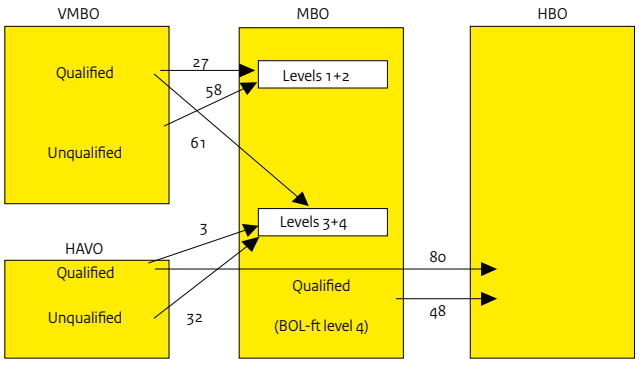
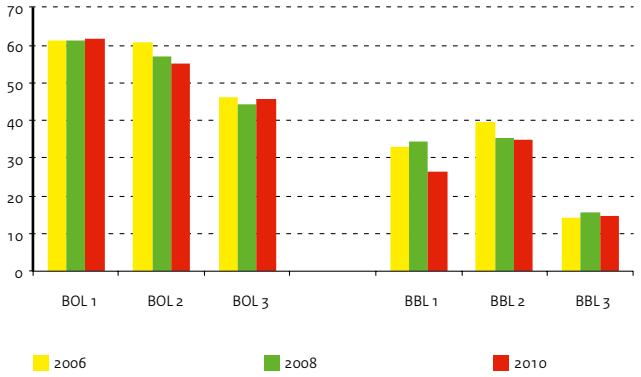


Figure 6.8 | Internal transfers within MBO

Percentage of MBO graduates transferring to a higher MBO level (incl. green)



Source

OCW (DUO: Education Matrices)

Notes

- Including green education.
- See Appendix Notes and Definitions, Part C.

Source

OCW (DUO)

Notes

- Qualifications obtained in school year prior to reference date, 1 October.
- Excluding green education.
- See Appendix Notes and Definitions, Part C.

Table 6.7 | Numbers entering and leaving MBO by background and destination

	2006	2007	2008	2009	2010
New entrants as a percentage of total enrolment	**35**	**35**	**35**	**35**	**35**
Educational backgrounds in percentages					
VMBO (unqualified)	4	4	3	3	4
VMBO (qualified)	50	49	48	47	45
HAVO (qualified)	1	1	1	1	1
No form of education / other	45	47	47	49	50
Transfers of qualified MBO leavers to higher level as a percentage of origin					
From BOL 1 to MBO 2 or higher	61	60	61	64	62
From BOL 2 to MBO 3 or higher	61	59	57	58	55
From BOL 3 to MBO 4	46	45	44	46	45
From BBL 1 to MBO 2 or higher	33	34	34	31	26
From BBL 2 to MBO 3 or higher	39	38	36	35	35
From BBL 3 to MBO 4	14	15	16	16	15
Outflow as a percentage of total enrolment	**33**	**34**	**34**	**34**	**36**
Destination of school-leavers in percentages					
HBO	14	14	13	14	12
Other	1	1	1	1	1
Leaving education	85	85	86	85	87

Table 6.8 | Success rates in MBO and adult education (numbers x 1000)

	2007	2008	2009	2010	2011
MBO overall (OCW)	**141.7**	**146.9**	**152.4**	**159.6**	**158.1**
of which external students	14.9	17.4	19.1	21.0	20.6
BBL	**49.5**	**54.9**	**60.7**	**65.3**	**64.4**
Level 1	3.7	4.5	4.6	5.8	6.3
Level 2	20.8	24.2	26.5	26.4	26.0
Level 3	16.7	17.3	19.3	20.9	21.0
Level 4	8.3	8.9	10.3	12.3	11.2
BOL-ft	**88.2**	**87.9**	**87.8**	**90.0**	**89.8**
Level 1	7.5	7.0	6.2	7.0	7.1
Level 2	21.5	20.7	20.8	21.2	20.3
Level 3	17.7	18.2	18.2	19.3	18.9
Level 4	41.6	42.0	42.6	42.5	43.4
BOL-pt	**4.0**	**4.1**	**3.9**	**4.3**	**3.9**
Level 1	0.6	0.5	0.6	0.5	0.4
Level 2	0.9	0.9	0.9	1.4	1.1
Level 3	1.0	1.1	0.9	0.9	0.9
Level 4	1.5	1.5	1.5	1.4	1.6
Adult education overall	**4.6**	**5.2**	**6.5**	**7.2**	**8.1**
VMBO-TL	0.9	1.1	1.0	1.0	1.1
HAVO	2.5	2.7	4.0	3.7	4.7
VWO	1.2	1.4	1.5	2.4	2.3

Institutions and staff

Institutions

In 2011, the vocational and adult education (BVE) sector comprised 43 Regional Training Centres (ROCs; not including green education), 12 specialist trade colleges and 2 "other" institutions (i.e., institutions for the deaf or institutions with a denominational character). The number of institutions and the differentiation in size (enrolment) have remained fairly stable.

The sector comprises 16 sector-oriented Knowledge Centres (not including agriculture) divided over three domains (personal/social services and healthcare, economics and technology). Their statutory tasks are: developing qualifications for secondary vocational education, monitoring the examinations administered by education institutes, recruiting new companies offering training places (for practical training) and monitoring the quality of the companies offering training places.

Employment in vocational and adult education

Over the past year, employment opportunities in the BVE sector fell by 1200 full-time jobs. In 2011, nearly 47 thousand people filled nearly 37.5 thousand full-time jobs in this sector.

Age

Staff in the BVE sector has aged considerably over recent years. The proportion of staff over 50 among teachers rose from 52 per cent in 2007 to 57 per cent in 2010. In 2011, however, this share fell to 55 per cent.

Female staff

In recent years, the proportion of female teachers in the vocational and adult education sector has remained fairly stable at 45 per cent. The proportion of women in management positions is growing± from 27 per cent in 2007 to 37 per cent in 2011.

Figure 6.9 | Vocational/adult education institutions by size
By number of participants (excluding AOCs)

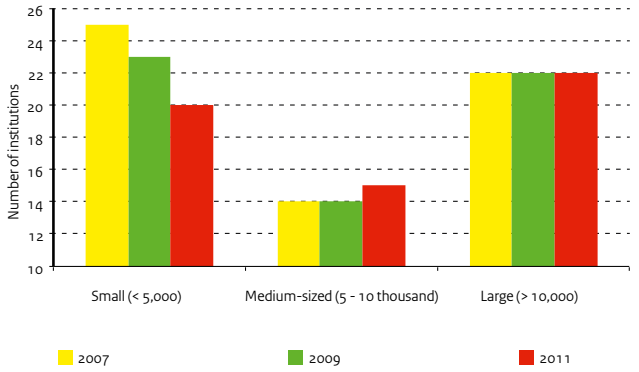


Figure 6.10 | Age distribution of teachers in the BVE sector
In FTEs (excluding green education)

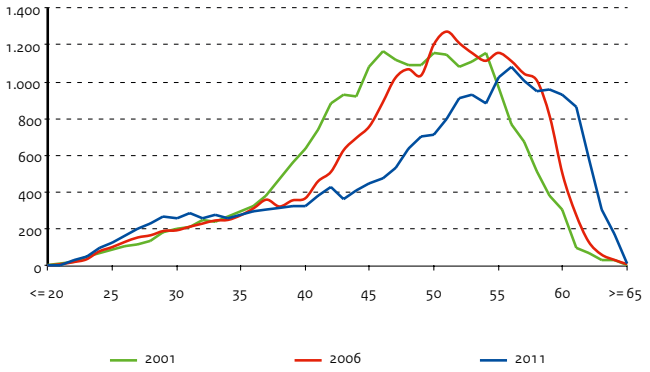


Table 6.9 | Sectors of education, knowledge centres, branches of industry and participants (x 1000)

Source

www.colo.nl

OCW (DUO: funding surveys)

Notes

- Reference date: 1 October.
- Excluding Aequor (Agriculture).
- DGO: Personal/social services and health care.

Sector	Knowledge centre	Branch of industry	2006	2007	2008	2009	2010
DGO	KOC Nederland	Beauty care, hairdressing	14	14	14	14	14
	Calibris	Health care, services, welfare, sports	139	143	143	146	150
	Kenwerk	Catering, tourism, food	4	3	2	1	1
Economics	Ecabo	Economics, office work	80	82	83	84	83
	KC Handel	Distribution, wholesale	44	42	40	40	40
	Kenwerk	Catering, tourism	37	37	38	39	39
	SVO	Meat sector	2	2	2	3	3
	Combined sector of industry		1	1	1	2	2
Technology	KC Handel	Distribution, wholesale	3	3	3	3	3
	Fundeon	Construction, development, civil engineering	21	22	23	22	20
	GOC	Graphics industry	9	10	12	15	15
	Innovam Groep	Motor vehicles, bicycles, car trade	15	15	14	14	14
	Kenteq	Metal, electrical engineering, fitting	42	43	44	42	39
	Savantis	Decorators, advertising	8	8	9	9	10
	SH&M	Wood and furniture	4	4	4	4	4
	SVGB	Health technology	2	2	2	3	3
	PMLF	Process industry	13	13	13	15	14
	VOC	Body works, car repairs	2	2	2	2	2
	VTenL	Transport, logistics	10	11	12	13	18
	Combined sector of industry		6	7	7	6	5
Combination	Comb. knowl. c.	Combined sector	10	11	12	11	12
Total			**464**	**477**	**480**	**486**	**489**

Table 6.10 | Staff in vocational and adult education, key statistics (excluding green education)

Source

OCW (DUO: institutions' salary records)

Notes

- Reference date: 1 October (the available figures have been levelled up because of missing data on some institutions).
- Excluding green education; excluding VO staff in BVE institutions.
- The category "Other staff" comprises ancillary staff, organizational staff and administrative staff.
- Totals in numbers: without duplications within the (sub)sector. 1 FTE corresponds to 1 full-time job.
- See Appendix Notes and Definitions, Part D.

	2007	2008	2009	2010	2011
A) Staff in FTEs (x 1000)	**38.5**	**38.5**	**38.5**	**38.7**	**37.5**
Management	0.1	0.7	0.8	1.0	0.6
Teachers	22.4	22.4	22.1	21.5	20.9
Other staff	16.0	15.5	15.6	16.3	15.9
B) Staff in numbers (x 1000)	**48.0**	**48.3**	**48.3**	**48.3**	**46.6**
Management	0.1	0.7	0.8	1.0	0.7
Teachers	28.2	28.1	27.9	27.0	26.2
Other staff	19.7	19.4	19.5	20.3	19.8
C) Percentage of women (in FTEs)	**49**	**49**	**49**	**50**	**50**
Management	27	36	38	39	37
Teachers	45	44	45	45	45
Other staff	55	57	56	56	56
D) Percentage of staff aged 50 and older (in FTEs)	**47**	**49**	**51**	**51**	**50**
Management	60	68	62	62	67
Teachers	52	55	56	57	55
Other staff	39	39	42	43	43

Labour market position of MBO graduates

The annual school-leavers study, conducted by the Research Centre for Education and the Labour Market (ROA), provides a picture of the destinations of the students that have completed MBO programmes. This data is gauged one and a half years after the students leave school. In 2010, the study showed that more than half of BOL graduates (56 per cent) continue studying, versus only 29 per cent of BBL graduates. Nearly two out of every three graduates select a subsequent study programme in a related subject.

Employment and unemployment

With respect to job opportunities, there is a clear difference between BBL and BOL. Among those leaving BBL, the unemployment rate is quite low (3 per cent), even in times of economic crisis. There is a marked difference between training levels 1 and 2 on the one hand (7 per cent and 5 per cent, respectively) and the training levels 3 and 4 (unemployment rate of 2 per cent).

The statistics for BOL graduates clearly demonstrate that job opportunities increase with the level of programmes. The level 1 study programmes hold out relatively little promise with respect to job opportunities. Unemployment rates among this group of young people went up further during the economic crisis; in 2010, one out of four was unemployed in this group. Unemployment rates are relatively high for level 2 programmes too: 14 per cent. Here, the situation is particularly difficult for those leaving the Technology sector. With regard to the level 3 (average unemployment rate: 5 per cent) and level 4 programmes (average unemployment rate: 6 per cent), those leaving the sectors of Economics, Technology and Agriculture (level 4) seem to have a particularly difficult start.

The average time school-leavers need to find a job (initial unemployment) amounted to nearly three weeks for BOL programmes and less than two working weeks for BBL programmes. With nearly one month, entering the labour market appeared to be most difficult for those leaving BOL level 1.

Another indication of the position of starters on the job market is the income position. The gross hourly wages at BOL level 3 were 9.77 euros and for level 4 10.64 euros. Those with BOL qualifications earn lower wages than those with BBL qualifications: the gross hourly wages for those who have completed a BBL level 3 programme were 11.95 euros and for level 4 even 13.70 euros. Across the board, students who complete a BBL programme are older than those who complete a BOL programme; they also tend to have more work experience.

Early school-leavers

In 2010, the Research Centre for Education and the Labour Market (ROA) conducted a national sample survey among early school-leavers who dropped out of education in the 2008/09 school year. The study showed that the years of economic crises offer no chance of finding work, particularly for early school-leavers who have left an MBO-BOL level 1 programme without a diploma. More than 50 per cent of them are unemployed. Some 15 per cent of the group who have left an MBO-BOL level 4 programme without a diploma are also still unable to find employment.

The sample survey shows that the reasons for leaving school early have remained consistent over time: the wrong choice of studies, (mental) health and the attraction of the job market are the three main reasons given by pupils for leaving school early. The economic crisis has had little influence on these reasons. The crisis has, perhaps, led to a slight fall in the proportion of them that have dropped out of school primarily to enter the job market, but from other perspectives the crisis has had little effect on the reasons given.
The study also shows that there is no large-city effect. There is little difference between the large cities and the rest of the Netherlands, not only in the distribution of the main reasons given for dropping out, but also with respect to the trends in these reasons over time.

In conclusion, it can be said that push-and-pull effects often occur. Many early school-leavers that dropped out for reasons related to the job market (pull effect) also say that the study programme did not meet their expectations (push effect).

Figure 6.11 | Opinion on alignment of education and employment
Percentage judging alignment as good or sufficient, 2010

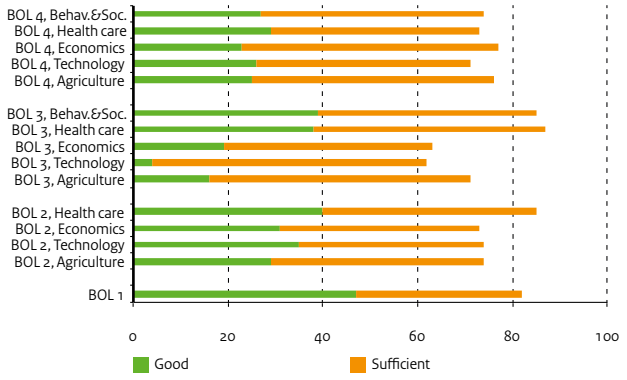


Table 6.11 | Initial unemployment (in months)

Source

ROA: School-leavers between education and the labour market

Notes

- Initial unemployment: average of total number of months school-leavers stated "unemployed" as social status since leaving school.

	2006	2007	2008	2009	2010
BOL level 1	2.9	1.9	1.9	1.7	0.8
BOL level 2	1.0	1.2	0.8	0.4	0.9
BOL level 3	1.1	0.6	0.3	0.6	0.5
BOL level 4	0.8	0.4	0.2	0.4	0.6
BBL level 1	--	0.7	0.5	0.1	0.0
BBL level 2	--	0.3	0.1	0.1	0.3
BBL level 3	--	0.3	0.1	0.2	0.3
BBL level 4	--	0.1	0.1	0.0	0.1

Table 6.12 | Labour market position after BOL/BBL, 1.5 years after obtaining qualifications, 2010

Source

ROA: School-leavers between education and the labour market

Source

http://statline.cbs.nl

	BOL 1	BOL 2	BOL 3	BOL 4	BBL 1	BBL 2	BBL 3	BBL 4
Initial unemployment (in months)	0.8	0.9	0.5	0.6	0.0	0.3	0.3	0.1
Unemployment (in percentages)	25	14	5	6	7	5	2	2
Flexible employment (in percentages)	63	53	49	50	20	35	21	15
Subsequent study programme (in percentages)	67	58	48	57	29	34	25	24
Same/related discipline (in percentages)	77	59	78	76	51	64	79	83
Would select same study programme again (in percentages)	72	75	79	79	75	81	85	83
Correspondence of skills acquired to current job (in percentages)								
Good	29	34	30	26	44	34	38	37
Sufficient	46	42	49	48	37	45	48	47
Moderate/poor	25	24	21	26	19	21	14	16

Table 6.13 | Labour market position of MBO certificate holders after BOL/BBL (2007/08)

Total	Total outflow with MBO qualifications	Level 1	Level 2	Level 3	Level 4
Labour market positions overall	**74,740**	**5,000**	**20,620**	**21,040**	**28,080**
Employed, total	66,240	3,840	18,080	19,220	25,100
On social security, total	4,160	1,190	1,510	640	810
Paid work (only)	63,650	3,080	17,230	18,800	24,550
Social security (only)	1,560	430	660	220	260
Both work and social security	2,590	760	850	430	560
No work, no social security	6,930	730	1,880	1,600	2,720
Labour market positions overall, men	**36,370**	**2,890**	**12,440**	**9,250**	**11,790**
Employed, total	32,570	2,290	11,140	8,590	10,550
On social security, total	1,920	680	760	210	270
Paid work (only)	31,280	1,820	10,670	8,450	10,350
Social security (only)	640	210	290	70	80
Both work and social security	1,280	470	470	150	200
No work, no social security	3,160	400	1,010	590	1,160
Labour market positions overall, women	**38,360**	**2,100**	**8,170**	**11,790**	**16,290**
Employed, total	33,680	1,550	6,940	10,630	14,550
On social security, total	2,230	510	750	430	540
Paid work (only)	32,370	1,260	6,560	10,350	14,190
Social security (only)	920	230	370	150	180
Both work and social security	1,310	290	380	280	360
No work, no social security	3,760	330	870	1,010	1,550

Ethnic minorities in MBO

Distribution across the programme levels

Within MBO, non-Western immigrants are more often enrolled in study programmes of a lower level than are native Dutch and Western non-native students. Among non-Western groups, enrolment in lower levels is lowest among students of Surinamese and Moroccan origin. Also, within all cultural origin classification groups, women are more often enrolled in higher level programmes than are men.

Assistant worker training programmes (level 1) had the lowest number of enrollees in 2010/11. The proportion of non-Western immigrants, especially men, in this programme was slightly higher than the average for all groups (8 per cent for non-Western immigrants versus 3 per cent for native Dutch students). A training programme at assistant worker level does not provide a basic qualification for the labour market. In order to earn this basic qualification, students need to continue in a second-level programme. Enrolment in second-level programmes among non-Western immigrants is proportionally higher than among native Dutch (30 per cent and 23 per cent, respectively). Enrolment rates in specialist training (level 3) do not differ very much. Most native Dutch, Western non-natives and non-Western immigrant women chose fourth-level programmes.

Education level in the four large cities

Some 38 per cent of all non-Western immigrants in MBO live in one of the four major cities; 63 per cent are enrolled in level 3 or 4 programmes. This is on a par with the national figure. Among native Dutch students, the difference is larger: 71 per cent of native Dutch students from Amsterdam, Rotterdam, the Hague or Utrecht were enrolled in level 3 or 4 programmes, versus a national average of 74 per cent.

Enrolment in BOL and BBL and choice of sector

Across all the levels, the proportion of non-Western ethnic minorities combining learning and working is lower than among native Dutch and Western minorities. Especially native Dutch men relatively often opt for a job involving one day of schooling a week. In 2010/11, 43 per cent of native Dutch men in MBO were enrolled in a block or day-release programme (BBL), versus only 25 per cent among non-Western immigrant men. Enrolment in BBL is lowest among students from Turkish and Moroccan descent. Women, regardless of their origin, tend to favour vocational training (BOL).

Within MBO, the sector chosen is traditionally very different for men and women. Just as in secondary and tertiary education, the number of non-Western ethnic-minority students in MBO that choose to enrol in an economics programme is proportionally far greater than that of native Dutch students; here, too, men outnumber women. For example, in 2010/11, 58 per cent of men with a Turkish background in MBO were enrolled in a economics programme, versus 30 per cent of native Dutch men. Students from an Antillean/Aruban background occupied a middle position in this respect with 36 per cent for both men and women. For non-Western ethnic-minority men, the Economics sector tops the list (51 per cent), followed by Technology (36 per cent); among native Dutch men, this was the exact reverse (Technology 51 per cent; Economics 30 per cent). Among native Dutch women in MBO, 57 per cent chose the Care and Welfare sector; 26 per cent chose an economics programme. For women from non-Western ethnic-minority backgrounds, this was 49 per cent and 39 per cent respectively. Enrolment in green programmes is low yet lowest among non-Western ethnic minorities.

Figure 6.12 | MBO participants by ethnic background (1)
Differentiation by programme and level in percentages, 2010/11

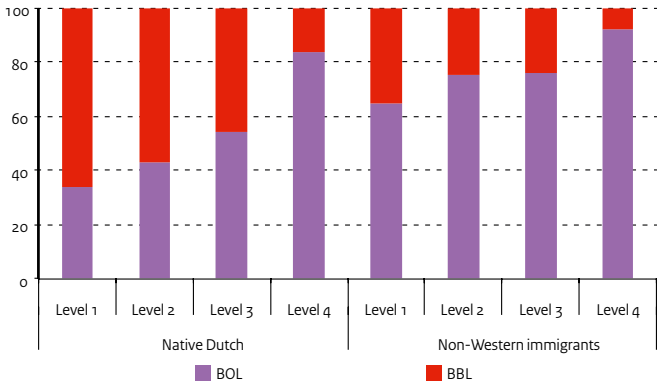


Figure 6.13 | MBO participants by ethnic background (2)
Differentiation by sector and gender in percentages, 2010/11

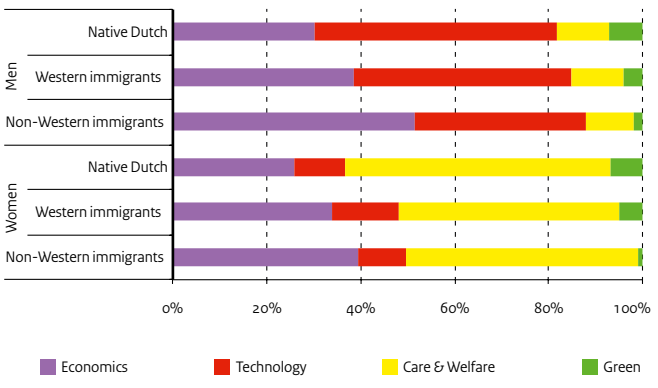


Table 6.14 | MBO participants by ethnic background and gender, 2010/11

Source

http://statline.cbs.nl

Notes

- Total including a small number of students (some 1%) in a combination of sectors. Consequently, the percentages do not always add up to 100%.
- The category "unknown background" is not included in the table; it comprises 2735 participants.
- Including non-government-funded participants and excluding participants sitting for exams.
- Level 1 = Assistant worker programme; Level 2 = Basic vocational programme; Level 3 = Professional training; Level 4 = Middle management and specialist training.
- Figures for 2010/11 are provisional.

	Total	By programme		By level			
	x 1000	In percentages of total		In percentages of total			
		BOL	BBL	1	2	3	4
Total men and women							
Native Dutch	388.6	64	36	3	23	28	45
Western non-natives	32.9	66	34	7	25	26	42
Non-Western immigrants	106.2	81	19	8	30	26	37
Turkey	23.9	83	17	7	31	25	37
Morocco	21.4	85	15	6	31	24	39
Surinam	19.7	75	25	6	27	28	39
Antilles and Aruba	10.6	79	21	10	31	27	32
Other non-Western countries	30.6	81	19	11	28	24	36
Men							
Native Dutch	209.7	57	43	4	29	26	42
Western non-natives	17.4	61	39	8	30	24	38
Non-Western immigrants	53.1	75	25	10	34	23	34
Turkey	12.1	77	23	9	35	24	33
Morocco	10.8	79	21	8	36	21	35
Surinam	9.5	70	30	7	33	25	35
Antilles and Aruba	5.0	72	28	13	35	22	29
Other non-Western countries	15.8	76	24	13	31	22	34
Women							
Native Dutch	178.9	73	27	2	17	31	50
Western non-natives	15.5	71	29	5	20	29	46
Non-Western immigrants	53.1	86	14	6	25	28	40
Turkey	11.8	90	10	5	27	27	41
Morocco	10.6	91	9	4	26	27	42
Surinam	10.3	79	21	4	22	32	42
Antilles and Aruba	5.6	85	15	7	28	32	34
Other non-Western countries	14.8	86	14	9	25	27	39

Table 6.15 | MBO participants in the sectors, by ethnic background and gender, 2010/11

Source

http://statline.cbs.nl

Notes

- Total including a small number of students (some 1%) in a combination of sectors. Consequently, the percentages do not always add up to 100%.
- The category "unknown background" is not included in the table; it comprises 2735 participants.
- Including non-government-funded participants and excluding participants sitting for exams.
- Figures for 2010/11 are provisional.

	Men					Women				
	Total	Economics	Technology	Care& Welfare	Green	Total	Economics	Technology	Care& Welfare	Green
	x 1000	In percentages of total				x 1000	In percentages of total			
Native Dutch	**209.7**	**30**	**51**	**11**	**7**	**178.9**	**26**	**11**	**57**	**7**
Western non-natives	**17.4**	**38**	**46**	**11**	**4**	**15.5**	**34**	**14**	**47**	**5**
Non-Western immigrants	**53.1**	**51**	**36**	**10**	**2**	**53.1**	**39**	**10**	**49**	**1**
Turkey	12.1	58	34	6	1	11.8	43	8	49	1
Morocco	10.8	54	30	14	1	10.6	39	6	55	0
Surinam	9.5	53	34	11	2	10.3	41	10	47	1
Antilles and Aruba	5.0	36	47	13	2	5.6	36	11	51	2
Other non-Western countries	15.8	48	39	10	2	14.8	37	14	47	1

System and funding in professional higher education

System

The Higher Education and Research Act (Wet op het hoger onderwijs en wetenschappelijk onderzoek (WHW) governs a wide range of matters, including the planning, funding, administration and organisation of the universities of applied sciences. Universities of applied sciences provide professional higher education. They perform design and development activities or research focused on professional practice. They offer Bachelor's programmes in professional higher education and, in some cases, Master's programmes. They pass on knowledge for the benefit of society and contribute to the development of the professions on which the education is focused. The universities of applied sciences focus attention on personal development and promote an awareness of social responsibility. The national government funds 35 universities of applied sciences. The Ministry of Economic Affairs, Agriculture & Innovation funds the professional higher education in agriculture.

To keep the quality of education and research up to a high standard, a system of quality assurance is in place. All study programmes are regularly assessed by the Accreditation Organisation of the Netherlands & Flanders (NVAO). This results in a public report and a decision on accreditation.

Funding

Since 2011 a new funding system has been in force. Seventy-nine per cent of the budget is divided among the institutions in proportion to the number of students enrolled within the official length of a programme and the number of degrees earned. The rest of the budget is allocated to the institutions for specific policy objectives, such as for quality, vulnerable programmes, special facilities and design and development.

The grants given by the national government to the institutions are paid as a lump sum. In other words, an institution may spend its government grant at its own discretion. In addition to the government grant, a university of applied sciences also receives tuition fees and revenue from work performed for third parties, primarily contract teaching.

Figure 7.1 | Flows of funds in professional higher education
Amounts for 2010 (x € 1 million)

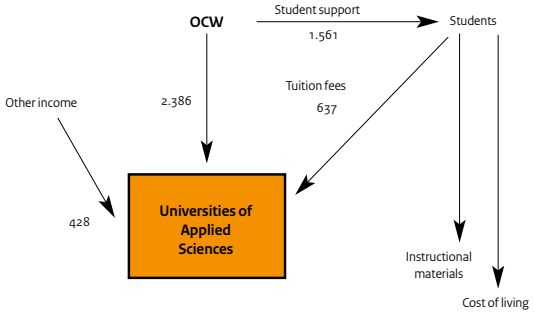


Figure 7.2 | OCW expenditure per HBO and WO student
Price level 2011, based on actual wage and price adjustments (x € 1000)

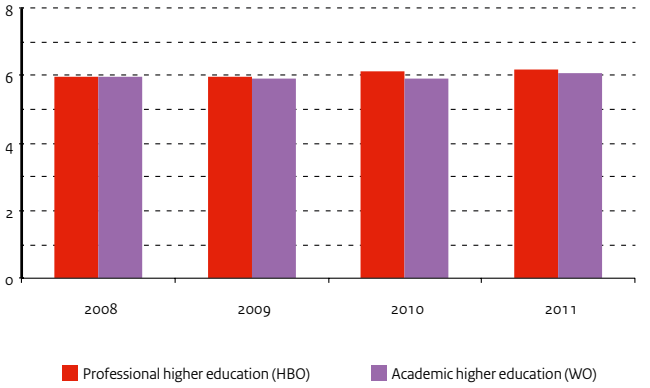


Table 7.1 | Financial key statistics for professional higher education

	2007	2008	2009	2010	2011
A) Expenditure and revenue (x € 1 million)					
Total expenditure	**2,030.9**	**2,158.9**	**2,323.7**	**2,495.1**	**2,515.2**
Central government grant	1,927.7	2,064.4	2,219.0	2,388.3	2,469.3
Other	85.4	75.3	84.0	83.5	26.0
Overhead costs	**17.8**	**19.2**	**20.6**	**23.3**	**19.9**
Attributed to DUO	12.7	14.1	14.6	17.4	14.0
OCW overheads	5.1	5.1	6.0	5.9	5.9
Total revenue	**7.0**	**9.6**	**11.4**	**3.5**	**3.9**
B) Expenditure per student (x € 1000)					
OCW expenditure per student	5.6	5.8	6.0	6.2	6.1
of which project expenditure	0.2	0.2	0.2	0.2	0.1
Tuition fees per student	1.4	1.5	1.5	1.6	1.6
Grants to institutions per student	7.1	7.3	7.6	7.8	7.7
C) Turnover of HBO institutions per student (x € 1000)	**8.0**	**8.3**	**8.5**	**8.7**	**--**

Source

A) and B) OCW annual reports

C) Turnover according to institutions' annual accounts

Notes

- OCW expenditure per student: total netted OCW expenditure and revenue, excluding overheads, divided by calculated total number of students per calendar year.
- Annual grants have been calculated on the basis of price level for the year concerned.
- Tuition fees per student: revenue from tuition fees divided by calculated number of students per calendar year.
- Turnover of institutions per student: total running costs divided by calculated number of students per calendar year.
- FES resources received are not netted. With effect from 2011, FES resources are no longer available.
- Overheads pertain to tertiary education and student grants.
- See Appendix Notes and Definitions, Part B.

HBO institutions: financial data

Financial position

The annual accounts submitted by HBO institutions for 2010 show that the financial position of this sector as a whole (excluding the "green" programmes) continued to improve. Compared to 2009, solvency (including provisions) remained constant, while liquidity grew. Profitability rose from 1.3 per cent in 2009 to 3.9 per cent in 2010. The operating result after taxes for 2010 amounted to 133.3 million euros, versus 47.6 million in 2009.

Solvency and liquidity

The operating result has generated an increase in the equity capital of the HBO sector vis-à-vis the overall liabilities. In addition, some adjustments were made to the opening balance sheet, as well as direct rectifications in some institutions' equity capital. This has strengthened the sector's solvency position.

The liquidity of the HBO sector rose from 0.76 to 0.96 compared to 2009. The current assets grew proportionally more than the short-term debts. This explains the growing liquidity. In 2010, the long-term debts once again account for a lower share in the loan capital than the short-term debts.

Profitability

In 2010, profitability from ordinary operations grew from 1.3 per cent to 3.9 per cent. This considerable growth is caused by an increase in the results after taxes, from 4.6 million to 133.3 million. Both the result and the total revenues increased; the result grew proportionally sharper.

Figure 7.3 | Solvency of HBO institutions

Spread in solvency (including provisions)

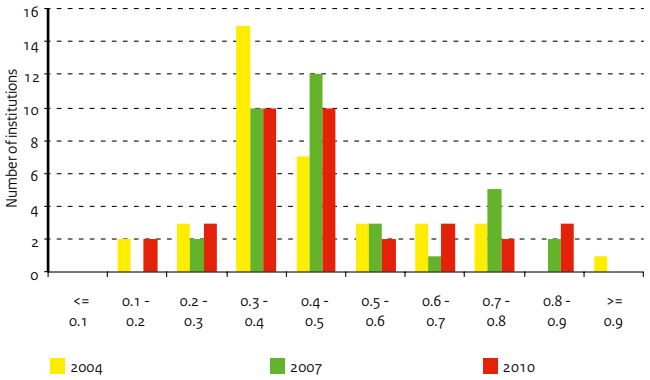


Figure 7.4 | Liquidity of HBO institutions

Spread in liquidity (current ratio)

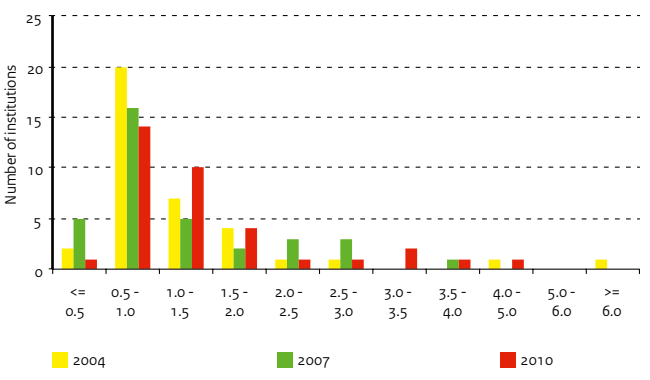


Table 7.2 | Balance sheet and operating data of HBO institutions

	2006	2007	2008	2009	2010
A) Financial indicators					
Solvency (including provisions)	0.45	0.45	0.43	0.41	0.41
Liquidity	0.80	0.74	0.70	0.76	0.96
Profitability (in percentages)	2.3	2.0	0.8	1.3	3.9
B) Accumulated balance sheet (x € 1 million)					
Total assets	**2,585.5**	**2,700.3**	**2,859.0**	**3,077.4**	**3,342.8**
Fixed assets	1,882.6	2,016.8	2,168.6	2,291.1	2,301.8
of which tangible fixed assets	1,761.9	1,928.7	2,124.6	2,247.6	2,264.3
Current assets	703.0	683.5	690.4	786.4	1,041.0
of which liquid assets	373.4	357.0	371.0	451.1	721.5
Total liabilities	**2,585.5**	**2,700.3**	**2,859.0**	**3,077.4**	**3,342.8**
Equity capital	1,003.8	1,040.3	1,044.1	1,093.2	1,238.1
Provisions	156.0	165.0	171.7	161.3	149.0
Long-term debts	548.7	570.0	655.8	789.9	873.4
Short-term debts	877.0	925.1	987.4	1,033.0	1,082.3
C) Accumulated operating accounts (x 1 million)					
Revenues	**2,647.4**	**2,868.9**	**3,068.1**	**3,227.6**	**3,451.2**
OCW grants	1,779.0	1,947.3	2,088.6	2,226.3	2,386.5
Other government grants	3.3	4.3	28.6	32.6	37.5
Tuition fees	496.0	520.1	546.4	582.4	636.9
Revenue from contract work	187.6	204.3	216.8	203.6	210.2
Other revenues	181.5	192.9	187.7	182.7	180.0
Expenses	**2,575.2**	**2,799.4**	**3,030.3**	**3,163.1**	**3,288.3**
Staff costs	1,814.1	2,012.1	2,178.8	2,296.9	2,395.2
Depreciations	167.0	164.8	180.3	186.5	206.3
Accommodation expenses	223.1	225.3	214.3	210.6	216.4
Other institutional costs	371.0	397.1	456.9	469.1	470.3
Revenues and expenses balance	**72.2**	**69.6**	**37.8**	**64.5**	**162.9**
Actual revaluation	0.0	0.0	0.0	0.0	1.1
Financial revenues and expenses balance	-12.6	-13.1	-14.2	-23.6	-30.5
Result	**59.6**	**56.5**	**23.6**	**41.0**	**133.5**
Taxes	0.0	0.0	0.7	0.6	0.4
Participations	0.0	0.0	0.0	7.2	0.2
Result after taxes	**59.6**	**56.5**	**22.9**	**47.6**	**133.3**
Third-party share in result	0.0	0.4	0.2	0.1	0.1
Net result	**59.6**	**56.1**	**22.7**	**47.5**	**133.2**
Extraordinary result	**3.4**	**-19.4**	**0.0**	**0.0**	**0.0**
Total result	**63.0**	**36.7**	**22.7**	**47.5**	**133.2**

Source

OCW (DUO: Institutions' annual accounts)

Notes

- Excluding green education
- A) Solvency: equity capital (including provisions) / total capital.
- A) Liquidity (current ratio): current assets / short-term debts.
- A) Profitability of ordinary operations: result / (total revenues + interest received).
- See Appendix Notes and Definitions, Part B.

Enrolment in professional higher education

Student numbers

Professional higher education (HBO) continued to grow in 2011. On 1 October 2011, the number of students totalled more than 414 thousand (excluding Agriculture). In absolute terms, the increase can primarily be attributed to full-time education. In part-time education, student numbers started to fall in 2011, from 64.1 thousand in 2010 to 60.4 thousand in 2011.

Intake

Until 2000, the number of first-year students rose to approximately 81 thousand. After a decrease in 2001 and 2002, intake figures went up each subsequent year until 2010. The slight decline that set in during 2010 continued in 2011. Intake in the Education sector (teacher-training courses) fell to 11.6 thousand in 2011. Intake figures only grew slightly in the Health and Economics sectors.

The intake figures in part-time education fell slightly again, according to the new measurement; the number of new enrollees totalled less than 8.5 thousand in 2011.

Dual education

Dual education or work-based learning covers courses in which the student is employed by a company, on the basis of an educational labour contract, in a position which is relevant to the programme he is enrolled in. In 2011 the number of entrants fell compared to 2009; it not totals some 2,200.

Graduates

Over recent years, the number of graduates has gradually increased. In 2011, however, the number of graduates fell to 60.1 thousand. Compared to 2010, graduation rates are increasing in the sectors of Health, Behaviour & Society, and Language & Culture. Education remained unchanged, while Engineering & Technology and Economic s fell.

Since 1995, students have been graduating in dual education. In 2010, some 2,100 students completed a dual programme, versus only some 1,900 in 2011.

Figure 7.5 | Enrolment in professional higher education

Number of students enrolled x 1000, including green education

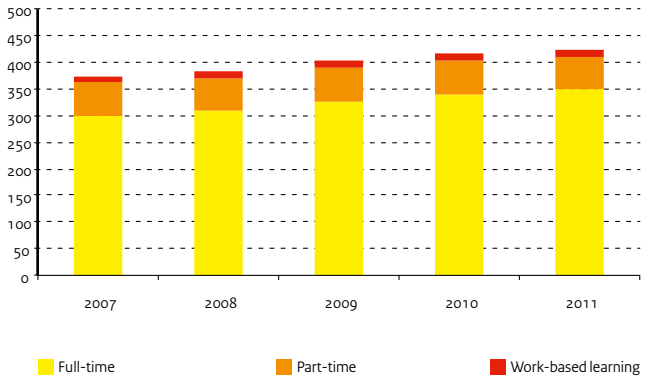


Figure 7.6 | HBO bachelor's degrees by sector

In percentages of total (full-time + dual + part-time), 2011

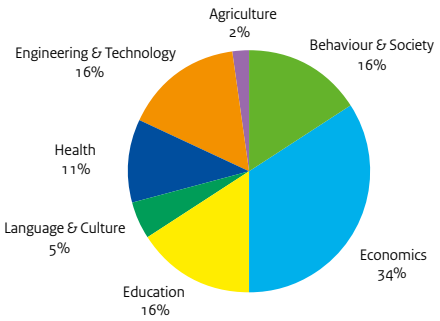


Table 7.3 | First-year students in professional higher education (numbers x 1000)

	2007	2008	2009	2010	2011
Overall excluding green education	**89.3**	**91.2**	**96.6**	**96.4**	**95.5**
Education	13.2	12.3	12.6	12.6	11.6
Engineering & Technology	15.0	15.7	16.9	17.0	16.9
Health	8.6	9.4	9.4	10.0	10.2
Economics	34.7	36.0	38.3	37.4	37.7
Behaviour & Society	14.1	14.0	15.5	15.7	15.3
Language & Culture	3.7	3.8	3.9	3.8	3.7
Cross-sector programmes	.	.	0.0	0.0	0.0
HBO-green overall	**2.1**	**2.1**	**2.3**	**2.4**	**2.3**
Per type of programme (including HBO-green)					
Full-time	79.3	81.1	86.5	86.7	87.2
Part-time	9.7	9.8	10.0	9.7	8.4
Work-based learning programmes	2.3	2.3	2.4	2.4	2.2

Source

OCW (DUO: 1 HE Figure 2011)

Notes

- Reference date: 1 October.
- First enrolments HBO Netherlands: students enrolled for the first time in an HBO bachelor's programme on the reference date, 1 October.
- Excluding intake in master's programmes.
- Disciplines in accordance with HOOP categories.
- See Appendix Notes and Definitions, Part C.

Table 7.4 | Enrolment in professional higher education (numbers x 1000)

	2007	2008	2009	2010	2011
Overall excluding green education	**365.9**	**374.9**	**393.9**	**407.0**	**414.0**
Education	67.3	64.8	66.7	67.7	64.7
Engineering & Technology	59.4	60.9	63.8	65.7	67.8
Health	32.2	34.2	35.7	37.7	39.3
Economics	135.2	140.4	148.1	153.0	157.4
Behaviour & Society	54.8	57.2	61.9	65.2	67.2
Language & Culture	17.0	17.4	17.8	17.7	17.4
Cross-sector programmes			0.0	0.0	0.1
HBO-green overall	**8.0**	**8.0**	**8.5**	**8.9**	**9.1**
Per type of programme (including HBO-green)					
Full-time	301.0	309.2	326.3	339.0	350.3
Part-time	61.1	61.5	63.8	64.1	60.4
Work-based learning programmes	11.8	12.2	12.4	12.8	12.3

Source

OCW (DUO: 1 HE Figure 2011)

Notes

- Reference date: 1 October.
- HBO enrolment: students enrolled in HBO bachelor's or master's programmes on the reference date, 1 October.
- Disciplines in accordance with HOOP categories.
- See Appendix Notes and Definitions, Part C.

Table 7.5 | Professional higher education graduates (numbers x 1000)

	2007	2008	2009	2010	2011
Bachelors					
Overall excluding green education	**58.2**	**58.8**	**60.2**	**60.6**	**60.1**
Education	11.2	10.6	10.1	9.8	9.8
Engineering & Technology	10.2	10.1	10.2	10.2	9.9
Health	6.0	5.9	6.5	6.6	6.7
Economics	19.5	20.6	21.2	21.2	20.6
Behaviour & Society	8.7	9.0	9.4	9.9	10.1
Language & Culture	2.6	2.7	2.7	2.9	3.0
HBO-green overall	**1.8**	**1.6**	**1.5**	**1.5**	**1.4**
Per type of programme (including HBO-green)					
Full-time	48.0	48.7	50.1	50.5	50.2
Part-time	9.9	9.7	9.6	9.5	9.4
Work-based learning programmes	2.1	2.0	2.0	2.1	1.9
Masters					
Overall excluding green education	**4.8**	**5.0**	**4.0**	**4.1**	**4.8**

Source

OCW (DUO: 1 HE Figure 2011)

Notes

- HBO graduates: students graduating in the Netherlands between 1 October of the year stated and 1 October of the year before.
- Disciplines in accordance with HOOP categories.
- Figures for masters pertain to graduates in HOOP sectors Education, Health, Behaviour&Society, Language&Culture.
- See Appendix Notes and Definitions, Part C.

Duration of study and success rates

Expected duration of study

The overall average duration of study in professional higher education, as anticipated for the students enrolled, has increased somewhat over the past five years. On average, students graduate after approximately 4.8 years. The duration of study is longest in the economics courses (4.8 years) and shortest in the healthcare courses (4.1 years). Agriculture & the natural environment (green) has shown a minor decline in duration of study over recent years but in 2011 the figure rose slightly again, to 4.2 years.

Success rates

The expected success rates present a somewhat fluctuating picture. After peaking to 75 per cent in 2003, success rates have shown a gradually declining trend over the years that followed. The average expectation for 2011 fell by 3 per cent compared to 2010 and now amounts to 67 per cent. The overall success rates exceed the sum total for the various sectors; this is due to the fact that some students switch disciplines (and sectors), which affects the figures.

Average scores are now highest for Language & Culture, followed by Health and Engineering & Technology.

Figure 7.7 | Expected duration of study for graduates

In years, by HOOP category

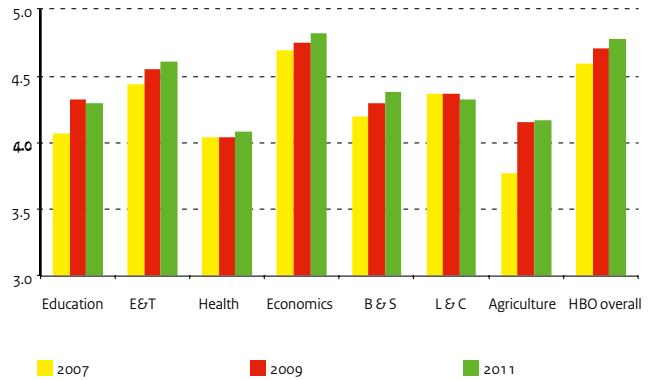


Figure 7.8 | Expected success rates

In percentages of cohort entering, by HOOP category

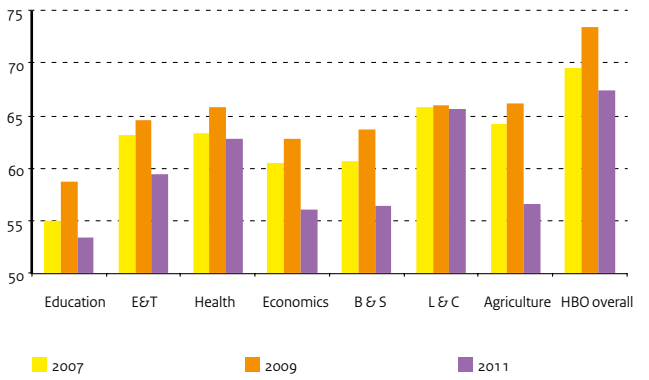


Table 7.6 | Expected duration of study and success rates in professional higher education

	2007	2008	2009	2010	2011
A) Expected duration of study for graduates by sector, in years					
Education	4.1	4.2	4.3	4.3	4.3
Engineering & Technology	4.4	4.5	4.5	4.6	4.6
Health	4.0	4.1	4.0	4.1	4.1
Economics	4.7	4.7	4.7	4.8	4.8
Behaviour & Society	4.2	4.3	4.3	4.3	4.4
Language & Culture	4.4	4.4	4.4	4.3	4.3
Agriculture & the Natural Environment	3.8	3.9	4.2	4.1	4.2
B) Expected duration of study for HBO graduates (in years)	4.6	4.6	4.7	4.7	4.8
C) Expected success rates by sector, in percentages					
Education	55	54	59	56	53
Engineering & Technology	63	63	65	60	59
Health	63	63	66	66	63
Economics	61	61	63	60	56
Behaviour & Society	61	60	64	62	56
Language & Culture	66	65	66	63	66
Agriculture & the Natural Environment	64	63	66	63	57
D) Expected success rates for HBO programmes	**70**	**69**	**73**	**70**	**67**

Source

OCW (DUO: 1 HE Figure 2011)

Notes

- Disciplines in accordance with HOOP categories.
- C) and D): in percentages of cohort entering.
- The success rates for HBO overall are higher than the success rates in each of the sectors, as some students graduate in a sector other than the one they started in. For the same reason, the overall duration of study is longer than the average of the durations per sector.
- See Appendix Notes and Definitions, Part C.

Institutions and staff

Institutions

By now, the process of scale expansion that began in the mid 1980s has stabilized. In 2011, only 35 institutions (boards of governors) were left. Note: each board may govern a number of institutions, operating with varying forms of independence.

Because of administrative mergers, the average size of the institutions is increasing: from 5,430 students in 2000 to 12,089 students in 2010. This is not the result of scale expansion (mergers) alone, but is also due to the continuing growth in HBO student numbers.

Staff

During the period from 2007 to 2010, the total number of staff (expressed in FTEs) increased. In addition to the increase in teaching staff numbers, the figures show that support staff numbers have been on the rise as well since 2009. From 2007 to 2010, the total number of teaching staff rose from 14,900 to 17,300 FTEs. Support staff numbers totalled 12,500 FTEs in 2007; after a dip in 2008 they once again rose to 12,500 FTEs in 2010 (42 per cent of the total number of staff). As a result, the overall number of staff rose to 29,900 FTEs in 2010.
The student-staff ratio (number of students per teacher) rose to 23.5 in 2010, a slight increase from 2009.

Over recent years, the proportion of women in the total number of staff has gradually increased to 50 per cent in 2010. The majority of the support staff are women (2010: 58 per cent). Among teaching staff, the proportion of women rose to nearly 44 per cent.

Slightly more than 7 per cent of HBO staff hold posts above salary scale 12, which is a minor increase vis-à-vis 2009. Women account for nearly 33 per cent of this category of staff, i.e., another slight increase vis-à-vis 2009 (30 per cent).

The average age of staff has increased slightly over the past three years and now stands at nearly 46. The number of staff aged 50 and older has increased slightly as well; in 2010, the over-50s accounted for 43 per cent of total staff numbers. Among teachers, the number of staff aged 50 and older is higher than among support staff and among male staff, the proportion of over-50s is higher than among female staff.

Figure 7.9 | Universities of applied sciences by size
Number of HBO institutions by size (number of students)

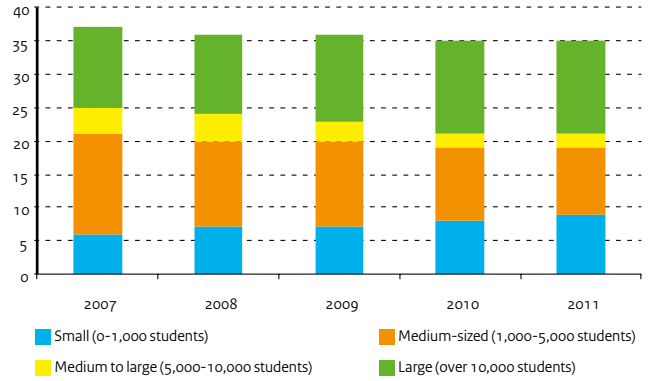


Figure 7.10 | Student-staff ratio in HBO
Number of students per member of the teaching staff

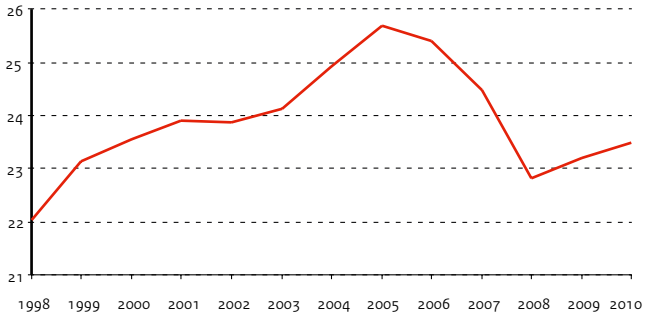


Table 7.7 | Institutions and staff in professional higher education, key statistics

	2007	2008	2009	2010	2011
A) Number of institutions	**37**	**36**	**36**	**35**	**35**
Small institutions (0-1,000 students)	6	7	7	8	9
Medium-sized institutions (1,000-5,000 students)	15	13	13	11	10
Medium to large institutions (5,000-10,000 students)	4	4	3	2	2
Large institutions (over 10,000 students)	12	12	13	14	14
B) Number of staff in FTEs (x 1000)					
Total	**27.4**	**28.4**	**29.3**	**29.9**	
Teaching staff	14.9	16.4	17.0	17.3	
Support staff	12.5	12.0	12.3	12.5	
C) Percentage of women (in FTEs)					
Total	**47.3**	**48.4**	**49.3**	**50**	
Teaching staff	40.3	42.4	43.4	44	
Support staff	55.8	56.6	57.3	58	
D) Percentage of staff aged 50 and older					
Total	**39.8**	**41.3**	**41.9**	**43**	
Teaching staff	46.2	46.4	47.1	48	
Support staff	32.1	34.3	34.9	36	
Men	49.0	51.0	51.8	52	
Women	29.5	31.0	31.7	33	
E) Average age in years	**45.1**	**45.5**	**45.7**	**45.9**	
F) Percentage in salary scales 12 and higher (in FTEs)					
Total	**6.1**	**6.9**	**6.8**	**7.1**	
Men	8.4	9.4	9.4	9.6	
Women	3.7	4.3	4.2	4.6	
G) Percentage in salary scales 12 and higher (in FTEs)	**1.6**	**2.0**	**2.0**	**2.1**	
Total (number x 1000)	28.6	29.3	30.2	32.5	
H) Ratios					
Student - staff	13.4	13.2	13.4	13.6	
Student - teaching staff	24.5	22.8	23.2	23.5	
Support staff as a percentage of total staff	45.5	42.2	42.1	42.0	

Source

OCW (DUO: CRIHO, situation as of December) RAHO (excl. EL&I)

Notes

- C) to F) inclusive: based on number of FTEs.
- Staff: numbers per school year, excluding green education.
- See Appendix Notes and Definitions, Part D.

Correspondence to previous education

Intake into professional higher education

The policy is aimed at enabling the largest share of the professional population possible to enrol in a study programme in tertiary education. The number of students enrolling in an HBO bachelor's study programme for the first time has been on the increase for several years. In 2010, the increase can be attributed entirely to an increase in the number of students entering an HBO study programme immediately after completing HAVO. The number of students enrolling after earning an MBO certificate fell in 2010. At 29,600, the number of indirect entrants fell as well in 2010, compared to 2009. Total intake figures fell in 2010, which is unprecedented.

The decrease in 2000 in the number of entrants with MBO qualifications was primarily due to the extension of several MBO programmes from three to four years. In subsequent years, intake from MBO clearly picked up again and stabilized at 24 per cent in 2010.

Alignment with subject clusters in secondary education

The section on selection of subject clusters in secondary education outlines the reforms that have been implemented in upper secondary education since 1999. In 2004, virtually the entire number of qualified pupils leaving general secondary education/pre-university education (HAVO/VWO) had taken a reformed programme focusing on one of the four set subject combinations. In addition, increasing numbers opt for double subject clusters.

The concept of independent study was introduced to improve the interface between HAVO/VWO and tertiary education. It would, therefore, be reasonable to expect that HAVO/VWO students transferring to HBO would choose an area of study that is related to their selected subject cluster. In general terms this is the case, but there are still many HBO students who have completed subject clusters that are less closely related:

- Less than a third of the influx of HAVO certificate holders into the Engineering & Technology discipline come from the Science & Technology cluster;
- In the Health sector, fewer than half of the students have completed a Science & Health programme;
- Slightly more than 70 per cent of the influx into Economics come from an Economics & Society cluster.
- In Engineering & Technology, a large proportion of the students have completed a double cluster in secondary education ("other").

Similar patterns to those found in the transfer of students from HAVO to HBO are found in the much more limited number of students transferring from VWO to HBO.

Figure 7.11 | Educational backgrounds in first year of HBO

First-year HBO students by previous education (numbers x 1000)

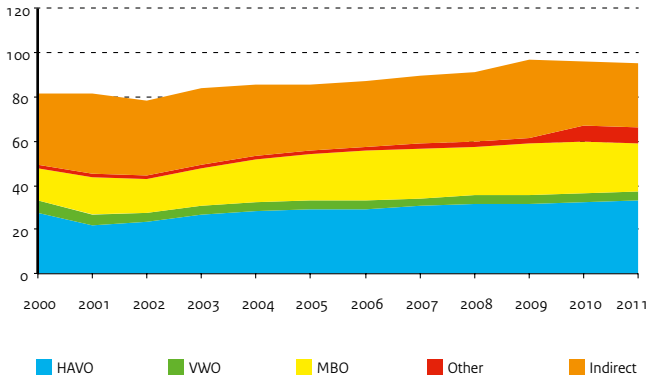


Figure 7.12 | Alignment of HAVO clusters and HBO

Direct enrolments in HBO, by sector and HAVO subject cluster, 2010

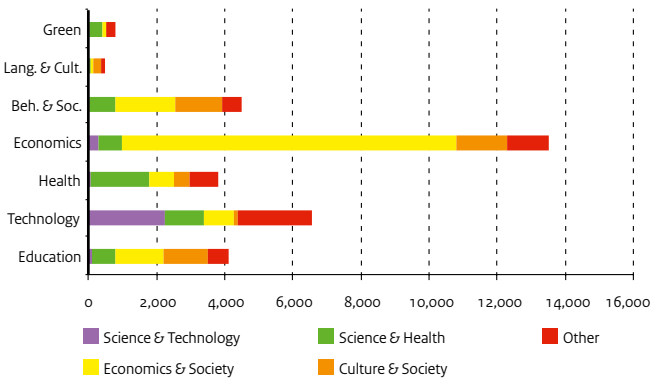


Table 7.8 | First-year HBO students by previous education

	2006	2007	2008	2009	2010
A) Absolute numbers (x 1000)					
Total number of entrants	**87.3**	**92.4**	**94.7**	**100.6**	**96.4**
Total direct entrance	**57.4**	**62.0**	**63.0**	**65.3**	**66.8**
HAVO	29.3	30.4	31.3	31.2	32.7
VWO	3.9	4.0	4.0	4.4	4.0
MBO	22.3	22.7	22.4	23.5	22.9
Other	1.9	4.9	5.3	6.2	7.2
Total indirect entrance	**29.8**	**30.4**	**31.7**	**35.3**	**29.6**
B) In percentages					
Total	**100**	**100**	**100**	**100**	**100**
Total direct entrance	**66**	**67**	**67**	**65**	**69**
HAVO	34	33	33	31	34
VWO	4	4	4	4	4
MBO	26	25	24	23	24
Other	2	5	6	6	7
Total indirect entrance	**34**	**33**	**33**	**35**	**31**

Source

OCW (DUO: Education Matrices)

Notes

- First enrolments HBO Netherlands: students enrolled for the first time in an HBO bachelor's programme on the reference date, 1 October.
- Excluding intake in master's rogrammes.
- Figures do not include green education.
- Direct entrants: students enrolling in the same year as final examination.
- Indirect entrants: students enrolling at least one year after final examination.
- Some of the data on previous education has been estimated.
- "Other" pertains to VAVO (HAVO/VWO) and WO.
- See Appendix Notes and Definitions, Part C.

Table 7.9 | Alignment of HAVO subject clusters and HBO sectors, 2010

	Education	Technology	Health	Economics	Beh. & Soc.	Lang. & Cult.	Green
A) Absolute numbers							
Total	**4,113**	**6,545**	**3,798**	**13,524**	**4,502**	**475**	**787**
Science & Technology	115	2,242	51	313	47	25	50
Science & Health	670	1,132	1,755	679	744	36	345
Economics & Society	1,440	910	722	9,801	1,755	81	120
Culture & Society	1,283	119	457	1,517	1,383	244	19
Other	605	2,142	813	1,214	573	89	253
B) Proportion of HAVO clusters in percentages							
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Science & Technology	3	34	1	2	1	5	6
Science & Health	16	17	46	5	17	8	44
Economics & Society	35	14	19	72	39	17	15
Culture & Society	31	2	12	11	31	51	2
Other	15	33	21	9	13	19	32

Source

OCW (DUO: Education Matrices)

Notes

- Reference date for destination is 1 October.
- Figures pertain to HAVO certificate holders who have earned a diploma the year before (between two reference dates).
- Figures pertain to direct entrance into initial HBO bachelor's programmes.
- "Other" is virtually entirely composed of double cluster Science & Technology / Science & Health double cluster Economics & Society / Culture & Society.

System and funding in academic higher education

System

The Higher Education and Research Act (WHW) governs a wide range of matters, including the planning, funding, administration and organisation of the research universities. Research universities provide university-level education and conduct scientific/academic research. They educate students to become scientific/academic researchers or technological designers and they pass on knowledge for the benefit of society. The research universities focus attention on personal development and promote awareness of social responsibility.

The national government funds 17 research universities. Among them is the Open University for distance learning, four religious and/or philosophical institutions of learning, three technical universities and the University of Wageningen. The last university is funded by the Ministry of Economic Affairs, Agriculture & Innovation.

To keep the quality of education and research at a high standard, a system of quality assurance is in place. All study programmes are regularly assessed by the Accreditation Organisation of the Netherlands & Flanders (NVAO). This results in a public report and a decision on accreditation.

Funding

Since 2011 a new funding system has been in force. The budget is divided into a teaching component (41 per cent), a research component (44 per cent) and a component for medical education and research (15 per cent). The research universities involved channel this last component of the budget in its entirety to the teaching hospitals.

Sixty per cent of the part of the budget earmarked for education is divided among the research universities in proportion to the number of students enrolled within the official length of a study programme and the number of degrees earned. Twenty-nine per cent of the part of the budget earmarked for education is divided among the research universities according to the percentages named in the Higher Education Funding Scheme. The remainder (11 per cent) is allocated to the institutions for specific policy objectives, such as for quality, vulnerable programmes and special facilities.

Thirty-four per cent of the part of the budget earmarked for research is allotted in proportion to the number of PhDs and degrees earned. The remainder is dispensed in the form of an amount for research schools, fixed amounts for each institution and an amount that is distributed according to the percentages given in the aforementioned scheme.

The grants given by the national government to the institutions are paid as a lump sum. In other words, an institution may spend its government grant at its own discretion. In addition to the government grant, a research university also receives tuition fees and separate resources for research.

Research

University research is financed via three different flows of funds. The first flow of funds is the portion of the central government grant outlined above, which is earmarked for research (direct government funding). The second flow of funds is comprised of subsidies allocated by the Netherlands Organization for Scientific Research (NWO) to specific research projects (indirect government funding). The third flow of funds is generated by research commissioned by international and national government bodies and non-profit institutions. The private sector's share in the third flow of funds amounts to approximately 10 per cent.

Figure 8.1 | Flows of funds in academic higher education
Amounts for 2010 (x € 1 million)

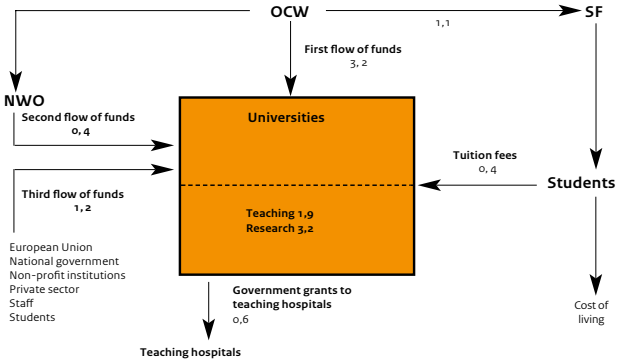


Table 8.1 | Financial key statistics for academic higher education

	2007	2008	2009	2010	2011
A) Expenditure and revenue (x € 1 million)					
Total expenditure	**3,511.5**	**3,676.7**	**3,781.8**	**3,822.9**	**3,954.9**
Central government grant to universities	3,427.6	3,615.6	3,719.2	3,758.1	3,885.8
of which for teaching hospitals	527.6	545.8	573.1	556.9	585.8
Funding of other institutions	67.8	49.6	49.7	35.8	36.6
Other expenditure	16.1	11.5	12.9	29.0	32.5
Overhead costs	**11.5**	**11.6**	**13.9**	**13.9**	**25.1**
B) Amounts converted into student years (x € 1000)					
OCW expenditure per student	5.7	5.8	5.9	5.9	6.1
Tuition fees per student	1.6	1.6	1.8	1.9	1.9
Institutional grant per student	7.2	7.4	7.7	7.8	8.0
C) Actual costs according to annual accounts (x € 1 million)					
Research	2,620.4	3,034.3	3,242.2	3,240.6	--
Teaching	1,511.7	1,750.4	1,870.4	1,937.3	--
Medical care	199.2	230.7	246.5	239.5	--
D) Educational resources per student according to annual accounts (x € 1000)	**6.9**	**7.9**	**8.1**	**8.0**	**--**

Source

A), B): OCW annual reports

C), D): university annual reports

Notes

- OCW expenditure per student: OCW grants for teaching divided by the number of students per calendar year.
- Per capita expenditure does not include overheads and non-education related expenditure for students enrolled at the universities.
- Tuition fees per student: tuition fees received divided by calculated number of students per calendar year.
- FES resources received are not netted. With effect from 2011, FES resources are no longer available.
- Figures under C) include effects of indirect funding and contract income (second and third flows of funds); figures under A) and B) do not.

Table 8.2 | Key statistics for teaching hospitals

	2006	2007	2008	2009	2010
A) Financial data (x € 1 million)					
Total operating costs	**4,717.4**	**5,258.0**	**5,841.2**	**6,264.4**	**6,638.0**
B) Data on medical degrees					
(Gross) number of medical students enrolled	17,281	17,812	18,395	18,711	18,797
Admissions quota (medical degrees)	2,850	2,850	2,850	2,850	2,790
Postgraduate degrees awarded (qualified trainee doctor)	1,842	2,019	2,022	2,075	2,272

Source

A: Annual reports from teaching hospitals

B) http://statline.cbs.nl

Notes

- B) Data on medical degrees: figures pertain to students graduating between 1 October of the year stated and 1 October of the year before.

Research universities: financial data

Financial position

The annual accounts pertaining to 2010 submitted by the research universities show that the financial position of the sector as a whole is good (indicators excluding Wageningen University and Open University). Solvency (including provisions) has been good for a number of years now. Liquidity has shown a slightly negative trend since 2007. Profitability increased some. The operating result after taxes amounted to 48.4 million euros in 2010, versus 28.7 million euros in 2009.

Solvency and liquidity

The solvency of the academic higher education sector as a whole fell in 2010. Solvency (including provisions) fell from 0.58 to 0.57. The share of equity capital in the total liabilities continues to decrease, as does the share of provisions. As a result, the loan capital continues to increase proportionally. The liquidity of the academic higher education sector fell from 0.92 to .091. The downward trend that can be observed from 2007 onwards thus continues. Both the short-term debts and the current assets grew in 2010; due to the decreasing liquidity, the current assets grew slightly more than the short-term debts.

Profitability

Profitability from ordinary operations went up slightly compared to 2009, as the diagram below shows. The value increased from 0.5 per cent to 0.8 per cent. Profitability is calculated on the basis of the result, including the result from financial revenues and expenses.

Figure 8.2 | Research universities, balance sheet data
Summed total for all the universities (excluding WU and OU), x € 1 million

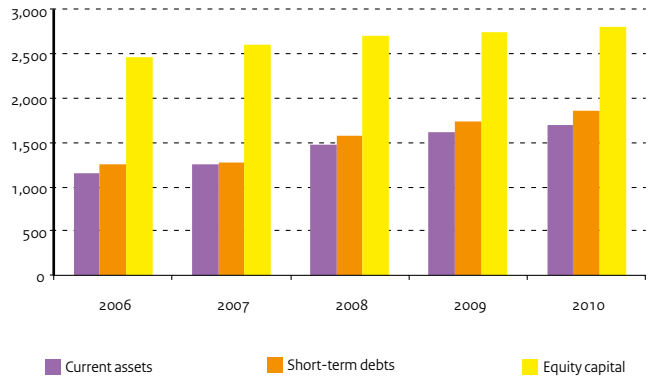


Figure 8.3 | Research universities, operating data
Summed total for all the universities (excluding WU and OU), x € 1 million

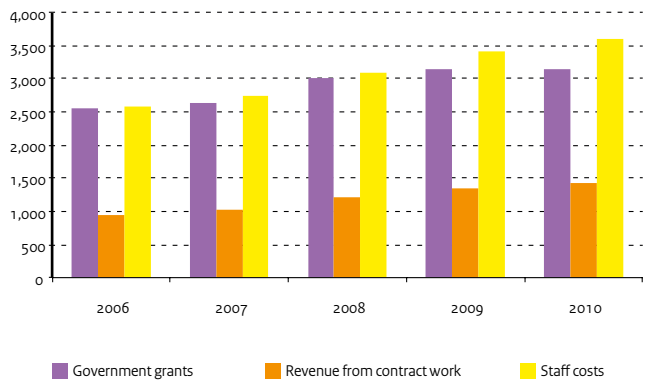


Table 8.3 | Balance sheet and operating data of the research universities

	2006	2007	2008	2009	2010
A) Financial indicators					
Solvency (including provisions)	0.66	0.66	0.62	0.58	0.57
Liquidity	0.92	0.98	0.94	0.92	0.91
Profitability (in percentages)	3.5	3.3	2.8	0.5	0.8
B) Accumulated balance sheet (x € 1 million)					
Total assets	**4,313.9**	**4,490.1**	**4,928.8**	**5,328.7**	**5,551.6**
Fixed assets	3,153.5	3,238.6	3,451.4	3,720.0	3,865.7
of which tangible fixed assets	2,927.4	3,079.3	3,292.1	3,555.2	3,675.1
Current assets	1,160.4	1,251.5	1,477.4	1,608.6	1,685.9
of which liquid assets	603.7	671.1	610.7	670.9	788.4
Total liabilities	**4,313.9**	**4,490.1**	**4,928.8**	**5,328.7**	**5,551.6**
Equity capital	2,466.5	2,611.9	2,705.7	2,739.5	2,796.1
Provisions	384.5	357.4	352.1	365.8	357.9
Long-term debts	205.0	243.8	293.1	478.6	538.2
Short-term debts	1,258.0	1,277.0	1,577.9	1,744.7	1,859.5
C) Accumulated operating accounts (x € 1 million)					
Revenues	**4,281.7**	**4,451.6**	**5,146.5**	**5,382.3**	**5,535.7**
OCW central government grants	2,563.0	2,624.7	3,008.0	3,141.8	3,153.2
Other government grants	7.2	7.1	7.3	8.5	9.2
Tuition fees	305.3	318.7	333.8	395.0	435.0
Revenues from contract work	955.6	1,012.0	1,214.1	1,339.6	1,426.9
Other revenues	450.6	489.1	583.3	497.5	511.3
Expenses	**4,153.5**	**4,331.3**	**5,015.4**	**5,359.1**	**5,482.2**
Staff costs	2,593.3	2,732.4	3,106.3	3,428.8	3,602.9
Depreciations	261.1	254.6	311.4	294.2	314.2
Accommodation costs	.	.	396.6	418.5	407.9
Other institutional expenses	1,299.1	1,344.3	1,201.1	1,217.6	1,157.2
Revenues and expenses balance	**128.2**	**120.3**	**131.1**	**23.2**	**53.5**
Financial revenues and expenses balance	**20.2**	**27.6**	**16.3**	**3.9**	**-7.0**
Result	**148.4**	**147.9**	**147.4**	**27.1**	**46.5**
Taxes	0.0	0.0	0.3	-0.1	0.0
Participations	**0.0**	**0.0**	**1.7**	**1.4**	**1.9**
Result after taxes	**148.4**	**147.9**	**148.8**	**28.7**	**48.4**
Third-party share in result	8.2	13.2	23.1	11.3	11.0
Net result	**140.3**	**134.7**	**125.7**	**17.4**	**37.5**
Extraordinary result	-1.2	-0.1	0.0	1.2	2.5
Total result	**139.1**	**134.6**	**125.7**	**18.6**	**39.9**

Source

OCW (DUO: Institutions' annual accounts)

Notes

- Excluding Wageningen University and Open University.
- A) Solvency: equity capital (including provisions) / total capital.
- A) Liquidity (current ratio): current assets / short-term debts.
- A) Profitability of ordinary operations: result / (total revenues + interest received).

Enrolment in academic higher education

General

Applicants to research universities must have successfully completed pre-university education (VWO), the propaedeutic part of professional higher education (HBO), an HBO bachelor's programme, certain training courses abroad or a viva voce entrance examination. Students are free to apply for any university or programme, although many programmes require a specific combination of examination subjects. Some disciplines (such as dentistry and medicine) have an admissions quota: they admit a limited number of first-year students.
In 2002, the bachelor's – master's degree structure was introduced in Dutch tertiary education. The research university bachelor's degree, which can be earned in three years, can also be considered a final diploma. Practice will show whether the social effects are such that graduates actually leave university after completing a bachelor's programme. The minimum course duration for a master's degree is four years. The technical disciplines and dentistry take five years; (veterinary) medicine and pharmacy take six years.

The Open University has been providing distance learning courses for tertiary education since 1984.

First-year students

The upward trend in the number of first-year students continued in the 2011/12 academic year. Intake figures rose by some 500 students compared to the academic year before.
Interest is still growing in the Cross-sector, Science, Engineering & Technology, Economics and Law disciplines. The Health sector remained stable. In the other disciplines, Behaviour & Society and Language & Culture, entrance fell vis-à-vis 2010.

Numbers enrolled

The total number of students is affected by trends in intake levels and the average duration of study. In recent years, the average duration of study has gradually decreased, partly as a result of government policy aimed at reducing course durations. Since 1999, the effect of the decline in intake up to 1996 and the reduction of the average duration of study has been balanced out by the growth in intake. Factors contributing to the rise in enrolment numbers are the increasing number of five-year courses, changes in the student grants and loans system and the possibility of leaving university with a bachelor's degree.
For 2011, the average expected duration of study is approximately 5.3 years.

Graduates

The number of graduates is strongly related to the intake in previous years and the average duration of study. Since 2002, the number of bachelors has been increasing, due to the conversion of existing study programmes and as a result of new arrangements within the bachelor's-master's degree structure. The numbers in Table 8.4C are summed totals of graduates under the old (terminating) degree system and new masters. Until 2007, the increase in degrees kept pace with the increasing intake several years before. The first real outflow of bachelors started in 2005. Table 8.7 shows that the number of bachelors, at 29,900 in 2011, is still lower than the total number of graduates under the old degree system and new masters (34,700).
The figures for 2011 presented in Table 8.4C reflect the final degrees awarded, with retroactive effect, in the Pharmacy, Medicine, Dentistry and Veterinary Medicine programmes, rather than the interim master's degrees.

Figure 8.4 | First-year WO students by discipline
First enrolments in percentages of total, 2011

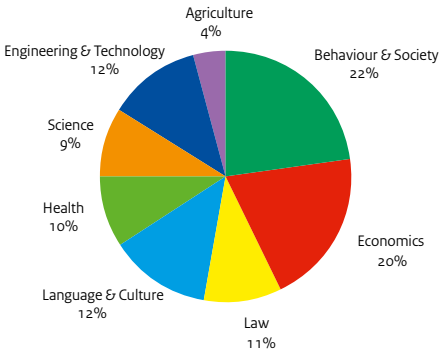


Figure 8.5 | Number of first-year WO students
Including green education, numbers x 1000

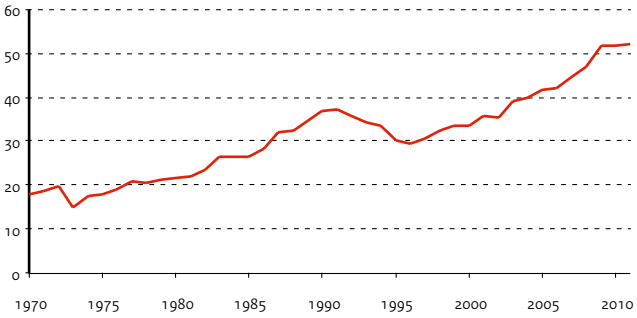


Table 8.4 | Academic higher education: intake, enrolment and graduates

Source

OCW (DUO: 1 HE Figure 2011)

Notes

- A) First enrolments: students enrolled for the first time at a research university in the Netherlands on the reference date, 1 October.
- A) The university teacher-training courses are follow-up courses; therefore, the students enrolling in these courses have not been included in the total number of first-year students.
- A) The percentages indicate the differentiation by educational background rather than the transfer rates (background vis à vis total, including green).
- B) Enrolments: students enrolled at a research university in the Netherlands on the reference date, 1 October.
- C) Graduates: students earning a master's degree between 1 October of the year stated and 1 October of the year before.
- See Appendix Notes and Definitions, Part C.

A) First enrolments, including external students (x 1000)					
Total excluding Agriculture	**43.4**	**45.5**	**50.1**	**49.8**	**50.3**
Cross-sector programmes	0.7	0.7	0.9	1.0	1.1
Science	3.7	3.8	4.2	4.3	4.6
Engineering & Technology	5.6	5.9	6.5	6.1	6.3
Health	4.5	4.6	4.7	5.0	5.0
Economics	8.2	8.8	10.0	10.0	10.3
Law	5.1	5.2	5.6	5.3	5.5
Behaviour & Society	9.8	10.1	11.4	11.5	11.2
Language & Culture	6.0	6.2	6.8	6.7	6.2
University teacher-training courses	(0.1)	(0.1)	(0.0)	(0.1)	(0.1)
WO-green overall	**1.3**	**1.4**	**1.6**	**1.8**	**1.8**
Educational background in percentages					
VWO - d direct	51.2	52.0	49.8	48.1	48.2
VWO - d indirect	7.2	7.5	8.0	8.2	8.1
HBO - d direct	12.0	10.5	11.8	10.9	9.5
HBO - d indirect	5.3	5.1	5.4	5.4	4.2
HBO propaedeutic course	6.6	5.8	5.6	5.9	6.3
Other	17.7	19.0	19.4	21.5	23.7
B) Enrolled university students, including external students (x 1000)					
Total excluding Agriculture	**206.7**	**214.0**	**226.0**	**234.4**	**236.7**
Cross-sector programmes	1.8	2.0	2.4	2.8	3.2
Science	16.1	16.9	18.1	19.0	20.1
Engineering & Technology	26.7	27.7	29.2	29.9	30.6
Health	28.5	29.5	30.3	31.3	31.5
Economics	32.2	34.0	36.8	38.9	39.6
Law	26.5	27.0	28.2	28.4	28.1
Behaviour & Society	43.7	44.6	47.3	49.4	49.6
Language & Culture	30.1	31.0	32.5	33.2	32.3
University teacher-training courses	1.1	1.1	1.3	1.6	1.7
WO-green overall	**4.7**	**5.2**	**5.7**	**6.4**	**7.0**
C) Master's degrees awarded (x 1000)					
Total excluding Agriculture	**31.0**	**28.5**	**29.2**	**31.3**	**34.7**
Science	2.0	1.9	1.9	2.1	2.2
Engineering & Technology	3.4	3.2	3.3	3.4	3.5
Health	3.9	3.6	3.8	4.1	4.4
Economics	5.7	5.1	5.2	5.5	6.9
Law	3.8	3.6	3.8	4.2	4.4
Behaviour & Society	7.4	7.1	7.1	7.5	8.2
Language & Culture	4.1	3.4	3.6	3.9	4.3
University teacher-training courses	0.6	0.6	0.6	0.7	0.8
WO-green overall	**1.0**	**0.9**	**1.0**	**1.0**	**1.0**

Table 8.5 | Open University, students and degrees (numbers x 1000)

Source

CBS Statline

Open University, annual report 2010

Notes

- See Appendix Notes and Definitions, Part C.

	2006	2007	2008	2009	2010
Total number of active students	**16.3**	**15.2**	**13.7**	**13.1**	**13.3**
First-year students	5.5	5.5	5.1	5.0	5.0
University degrees	592	869	485	562	597

Duration of study and success rates

General

In September 2002, the bachelor's - master's structure was broadly introduced in the Dutch academic higher sector. New three-year bachelor's programmes were launched and current study programmes were converted to the new structure. Some continued on to completion under the old structure. In the phase during which these two structures run parallel to each other and interweave, the value of result figures is highly relative. However, the first results of the bachelor's programmes are now available.

Expected duration of study and success rates

In recent years, the average expected duration of study has gradually decreased to approximately 5.3 years. It must be noted in this regard that Engineering & Technology programmes and several Science programmes are 5 years in length, which increases the average. The majority of the programmes, however, are 4 years in length.
The calculated success rate as a measure for the overall performance amounts to 69 per cent. This average total success rate is attained after approx. eight years. Looking back over time, this percentage has proven to be stable. After eight years, some percentage points are added from disciplines with longer study durations, particularly Engineering & Technology.

The success rates differ widely from one discipline to another. To some extent, this is due to the differences in the nominal durations of study. In the Science sector, success rates went up to 51 per cent in 2011; in the Economics and Language & Culture sectors, they remained constant. In the other disciplines, success rates fell. In 2011, the academic higher education sector had an overall success rate – the measure of overall performance – of 69 per cent. Success rates are lowest in the Engineering & Technology, Science, and especially Language & Culture disciplines.
The Agriculture & the Natural Environment discipline has the highest expected success rates: 77 per cent.

Success rates: bachelor's programmes

Since 2006, four years after the introduction of the bachelor's – master's structure, the number of bachelor's degrees awarded has clearly picked up. The Behaviour & Society sector produced by far the highest number of graduates. This corresponds to the comparatively high intake in this sector over recent years.

Figure 8.6 | Expected duration of study for graduates
In years, by HOOP category

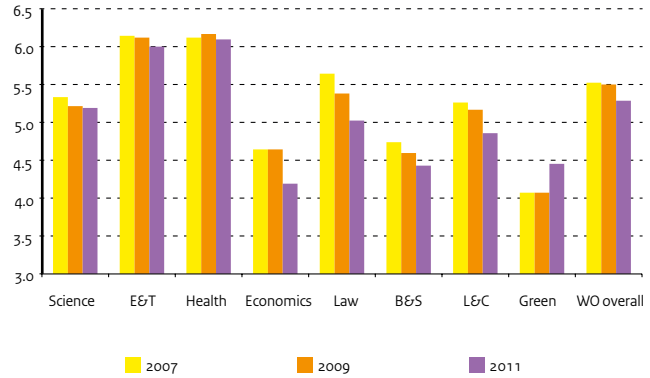


Figure 8.7 | Expected success rates
In percentages of cohort entering, by HOOP category

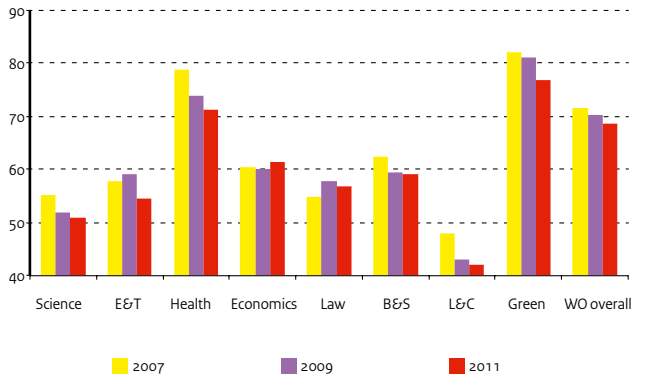


Table 8.6 | Expected duration of study and expected success rates at the research universities

Source

OCW (DUO: 1 HE Figure 2011)

Notes

- Sectors in accordance with HOOP categories.
- The success rates for WO overall are higher than the success rates in each of the sectors, as some students graduate in a sector other than the one they started in. For the same reason, the overall duration of study is longer than the average of the durations per sector.
- C) and D): in percentages of cohort entering.
- See Appendix Notes and Definitions, Part C.

	2007	2008	2009	2010	2011
A) Expected duration of study for graduates per sector (in years)					
Science	5.3	5.2	5.2	5.2	5.2
Engineering & Technology	6.1	6.2	6.1	6.0	6.0
Health	6.1	6.2	6.2	6.1	6.1
Economics	4.6	4.7	4.6	4.6	4.2
Law	5.7	5.6	5.4	5.3	5.0
Behaviour & Society	4.7	4.6	4.6	4.5	4.4
Language & Culture	5.3	5.3	5.2	5.2	4.9
Agriculture & the Natural Environment	4.1	4.2	4.1	4.2	4.5
B) Expected duration of study for WO graduates (in years)	**5.5**	**5.6**	**5.5**	**5.5**	**5.3**
C) Expected success rates by sector, in percentages					
Science	55	53	52	50	51
Engineering & Technology	58	58	59	57	55
Health	79	77	74	74	71
Economics	60	62	60	61	61
Law	55	56	58	61	57
Behaviour & Society	62	60	59	60	59
Language & Culture	48	43	43	42	42
Agriculture & the Natural Environment	82	81	81	78	77
D) Expected success rates for WO programmes	**72**	**70**	**70**	**70**	**69**

Table 8.7 | Bachelor's degrees awarded at the research universities (numbers x 1000)

Source

OCW (DUO: 1 HE Figure 2011)

Notes

- WO bachelors: bachelor's degrees awarded between 1 October of the year stated and 1 October of the year before.

	2007	2008	2009	2010	2011
Total excluding Agriculture	**22.3**	**24.2**	**25.7**	**26.8**	**29.9**
Cross-sector programmes	0.4	0.4	0.5	0.6	0.6
Science	1.7	1.9	2.0	2.0	2.4
Engineering & Technology	2.3	2.7	2.5	2.6	3.3
Health	1.5	2.2	2.6	3.2	3.6
Economics	4.0	3.9	3.9	4.1	4.7
Law	3.0	3.1	3.8	3.5	3.8
Behaviour & Society	5.8	6.1	6.3	6.6	7.0
Language & Culture	3.5	3.8	4.2	4.2	4.6
WO-green overall	**0.3**	**0.4**	**0.5**	**0.6**	**0.6**

Institutions and staff

Institutions

In addition to the ordinary research universities and the Open University, the Netherlands also has a number of approved private institutions and institutes for international education. The former category includes Nijenrode University. The quantitative data on these institutions is too diverse to provide any meaningful statistical survey. Many of them are very small and sometimes have highly specific characteristics. Generalized figures would not reflect their specific individual natures.

Trends in staffing

The universities bear primary responsibility for the staff policy to be pursued and developed. For example, the universities are free to deploy staff in either teaching or research.

After a decline in the number of staff during the mid-1990s, staff numbers have grown somewhat over recent years. In 2010, staff establishment totalled 39,800 FTEs, an increase of more than 3.200 FTEs from 2006.
In 2006 a slight growth set in among academic staff. Support staff followed suit in 2010. After a period of decline, numbers in the trainee research assistants category (doctoral candidates) picked up over the past two years to 7,600 in 2010.

Female staff

Expressed in FTEs, women represent 43 per cent of university staff. A break-down shows that women accounted for 36 per cent of academic staff in 2010. Among support and administrative staff, the share of women came to 51 per cent in 2010.
Women are still strongly under-represented among professors and (senior) university lecturers. The proportion of female staff is, however, rising gradually across the board, also among professors, but at 13 per cent, women are still far from equally represented.
The number of women is relatively higher among younger academic staff. The (gradual) increase of the proportion of women among senior academic staff is only manifest in the category of senior university lecturers.

Figure 8.8 | Female academic staff
In percentages of total, as of 31 December 2010 (including WU and OU)

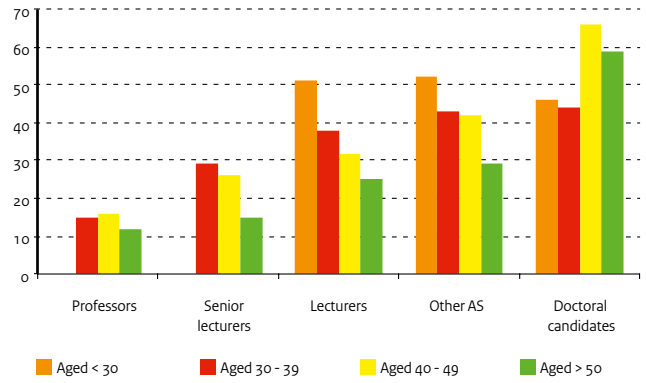


Figure 8.9 | Composition of university staff
In percentages of total, as of 31 December 2010

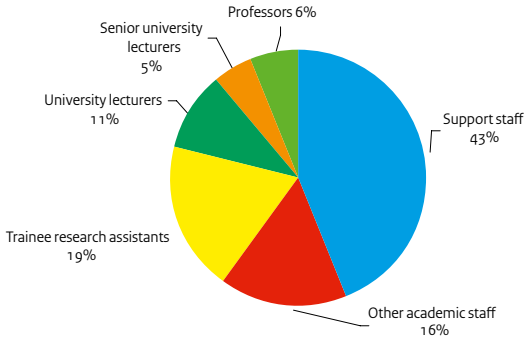


Table 8.8 | Key statistics for institutions and staff in academic higher education

	2006	2007	2008	2009	2010
A) Number of institutions	**12**	**12**	**12**	**12**	**12**
B) Number of staff (FTEs (x 1000)					
Total	**36.6**	**36.9**	**37.7**	**39.1**	**39.8**
Support staff	16.2	16.3	16.5	17.1	17.2
Academic staff	20.4	20.7	21.2	22.0	22.6
Professors	2.1	2.2	2.3	2.4	2.5
Senior university lecturers	1.9	1.9	2.0	2.0	2.0
University lecturers	3.9	3.9	4.0	4.1	4.3
Other academic staff	5.5	5.7	5.8	6.1	6.2
Trainee research assistants	7.0	6.9	7.2	7.4	7.6
C) Percentage of female staff					
Total	**39.5**	**40.2**	**41.0**	**42.0**	**43.0**
Academic staff	32.6	33.2	34.0	35.0	36.0
Senior university lecturers	16.6	17.3	18.0	19.0	21.0
Professors	10.2	11.2	12.0	12.0	13.0
D) Age structure					
Percentage <30	23.4	23.0	23.0	23.0	22.0
Percentage 30-39	25.8	26.0	26.0	26.0	26.0
Percentage 40-49	23.1	23.0	22.0	22.0	22.0
Percentage 50-59	22.3	22.0	22.0	22.0	22.0
Percentage 60+	5.4	6.0	7.0	7.0	8.0
E) Ratios					
Students - academic staff	9.9	10.0	10.1	10.3	10.4
Students - total staff	5.5	5.6	5.7	5.8	5.9

Source

A) OCW (DUO: BRIN registers)
B), C), D), E) VSNU: WOPI

Notes

- Reference date for staff: 31 December.
- Excluding Open University and Wageningen University.
- Staff: excluding a significant proportion of university staff working at medical departments.
  Most universities have transferred these staff entirely or partially to the University Medical Centres.
- With effect from 2005, WOPI statistics no longer include student assistants.
- Staff: total funded staff (both central government grant and third flow of funds).
- B) Trainee research assistants include trainee design engineers and trainee research assistants with two-year contracts.
- B) Other academic staff: including student assistants, figures from 2005 excluding student assistants.
- C) to E) inclusive: based on FTEs.

Ethnic minorities in tertiary education

Source data

The "One HE Figure" data was subjected to a survey in respect of students' ethnic origin, i.e., native Dutch or foreign extraction. Each enrolled student was counted only once: on the date he or she entered tertiary education. For that reason, these counts appear to be lower in comparison with other surveys. The high number of students whose backgrounds are unknown also affects the count. This is particularly manifest in the last year surveyed; data pertaining to previous years could be supplemented.

In the following cases, a student is designated as native Dutch:
- both parents are known to have been born in the Netherlands;
- one of the parents is known to have been born in the Netherlands and the country of birth of the other parent is unknown.

If at least one of the parents is known to have been born in a foreign country, then the student is designated as non-native Dutch. If both parents were born abroad, then the country of birth of the mother takes precedence to establish the foreign origin of the student.
A distinction is made between Western and non-Western immigrant students. Another division is made with respect to continent, with several specific countries being listed separately.

Trends in intake

Over the period from 2007 to 2011, the proportion of (Western and non-Western) ethnic-minority students entering tertiary education rose slightly, to approximately 32 per cent of the total number of first-year students. In academic higher education, ethnic minorities account for nearly 40 per cent of entrants, versus nearly 30 per cent in professional higher education.

Professional higher education

The influx of non-Western ethnic minorities in the universities of applied sciences exceeds the intake of Western ethnic minorities. Among the latter, European immigrants clearly form the largest group. The group of non-Western students from Morocco, Latin America and Asia fell slightly in 2011 compared to 2010. Intake figures in the other groups of non-Western minorities went up in 2011. The largest group within the non-Western ethnic minorities is composed of students originating from Asia.

Academic higher education

At the research universities, the influx of Western immigrants exceeds that of non-Western minorities. Here, too, students of Asian origin form by far the largest group among non-Western minorities. For all categories, the total influx of non-Western minorities rose in 2011, compared to 2010, except for the students originating from Surinam and Africa.

Figure 8.10 | Intake of ethnic minorities in HBO
By background, 2011

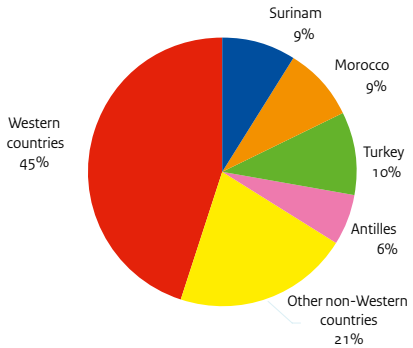


Figure 8.11 | Intake of ethnic minorities in WO
By background, 2011

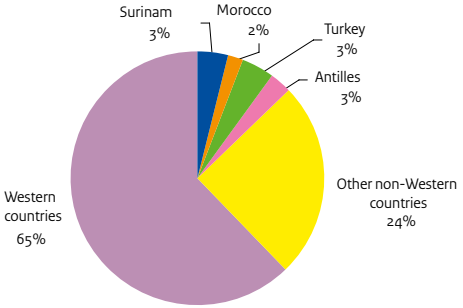


Table 8.9 | Ethnic minorities entering tertiary education

	2007	2008	2009	2010	2011
A) Total intake into professional higher education	**87,899**	**89,718**	**95,016**	**94,220**	**93,752**
Total native Dutch students	**63,597**	**64,303**	**67,739**	**67,398**	**66,681**
Total non-native students	**24,271**	**25,409**	**27,242**	**26,706**	**26,777**
Total number of Western non-native students	**11,368**	**11,864**	**12,342**	**12,242**	**12,178**
Europe	**8,855**	**9,512**	**9,999**	**10,090**	**10,097**
North America	398	434	432	408	450
Asia	1,872	1,685	1,648	1,495	1,370
Australia / New Zealand	241	230	261	246	257
Oceania	2	3	2	3	4
Total number of non-Western minorities	**12,903**	**13,545**	**14,900**	**14,464**	**14,599**
Turkey	2,080	2,375	2,552	2,531	2,761
Surinam	2,524	2,464	2,765	2,480	2,484
Antilles / Aruba	1,366	1,494	1,617	1,490	1,504
Morocco	2,170	2,131	2,269	2,297	2,272
Latin America	590	593	686	662	631
Asia	2,949	3,166	3,517	3,592	3,470
Africa	1,224	1,322	1,494	1,412	1,477
Unknown	**31**	**6**	**35**	**116**	**294**
B) Total intake into academic higher education	**33,843**	**36,592**	**39,724**	**39,886**	**41,254**
Total native Dutch students	**22,113**	**23,530**	**25,186**	**24,589**	**24,706**
Total non-native students	**11,714**	**13,060**	**14,525**	**15,267**	**16,335**
Total number of Western non-native students	**7,029**	**8,000**	**8,920**	**9,598**	**10,598**
Europe	5,569	6,541	7,436	8,098	9,069
North America	416	437	513	520	564
Asia	942	905	847	841	813
Australia / New Zealand	101	114	123	136	150
Oceania	1	3	1	3	2
Total number of non-Western minorities	**4,685**	**5,060**	**5,605**	**5,669**	**5,737**
Turkey	463	519	572	530	528
Surinam	573	666	645	632	575
Antilles / Aruba	406	404	409	406	421
Morocco	290	281	358	303	357
Latin America	469	482	549	661	667
Asia	1,894	2,044	2,336	2,416	2,518
Africa	590	664	736	721	671
Unknown	**16**	**2**	**13**	**30**	**213**

Source

OCW (DUO: 1 HE Figure 2011)

Notes

- First enrolments: students enrolled for the first time in tertiary education in the Netherlands on the reference date, 1 October.

Student grants and loans, system and funding

General

Student finance (SF) encompasses three policy areas: Student finance, Study costs and school fees allowances, and Course fees. These policy areas are laid down in three Acts: the Student Finance Act (WSF 2000), the Study Costs and School Fees Allowances Act (WTOS) and the School and Course Fees Act (LCW). The implementation and the expenditure and revenue under these Acts are in the hands of a government agency, *Dienst Uitvoering Onderwijs* (DUO), in Groningen. This section discusses each of these SF policy areas in turn.

Student grants and loans

The Student Finance Act (WSF 2000) specifies that student finance applies to full-time students in tertiary education and to full-time participants over the age of 18 in vocational training programmes (BOL) within vocational education (MBO). The WSF 2000 offers students flexibility in taking up what grants they are entitled to. Student finance comes as a mixed funding: it is partly a non-repayable grant, partly a loan and for some students, depending on parental income, partly a supplementary grant. In addition to the study allowance, student finance also encompasses travel allowances. With regard to students in tertiary education and BOL levels 3 and 4, the grants and travel allowances are awarded as a loan. When the student in question graduates within ten years, this loan is converted into a non-repayable grant. More information on loans to students under the WSF 2000 is provided in the section on *Supplementary earnings and loans*.

School fees and study costs allowance

Under the Study Costs and School Fees Allowances Act (WTOS), allowances are provided for school fees (insofar as these are due) and study costs for secondary school pupils, BOL participants under 18 and students aged 18 and over in VAVO or the university teacher-training programmes. Allowances are dependent on the income of the parents or the student's own income. Students 18 and over in secondary education also receive a basic allowance, irrespective of parental income.

School and course fees

The School and Course Fees Act (LCW) specifies when school and course fees have to be paid. The manner in which the amount of the school fees due is determined, is also laid down in this Act (see *Revenue from school fees*).

WSF expenditure and revenue

Some components of the student finance expenditure and revenue are irrelevant to the financial framework of the budget (EMU balance), which is why they are discussed separately. Irrelevant expenditure includes the interest-bearing loans granted under the WSF 2000. The student loans are not included in the EMU balance, as they are balanced out by interest-bearing claims. Consequently, revenue resulting from repayment of these loans is irrelevant as well. Irrelevant expenditure also includes expenditure for performance-related grants, as long as these have not been converted into a definite non-repayable grant. Once the performance-related grants have been converted into non-repayable grants, this expenditure counts as relevant to the EMU balance.

The sharp growth in revenue over the period from 2007 to 2011 keeps pace with the increase in the number of students taking out a loan and the increase in the expenditure on – repayable – interest-bearing loans (cf. Table 9.7). The fluctuations in the expenditure for travel allowances in the period from 2007 to 2011 is primarily due to advance payments to the joint public transport companies in those years.

Figure 9.1 | Total student finance expenditure

Amounts x € 1 billion

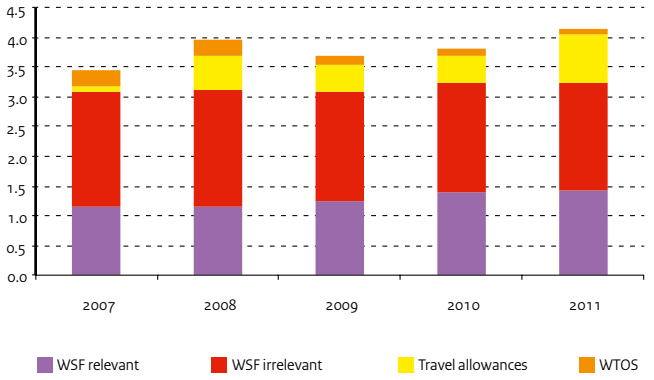


Table 9.1 | Financial key statistics for student finance / WTOS

Source

OCW annual reports

Notes

- Expenditure for travel allowances includes postponed and advanced payments.
- Vocational and adult education: full-time vocational training programmes (BOL-ft) only.
- Professional higher education (HBO) and Academic higher education (WO): full-time courses only.
- Figures under C have been rounded off to the nearest € 10.
- C) In 2008 and 2011, per capita expenditure for WSF claimants is substantially higher; this is due to an advance payment for public transport arrangements.

	2007	2008	2009	2010	2011
A) Expenditure and revenue (x € 1 million)					
Total expenditure	3,550.2	4,060.1	3,786.8	3,917.4	4,248.8
WSF and travel allowances overall	3,189.1	3,703.1	3,541.2	3,698.4	4,043.4
of which irrelevant	1,951.7	1,957.1	1,863.5	1,838.3	1,806.8
travel allowances	88.2	596.6	440.6	450.8	803.2
WTOS	267.6	254.0	145.5	100.4	97.0
Overhead costs	**93.5**	**103.0**	**100.1**	**118.7**	**108.4**
Attributed to DUO (including cost of collecting school fees)	92.4	102.1	100.1	118.7	108.4
OCW overheads	1.1	0.9	.	.	.
Revenue (repayments + interest)	412.6	490.9	557.4	643.2	679.3
B) Expenditure per sector (x € 1 million)					
WSF / WTOS expenditure overall	3,456.7	3,957.1	3,686.7	3,798.8	4,140.4
Secondary education	212.6	199.8	95.5	68.9	68.6
Vocational and adult education (BOL)	1,033.3	1,146.4	1,075.6	1,083.3	1,097.3
Professional higher education	1,303.8	1,572.4	1,514.2	1,561.0	1,570.3
Academic higher education	907.0	1,038.5	1,001.4	1,085.6	1,404.2
C) Per capita expenditure WSF/WTOS (x € 1)					
Secondary education	230	210	100	70	70
Vocational and adult education (BOL)	3,080	3,470	3,170	3,120	3,150
Professional higher education	4,170	4,890	4,470	4,440	4,330
Academic higher education	4,290	4,740	4,320	4,510	5,760

Table 9.2 | Financial key statistics for WSF (x € 1 million, unless stated otherwise)

Source

OCW annual reports

Notes

- Total expenditure for WSF and travel allowances (per claimant) includes extra allowances for students supporting a family and arrears of previous entitlements.
- Regular loans include progress-related grants and performance-related grants converted into loans.
- C) Figures rounded off to the nearest € 10.
- C) In 2008 and 2011, per capita expenditure for WSF claimants is substantially higher; this is due to an advance payment for public transport arrangements.
- C) BOL: full-time participants 18 and over only.

	2007	2008	2009	2010	2011
A) WSF expenditure overall (incl. travel allowances), by sector	**3,189.1**	**3,703.1**	**3,541.2**	**3,698.4**	**4,043.4**
Vocational and adult education (BOL)	978.3	1,092.2	1,025.7	1,051.8	1,068.9
Professional higher education	1,303.8	1,572.4	1,514.2	1,561.0	1,570.3
Academic higher education	907.0	1,038.5	1,001.4	1,085.6	1,404.2
B) WSF expenditure overall (incl. travel allowances), by type					
Basic grants (relevant)	603.3	630.7	707.0	808.1	873.1
Supplementary grants (relevant)	508.5	471.2	473.5	523.7	489.8
Travel expenses (relevant)	88.2	596.6	440.6	450.8	803.2
Other	37.4	47.6	56.6	77.4	70.5
Interest-bearing loans	1,951.7	1,957.1	1,863.5	1,838.3	1,806.8
Regular loans	1,114.4	1,172.3	1,187.9	1,207.5	1,252.6
Performance-related grants	826.9	737.8	608.5	544.3	452.4
Tuition fees credit	10.3	47.1	67.2	86.6	101.9
C) WSF & travel allowances expenditure per WSF claimant per year (x € 1)					
Vocational training (BOL)	4,470	5,200	4,870	4,800	4,850
Professional higher education	5,430	6,470	6,070	5,990	5,880
Academic higher education	8,150	8,990	8,300	8,560	10,670

Grants and loans, vocational and tertiaryeducation

Performance-related grants in tertiary education

The government provides students in tertiary education with a basic grant (2011: 96 euros for students living at home, 266 euros for those living away from home) and a travel allowance. Some of the students, depending on parental income, receive an additional grant. Within the framework of the measures taken to counter the effects of the economic crisis, the standard amounts were not indexed in 2011 and 2012 in order to limit the increase in the expenditure for student finance.

The 1996/97 academic year saw the introduction of performance-related grants for new students in tertiary education. For the nominal duration of the programme, students are entitled to a grant in the form of a provisional loan. Subsequently, they are entitled to take out a full interest-bearing loan for a period of three years. The provisional loan is converted into a non-repayable grant if the student meets the performance requirements, i.e., graduating within a period of ten years (the "degree term" under the WSF 2000).
From 2000/01 onwards, the supplementary grant for the first year is always provided directly as a non-repayable grant. As from the academic year 2010/11, the supplementary grant for tertiary education students is covered by the performance-related grants scheme after the first five months.
Travel allowances are also covered by the performance-related grants system.

Grants in vocational education (BOL)

Full-time students aged 18 and older in vocational training programmes (BOL) within vocational education (MBO) also qualify for grants. In 2005/06, the performance-related grant system was introduced for new participants in BOL levels 3 and 4. For BOL participants in levels 1 and 2, grants are non-repayable. Students are, however, required to attend school: if a student is absent for a longer period of time, his grant is converted into an interest-bearing loan.

Trend in the average supplementary grant

Until 2010, across all types of education, the average supplementary grant generally showed an upward trend, mainly as a result of the rise in the standard supplementary grant by way of compensation for inflation (indexation).
In 2010, the measures taken to counter the economic crisis comprised an amendment aimed at limiting the WSF expenditure; consequently, the standard amounts were not indexed in 2011 and 2012 (cf. *Performance-related grants in tertiary education*.

Figure 9.2 | Students receiving grants
Basic grants (numbers x 1 000)

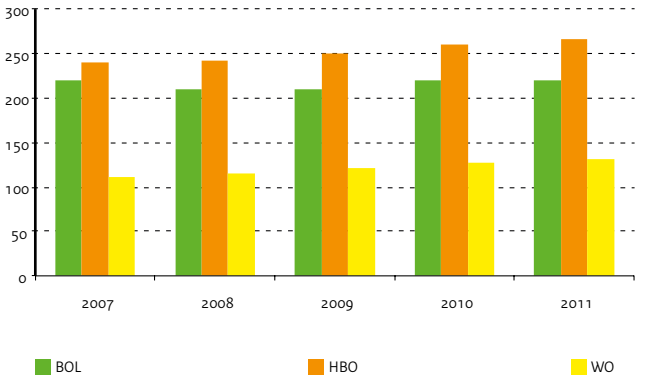


Table 9.3 | Standard WSF amounts per month (in euros)

Source

OCW budgets

Notes

- In 2011, the standard basic grants were not indexed to price movements. The standard supplementary grants and maximum interest-bearing loans were adjusted to accommodate the increase in school and tuition fees.
- All amounts have been rounded off to the nearest euro.

		2007	2008	2009	2010	2011
A) Basic grant						
Living away from home	Vocational training	234	236	240	246	246
	Tertiary education	253	256	260	266	266
Living at home	Vocational training	72	72	74	75	75
	Tertiary education	91	92	93	96	96
B) Maximum supplementary grant						
Living away from home	Vocational training	310	314	319	327	328
	Tertiary education	224	228	231	239	241
Living at home	Vocational training	291	295	300	307	308
	Tertiary education	205	209	212	219	221
C) Maximum interest-bearing loan						
Living away from home	Vocational training	156	158	160	164	164
	Tertiary education	277	280	284	289	288
Living at home	Vocational training	156	158	160	164	164
	Tertiary education	277	280	284	289	288

Table 9.4 | Average supplementary grant per month (in euros)

Source

OCW annual surveys (DUO)

	2007	2008	2009	2010	2011
Vocational training (BOL)	281	287	283	292	283
Professional higher education (HBO)	188	181	182	193	185
Academic higher education (WO)	187	177	180	189	182

Table 9.5 | Diploma conversions of performance-related grants

Source

OCW national budgets and actual figures (DUO)

Notes

- Conversions involve diploma conversions only; first-year conversions were abolished in 2006.

	2007	2008	2009	2010	2011
Converted into non-repayable grant based on progress monitoring					
Amounts (x € 1 million)	711.3	881.7	1,099.0	1,311.8	1,441.3
Claimants (x 1000)	90.9	114.7	134.9	152.5	158.6

Students entitled to grants and loans

Number of WSF claimants

The number of students entitled to a basic grant has been on the increase since 2003. In terms of percentages, the academic higher education sector saw the sharpest increase. The decrease in vocational training (BOL) and the increase in BOL performance-related grants, which are particularly manifest in the years 2007 and 2008, are related to the introduction of performance-related grants in BOL levels 3 and 4 as from 1 August 2005. and professional higher education. Over the period from 2007 to 2011, approximately four in ten students with a basic grant qualified for a supplementary grant.
In all three sectors of education, the percentage of students living away from home has been fairly stable during this period. More than 70 per cent of research university students with a basic grant live away from home, versus only about a third of students in vocational training.

Percentage of students entitled to financial aid

To qualify for student finance, students must satisfy a number of general conditions with regard to nationality, age, type of education and duration of study. Not all students are therefore entitled to financial assistance. The number of students qualifying for and actually awarded financial aid is expressed in the so-called claimants rate. This percentage is calculated in relation to the relevant age bracket. For the tertiary education sector this is the 17 to 30 age group, for vocational training the 18 to 30 age bracket.
In vocational training, 91 per cent of students were entitled to a grant in 2011; in professional higher education 79 per cent and in academic higher education 63 per cent.

Travel costs allowances

Over the period from 2007 to 2011, the number of students qualifying for travel costs allowances showed an upward trend. Their number keeps pace with the number of students who qualify for student aid. The number of students qualifying for travel allowances exceeds the number of students entitled to a basic grant. This is caused by the fact that a group of students no longer qualify for a basic grant, as they have used up the maximum duration, while they are still entitled to travel costs allowances.
Students studying abroad receive a grant to cover travel costs.

Figure 9.3 | Students with a travel pass/travel allowances
By type of education (numbers x 1000)

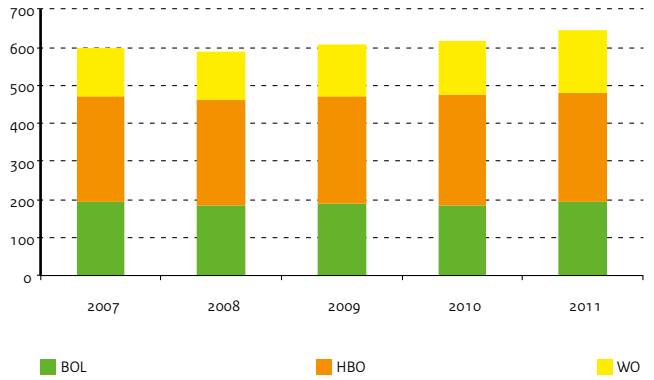


Table 9.6 | WSF claimants (numbers x 1000 and percentages)

	2007	2008	2009	2010	2011
A) Basic grant: numbers by type of education					
Total	**570.5**	**568.5**	**580.8**	**606.4**	**618.7**
Vocational training (BOL)	108.7	74.1	61.8	59.9	57.4
Vocational training: performance-related grant	110.3	136.1	148.9	159.2	162.9
Professional higher education (HBO): progress-related grant	0.4	0.0	0.0	0.0	0.0
Professional higher education (HBO): performance-related grant	239.7	242.9	249.4	260.4	266.9
Academic higher education (WO): progress-related grant	1.0	0.0	0.0	0.0	0.0
Academic higher education (WO): performance-related grant	110.4	115.5	120.7	126.8	131.6
B) Supplementary grant: numbers by type of education					
Total	**223.3**	**210.6**	**204.5**	**211.6**	**209.3**
Vocational training (BOL)	114.1	104.4	100.5	103.5	102.3
Professional higher education (HBO)	83.5	81.0	79.3	82.1	81.3
Academic higher education (WO)	25.7	25.3	24.7	26.0	25.8
In percentages as compared to numbers receiving basic grants	39	37	35	35	34
C) Portable grants					
Total	**5.1**	**6.4**	**7.5**	**8.0**	**8.4**
D) Tuition fees credit					
Total	**18.1**	**25.8**	**38.4**	**48.5**	**56.0**
Professional higher education (HBO)	11.0	15.8	23.6	29.8	34.1
Academic higher education (WO)	7.1	10.0	14.8	18.7	22.0
E) Students receiving financial aid, by type of education (percentages)					
Total	**82**	**80**	**80**	**80**	**78**
Vocational training (BOL)	100	98	97	97	91
Professional higher education (HBO)	81	80	79	79	79
Academic higher education (WO)	61	61	61	61	63
F) Basic grant: percentage of students living away from home, by type of education					
Total	**46**	**47**	**47**	**46**	**45**
Vocational training (BOL)	33	34	32	32	31
Professional higher education (HBO)	46	47	47	47	44
Academic higher education (WO)	72	72	72	71	71
G) Students entitled to travel allowances (numbers)					
Total	**595.4**	**589.7**	**607.1**	**618.3**	**644.7**
Vocational training (BOL)	195.1	185.5	188.1	186.2	192.5
Professional higher education (HBO)	273.5	273.9	282.3	290.5	286.5
Academic higher education (WO)	126.8	130.2	136.6	141.5	165.6

Source

National budgets and OCW annual reports, actual DUO figures

Notes

- Reference date 1 October.
- C) 2011: of which over 8000 in HE and over 400 in BOL
- E) Percentage of WSF claimants in relation to age bracket: for BOL 17-30, for HE 18-30.

Supplementary earnings and loans

Supplementary earnings and loans

The maximum level of student aid (basic grant, supplementary grant and loan options), excluding the value of the travel costs allowances, is legally established: this is the standard budget. The amount of the standard budget is based on the study costs and the costs of living. On top of their basic grant and supplementary grant, all students may borrow additional money up to the maximum of the standard budget. From the start of the 2007/08 academic year, students can also borrow the tuition they owe up to a ceiling of five times the statutory tuition. After a student has used up his basic grant rights (i.e., after the official length of a course), he is still entitled to a loan for three years. After they graduate, students must repay the loans they have taken out under the WSF 2000. Generally, repayment must take place within 15 years; this term commences two years after graduation. The debtor's financial resources are taken into account. At the end of the term, the debtor will be released from paying the remaining debt. In 2009, the conditions for repayment of student loans were simplified and eased, which will improve their payability. The effects will become manifest in 2012.

Students may supplement their income up to a certain limit without jeopardizing their grant. For the period from 2009 to 2011, this limit has been set at a good 13,200 euros. In 2012, the limit for supplementary earnings will be indexed.

Number of students with an interest-bearing loan

The number of loans taken up and the associated expenditure has increased sharply since 2001. The number of students borrowing money in addition to their grant has stabilized since 2007. The increase in the expenditure for interest-bearing loans can be attributed to the increasing sums borrowed by individual students and an increase in the tuition credit taken out.

It is remarkable that, in recent years, particularly during the nominal phase, students are more hesitant in taking out basic and supplementary loans in addition to a performance-related grant. This might be related to the introduction of the tuition credit. Especially first-year students seem to be willing to use the tuition credit to borrow money in order to invest in their further education, yet they are not willing to borrow money to cover their living expenses. For them, "borrowing to buy food" is not the same as "funding your educational costs".
The information policy aimed at alerting students to the ramifications of borrowing money may also play a role. Since the end of 2008, students have been told that they should not borrow more than is strictly necessary. The credit crisis, finally, could also impact on their decision: uncertainty about the future could lead to a hesitant stance towards borrowing money. The years to come will reveal whether the stabilization in student borrowing is structural in nature or not.

Figure 9.4 | Students with a loan

Numbers x 1000

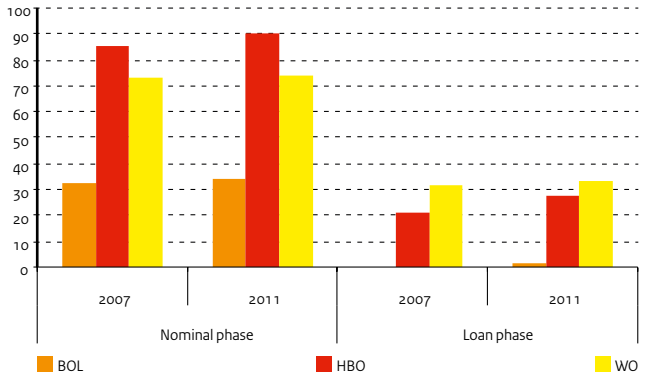


Table 9.7 | Key statistics for loans taken out

	2007	2008	2009	2010	2011
A) Number of students with a loan (x 1000)					
Total	**191.3**	**191.7**	**188.0**	**193.8**	**199.1**
Vocational training (BOL)	**32.5**	**30.4**	**29.4**	**32.4**	**34.3**
of whom without basic grant	.	.	1.0	1.0	1.2
Professional higher education (HBO)	85.3	86.9	85.7	87.9	90.5
of whom without basic grant	20.9	23.4	24.0	25.8	27.5
Academic higher education (WO)	73.5	74.4	72.9	73.5	74.2
of whom without basic grant	31.7	32.7	32.1	32.8	33.0
B) Expenditure for interest-bearing loans (x € 1 million)					
Total	**1,124.7**	**1,219.3**	**1,255.0**	**1,294.1**	**1,354.4**
Vocational training (BOL)	166.3	175.2	157.9	172.1	234.2
Professional higher education (HBO)	494.4	552.0	586.2	593.3	623.5
Academic higher education (WO)	463.9	492.1	510.9	528.6	496.7

Source

OCW national budgets and actual figures (DUO)

Notes

- A) Prior to 2009, BOL participants without a basic grant could not take out a loan; performance-related grants were introduced in BOL 3 + 4 in 2005/06.
- B) Expenditure including spending on tuition fees credit and performance-related grants converted into interest-bearing loans.

Study Costs and School Fees Allowances Act

Study costs and school fees allowances

The Study Costs and School Fees Allowances Act (WTOS) came into force on 1 August 2001. It provides for study costs allowances to be paid to:

- young people under 18 who are in full-time secondary education (VO) or attending full-time vocational training courses (BOL); abbreviated to TS17-. Students under the age of 18 who fall under the WSF as of 1 October rather than 1 September qualify for TS17- until that date;
- students aged 18 and over in (part-time) secondary general adult education (VAVO) or teacher-training courses in tertiary education; abbreviated to WTOS18+;
- full-time students aged 18 and over in secondary education; abbreviated to VO18+.

Number of WTOS claimants

The TS17- category has been stable for several years, but after 2005 a decline set in as a result of both the decreasing school rolls and a decrease in the number of actual claims. The introduction of free school books in 2008 also contributed to the decrease in claimants. The number of claimants will fall even further with effect from January 2010, when the WTOS for secondary school students under 18 was fully integrated into the personal budgets. Numbers in the WTOS18+ category have been decreasing in the period from 2007 to 2011, whereas the number of VO18+ claimants showed an upward trend over this period.

Standard amounts

The WTOS distinguishes various standard amounts for the various categories, depending on age and study programme. The standard amounts are indexed annually. In 2010, the measures taken to counter the economic crisis comprised an amendment aimed at limiting the WSF expenditure; consequently, the standard amounts will not be indexed in 2011 and 2012.

The TS17- allowance is composed of:
– a contribution towards direct study costs;
– a component to cover course fees (school fees), if still applicable.

The WTOS18+ allowance is composed of:
– a component to cover course, tuition or school fees;
– a contribution towards direct study costs.

The VO18+ allowance, finally, comprises:
– a basic allowance, including an extra amount for students living away from home;
– help with school and tuition fees (if still applicable);
– help with other study costs.

The allowances are dependent on the income level of the parents (TS17- and VO18+), or, as the case may be, the income earned by the students themselves (WTOS18+). In addition, the VO18+ category comprises a basic allowance irrespective of parental income.

Expenditure under the WTOS

Until 2007 inclusive, expenditure for TS17-, WTOS18+ and VO18+ tended to keep pace with the trends in the numbers of claimants.
The decline in the WTOS expenditures for pupils in secondary education was comparatively lower in 2008 than the decline in the number of WTOS claimants among secondary school pupils, as a result of the fact that the entire WTOS grant for the 2008/09 school year was paid in 2008, which saved the parents of secondary school pupils from having to (partially) finance the text book bill in advance. Normally, the second instalment of the TS17- grant would have been paid in January / February 2009.

WTOS expenditure has been falling since 2009, mainly because the provision of textbooks to students is now the responsibility of the schools and because the grants have now been integrated into the personal budgets.

Figure 9.5 | WTOS expenditure by category
Expenditure (x € 1 million)

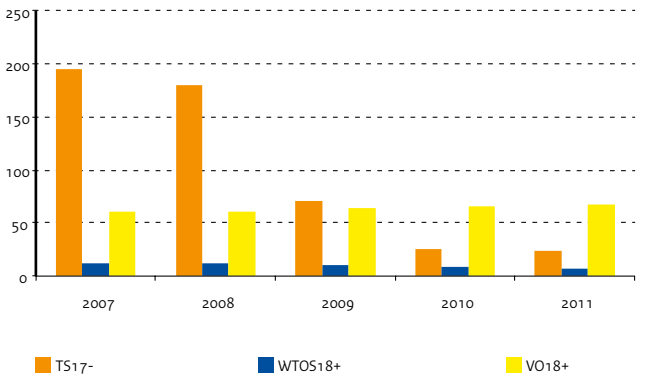


Table 9.8 | Key statistics for WTOS by type of education

Source

OCW annual reports

Notes

- WTOS18+: including VAVO.
- A) and C) In 2009, expenditures dropped considerably; with effect from that year, textbooks are purchased by the schools rather than the parents.
  As from 1 January 2010, expenditures went down even further due to the integration of WTOS in the personal budgets.

	2007	2008	2009	2010	2011
A) WTOS expenditure (x € 1 million)					
Total	**267.6**	**254.0**	**145.5**	**100.4**	**97.0**
Expenditure TS17-	195.5	180.4	71.0	24.7	23.1
Secondary education	150.8	137.1	30.7	0.6	0.0
Vocational training + tertiary education	44.7	43.2	40.3	24.0	23.1
Expenditure WTOS18+	11.2	12.2	11.0	9.1	6.8
Secondary education	0.9	1.3	1.4	1.6	1.4
Tertiary education	10.3	11.0	9.6	7.5	5.3
Expenditure VO18+	60.9	61.4	63.4	66.6	67.1
B) Number of WTOS claimaints (x 1000)					
TS 17-	321.8	299.8	235.9	148.1	42.3
Secondary education	259.8	240.2	182.7	102.2	0.1
Vocational training + tertiary education	62.0	59.6	53.2	45.9	42.2
WTOS18+	11.1	10.9	10.3	8.5	6.6
Secondary education	1.9	2.4	2.6	2.6	2.4
Tertiary education	9.1	8.5	7.7	5.8	4.2
VO18+	31.5	31.9	33.7	34.3	35.9
C) Expenditure per WTOS claimant per year (x € 1)					
TS17-	608	602	301	167	547
Secondary education	580	571	168	6	0
Vocational training + tertiary education	721	726	758	523	549
WTOS18+	1,012	1,126	1,071	1,081	1,025
Secondary education	488	541	546	613	593
Tertiary education	1,123	1,290	1,245	1,293	1,277
VO18+	1,929	1,926	1,885	1,939	1,868

Table 9.9 | Standard WTOS amounts (in euros)

Source

OCW national budgets

Notes

- In 2008, the amounts for school costs in TS17- grants in lower/upper secondary education and VO18+ grants were reduced, since school textbooks are provided free of charge with effect from 1 August 2008.
- Total WTOS 18+ allowance comprises study costs and school/course/tuition fees.
- In 2011, the standard amounts were not indexed to price movements.

	2007	2008	2009	2010	2011
TS 17- per year					
School costs in lower secondary education	588	283	287	0	0
School costs in upper secondary education	667	363	369	0	0
School costs in vocational training	985	996	1,012	659	659
School fees in secondary education and vocational training	975	993	1,013	1,031	1,043
WTOS 18+ per year					
Maximum total allowance in secondary education	576	584	593	610	614
Total allowance in tertiary education	1,207	1,214	1,225	1,241	1,241
VO 18+ per month					
Basic allowance for students living away from home	230	232	236	242	242
Basic allowance for students living at home	99	100	101	104	104
School fees in VO and BOL	81	83	84	86	87
School costs	56	30	31	80	80

School/course/tuition fees

School and course fees

The School and Course Fees Act (LCW) states for whom, when and how the level of school fees is to be decided. This Act also contains further stipulations with regard to the course fees. School fees are collected by DUO in Groningen; tuition fees are collected by the tertiary education institutions.

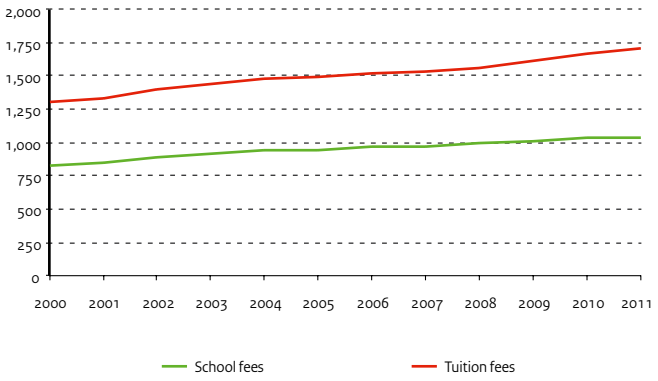
Revenue from school fees

At the start of the 2005/06 school year, school fees were abolished for all 16 and 17-year-old students in BOL and adult general secondary education (VAVO), and for all pupils in full-time secondary education (VMBO, HAVO, VWO), special education (SO) and secondary special education (VSO). Starting in the 2005/06 school year, only BOL and VAVO participants who are 18 or older on 1 August of the school year are required to pay a fee when enrolled in education.

The amount of school fees received depends on the numbers required to pay school fees and the level of the school fees. School fees are indexed annually on the basis of inflation. In the period from 2007 to 2011, school fee revenues have more or less kept pace with the numbers required to pay school fees. The possibility of paying in instalments was expanded from three to six instalments at the start of the 2004/05 school year. Some 130 thousand people are taking advantage of this option. For comparison, tuition fees due are also presented in Table 9.10 opposite.

Figure 9.6 | Standard school and tuition fees

Expenditure (x € 1 million)



Source

OCW national budgets, OCW annual reports

Notes

- Figures pertain to situation at the end of the year.

Table 9.10 | School fees and tuition fees

	2007	2008	2009	2010	2011
A) Revenue (school fees) (x € 1 million)					
Total	**188.7**	**179.9**	**187.2**	**202.6**	**207.1**
(Secondary) special education, secondary education	0.0	0.0	0.0	0.0	0.0
Vocational training (BOL)	188.7	179.9	187.2	202.6	207.1
B) Numbers obliged to pay school fees, per school year (x 1000)					
Total	**192**	**189**	**197**	**205**	**209**
Secondary education, (secondary) special education	0	0	0	0	0
Vocational training (BOL)	192	189	197	205	209
C) Standard school fees and tuition fees per school year (x € 1)					
School fees	975	993	1,013	1,031	1,043
Tuition fees	1,538	1,565	1,620	1,672	1,713

System and funding in the culture and media sector

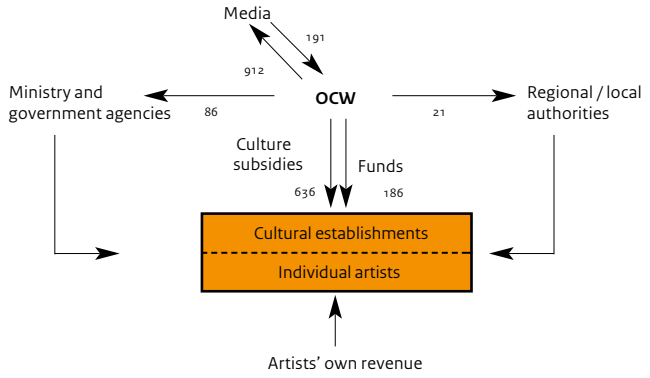
System

The Ministry of Education, Culture and Science is responsible for the creation of preconditions for the maintenance, management, development, social and geographical distribution or other dissemination of cultural expressions. Leading factors are considerations regarding quality and diversity (Cultural Policy Special-Purpose Funding Act). In order to be able to realize this general objective of its culture policy, the government bears (joint) responsibility for the maintenance of a number of systems: the arts, museums, historic monuments and buildings, archaeology, archives and libraries.

The government aims to promote quality and diversity in the programmes on offer by, for example, supporting the so-called basic cultural infrastructure (BIS) and funds in the following areas: the Arts (performing arts, visual arts, architecture and design, new media and film, amateur arts and cultural education), Cultural Heritage (historic buildings and sites, museums, archives, archaeology), and Literature & Libraries and the Media. In addition to subsidies for infrastructure and funds, the policy takes shape in a range of specific measures aimed at promoting, for example, cultural entrepreneurship and cultural education.

Advice on the policy to be pursued and the subsidies for infrastructure is sought from the Council for Culture. In this edition of Key Figures, key data are presented over the period up to 2011 (or 2010) inclusive. The outlines of the system for 2013 and beyond are not yet visible; neither are the preparations that are underway in 2012.

Figure 10.1 | Flows of funds in the culture and media sector
Amounts for 2011 (x € 1 million)



The Media

The Minister of Education, Culture and Science is responsible for the national, regional and local public broadcasting system and for legislation governing this domain. In addition, the Minister bears responsibility for the funding of national public broadcasting, the Dutch World Service and several other institutions associated with broadcasting. The 2008 Media Act covers the responsibilities and tasks of the government with regard to public broadcasting, commercial broadcasting and the press.

Funding in the culture sector

Funding is governed by the Cultural Policy Special-Purpose Funding Act (WSC), the 1988 Historic Buildings and Monuments Act and the 1995 Archives Act. The WSC and the regulations it underpins distinguish three different types of funding, viz.: institutional subsidies, project subsidies and special-purpose grants. The institutional subsidies are divided into single-year and multi-year grants. The current multi-year grants (the main flow of funds) have been allocated for the period from 2009 to 2012 on the basis of a balanced consideration of subsidy applications and the budgets submitted by the funds and approved institutions. Subsidies are provided in the form of a block grant, so that institutions can reserve any operating surplus, within the subsidy term, to use later for extra activities or to cover operating deficits. For the 2009-2012 subsidy planning period, the Minister of Education, Culture and Science maintained direct subsidy relations with institutions that are active in the Basic Cultural Infrastructure (BIS). In 2009, a substantial proportion of the subsidy relations was transferred to national culture funds. In addition to (multi-year) institutional grants, the culture funds provide project subsidies and working grants.

Institutions in the four major cities and some larger municipalities are subsidized jointly by central and local government. The relevant administrative agreements are recorded in covenants. In 2009, the flows of funds to the local and provincial authorities within the framework of the Regional Dynamism programme (Cultural Outreach Action Plan and Funding of Visual Arts and Design) were decentralized to the municipal funds.

Funding in the media sector

The media sector is funded on the basis of the Media Act 2008. The responsibility for funding the regional broadcasting companies has been transferred to the provinces, while the municipalities are responsible for funding the local broadcasting companies. For the national broadcasting station, 2011 was the first full year of the new licence period, which runs until 1 January 2016. The broadcasting companies receive their budget via the sliding scale system and they work together in new relationships. The new performance agreement, which is linked to the licensing plan, consists of quantitative and qualitative objectives for the media supply and audience reach.

Source

Annual reports OCW

Notes

- A3) With effect from 2006, the regional broadcasting services budget has been included under the Provincial Fund.
- The 6.8 million euros of the Mondrian Foundation Heritage Fund have been included under the Arts Funds.
- A3) In the figures pertaining to 2010, the sum earmarked for the development of new services has been incorporated under the incentive funds to boost programmes.
- B2) Revenue from interest and radio/TV advertising is based on media budgets and estimates adjusted in September of the year concerned.
- The final figures are presented in the annual accounts of the Broadcasting Commission and the Radio and Television Advertising Authority.

Table 10.1 | Financial key statistics with regard to culture and the media (x € 1 million)

Expenditure and revenue in the culture and media sector	2007	2008	2009	2010	2011
A) Total expenditure for culture and the media	**1,657.6**	**1,834.9**	**1,836.8**	**1,892.9**	**1,843.6**
A1) Total expenditure for the arts	**409.0**	**425.1**	**438.9**	**449.3**	**445.5**
> Total expenditure for the arts, excl. Funds	**314.5**	**325.9**	**271.0**	**275.6**	**270.3**
Visual arts, architecture and design	45.8	55.7	33.8	37.9	37.3
Film	10.8	10.9	13.4	14.2	13.6
Performing arts	192.3	191.9	184.9	179.3	180.5
Amateur arts and art education (incl. Culture and School project)	27.6	22.8	25.7	17.6	18.0
Other subsidies (until 2008, incl. Cultural Outreach Action Plan)	38.0	44.6	13.2	26.7	20.9
> Total Funds expenditure for the arts	**94.5**	**99.2**	**167.9**	**173.7**	**175.2**
Visual Arts Funds (incl. Heritage)	29.2	29.0	45.0	44.9	45.9
Architecture Fund	2.0	2.1	8.8	9.1	9.1
Performing Arts Fund	32.7	35.3	64.3	64.2	64.6
Film Fund	30.6	32.8	37.1	37.1	37.4
Participation Fund	.	.	12.6	18.4	18.2
A2) Total expenditure for literature and libraries	**79.8**	**87.2**	**87.0**	**111.6**	**65.6**
Libraries	47.2	40.6	37.7	36.7	37.0
Literature	10.3	10.9	12.9	15.7	13.5
Images for the Future	12.5	25.6	24.6	46.9	0.0
Dutch Language Union	1.3	1.3	1.4	1.4	1.4
Literature and Libraries Fund	8.5	8.8	10.4	10.9	10.9
Creative industry (CRISP)	0.0	0.0			2.8
A3) Total expenditure for the media	**783.5**	**887.9**	**902.1**	**901.8**	**912.4**
Dutch World Service	42.8	44.4	46.8	46.5	46.3
Other expenditure	16.8	137.4	128.1	99.8	119.1
National broadcasting services	723.9	706.1	727.2	755.5	747.0
Broadcasting corporations and NPS	341.2	289.9	306.6	305.0	311.5
NOS RTV	98.6	105.7	103.7	112.8	101.2
NOS services	74.9	76.9	89.5	101.3	100.5
Other broadcasting services	39.7	39.1	46.3	48.8	48.6
Incentive funds to boost programmes	130.6	144.5	143.1	187.6	185.2
Development of new services	38.9	50.0	38.0	.	.
A4) Total expenditure for culture management	**296.2**	**347.9**	**314.3**	**342.2**	**331.7**
Museums	186.1	178.0	196.0	200.5	189.8
Historic buildings and sites	77.6	134.7	90.4	110.7	111.5
Archaeology	2.8	3.5	0.7	1.1	0.5
Public records	29.7	31.7	27.2	29.9	29.9
A5) Other expenditure	**4.0**	**7.6**	**3.3**	**3.5**	**2.6**
A6) Overhead costs	**85.1**	**79.1**	**91.3**	**84.5**	**85.8**
National Archives	27.9	19.4	22.7	22.2	21.5
Other overheads / RCE / ICN	57.2	59.7	68.6	62.3	64.3
B) Total revenue in the culture and media sector	**276.0**	**287.2**	**283.4**	**264.4**	**225.9**
B1) Culture management revenue	**10.4**	**8.4**	**9.1**	**11.1**	**30.2**
B2) Media revenue: origin of broadcasting funds	**251.2**	**252.0**	**247.6**	**228.2**	**191.0**
Revenue from radio/TV advertisements	188.0	220.0	209.0	197.0	190.0
Revenue from interest	1.5	1.4	2.0	2.0	0.5
Other revenue	30.0	0.0	6.8	-0.3	0.0
Revenue from distribution of radio frequencies	31.7	30.6	29.8	29.5	0.5
B3) Other revenue	14.4	26.8	26.7	25.1	4.8

The Arts

Sector

The arts domain comprises the visual arts, architecture, design, film, new media, the performing arts, amateur arts and education in the arts. To a large extent, policy in these sectors is implemented via institutional subsidies, awarded under the Culture Agenda and its concrete details outlined in the subsidy plan. Funding is governed by the Cultural Policy Special-Purpose Funding Act (WSC), the Cultural Projects Funding Decree (BBCU) and the Cultural Projects Subsidies and Grants Regulations.

Funds

A part of government policy in the area of culture is carried out by the cultural funds. The following funds were active in 2011: the Netherlands Performing Arts Fund, the Netherlands Film Fund, the Visual Arts, Design and Architecture Fund, the Mondrian Foundation, the Netherlands Architecture Fund and the Cultural Participation Fund. Under the "more for less" policy, some of the institutions that are not covered by the basic infrastructure receive multi-year institutional subsidies from the Performing Arts Fund and the Cultural Participation Fund. In addition, institutions or individual artists can apply to these funds to garner support for productions, projects or (work) grants.

Policy

The policy for the arts sector (and broader cultural policy) is periodically laid down in general outline. For the current subsidy period, until 2012, the arts policy has been laid down in the Cultural Agenda *Art for Life's Sake – Dutch Cultural Policy in Outline*, published in June 2007. It features the following subjects: "Scope for the best: excellence", "Innovation and e-culture", "A broader basis for culture: cultural participation", "A more beautiful country" and finally "A strong culture sector". In addition, the document contains further details of the revision of the subsidy system starting in 2009. Another project that was launched during the period from 2009 to 2012 is *Cultuurprofijt* [Cultural benefit], aimed at expanding the social basis of the culture sector and encouraging the sector to generate more income.

In addition to the implementation of the new subsidy plan, various policy programmes were launched, revised and continued in the period from 2009 to 2012. With the DutchDFA programme, The Ministries of Foreign Affairs, Economic Affairs, Agriculture & Innovation and Education, Culture & Science are focusing on the design and architecture sectors. In order to further bolster international top talents, three institutions will receive an additional total of 4 million euros annually (the Royal Concertgebouw Orchestra, the Mauritshuis and the Design Academy).

In 2011, the Johannes Vermeer Award, a state prize to honour and enhance outstanding artistic talents, was awarded for the third time. This year it went to photographer Erwin Olaf, for his entire work.

Performances and visits

Table 10.2 shows the trends in performances and attendance of the subsidized performing arts for the period from 2006 to 2010. The new subsidy period that started in 2009 covers a different group of institutions. Funding schemes have also been revised. Major shifts have taken place with regard to ensembles, musical theatre and youth theatre. The number of domestic performances rose comparatively sharply in 2010 (to more than 15.6 thousand), while domestic attendance figures went up a little (to 3.4 million) due to an increase in youth theatre and orchestra ticket sales. In other sectors, attendance figures fell. It is not uncommon for the number of performances and visits to institutions to fluctuate from one year to the next, depending on their programming.
The number of visits has risen since the previous subsidy planning period. The performance figures of Dutch performing arts abroad rose by approx. 2 per cent last year. The attendance figures of Dutch performing arts abroad rose by 9 per cent, after a slight decline last year.

Figure 10.2 | Flows of funds in the arts sector
Amounts for 2011 (x € 1 million)

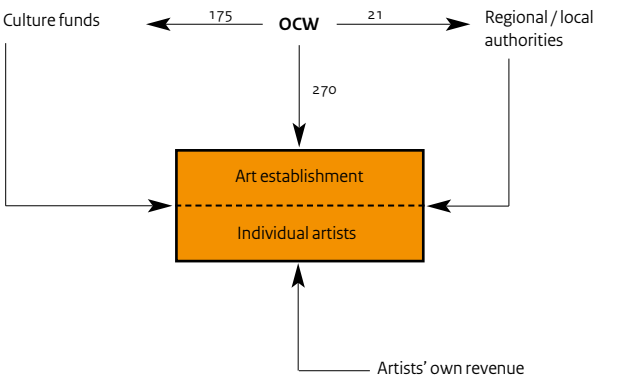


Table 10.2 | Performances and ticket sales by OCW-subsidized performing arts companies

		2006	2007	2008	2009	2010
A) Number of performances						
Total	**The Netherlands**	**14,745**	**14,722**	**14,776**	**13,154**	**15,656**
Ballet and dance		1,964	1,941	1,906	1,365	1,448
Ensembles		1,279	1,253	1,190	1,856	1,883
Children's theatre		3,061	3,002	3,107	985	2,632
Musical theatre		607	676	609	1,058	1,100
Orchestras		660	693	687	689	852
Theatre		7,174	7,157	7,277	7,201	7,741
Total	**Abroad**	**2,239**	**2,161**	**2,181**	**2,325**	**2,356**
Ballet and dance		387	342	304	314	306
Ensembles		526	476	438	476	466
Children's theatre		488	393	498	121	238
Musical theatre		29	45	17	63	30
Orchestras		82	72	78	77	69
Theatre		727	833	846	1,274	1,247
B) Number of tickets sold (x 1000)						
Total	**The Netherlands**	**3,202**	**3,330**	**3,085**	**3,340**	**3,411**
Ballet and dance		543	585	447	399	393
Ensembles		477	423	390	809	687
Children's theatre		304	375	331	109	287
Musical theatre		286	302	283	308	300
Orchestras		662	711	697	686	780
Theatre		930	934	937	1029	965
Total	**Abroad**	**856**	**697**	**759**	**738**	**805**
Ballet and dance		161	158	126	110	144
Ensembles		308	198	213	278	266
Children's theatre		109	77	102	16	31
Musical theatre		17	8	3	23	16
Orchestras		139	114	142	140	116
Theatre		122	142	173	171	232

Source

Annual reports provided by establishments

Notes

- Figures pertaining to performances and tickets sold in 2009: including establishments with 4-year FPK subsidies, excluding festivals. Specific performances such as school events and accompanying performances.
- For orchestras this means that ballet accompaniments are not included, nor are performances by broadcasting orchestras.
- Figures for musical theatre include opera and light opera.
- Theatre: including mime and puppet shows.

The Arts: film

Film

Film is a medium that clearly appeals to all sections of the Dutch population. The commercial significance of the Dutch feature film has risen sharply. In 1994 it had a market share of only 0.8 per cent; this market share rose to nearly 15 per cent by 2010 (after a peak of approximately 17 per cent in 2009). Between 2006 and 2009, no less than 41 per cent of the total increase in the turnover of cinemas can be attributed to Dutch films. In 2010, the number of cinema tickets sold to Dutch films increased again to more than 28 million. Attendance at the showings of Dutch films in 2010 levelled off at nearly 16 per cent (a rise of more than two-thirds in the last 5 years).
The total turnover generated by the showing of films in the Netherlands is more than € 700 million (Film Facts and Figures, 2010). The number of long feature films produced in the Netherlands appeared to stabilize in 2010, after a peak in 2009.

Figure 10.3 | Cinema attendance
Number of tickets sold (x 1 million)

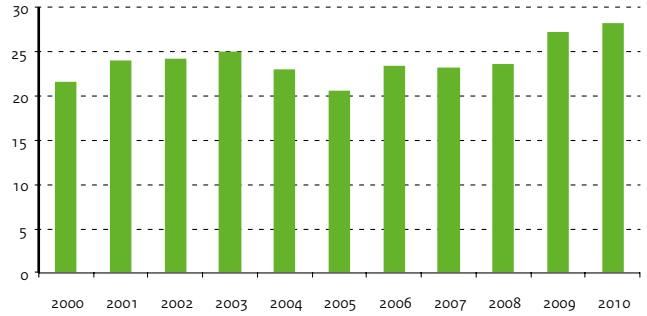


Figure 10.4 | Receipts per film distributed
Amounts (x € 1000)

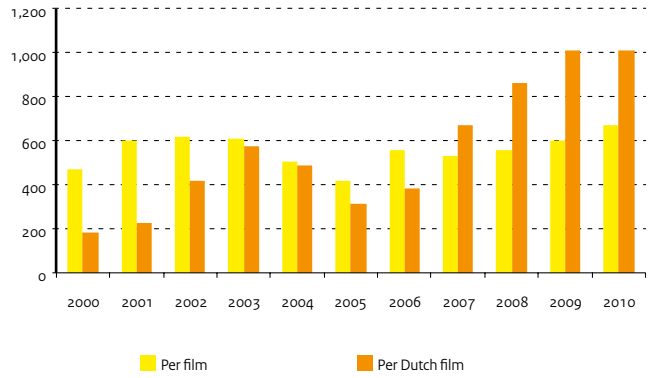


Table 10.3 | Grants from (semi-) government funds to funding of film productions

Source

Film Facts and Figures of the Netherlands (Netherlands Film Fund)
www.filmfonds.nl

Notes

- Film Fund = Netherlands Film Fund.
- Feature films: all feature films released in the relevant year, including popular films created under CV scheme, with or without subsidy from the Film Fund.
- (Semi-)public funds: Film Fund, Cobo, Stifo and public broadcasting services, Fine BV, excluding local funds and grants from regional or local governments.
- Data on film production in a year (films that have been produced) do not equal data on distribution in that year (films shown in the cinema).

	2006	2007	2008	2009	2010
Number of feature films	**21**	**28**	**28**	**42**	**34**
Number of films supported by Film Fund	17	21	21	33	28
Number of co-productions with public broadcasting services	14	22	17	7	22
Number of films without subsidy from (semi-) public funds	4	3	4	3	6
Number of documentaries	**17**	**8**	**17**	**11**	**16**
Number of documentaries supported by Film Fund	17	8	15	7	13
Total subsidy from Film Fund (x € 1000)	2,271	656	1,665	763	5,138
Number of animated films	**9**	**3**	**5**	**7**	**14**
Total subsidy from Film Fund (x € 1000)	698	108	260	406	1,008
Number of experimental films	**21**	**18**	**18**	**24**	**10**
Total subsidy from Film Fund (x € 1000)	529	604	432	672	250

Table 10.4 | Proportion of Dutch feature films in the cinema

Source

Annual reports by the Dutch Association of Cinema Owners (www.nvbinfocentrum.nl)

Notes

- Gross receipts per film distributed: figures are obtained by dividing the total gross receipts by the number of new releases in the year concerned.

	2006	2007	2008	2009	2010
Number of tickets sold (x 1 million)	**23.4**	**23.1**	**23.5**	**27.2**	**28.2**
of which to all Dutch films in circulation (%)	11.3	13.5	17.6	17.4	15.8
Number of films released	**278**	**291**	**296**	**334**	**325**
of which Dutch feature films	29	20	30	37	32
Gross receipts (x € 1 million)	**155.9**	**159.7**	**164.6**	**200.4**	**219.3**
of which from all Dutch films in circulation	11.2	13.4	25.8	34.3	32.5
Gross receipts per film distributed (x € 1000)	**561**	**529**	**556**	**600**	**675**
Gross receipts per Dutch film (x € 1000)	**384**	**671**	**859**	**1,009**	**1,014**

The Media

The public broadcasting system

The public broadcasting system is composed of domestic national, regional and local services and the Dutch world service. In addition, specific public tasks, related to public broadcasting, are assigned to several institutions (Netherlands Institute for Sound and Vision, NOB and MCO). The regional broadcasting services are funded through the provincial funds.

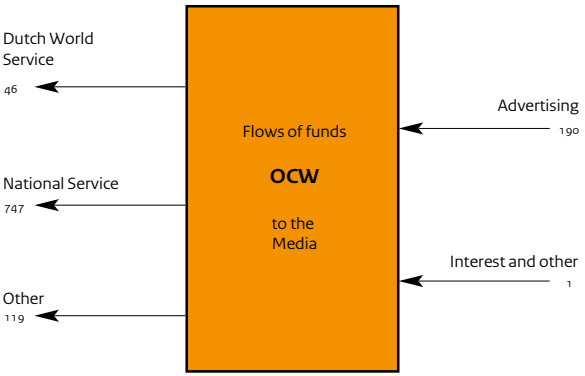
Funding

The broadcasting resources available in the media budget are composed of the national TV and radio licence fees, the advertising income from the STER (radio and television advertising authority), and the interest on the general broadcasting reserves. In accordance with the Media Act, the statutory basic level of the national TV and radio licence fee is indexed annually on the basis of the CBS consumer price index forecast and the CBS index for the growth in the number of households in the Netherlands. The STER income can fluctuate annually, depending on the market situation.

Performance indicators

The key indicators for the media are outlined in the policy agenda and the OCW report <I>Trends in Beeld<P>. Other important indicators for public broadcasting include the share of viewing time and the share of listening time. The arrival of new competitors on the broadcasting market put pressure on the share of viewing time; for the three public stations it fell to 33 per cent in 2007. In 2008, the public broadcasters' share of viewing time started to pick up. After a good recovery, primarily as a result of the increasing viewing figures for *Nederland 1*, the public broadcasters' share of viewing time fell again slightly in 2011, to 34.4 per cent.

Figure 10.5 | Flows of funds in the media sector
Amounts for 2011 (x € 1 million)



The press

The Media Act comprises support measures for press organizations. The implementation of these measures is the responsibility of the Netherlands Press Fund. Since 2001, the Press Fund has implemented two temporary support schemes – one for minority newspapers and one for journalistic information products on the Internet. The policy of the national government is aimed at preserving the plurality of the broadsheet press as much as possible. The circulation of subscription newspapers has shown a steady decline in recent years. This decrease is attributed to increasing competition from television, radio and the Internet; a decreasing willingness among consumers to pay for information; a decreasing interest, among young people in particular, in (subscription) newspapers.

In 2009, the Ministry of OCW charged the Temporary Committee on Innovation and Future of the Press with a twofold task: providing advice on the possibilities for innovation in the press sector and on the future of news and opinion provision in the Netherlands, focusing on the role of the press. The results were eventually compiled into a single report: D*e volgende editie* [The next edition]. This report encompassed seventeen concrete recommendations for the government and for the sector itself, to turn the tide for the newspaper sector. In 2011, the Press Fund implemented the third round of the Innovation Scheme for the Press and Journalism: a total of more than 2 million euros was awarded to 20 projects.

Table 10.5 | Circulation figures for national and regional daily papers (x 1000)

Source

MediaMonitor 2010, based on information derived from HOI-online

Notes

- Figures relate to domestic circulation.

	2006		2007		2008		2009		2010	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total circulation	**4,613**	**100**	**5,494**	**100**	**5,381**	**100**	**4,630**	**100**	**4,566**	**100**
National daily papers overall	1,956	42	1,931	35	1,881	35	1,821	39	1,827	40
Regional daily papers	1,703	37	1,739	32	1,696	32	1,578	34	1,545	34
Specialist papers	89	2	93	2	96	2	91	2	82	2
Free daily papers	865	19	1,731	32	1,708	32	1,140	25	1,112	24
National daily papers overall	**1,956**	**100**	**1,931**	**100**	**1,881**	**100**	**1,821**	**100**	**1,798**	**100**
De Telegraaf	696	36	675	35	667	35	644	35	626	35
Algemeen Dagblad	538	28	476	25	458	24	441	24	440	24
De Volkskrant	284	15	271	14	261	14	256	14	260	14
NRC Handelsblad	239	12	227	12	216	11	205	11	199	11
Trouw	108	6	109	6	108	6	107	6	106	6
Reformatorisch Dagblad	58	3	57	3	56	3	55	3	54	3
Nederlands Dagblad	33	2	33	2	32	2	30	2	30	2
NRC next	.	.	83	4	83	4	83	5	83	5

Table 10.6 |Viewing figures per television channel (in percentages)

Source

Annual reports Rating Foundation

Notes

- From 18.00 to 24.00 hrs, among Dutch population aged 6 and older.

	2007	2008	2009	2010	2011
Ned1	19.0	22.5	21.9	23.3	20.8
Ned2	6.8	7.1	6.9	7.3	6.7
Ned3	7.3	7.7	8.0	7.0	6.9
RTL4	14.1	14.2	15.1	16.2	17.6
RTL5	6.5	5.7	5.5	5.0	5.2
RTL7	4.8	4.7	4.6	4.9	5.1
RTL8	4.7	2.3	2.2	2.2	2.3
Net5	5.2	5.2	4.7	4.0	3.9
SBS6	11.8	12.5	12.6	11.3	10.6
Veronica	4.9	4.7	4.3	4.4	4.8
Other (foreign/regional/video channels)	14.9	13.4	14.2	14.4	16.1

Literature and libraries

The public library system

The responsibilities and funding of public libraries rest on three levels: local, regional and national. The national government spends an amount equal to 1 per cent of its total budget on the implementation of its system responsibility. The number of library institutions is still on the decrease. The number of adult library card holders has been falling since 2001, while the number of youth subscriptions started to pick up slightly in 2006. In 2009, both the size of the collections and the number of loans to adults dropped. The collections of children's books remain virtually unchanged in size but the number of check-outs among the young has also been falling since 2009.

Library innovation

In 2009, work on the innovation of libraries continued according to the programme lines from the recommendations of the Calff Committee in its report *Innovatie met effect* [Innovation with effect], published in 2008. Priority has been given to the development of a nation-wide digital library. The foundation was laid in 2009 for a proper national infrastructure and the existing digital services and products were evaluated. On the basis of this, a decision was taken on what components will be continued through state funding, either revised or unrevised.

2010 was marked by substantial progress in the realization of a high-quality multimedia information service for library users. The construction of the national digital library made considerable headway in 2010. This opened up the possibility for local and regional library organizations to apply for connection to the digital library. A subsidy scheme was set up as an incentive. In 2011, the national digital library was expanded further.

All the libraries – save one – have applied for the implementation scheme available in 2011 for connection to the digital library. The first libraries have been linked to the national infrastructure.

Strengthening the system

In 2009, the Association of Public Libraries was split between a sector association and an independent sector institute. Both organizations were operational by 1 January 2010. The sector institute for public libraries is responsible for system tasks carried out on behalf of the national government. These system tasks include providing reading facilities for the reading-impaired. The Public Libraries Sector Institute (SIOB) is working on the integration of reading facilities for the visually impaired into the public library system. In 2011, for example, a study was conducted into the quality criteria required for such facilities. In addition, the <I>Stichting Bibliotheek. nl<P> was established in 2009 to promote the further development and operation of the national digital library.

Library charter

The Inter-Provincial Consultation Agency (IPO), the Association of Netherlands Municipalities (VNG) and the Ministry of Education, Culture and Science (OCW) signed the 2009-2012 Library Charter in 2009. This charter establishes the roles and responsibilities of the three levels of government, the national library organizations and the objectives of the library innovation in the aforementioned period. In this way, the relationship is strengthened and their influence is increased. In 2010, the 2010-2012 Library Charter was implemented. Under this charter, IPO, VNG and OCW agreed, among other things, to update library legislation. Efforts were focused on preparing amendments to the law.

Figure 10.6 | OCW spending on literature and libraries

Amounts (x € 1 million)

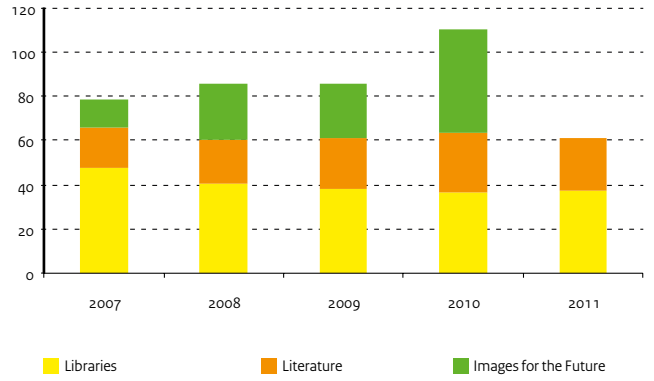


Figure 10.7 | Public libraries

Branches, membership, collections and check-outs; 2000=100

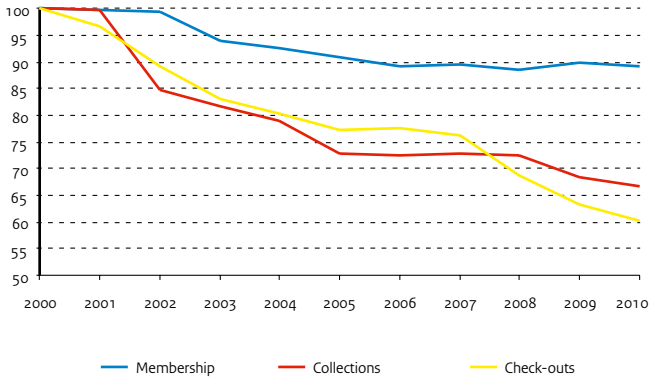


Table 10.7 | Key statistics for public libraries

	2006	2007	2008	2009	2010
A) Organization					
Number of institutions	238	202	194	171	166
B) Collections (x 1000)					
Total collections	**31,159**	**31,211**	**31,047**	**29,299**	**28,532**
Total numbers of books for adults	**18,792**	**18,764**	**18,382**	**16,782**	**16,194**
Fiction	9,647	9,660	9,524	8,999	8,791
Non-fiction	9,145	9,104	8,858	7,783	7,403
Total numbers of children's books	**12,367**	**12,447**	**12,665**	**12,517**	**12,338**
Fiction	8,762	8,895	9,052	8,954	8,982
Non-fiction	3,605	3,552	3,613	3,563	3,356
C) Memberships (x 1000)					
Total number (including mobile libraries)	**4,001**	**4,011**	**3,969**	**4,027**	**3,996**
Children under 18	2,003	2,053	2,052	2,079	2,113
Adults 18 and older	1,998	1,958	1,917	1,948	1,883
D) Check-outs (x 1000)					
Total number (including mobile libraries)	**120,520**	**118,673**	**106,789**	**98,342**	**93,428**
Total numbers of books for adults	**65,768**	**63,885**	**57,731**	**52,251**	**49,961**
Fiction	47,212	46,715	42,554	39,737	38,258
Non-fiction	18,556	17,170	15,177	12,514	11,703
Total numbers of children's books	**54,752**	**54,788**	**49,058**	**46,091**	**43,467**
Fiction	45,366	45,587	40,676	38,344	36,299
Non-fiction	9,386	9,201	8,382	7,747	7,168
E) Financial data (x € 1 million)					
Total revenues	**504.0**	**518.6**	**544.5**	**568.6**	**574.2**
Revenue from users	71.3	71.4	71.1	72.3	71.8
Total subsidies	**409.0**	**424.8**	**445.8**	**463.6**	**473.5**
Municipal subsidies	388.5	401.9	422.9	445.7	457.8
Regional subsidies	14.1	16.4	15.7	14.2	13.0
Other subsidies	6.4	6.5	7.2	3.7	2.7
Other revenues	23.7	22.4	27.6	32.7	28.9

Source

CBS-Statline

Notes

- Total revenues: excluding reserves and provisions.
- Figures relating to 2006 and 2007 have been adapted based on CBS report published in June 2009.

Cultural heritage

Sectors

The Cultural Heritage policy area encompasses museums, historic buildings and sites, archaeology and public records. In the museum sector, the main (ministerial) responsibility relates to the preservation, management and accessibility of the national collections. These tasks have been delegated to the semi-privatized national museums. The Cultural Heritage Inspectorate is responsible for monitoring the management of collections. The National Cultural Heritage Service (RCE) and the Dutch Heritage sector institute provide services and information to the entire museum world. In addition, the Minister of OCW aims to improve the accessibility of the Dutch cultural heritage through education and culture funds schemes to bolster collection mobility.

The work of the historic buildings and sites sector centres on the duty to preserve historic buildings and sites. Responsibility for implementing national policy in this area is delegated to the National Cultural Heritage Service (RCE). Key instruments are the subsidies for the maintenance of historic buildings. Under the Monuments and Historic Buildings Act of 1988, a structural budget is made available, not only for the maintenance but also for the restoration of monuments and historic buildings, with effect from 2010. The permits that are required to modify national historic buildings are granted by the municipal authorities. The Heritage Inspectorate monitors compliance with statutory regulations pertaining to historic buildings and sites. At the end of 2009, the Dutch House of Representatives approved the reform of the organization responsible for the preservation of historic buildings and sites. The relevant amendments will take effect on 1 January 2012. Their primary aim is to adapt the preservation and development of heritage to the innovative approach society requires: from object-oriented to environment-oriented, from preserving to developing. The position of cultural history in spatial planning plays an important role in this regard. The Act stipulates that local authorities are to take cultural-historical values into account when drawing up zoning plans. Rules and regulations will be simplified; owners will have more say regarding historic buildings. A key issue is new uses for historic buildings; the national government aims to encourage and facilitate new uses by additional regulations.

In the archaeology sector, the main (ministerial) responsibility is primarily to preserve and protect the archaeological treasures in the soil, incorporate them into physical planning and grant excavation permits. These principles are established in the Archaeological and Historical Sites Preservation Act that took effect on 1 September 2007. With the adoption of this Act, the principles of the Valletta Treaty were implemented within Dutch law. The RCE bears responsibility for the implementation of the Archaeological and Historical Sites Preservation Act. The Heritage Inspectorate monitors compliance with legal requirements and regulations governing excavation permits.

In the public records sector, the principal responsibility of the Ministry of OCW is to manage the records of central government and to ensure public access. This task is undertaken by the National Archives (NA) and eleven regional historic centres (RHCs). The RHCs preserve the national archives of the province in question, the provincial archives and those of specific municipalities, water authorities and other cultural-historical institutions. The spearheads of the public records sector policy are digitalization of the archives and improving public access via virtual services. In 2011, the Ministry of OCW published its *Archiefvisie* [Memorandum on Archives], which lays the basis for a proper archives system in the (largely digital) future. Another area of focus is overtaking the paper arrears of the national government. The Heritage Inspectorate / Public Records sector supervises the quality of public records management. The statutory basis is the Public Records Act of 1995.

Funding

Most Cultural Heritage funding goes to the RCE government services (with effect from 2011, including ICN), the national archives and the subsidized institutions. The largest flows of funds go to the museums and to historic buildings and sites. In addition, subsidies are granted to institutions concerned with public records and archaeology.

Payments relating to the preservation of historic buildings and sites are made by the National Restorations Fund (NRF).

Figure 10.8 | Flows of funds in the cultural heritage sector

Amounts for 2011 (x € 1 million)

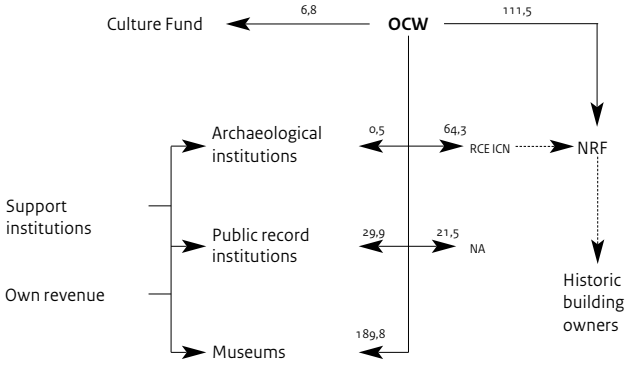


Table 10.8 | Visits to subsidized museums (x 1000)

Source

Various annual reports by the museums concerned

Notes

- (1) Reopened in the course of 2007 after renovations.
- (2) Closed for repairs from early 2009 until the autumn of 2010.
- (3) Closed for repairs during part of 2010.
- (4) Closed for repairs from early 2009 until the autumn of 2010.
- (5) Closed for repairs; part of the collection is on display at other locations

		2006	2007	2008	2009	2010
Museums overall	**Location**	**5,925**	**5,684**	**5,522**	**5,556**	**5,512**
Afrika Museum	Berg en Dal	79	80	67	71	67
Nederlands Filmmuseum	Amsterdam	120	95	86	84	58
Nederlands Fotomuseum	Rotterdam	35	52	52	51	53
Geldmuseum (1)	Utrecht	0	33	48	55	60
Gevangenpoort (2)	The Hague	50	47	45	4	22
Hollandsche Schouwburg	Amsterdam	34	40	36	38	46
Huis Doorn	Doorn	29	27	25	25	24
Jewish Historical Museum	Amsterdam	82	134	115	177	184
Keramiekmuseum Het Princessehof	Leeuwarden	25	31	24	39	30
Kröller-Müller Museum	Otterlo	275	263	252	258	281
Nederlands Letterkundig Museum	The Hague	28	25	9	7	22
Mauritshuis	The Hague	265	244	232	206	239
Museum Meermanno	The Hague	15	15	16	12	14
Museum Boerhaave	Leiden	35	32	42	42	47
Museum Catharijneconvent (3)	Utrecht	43	76	81	83	49
Museum Slot Loevestein	Poederoijen	103	108	101	122	116
Natuurhistorisch Museum Naturalis	Leiden	249	244	245	267	263
Nederlands Openluchtmuseum	Arnhem	393	454	451	462	436
Nederlands Scheepvaartmuseum	Amsterdam	185	92	115	101	119
Paleis Het Loo Nationaal Museum	Apeldoorn	359	317	316	355	323
Persmuseum (4)	Amsterdam	7	17	11	8	16
Rijksbureau voor Kunsthist. Doc.	The Hague	4	5	5	5	5
Rijksmuseum (5)	Amsterdam	1,142	970	976	876	896
Rijksmuseum Muiderslot	Muiden	151	151	131	119	110
Rijksmuseum Twenthe	Enschede	43	41	41	46	42
Rijksmuseum van Oudheden	Leiden	94	123	120	134	131
Rijksmuseum voor Volkenkunde	Leiden	89	78	76	95	104
Teylers Museum	Haarlem	95	78	90	119	101
Van Gogh Museum	Amsterdam	1,677	1560	1475	1451	1433
Zuiderzeemuseum	Enkhuizen	219	252	239	244	221

Table 10.9 | Historic buildings and state archives

Source

A) RACM / RCE annual reports

B) NA annual reports

Notes

- Genlias is a national genealogy database.

	2006	2007	2008	2009	2010
A) Listed historic buildings (x 1000)	**52.0**	**50.9**	**50.8**	**50.8**	**50.8**
B) Number of visits to state archives via the Internet (x 1000)					
Genlias visits	2,543	3,368	4,232	21,946	25,617
Visits to Regional Historical Centres (excluding GenLias)	3,488	4,685	7,827	8,729	10,547
Visits to National Archives (excluding GenLias)	618	649	704	1,215	1,184

System and funding of the science sector

Research in the Netherlands overall

The aggregate research and development work performed in the Netherlands in 2010 involved a sum of 10.8 billion euros. After a decline between 2009 and 2008, spending on research went up again between 2009 and 2010: by 361 million euros (i.e., 3.5 per cent). This is the result of an increase of 214 million euros in expenditures for tertiary education (5.1 per cent), an increase of 195 million euros in private sector expenditures (4.0 per cent) and a decrease of 48 million euros (3.6 per cent) in the research institutes sector. In real terms, the growth between 2009 and 2010 amounted to 2.1 per cent. The R&D scale in 2010 corresponds with 1.83 per cent of GDP, i.e., virtually equal to the 1.82 per cent of 2009.

The financiers of research

Research in the Netherlands is funded from three major sources: companies, the government and abroad (both foreign companies and the EU). As Statistics Netherland produces figures on sources of funding only in the odd years, the latest data available pertains to 2009. Government funding then accounted for a share of 40 per cent, companies were responsible for 45 per cent and 11 per cent of funding came from sources abroad (companies and the EU). The remaining 4 per cent were funded from research organizations' own resources and other national sources, such as money from the collecting-box funds.

Within the government, the Ministry of OCW remains the leading financier, with a share of 72 per cent in 2010. Key components are the funding of research universities, the university medical centres and the universities of applied sciences under items 6 and 7 of the OCW budget. Within item 16, the proportion of fixed grants to institutes is gradually declining in favour of the funding earmarked for specific policy items: in 2003 research institutes still received 92 per cent, in 2011 only 65 per cent. At 55 per cent, NWO tops the list in 2011 when it comes to utilizing fixed grants (in 2010, NWO still accounted for 41 per cent). This increase can be attributed to the transfer of the TNO budget to the Ministry of Economic Affairs, Agriculture & Innovation (EL&I). The budget for specific policy items (Economic Structural Reinforcement (FES) funds and programmes focusing on bolstering talents) went up significantly in recent years: from 52 million in 2003 to 440 million in 2010. In 2011, however, this budget fell to 302 million euros due to the termination of the knowledge workers scheme implemented in 2009 and 2010 to counter the effects of the financial crisis. A considerable proportion of the funds for specific policy items also goes to NWO.

Intermediary organizations

Part of the OCW budget for research is allocated by the intermediary organization NWO. The bulk of this money goes to the universities and to the NWO institutes. Other ministries also have intermediary organizations, such as NL Agency for the Ministry of Economic Affairs, Agriculture and Innovation.

Implementing (research) institutes

In 2010, the research universities, university medical centres and universities of applied sciences were responsible for 41 per cent of research conducted in the Netherlands. The universities (except Wageningen University) fall under the policy area of tertiary education. The university medical centres are funded under the policy area of tertiary education but receive part of their funds from social insurance contributions.

In 2010, the group of (semi) public research institutes conducted 12 per cent of Dutch research. In addition to the NWO and KNAW institutes, which focus on fundamental research, it comprises institutes conducting primarily applied research such as TNO, the large technological institutes (GTIs), the institutes active in the area of agricultural research (DLO) and a number of departmental institutes such as RIVM.

Companies are responsible for conducting the bulk of research in the Netherlands: 47 per cent in 2010. Their share has declined slightly, however, over recent years (in 2000, they still accounted for 55 per cent). Most of the research is carried out within industry, by a number of large companies such as Philips, ASML, Shell and DSM, followed by the service sector and finally the "Miscellaneous" category.

Figure 11.1 | Flows of funds to R&D

Amounts for 2010 (x € 1 billion)

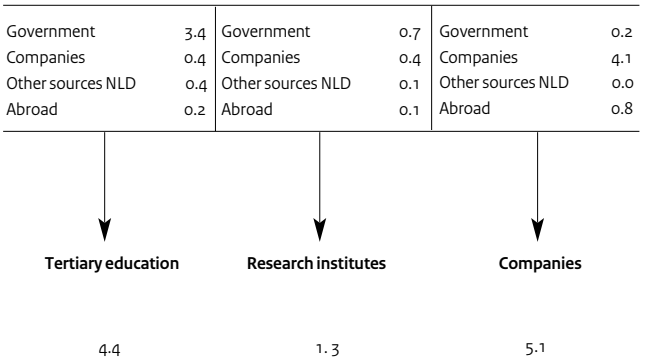


Table 11.1 | Financial key statistics for research and science (x € 1 million)

Source

OCW annual reports

Notes

- Up to and including 2010, the OCW budget amount for TNO includes grants from all other Ministries.
- Specific policy themes: FES, Genomics, Vernieuwingsimpuls, Aspasia, EET.

	2007	2008	2009	2010	2011
Expenditure and revenue (x € 1 million)					
Total expenditure	**971.9**	**1,018.3**	**1,167.4**	**1,235.0**	**909.8**
National and international co-ordination	11.9	18.4	12.8	10.3	12.5
Research institutes	**742.5**	**772.2**	**797.3**	**781.4**	**591.6**
a) KNAW	90.2	91.7	94.1	90.8	91.1
b) NWO	311.1	315.6	325.6	317.5	323.4
c) TNO	194.4	198.7	199.8	192.8	0.0
d) BPRC (Primates centre) / Foundation AAP	11.8	9.5	9.6	9.6	9.7
e) National Herbarium	1.1	1.2	1.1	1.1	1.1
f) GTIs	3.8	3.9	4.0	4.7	0.0
g) Academic libraries	52.1	55.1	56.6	56.5	56.6
h) Other institutions	6.6	18.3	19.0	19.1	19.2
i) International institutions	69.1	74.3	81.5	82.5	84.4
j) Advisory councils (COS and STT)	0.2	0.2	0.2	0.2	0.2
k) Public information	2.0	3.6	3.8	3.8	3.9
l) Measures relating to statutory benefits	0.1	0.0	2.0	2.8	2.0
Specific policy issues	213.9	224.0	353.2	439.7	302.4
Attributed to DUO	0.3	0.3	0.5	0.3	0.3
OCW overheads	3.2	3.5	3.5	3.3	3.0
Total revenue	**189.4**	**178.1**	**186.9**	**174.6**	**1.5**

Table 11.2 |Dutch R&D by source of funding and sector of implementation (x € 1 billion)

Source

CBS

Notes

- Figures do not include spending outside the Netherlands.
- Government funds do not include WBSO.
- CBS has adapted the figures for HE institutions and UMCs pertaining to 1999-2008.

	2006	2007	2008	2009	2010
A) Source of funding					
Total	**10.2**	**10.3**	**10.5**	**10.4**	**10.8**
Government (in % of total)	--	36.8	--	39.6	--
Companies' own funds (in % of total)	--	48.8	--	45.1	--
Research organizations' own funds (in % of total)	--	3.8	--	4.4	--
Abroad (in % of total)	--	10.7	--	10.9	--
B) Sector of implementation					
Total	10.2	10.3	10.5	10.4	10.8
Companies	**5.5**	**5.5**	**5.3**	**4.9**	**5.1**
Research institutes	**1.3**	**1.3**	**1.3**	**1.3**	**1.3**
Research institutes	1.0	1.0	1.1	1.1	1.3
Government institutions	0.1	0.1	0.1	0.1	
Care and welfare institutions	0.1	0.1	0.1	0.1	
Other institutions	0.0	0.0	0.0	0.0	
Tertiary education establishments and UMCs	**3.4**	**3.6**	**4.0**	**4.2**	**4.4**

Table 11.3 | R&D expenditure in the Netherlands as a percentage of GDP, by sector

Source

CBS

Notes

- Figures for R&D spending by universities and UMCs in 2007-2008 are based on CBS revision.

	2006	2007	2008	2009	2010
Total	**1.88**	**1.81**	**1.76**	**1.82**	**1.83**
Private sector (companies)	1.01	0.96	0.88	0.86	0.87
Public sector (universities and research institutes)	0.87	0.85	0.88	0.96	0.96

Science institutes: financial data

The operating result from ordinary operations of the three largest science institutes (NWO, KNAW and KB; following the transfer of the responsibility for TNO to the Ministry of EL&I, TNO is no longer included in the financial figures of the Ministry of OCW) was negative in 1010. After a negative result in 2006, the years from 2007 to 2009 saw positive results. The joint negative result can be attributed to the negative result of the KB (- 0.1 million) and NWO (- 10.5 million). KNAW realised a positive result of 3.9 million. The overall financial position of the three institutes is sufficient. The capital base of the institutes has been increasing for a number of years; in 2010, it remained on a par with 2009.

Solvency, liquidity and profitability

The solvency of the joint institutes (both excluding and including provisions) can be classified as "sufficient". Solvency including provisions has been on the rise since 2006 and rose from 0.62 in 2009 to 0.63 in 2010. After an increase between 2006 and 2008, liquidity fell slightly, from 2.08 and 2.00 to 1.95 in 2010. Profitability fell sharply in comparison with 2008 and 2009 and is now negative (- 0.8 per cent).

Operating data for each institute

The financial position of NWO was "good" at the end of 2010. Solvency and liquidity fell slightly; the capital base grew slightly. Profitability continued to fall and is now negative (- 1.4 per cent). The operating result continued to decrease and is now negative as well. In the next few years, prefinancing will cause expenditures to outpace revenues.

The financial position of the KNAW is "good". Solvency grew, in part due to the addition of the 3.9 million positive result. Liquidity and profitability continued to fall in 2010. The operating result fell slightly in 2010, but is still positive. The capital base has increased.

The financial position of the KB continued to decline in 2010. The operating result is negative. Solvency without provisions decreased. Solvency including provisions remained stable, while liquidity picked up slightly. The capital base continued to fall following the addition of the negative result. Accommodation costs weighed heavily on the budget; although the government boosted the accommodation budget by a structural increase, it was not adjusted.

Trends in turnover and external funding at institutions

Between 2000 and 2010, both TNO and the GTIs show a joint increase in turnover. However, turnover at TNO fell in 2009 and 2010, while the turnover of NLR remained fairly stable in those years. ECN shows a sharp increase, but fell in 2010. Deltares (an amalgamation of GeoDelft and Delft Hydraulics with TNO departments) shows an increase during its brief existence; its turnover figures are higher than those of Geodelft and Delft Hydraulics combined.

TNO and the GTIs are largely dependent on income from market parties for their funding. In 2010, income from orders accounted for 60 per cent of the TNO budget; among GTIs, it ranged from 56 to 90 per cent in 2010 (average: 76 per cent). In addition to funding from the government in the form of programme funding and orders, TNO and the GTIs receive a relatively large amount of funding from companies.

Figure 11.2 | TNO and GTIs turnover by source of funding

In percentages of total, 2010

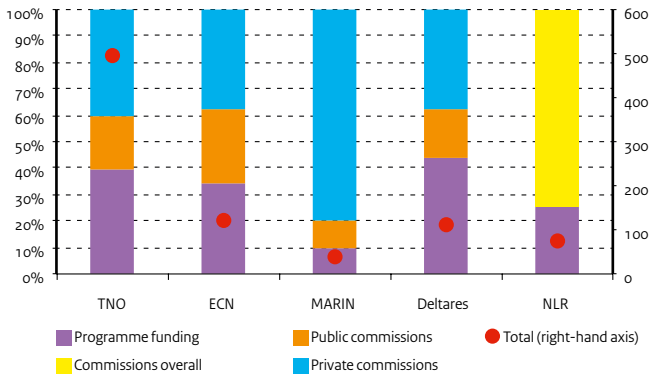


Figure 11.3 | TNO and GTIs turnover

In absolute values (x € 1 million), 2000-2010

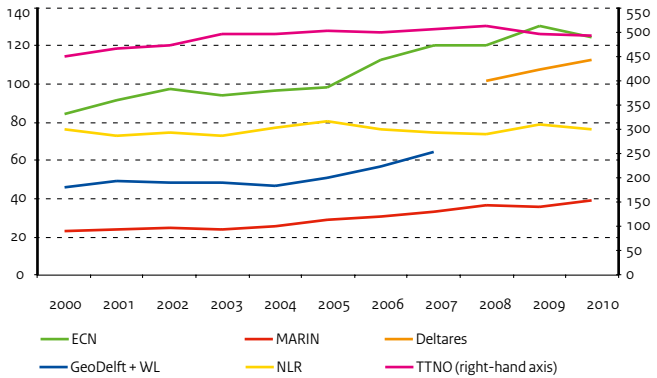


Table 11.4 | Balance sheet and operating data of the science institutes (x € 1 million)

Source

OCW (DUO: institutions' annual accounts)

A) Accumulated balance sheet					
Total assets	**636.6**	**719.5**	**846.0**	**944.0**	**945.4**
Fixed assets	174.2	177.7	191.0	232.2	259.2
of which tangible fixed assets	128.8	133.5	149.0	184.2	206.5
Current assets	462.4	541.8	655.0	711.8	686.2
of which liquid assets	332.8	379.0	486.5	546.7	515.8
Total liabilities	**636.6**	**719.5**	**846.0**	**944.0**	**945.4**
Equity capital	299.6	376.5	490.2	566.6	564.8
Provisions	26.4	26.6	24.9	22.1	29.1
Long-term debts	0.6	18.4	16.4	0.0	0.0
Short-term debts	310.1	298.0	314.6	355.3	351.4
B) Accumulated operating accounts (x € 1 million)					
Revenues	**677.4**	**752.1**	**794.4**	**906.8**	**929.4**
OCW grants	534.0	599.3	642.0	753.1	764.9
Other revenues	143.4	152.8	152.4	153.8	164.6
Expenses	**692.5**	**709.0**	**700.2**	**847.8**	**940.8**
Staff costs	215.9	213.9	214.5	276.8	235.4
Depreciations	12.0	10.7	10.1	9.0	9.5
Accommodation costs	28.9	30.7	28.9	30.1	31.1
Other institutional expenses	435.7	453.6	446.8	531.9	664.9
Revenues and expenses balance	**-15.1**	**43.1**	**94.2**	**59.0**	**-11.4**
Financial revenues and expenses balance	**9.1**	**13.3**	**18.5**	**11.6**	**4.0**
Result	**-6.0**	**56.4**	**112.7**	**70.6**	**-7.4**
Taxes	0.0	0.0	0.0	0.0	0.0
Participations	0.0	0.0	0.0	0.0	0.0
Result after taxes	**-6.0**	**56.4**	**112.7**	**70.6**	**-7.4**
Third-party share in result	0.0	0.0	0.0	0.0	
Net result	**-6.0**	**56.4**	**112.7**	**70.6**	**-7.4**
Extraordinary result	0.1	-0.1	-0.3	0.0	0.0
Total result	**-5.9**	**56.4**	**112.5**	**70.6**	**-7.4**

Table 11.5 |Balance sheet and operating data per institute, 2010 (x € 1 million)

Source

OCW (DUO: institutions' annual accounts)

	NWO	KNAW	KB	Total
Balance sheet total	581.3	324.6	39.5	945.4
Total revenues	727.4	147.4	54.6	929.4
Result from ordinary operations	-10.5	3.9	-0.8	-7.4
Result from extraordinary operations	0.0	0.0	0.0	0.0

Table 11.6 | Trends in solvency and liquidity of science institutes

Source

OCW (DUO: institutions' annual accounts)

Notes

Solvency: equity capital (including provisions) / total capital.

Liquidity (current ratio): current assets / short-term debts.

Solvency (including provisions)	2006	2007	2008	2009	2010
NWO	0.52	0.58	0.67	0.70	0.70
KNAW	0.52	0.56	0.54	0.53	0.55
KB	0.36	0.22	0.22	0.18	0.18
Liquidity					
NWO	1.61	2.11	2.70	2.64	2.60
KNAW	1.37	1.59	1.62	1.49	1.39
KB	1.00	0.85	1.00	1.04	1.06

Staff and researchers in the science sector

Science is people work

Staff costs are a significant part of the expenditures on R&D. Qualified researchers conduct the research, together with the personnel who perform direct support activities for the research (such as laboratory staff) and personnel that support the research indirectly (such as library staff). If we consider the personnel present in a number of countries in relation to the professional population, then the proportion present within the Netherlands is relatively low. It is the Scandinavian countries, in particular, that have a large number of R&D staff, in relative terms, yet many Western European countries also have a higher proportion than the Netherlands. In 2010, the Netherlands scored above the EU-27 average. Within the total number of personnel involved in R&D activities, researchers are important. In this regard, too, the Netherlands is bringing up the rear compared with other countries. In 2010, the proportion of researchers rose after showing a decrease between 2006 and 2009, particularly with regard to the number of researchers at companies.

R&D staff by sector

Trends in the total number of R&D staff fluctuate, particularly in the private sector. R&D staff numbers at research institutes rose between 2000 and 2004, but then a decline set in. In the tertiary education sector, staff numbers showed a regular increase between 2000 and 2010.

The proportion of researchers in tertiary education and at the research institutes rose between 2000 and 2010 but in the private sector started to fall in 2007, after a gradual increase up to 2006.

Researchers in the various organizations

Due to a partial transfer of NWO staff to the universities, the number of staff formally employed by NWO gradually decreased: from 2,917 FTEs in 2000 to 1,957 FTEs in 2008. By 2010, staff numbers had risen to 2,228 FTEs. Overall, the proportion of academic staff at NWO decreased from 63 per cent in 2000 to 50 per cent in 2010. The bulk of the staff are employed by the NWO institutes: 83 per cent. The other staff work at the NWO office (including STW). The overall picture is different: 67 per cent of all staff funded by NWO work at the universities, 21 per cent at the NWO institutes, 6 per cent at other institutes and 6 per cent at the office.

KNAW staff numbers remained stable in 2010, following an increase in 2009. The life sciences institutes employ 52 per cent of staff; 34 per cent work at the humanities and social sciences institutes and 10 per cent work at the KNAW office. Women account for 45 per cent of the academic staff.

TNO staff numbers have been declining for several years. In 2010, they fell by 7 per cent. Among the GTIs, Deltares is the only organisation in which staff numbers rose in 2010.

The share of women in academic positions at the universities is gradually increasing, but differs greatly across the various job categories. The share of women is inversely proportional to their position on the academic ladder: it is highest among PhD students and lowest among professors. Across the various job categories, in addition, differences can be observed between the academic disciplines.

Figure 11.4 | R&D staff in the Netherlands

As a permillage of the labour force, 2010

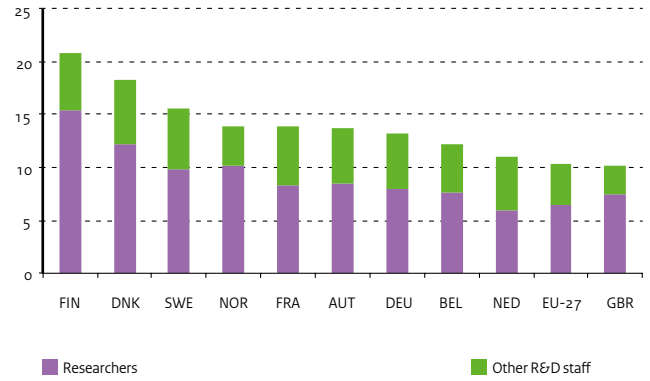
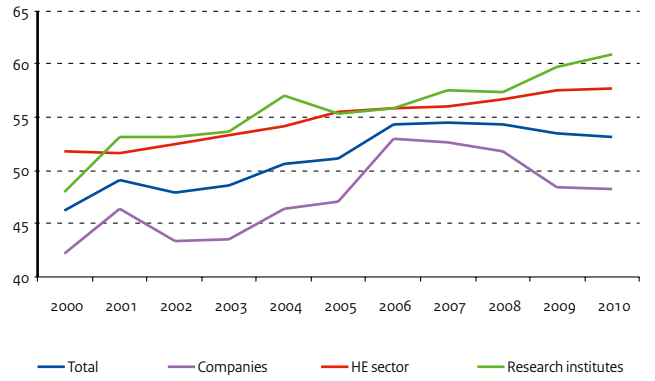


Figure 11.5 | Proportion of researchers in the Netherlands

By sector, in percentages of total staff in each sector



Source

CBS

Notes

- Figures for R&D staff at universities and UMCs in 2005-2008 are revised CBS figures.
- The revision covered the period from 1999 to 2008.
- KNAW: % female academic staff = 2011.

Table 11.7 | R&D staff in the Netherlands (in 1000 FTEs and percentages)

	2006	2007	2008	2009	2010
Total R&D staff (in FTEs)	**97.8**	**93.8**	**93.4**	**87.9**	**100.5**
R&D staff at universities and UMCs (in FTEs)	**32.2**	**32.4**	**33.2**	**34.1**	**35.0**
R&D staff at research institutes (in FTEs)	**12.8**	**12.1**	**12.2**	**11.4**	**11.4**
Research institutes (in percentages)	76.2	77.6	80.7	80.5	80.2
Government services (in percentages)	10.0	9.8	8.0	9.0	8.5
Care and welfare institutions (in percentages)	11.4	10.0	9.4	8.8	9.8
Other (in percentages)	2.4	2.5	1.9	1.7	1.4
R&D staff at companies (in FTEs)	**52.8**	**49.2**	**48.0**	**42.3**	**54.1**
Industry (in percentages)	62.6	64.0	66.1	67.5	58.2
Services (in percentages)	33.0	31.5	29.9	28.9	37.9
Other (in percentages)	4.4	4.5	3.9	3.6	3.9
Percentage of researchers per sector					
All sectors	54.3	54.4	54.3	53.4	53.4
Tertiary education	55.9	55.9	56.6	57.6	57.7
Research institutes	55.9	57.5	57.4	59.7	60.9
Companies	53.0	52.7	51.9	48.4	49.1

Source

Data provided by institutions, NWO and KNAW annual reports

Notes

- NWO: excluding staff funded by NWO but employed by the university.
- KNAW: excluding associated institutions.
- Deltares: amalgamation of GeoDelft, WL and some departments of TNO and DG Public Works / Water Management.
- KNAW: % female academic staff = 2011.

Table 11.8 | Staffing at research institutes

	Number			Percentage 2010		
	2008	2009	2010	Academic staff	Women	Female ac. staff
NWO (FTEs)	1,957	2,080	2,228	50	29	22
KNAW (FTEs)	1,223	1,291	1,289	46	43	42
TNO (numbers)	4,251	4,063	3,777	65	31	--
ECN (FTEs)	622	688	653	--	--	--
MARIN (numbers)	298	305	302	36	11	9
Deltares	709	722	862	63	26	19
NLR (numbers)	684	693	679	52	13	8

Source

VSNU / WOPI

Notes

- Reference date: December 2010.

Table 11.9 | Proportion of female staff at the universities, by sector and position, 2010

	AS overall	Professors	Sen. lecturers	Lecturers	Other AS	Doct. st.
Total	**36.7**	**13.3**	**20.5**	**33.1**	**42.4**	**45.8**
Agriculture	39.8	8.8	15.0	28.9	39.1	55.6
Science	29.9	9.0	13.3	21.0	32.7	39.5
Engineering & Technology	23.0	6.5	6.4	20.9	26.6	27.5
Health care	52.0	10.5	20.6	36.2	60.0	65.7
Economics	26.1	7.6	13.1	26.3	32.0	36.9
Law	45.8	19.1	38.5	43.0	58.5	57.4
Behaviour & Society	50.8	20.1	29.0	44.7	56.2	67.5
Language & Culture	43.1	20.2	33.5	37.8	52.3	58.5

University research

University input

The research conducted by the universities is funded from different sources: a block grant from the government (first flow of funds), project and programme funding via NWO (the second flow of funds) and contract research for a diversity of contract partners (the third flow of funds). Between 1996 and 2009, the first flow of funds slumped under the level of 1990, reaching its lowest level in 2007 (7 per cent lower vis-à-vis 1990). In 2010, the figure was back at the 1990 level, although it must be taken into account here that for a number of years now two universities have failed to provide data on research in the health domain. The second and third flows of funds increased slightly between 2009 and 2010, by 3 and 3.5 per cent respectively. Overall, the second flow of funds shows the largest growth. The overall increase in flows of funds amounted to 2 per cent in 2010. These trends in funding flows have resulted in a considerable shift in interrelationships over the years: the share of the first flow has fallen from 58 per cent in 1990 to 45 per cent in 2010. This primarily benefited the second flow of funds, which grew from 15 per cent in 1990 to 23 per cent in 2010. The share of the third flow of funds rose from 27 per cent in 1990 to nearly 32 per cent in 2010.

Universities differ in size and areas of focus, which has repercussions for various aspects of their performance. For example, universities vary widely with respect to the proportion of staff funded from first-flow resources (ranging from 36 to 65 per cent), the proportion of female professors (ranging from 4.3 to 19.1 per cent), and female PhD students (ranging from 31 to 59 per cent).

Trends in output

The output also shows a diverse growth: between 1990 and 2010, the number of academic publications rose by 54 per cent (on average: 2.7 per cent annually). The number of doctoral theses rose by 121 per cent (on average: 6.1 per cent annually). The distribution of doctoral theses across the disciplines is quite stable. Some three-quarters of doctorates are earned in science and technology disciplines, nearly 20 per cent in social sciences and a little less than 10 per cent in arts subjects. In the academic publications the proportion of social sciences is slightly higher; that of the liberal arts and the science and technology disciplines is slightly lower.

Room for talented researchers

In 2000, the NWO launched a major, extensive programme aimed at making a contribution to modernizing research at Dutch universities and para-university institutions and improving the career prospects for young researchers: the <I>Vernieuwingsimpuls<P> [Innovational Research Incentives Scheme]. This individual subsidy system focuses on three target groups: new PhDs (VENI), post-graduates (VIDI) and experienced researchers (VICI). From 2000 through 2010, nearly 2,500 grants were already awarded, i.e., an average of some 200 grants per year. 2,216 of these grants were awarded to universities. The universities of Leiden, Utrecht and Amsterdam top the list in this respect. A comparison of all categories with the distribution per subsidy category shows that Maastricht University scores relatively high among VENIs, the universities of Groningen, Rotterdam and Twente score relatively high among VIDIs and those of Tilburg and Eindhoven among VICIs.

Figure 11.6 | Trends in university research
Academic staff by flow of funds, 1990 = 100

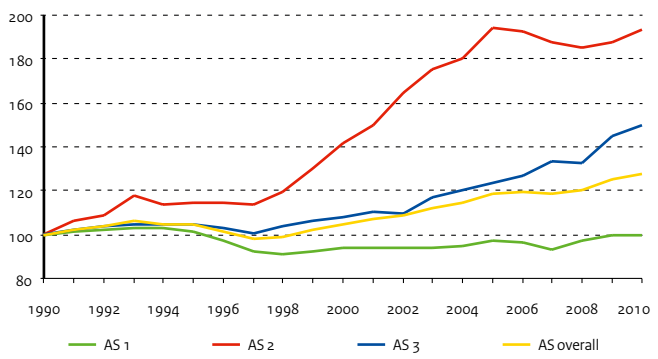


Figure 11.7 | Trends in university output
Academic publications and doctoral theses, 1990 = 100

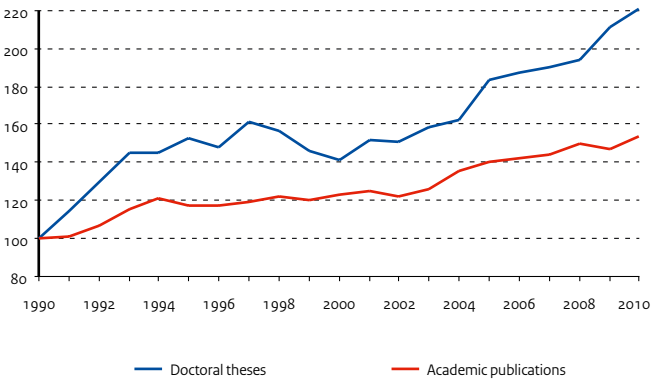


Table 11.10 | Research capacities in tertiary education (in FTEs)

Source

VSNU (KUOZ database)

Notes

- The figures do not present a full national picture.
- No data available on capacity in Health sector in Leiden (all consecutive years) and Amsterdam (UvA) for 2008 and 2009.

	2006	2007	2008	2009	2010
Total	**16,647**	**16,511**	**16,730**	**17,445**	**17,768**
First flow of funds (in percentages)	46.9	45.6	47.0	46.0	45.3
Second flow of funds (in percentages)	24.6	24.2	23.5	22.9	23.2
Third flow of funds (in percentages)	28.5	30.2	29.5	31.0	31.5

Table 11.11 | Output of the universities

Source

VSNU (KUOZ-database)

	2006	2007	2008	2009	2010
Academic publications excl. doctoral theses	59 622	60 803	63 822	61 794	64 839
Doctoral theses	3,140	3,187	3,254	3,537	3,700
Specialist publications	12 985	12 884	13 294	13 819	12 732

Table 11.12 | University indicators per university (national), 2010 (total and in percentages)

Source

VSNU: KUOZ (data on AS and output), WOPI (professors and doctoral students)
NWO: figures on second flow of funds

Notes

- AS = academic staff.
- The figures do not present a full national picture.
- Total including Open University.

	AS overall (in FTEs)	AS 1 (% of tot.)	2nd flow (x € 1 m)	Ac. publ. (x 1)	Professors % women	Doctoral st. % women
Total	**17,768**	**45.3**	**427.9**	**64,839**	**13.3**	**46**
Leiden University	1 071	38.7	64.9	4,950	17.3	47
Utrecht University	2 455	47.0	66.0	7,647	16.6	53
University of Groningen	1 644	48.2	35.4	5,599	15.1	48
Erasmus University Rotterdam	1 387	59.4	15.3	4,893	9.7	44
Maastricht University	1 387	52.9	17.7	3,781	14.2	59
University of Amsterdam	1 242	52.3	37.3	8,043	17.2	54
VU University Amsterdam	1 664	43.3	35.2	6,336	11.4	55
Radboud University Nijmegen	1 984	36.2	42.0	5,517	19.1	54
Tilburg University	462	65.2	10.8	1,904	10.4	56
Delft University of Technology	1 531	35.6	37.4	6,153	8.8	27
Eindhoven Technical University	1 098	36.3	22.4	3,595	4.3	29
University of Twente	1 024	45.9	21.5	2,958	8.6	31
Wageningen University	818	40.3	21.9	3,035	8.6	56

Table 11.13 | Results of Innovational Research Incentives Scheme across the universities 2000-2011

Source

NWO data

Notes

- VENI focuses on researchers who have recently obtained a PhD.
- VIDI focuses on PhD holders with several years of experience.
- VICI focuses on senior researchers.
- Excluding grants to non-university institutions.

	Grants 2000/2001	VENI	VIDI	VICI	Total	Total %
Total	**96**	**1,197**	**659**	**264**	**2,216**	**100**
Leiden University (LEI)	11	140	81	28	260	12
Utrecht University (UU)	14	208	106	45	373	17
University of Groningen (RUG)	6	96	66	24	192	9
Erasmus University Rotterdam (EUR)	4	83	52	17	156	7
Maastricht University (UM)	4	69	28	10	111	5
University of Amsterdam (UvA)	15	161	85	32	293	13
VU University Amsterdam (VU)	11	113	47	22	193	9
Radboud University Nijmegen (RU)	10	115	63	18	206	9
Tilburg University (UvT)	6	30	16	9	61	3
Delft University of Technology (TUD)	3	77	42	17	139	6
Eindhoven Technical University (TU/e)	4	33	28	24	89	4
University of Twente (UT)	5	31	26	12	74	3
Wageningen University (WU)	3	41	19	6	69	3

NWO and KNAW

The Netherlands Organisation for Scientific Research (NWO) and the Royal Netherlands Academy of Arts and Sciences (KNAW) are two important organisations for scientific/academic research within the Dutch arts and sciences. NWO as a funder of research conducted at universities and its own institutes, the KNAW as a funder of research conducted within its own institutes. The KNAW also serves as an important forum for scientists/academics and fulfils an advisory role to the government.

NWO revenue and expenditures

The revenue of NWO has risen sharply over the years, from 433 million euros in 2001 to 727 million euros in 2010. This is an average annual rise of 7.5 per cent. The income from the Ministry of Education, Culture and Science (both the government grant and a number of specific subsidies) are the most important source of income: 86 per cent of the total. Research at universities is the largest expenditure of NWO's resources, amounting to nearly 60 per cent of the total in 2010. Its own institutes receive a little more than 22 per cent. A small share of the budget, some 5 per cent, goes to administration.

NWO acceptance rates

The work method of NWO is, to a significant degree, based on the funding of research proposals. A total of nearly 5,400 applications were submitted and assessed in 2010. Twenty-nine per cent of them were accepted. There are differences between the three lines of action within the NWO strategy. For "room for researchers" (a little less than half of the budget for projects that are often person-linked) the percentage is lower, for the other two programme lines (e.g. programmes and infrastructure) the percentage is higher.

Output of NWO

The output of the research funded by NWO is diverse. A large part of it finds its way to scientific publications in journals that have a system of peer review in place. The category of "other professional products and publications" is also large and growing. This concerns publications for professionals, the general public, as well as the members of the editorial staff of a scientific journal, inaugural speeches, designs and prototypes and media events.

Revenue and expenditures of KNAW

The (operating) budget of the KNAW saw a strong increase (nearly 6 per cent annually on average). The share given by of the Ministry of Education, Culture and Science in this budget has decreased a little over the years, but in 2010 it accounted for approximately two-thirds of the income. The largest share of the income, almost 90 per cent, goes to the KNAW's own institutes in the field of the humanities, social sciences and the life sciences. In addition to conducting scientific research, the KNAW institutes also have a task to fulfil in the area of supplementing, managing and making available to the public scientific/academic collections. A limited share of the KNAW budget is earmarked for administrative and management tasks, 4.9 per cent in 2010.

Output of KNAW

The majority of the output of the research funded by the KNAW finds its way to scientific/academic journals and is subject to peer review. But grants are also spent on books, monographs and theses. There is also non-scientific output, such as publications for the general public.

Figure 11.8 | NWO sources of funding, 2001-2010

In absolute values (x € 1 million) and percentages of total

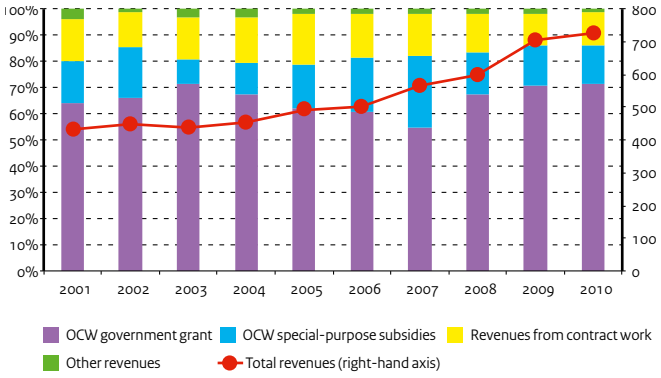


Figure 11.9 | KNAW sources of funding, 2001-2010

In absolute values (x € 1 million) and percentages of total

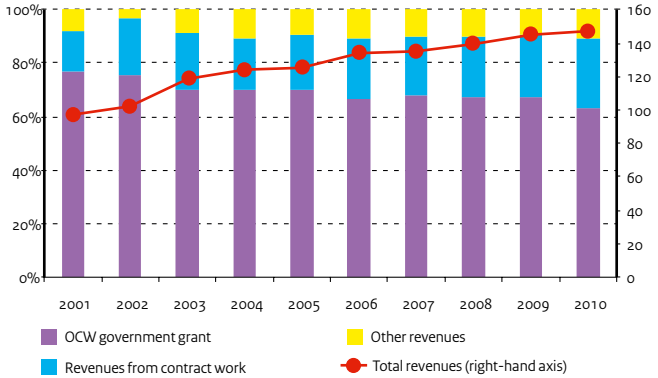


Table 11.14 | NWO spending by destination (in millions of euros and percentages)

Source

NWO annual accounts

	2006	2007	2008	2009	2010
Total (in millions of euros)	**523.0**	**528.1**	**520.7**	**652.3**	**741.3**
- Universities (in percentages)	56.1	54.0	54.9	57.7	57.7
- NWO institutes (in percentages)	23.9	23.8	25.8	21.6	22.3
- Other (in percentages)	13.3	16.3	13.2	15.5	14.7
- Management costs (in percentages)	6.7	6.0	6.2	5.2	5.3

Table 11.15 | Net NWO acceptance rates by action line

Source

NWO annual reports

Notes

- Figures pertain to the proportion of fully specified applications submitted and accepted.
- The action lines came into effect in 2007.

	2006	2007	2008	2009	2010
Total	**41**	**35**	**33**	**32**	**29**
Room for researchers	--	32	27	25	22
Joining forces	--	51	64	78	59
Science for society	--	41	44	44	40

Table 11.16 | Academic output of research funded by NWO

Source

NWO annual reports

	2006	2007	2008	2009	2010
Publications in peer-reviewed journals	6,304	7,576	10,674	9,525	8,943
Publications in other academic journals	2,315	2,655	1,766	1,228	714
Contributions to books	897	980	1,218	1,334	1,237
Studies	210	302	336	385	327
Doctoral theses	639	609	794	832	774
Other professional products and publications	4,911	4,643	5,476	5,906	6,949
Patents	45	52	57	53	42

Table 11.17 | KNAW spending by destination (in millions of euros)

Source

KNAW office

	2006	2007	2008	2009	2010
Total	**128.3**	**131.9**	**134.2**	**143.6**	**139.5**
Institutes / research	108.2	115.3	116.2	125.0	121.5
Internationalization	4.8	4.2	4.8	5.0	5.2
Forum function	2.5	2.0	2.1	2.5	2.5
Quality	5.6	4.9	5.4	5.1	4.3
Consultation	1.1	1.2	1.3	1.3	1.1
Administration / management	6.1	4.3	4.4	4.7	4.9

Table 11.18 | Academic output of research funded by KNAW

Source

KNAW annual reports, KNAW office

	2006	2007	2008	2009	2010
Publications in peer-reviewed journals	798	1,065	1,316	1,231	1,173
Publications in other academic journals	134	121	100	73	47
Contributions to books	406	553	443	355	459
Studies	83	92	109	138	89
Doctoral theses	37	63	46	60	42
Other professional products and publications	406	433	347	382	322

Internationalization of science

Funding research

The European Union has been funding scientific research since the 1980s via so-called Framework Programmes. The scope of these programmes has steadily increased over the years. The seventh programme is currently underway for the period 2007-2013 with funding to the tune of over 50 billion euros. The Netherlands has traditionally done well when it comes to obtaining subsidies from these Framework Programmes. In the period from 2007 to 2010, nearly 25 billion euros has already been allocated, with a Dutch share of 1.6 billion euros. This makes the Netherlands the sixth-ranked country in terms of funding received, after Germany, the United Kingdom, France, Italy and Spain. For the period from 2007 to 2010, the Dutch share is 6.7 per cent. Compared with the Dutch contribution of some five per cent to the Framework Programme, this is a positive score.

Distribution of income among the sectors

The largest proportion of the Dutch subsidy – 50 per cent – is allocated to tertiary education institutions, followed by public research organisations with a share of 26 per cent. Companies receive 20 per cent and the category "other" receives 4 per cent.

Performance on components of the Framework Programme

A large part of the Framework Programme subsidies (approximately two-thirds) is allocated to research programmes and projects in specific areas within "Cooperation". This programme is aimed at improving the competitive position of the European industry sector and comprises ten themes. Within this programme, a large portion goes to the areas of health, ICT, nano-sciences and nano-materials, and transport. If we compare the Dutch participation with the total amounts allocated in each area, then the Netherlands is performing above average in health (9.0 per cent), food, agriculture and fisheries (10.8 per cent), and the environment (10.5 per cent). The private sector scores above average in the domains of ICT, nano-sciences and materials, energy and transport.

The "Ideas" programme focuses on innovative research and is carried out by the European Research Council. It is comparable to the Innovational Research Incentives Scheme implemented by the Dutch NWO. Researchers submit proposals, which are then assessed. Dutch researchers are also doing well in this programme with a share of 7.3 per cent, a sign of the quality of Dutch researchers.

Participation in projects

With 3,000 awarded projects, the Netherlands is participating in 21 per cent of the nearly 15 thousand awarded projects during the period from 2007 to 2010. In many cases (865 projects), the Netherlands played a coordinating role. Compared to the number of proposals submitted, the Netherlands has a success rate of 23 per cent (only Switzerland has an even higher score). The top-5 of Dutch institutions with the highest number of contracts are TNO (178), Delft University of Technology (164), DLO institutes (152), Wageningen University (141) and VU University Amsterdam with its associated medical centre (137).
Dutch researchers collaborate most often with researchers in Germany and the United Kingdom, followed by France, Italy, Spain and Belgium.

Figure 11.10 | The Netherlands in the 7th Framework Programme
Revenue in millions of euros and percentages by category, 2007-2010

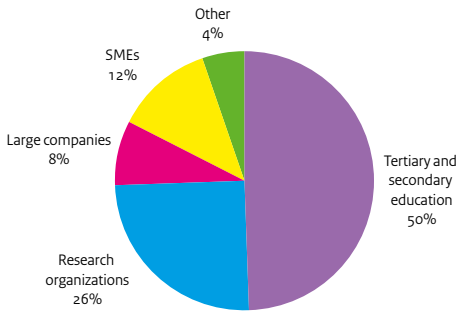


Figure 11.11 | Distribution of subsidies, 7th Framework Programme
Main receiving countries, in percentages of total, 2007-2010

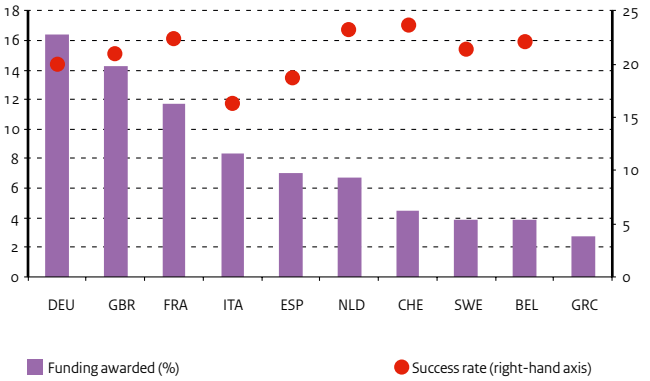


Table 11.19 | Financial key statistics for FP7 themes, period 2007-2010

Source

NL Agency / EC Liaison

Notes

- Public = VO, HE and research institutes
- Private = SMEs and large companies

	FP budget	Budget NLD	Dutch part.	Distribution of Dutch budget across sectors		
	(x 1 M€)	%	%	% public	% private	% other
Total	**24,499.3**	**6.7**	**21.1**	**76.0**	**20.4**	**3.6**
Cooperation	16,654.0	6.8	41.1	72.7	24.4	3.0
- Health	3,161.2	9.0	49.3	88.5	8.5	3.0
- Food, agriculture and fisheries, biotechnology	1,113.2	10.8	64.6	81.7	15.9	2.4
- Information and communication technologies	5,069.9	5.4	30.9	63.6	34.6	1.7
- Nanosciences, nanotechnologies, materials	1,805.2	4.9	33.8	58.8	40.2	1.1
- Energy	1,167.6	7.4	48.8	47.2	49.9	2.8
- Environment	1,047.5	10.5	56.4	84.6	11.0	4.4
- Transport	1,606.9	5.4	40.8	56.9	35.4	7.7
- Socio-economic sciences and humanities	281.1	7.9	44.2	89.7	4.3	6.0
- Space	478.2	4.2	31.1	73.6	25.7	0.7
- Security	745.7	6.0	40.9	66.0	24.4	9.7
Ideas / European Research Council	1,905.5	7.3	7.5	97.7	0.0	2.3
People	2,016.9	6.1	8.5	87.8	11.8	0.5
Capacities	2,713.2	5.5	27.5	61.4	27.2	11.4
General activities	117.5	1.3	25.0	--	--	--
EURATOM	209.7	4.7	48.8	--	--	--

Table 11.20 | Proportion of subsidies received per FP theme, 2007-2010

Source

NL Agency

Notes

- Table presents top 5 of countries in terms of subsidies received.
- Figures are based on average scores for each country (=100)

	DEU	GBR	FRA	ITA	ESP	NLD
Cooperation themes						
- Health	99	118	90	89	74	134
- Food, agriculture and fisheries, biotechnology	69	93	85	94	97	161
- Information and communication technologies	130	80	85	120	107	81
- Nanosciences, nanotechnologies, materials	128	74	72	126	129	73
- Energy	90	57	85	104	176	110
- Environment	84	94	67	88	83	157
- Transport	123	86	137	125	84	81
- Socio-economic sciences and humanities	68	124	57	104	59	118
- Space	76	76	241	104	74	63
- Security	74	80	117	107	123	90
Ideas / European Research Council	73	146	114	75	83	109
People	77	147	93	71	117	91
Capacities	85	100	85	105	100	82

Table 11.21 | Indicators for FP 7 projects

Source

NL Agency

	DEU	GBR	FRA	ITA	ESP	NLD
Number of projects awarded	5,303	5,937	4,402	3,877	3,695	3,009
Success rate	20	21	22	16	19	23

Science in an international perspective

R&D expenditure as a percentage of GDP

In 2010, the Netherlands spent 1.83 per cent of its GDP on research and development, which is 0.01 percentage point more than in 2009. For a long time, R&D expenditure has fluctuated around 2 per cent of GDP, but in recent years it has settled at 1.8 to 1.9 per cent. From an international perspective, the Netherlands scores lower than the majority of the surrounding nations and the Scandinavian countries. In addition, the spending figures for R&D compared to 2005 have risen in most countries, with the exception of the Netherlands and Sweden. Although the spending rate is falling, the share of R&D spending is still very high.
The EU average (1.91 per cent in 2010) has exceeded the Dutch level since 2008. The OECD average has been well higher than that of the Netherlands for years. Of interest is the trend in GDP percentage in China, which rose from 0.57 per cent in 1995 to 1.70 in 2009.

R&D funding

In most countries by far, companies are the leading sponsors of R&D. The EU average is 53 per cent, the OECD average even 61 per cent. Government funding averages 36 per cent for the EU and 31 per cent for the OECD. In the Netherlands, too, companies are the largest financiers, although the respective funding levels of government (41 per cent) and companies (45 per cent) are much closer than in most other countries. At a level of 0.75, the Dutch government expenditure as a proportion of GDP is slightly higher than the EU and OECD averages (0.68 and 0.73 per cent, respectively). In this respect, governments in Denmark, Finland, France, Germany, Sweden and the USA spend more than the Netherlands. Companies fund 0.82 per cent of GDP in the Netherlands; in other countries, this percentage is higher. The EU average is 1.02 per cent, the OECD average 1.46 per cent.

Implementation of R&D

The overall position of the Netherlands is largely determined by the comparatively low R&D expenditures in the commercial sector. Norway is the only country spending a similar proportion on R&D (0.87). In the public sector (tertiary education and research institutes), the Netherlands performs well in comparison with other countries. In 2010, Dutch R&D expenditures in this sector amounted to 0.96 per cent of GDP, which is higher than the EU average (0.75) and the OECD average (0.78). Among the EU countries, only Sweden, Finland and Denmark outstrip the Netherlands with regard to R&D spending by the public sector.

Figure 11.12 | R&D spending as a percentage of GDP (1)
By sector of implementation, 2005 (total) and 2010

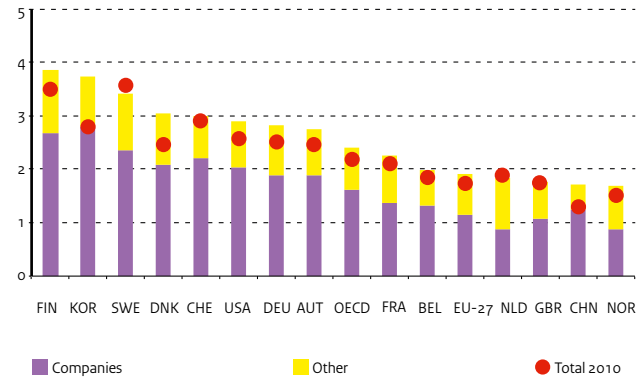


Figure 11.13 | R&D spending as a percentage of GDP (2)
In international perspective, 1995-2010

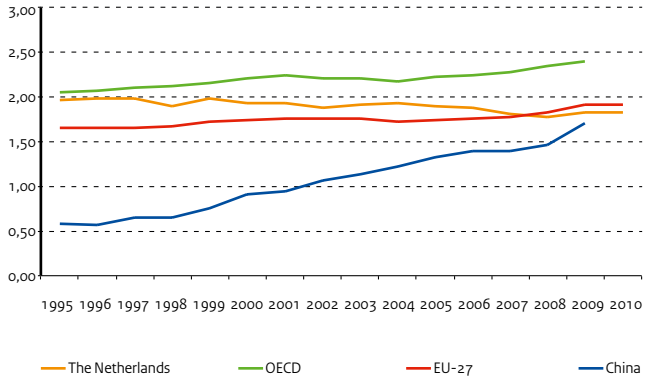


Table 11.22 | R&D expenditure as a percentage of GDP

Source

OECD / MSTI

Notes

- Summed totals for government sector, private sector and other sectors.

	2006	2007	2008	2009	2010
Belgium	1.86	1.89	1.97	2.03	1.99
Denmark	2.48	2.58	2.85	3.06	3.06
Finland	3.48	3.47	3.70	3.92	3.87
France	2.11	2.08	2.12	2.26	2.26
Germany	2.54	2.53	2.69	2.82	2.82
The Netherlands	1.88	1.81	1.77	1.82	1.83
Sweden	3.68	3.40	3.70	3.61	3.43
United Kingdom	1.75	1.78	1.77	1.85	1.77
United States	2.64	2.70	2.84	2.90	--
OECD	2.25	2.28	2.35	2.40	--
EU-27	1.77	1.77	1.84	1.92	1.91

Table 11.23 | Government-funded R&D expenditure as a percentage of GDP

Source

OECD / MSTI

	2005	2006	2007	2008	2009
Belgium	0.45	0.42	0.42	0.46	0.51
Denmark	0.68	--	0.67	--	0.85
Finland	0.89	0.87	0.83	0.81	0.94
France	0.81	0.81	0.79	0.83	0.87
Germany	0.71	0.70	0.70	0.76	0.84
The Netherlands	0.74	--	0.69	--	0.75
Sweden	0.87	--	0.85	--	0.99
United Kingdom	0.57	0.56	0.55	0.54	0.60
United States	0.77	0.76	0.76	0.83	0.91
OECD	0.65	0.64	0.64	0.67	0.73
EU-27	0.61	0.60	0.60	0.63	0.68

Table 11.24 | R&D expenditure funded by companies, as a percentage of GDP

Source

OECD / MSTI

	2005	2006	2007	2008	2009
Belgium	1.09	1.14	1.16	1.20	1.19
Denmark	1.46	--	1.57	--	1.84
Germany	2.32	2.31	2.37	2.60	2.67
Finland	1.10	1.10	1.09	1.08	1.18
France	1.69	1.73	1.72	1.81	1.87
The Netherlands	0.88	--	0.88	--	0.82
Norway	2.27	--	2.12	--	2.12
United Kingdom	0.73	0.79	0.82	0.81	0.83
United States	1.65	1.71	1.77	1.82	1.78
Sweden	1.39	1.43	1.45	1.48	1.46
Switzerland	0.94	0.97	0.97	1.00	1.02

Science in an international perspective

Scientific output

Some of the results from the scientific research that is conducted by Dutch researchers (or more accurately: researchers at an institution with an address in the Netherlands) find their way to scientific journals. In 2010 this concerned some 31,000 scientific articles. This number is equal to approximately 2.5 per cent of the world total of scientific publications. The largest producer of science is the United States. China has now ascended to second position with 13 per cent. The Netherlands occupies 10th position with 2.9 per cent, but scores higher when the output is linked to the size of the Dutch population.

Clear differences in the pace of growth can be seen with respect to these scientific publications during the 2000-2010 period: China leads the pack with 243 per cent growth, followed by Korea with 134 per cent and Ireland with 122 per cent. The growth in the Netherlands is 57 per cent, comparable to the growth in countries such as Switzerland, Denmark, Austria, Canada and Belgium. Fifty per cent of the Dutch scientific output is reported in a publication in which a Dutch researcher co-publishes with a researcher from another country. Many countries have such a share of so-called international co-publications. Large countries such as China and the US have a low share in international co-publications, at 22 and 28 per cent respectively.

Output by sector

Within the Netherlands, the research universities and university medical centres (UMCs) account for the largest share of the output, at nearly 90 per cent. This high share is understandable, in view of the emphasis placed on conducting the more fundamental research within the universities and the fact that scientific publications are primarily the result of fundamental research. The share of the UMCs within the academic setting is a little less than half (NOWT report 2010). Trailing them are the research institutions at 12 per cent, the other hospitals and companies. Over the years only small shifts have occurred between the different institutional sectors.

Quality of scientific research

A measure of the quality of scientific research is the number of citations that a publication receives. To make comparisons possible, the citations are standardized at the international average, which is equated with the value 1. Dutch research generally scores 40 per cent above the world average. This means that the Netherlands occupies third position internationally, behind Switzerland and Denmark. A distinction between all publications and publications that are written by researchers from different countries shows that in all countries the latter group of publications score higher with respect to citations than all publications together. The Netherlands then scores 60 per cent above the world average and thus shares second position with Denmark (behind Switzerland).

Quality by sector

Because research universities account for the largest share of scientific publications, their citation score is approximately equal to that of the Netherlands as a whole. The research institutions and government institutions (which have a low share in the output, at 0.9 per cent) have a citation score that is higher than the national average.

Figure 11.14 | Output of academic publications

In percentages of total (2010) and growth rate 2002-2010

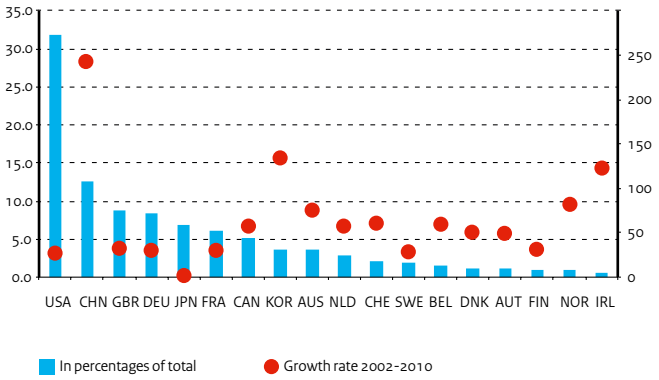


Figure 11.15 | Citation impact scores

By type of publication, 2006-2009

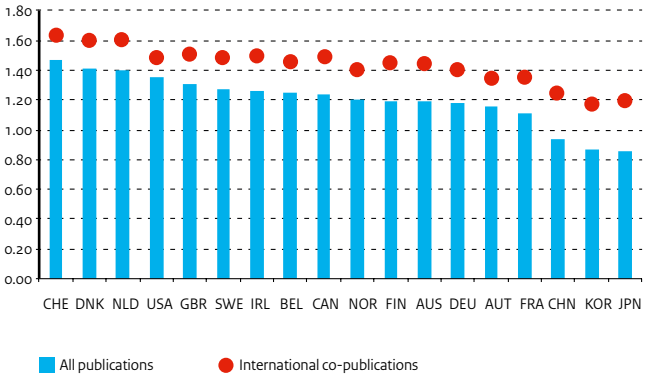


Table 11.25 | Publication output by Dutch institutional sector, 2006-2010

Source

WTI2

Notes

Other = government agencies, museums, universities of applied sciences, associations, other institutions.Including duplications of publications that fall under several sectors.

	2006	2007	2008	2009	2010
Universities (including UMCs**)	85.6	86.0	86.0	86.8	86.9
Research institutes	13.6	13.3	13.5	12.4	12.4
Hospitals	7.3	7.8	8.0	7.7	7.6
Companies	6.4	6.2	6.1	5.3	4.4
International organizations	2.0	1.8	2.0	1.7	1.7
Other	2.3	2.5	2.7	2.3	2.4

Table 11.26 | Citation impact by Dutch institutional sector, 2002-2005 to 2006-2009

Source

WTI2

Notes

Citation impact score per domain (global average = 1.0).

	2002/05	2003/06	2004/07	2005/08	2006/09
Universities (including UMCs**)	1.36	1.36	1.36	1.37	1.41
Research institutes	1.57	1.56	1.56	1.55	1.58
Hospitals	1.21	1.19	1.20	1.21	1.24
Companies	1.35	1.37	1.33	1.34	1.35
Government agencies	1.14	1.24	1.34	1.40	1.55
Museums	0.69	0.66	0.72	0.87	0.89
Universities of applied sciences	0.74	0.83	1.07	1.09	1.13
Associations	1.07	1.07	1.07	1.06	1.15
Other institutions	1.96	1.64	1.56	1.19	0.51
International organizations	0.90	1.00	1.00	1.08	1.10

Table 11.27 | Indicators relating to academic publications

Source

WTI2

Notes

- Based on Thomson Reuters/CWTS Web of Science. Adaptation: CWTS/NIFU.
- Citation impact score per domain (global average = 1.0).

	All publications	Co-publications			Citation impact
	Number in 2008	Growth %	Share in	Growth %	Overall score
	(x 1)	2002-2010	total	2002-2010	(2006-2009)
Belgium	17,108	59%	56	85%	1.25
China	134,922	243%	22	263%	0.94
Denmark	11,872	50%	56	78%	1.41
Germany	88,664	30%	46	64%	1.18
Finland	9,895	31%	48	68%	1.20
France	63,842	31%	48	66%	1.11
The Netherlands	31,155	57%	50	90%	1.40
Norway	9,384	82%	53	114%	1.21
United Kingdom	94,030	32%	48	78%	1.31
United States	340,550	28%	28	75%	1.35
Sweden	20,037	28%	53	61%	1.27
Switzerland	22,336	60%	61	95%	1.47

Gender equality and sexual diversity

With the submission of the outline paper on emancipation policy to the House of Representatives in April 2011, the Cabinet added further substance to the goal agreed upon in the coalition agreement "The Cabinet promotes emancipation". Under the motto "Making choices in freedom and safety", the Cabinet advocates the emancipation of lesbian women, gay men, bisexual women and men, and transgender people (LGBT emancipation) and the emancipation of girls and women (women's emancipation). The most important cornerstones of the emancipation policy are increasing safety and participation, appealing to people's personal empowerment and talents, and contributing to a culture that gives centre stage to a positive attitude towards and image of homosexual relationships and women with ambition.

LGBT emancipation

It is estimated that our country has at least 900,000 LGBT people. Based on research conducted by the Rutgers Nisso Groep in 2006, approximately 6 per cent of men and 5 per cent of women are homosexual. Most Dutch people accept homosexuality and its social acceptance has risen in recent years. Yet among groups of young people in certain ethnic and religious circles there has been no improvement in the attitude towards homosexuality. Over 2010, the Anti Discrimination Agencies report 475 incidents of discrimination based on homosexual orientation, some 8 per cent of the total number of incidents reported and nearly twice as many compared to 2008. A considerable number of homosexuals feel unsafe. This is due to an increase in reports in the media about violent incidents, but it is also due to reported experiences. In 2009, 1 in 10 gay and bisexual men were abused verbally, intimidated or bullied because of their sexual orientation in a period of 6 months. For lesbian and bisexual women, the figure is even higher, i.e. 4 in 10.

Among homosexual young people, 66 per cent say they need help and assistance. According to the SCP study "Increasingly Commonplace, Never Normal" conducted in 2010, approx. 12 per cent of homosexual young people have attempted suicide at least once (9 per cent of boys and 16 per cent of girls). This is much less common among heterosexual young people; in different studies the percentages vary from 3 to 7 per cent. Half of the pupils say that it is better not to come out as gay at school. One positive development is the fact that young people are coming out as gay at increasingly younger ages. This is particularly true for boys, who in 2011 came out on average at 16.6 years of age. Six years earlier, this average age for coming out was 17.8 years.

In October 2011, the number of trendsetting municipalities that are actively committed to the gay emancipation policy at the local level more than doubled – from 18 to 41. This increased visibility of homosexuality and growing public and political attention to the subject translated into a heightened awareness of discrimination based on sexual orientation and gender identity.

In 2001, the Netherlands was the first country in the world to open civil marriage to same-sex couples. In 2011, 1,336 same-sex couples got married, slightly more women than men. The years previous show a comparable picture.

The European Social Survey measured, among other things, the attitude of the population aged 15 and older towards homosexuality. The degree of acceptance of homosexuality was derived from the percentage of the population that agreed or strongly agreed with the statement "Homosexual men and women should be free to lead their lives as they want to." In the Netherlands, the proportion of the population that agree with this statement is the largest: 91 per cent. The countries surrounding us show a comparable degree of acceptance (above 80 per cent). In the rest of Europe, the populations less often have a positive attitude towards homosexuality. In many Middle and Eastern European countries (with Hungary as example in figure 12.1), only about 40 per cent of the population think that homosexual men and women should be free to lead their lives as they want to.
Within the Netherlands, the degree of acceptance of homosexuality varies between different ethnicities. Among native Dutch people, 2 per cent have negative attitudes towards homosexuality, versus 7 per cent and 15 per cent, respectively, among Surinamese and Antillean Dutch citizens and 26 per cent and 32 per cent, respectively, among Dutch citizens from Moroccan and Turkish descent.

Figure 12.1 | Attitude towards homosexuality, 2008
Proportion believing homosexuals should be able to live the life they choose

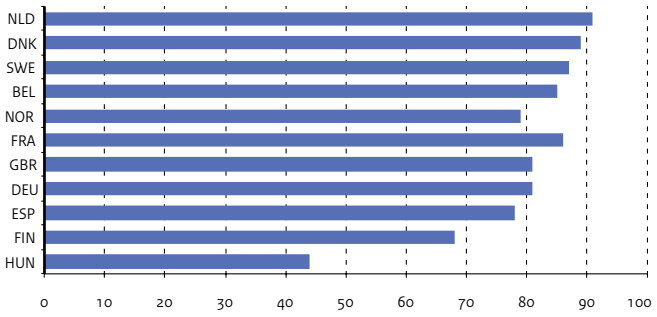


Table 12.1 | Attitude of the population towards homosexuality (in percentages)

	Entirely negative	Negative	Neutral	Positive	Entirely positive
Cultural Changes 2006	3	12	33	40	12
SCP Living Situations Index 2008	2	7	27	46	19

Source

SCP (CV'06); SCP (SLI'08)

Notes

- Figures for 2008 pertain to citizens aged 18 and older.

Analyses of data on 2006 relating to that age group only yield the same results as the data in the table.

Table 12.2 | Reports to anti-discrimination agencies of discrimination against homosexuals

	2006	2007	2008	2009	2010
Number	176	257	236	336	475
Percentage in relation to total number of reports	4.1	6.1	4.9	5.7	7.8

Source

Anti Discrimination Agencies

Table 12.3 | Number of same-sex marriages

	2007	2008	2009	2010	2011
Total	**1,371**	**1,408**	**1,358**	**1,354**	**1,336**
Two men	663	656	573	660	596
Two women	708	752	785	694	740

Source

CBS http://statline.cbs.nl

Notes

- Figures pertaining to 2011 are provisional.

Gender equality and sexual diversity

Women's emancipation: safety and defences

Many girls and women feel unsafe or have to deal with actual violence. An important cause is found in the structural inequality between men and women, which is fed by power differences and stereotypical views of what constitutes femininity and masculinity.

It is estimated that annually more than 200,000 people in the Netherlands are victims of obvious, systematic domestic violence. Approximately one million victims experience incidental cases of domestic violence. More than two-thirds of domestic violence is committed by partners or ex-partners. Women are almost always the victim in these cases.

Women are also more often the victim of sexual violence than are men. Via a nationwide approach, the Cabinet combats alls forms of domestic violence. The approach is based on three cornerstones: targeting perpetrators, strengthening the position of (potential) victims through prevention, identification, sheltering and aftercare, and breaking through the intergenerational transfer of violence.Girls and women have always been victims of sexual violence on a large scale. The Population Study on Sexual Health in the Netherlands 2009 showed that 34 per cent of (all) women and 6 per cent of men have experienced one or another form of sexual violence in the course of their lives. Twelve per cent of women and 3 per cent of men have been raped at some time, 6 per cent of women and 2 per cent of men before their 16th year. Twenty per cent of girls and 4 per cent of boys have experienced sexual abuse before their 16th year.

According to the most recent version of 'Sex Under 25', a study into the sexual health of young people, 17 per cent of girls and 5 per cent of boys have at some time been forced to engage in sexual acts against their will. Together with the Ministry of Health, Welfare and Sport, efforts are being made to strengthen the defences of young people against relational and sexual abuse. In this way, a contribution is made to the prevention of (sexual) violence.

Women's emancipation: labour participation of women

In recent decades, it has become commonplace for women to work. Over the last ten years, the proportion of working mothers from the younger generation has risen from 55 per cent to 71 per cent. The proportion of women that have stopped working with the arrival of children has halved from 30 per cent in 2001 to 15 per cent in 2009. Among fathers, 92 per cent work and among young fathers 94 per cent work. Among women with children, the level of education makes a large difference in this respect. Highly-educated women work nearly as often as men. Women with a lower level of education (up to and including a basic qualification) are frequently financially dependent on a breadwinner. Nearly one million women with low levels of education between the ages of 15 and 65 are currently not a part of the working population.

Employment from a European perspective

In the context of the new European 2020 Strategy, a participation objective of 75 per cent was agreed for the sum total of the European population, both men and women, by 2020. This pertains to a net labour participation by people between the ages of 20 and 64 in a job of at least 1 hour a week. The Netherlands has already realised this objective (women 70 per cent, men 80 per cent). The Dutch Cabinet translated the 2020 strategy into an objective of 80 per cent gross labour participation by people between the ages of 20 and 64 in a job of at least 12 hours a week. In 2011, our country had a labour participation of 76 per cent according to this definition – based on the total supply of labour rather than actual employment. The gross labour participation among men is 16 per cent higher than it is among women: 84 per cent versus 68 per cent, respectively.

Economic independence

Economic independence means that the income from work is enough to support oneself. In 2000, 39 per cent of women between the ages of 15 and 64 were economically independent. By 2010 this figure had grown to just under 48 per cent of women. More than 68 per cent of Dutch women between the ages of 25 and 35 are economically independent. Part-time employment explains why the percentage of economically independent women is lower than the percentage of women that have a paid job. The average workweek for working women in 2011 was 25.4 hours a week, versus 36.7 hours for men.

Figure 12.2 | Economic independence

By age and gender (in percentages)

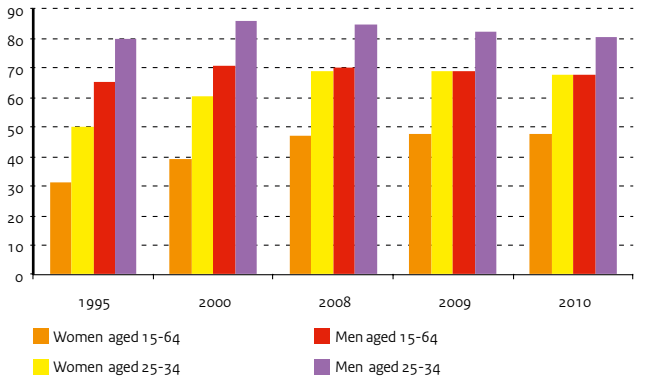


Table 12.4 | Average working hours per week. employed labour force aged 15 to 64

	2001	2003	2005	2007	2009	2010
Women	24.8	24.7	24.5	25.1	25.3	25.4
Men	37.8	37.4	37.4	37.3	37.0	36.9

Source
CBS (Labour Force Survey 2001-2010)
Notes
- Average working hours of people working 1 hour or more per week.

Table 12.5 | Net labour market participation by couples with children. by level of education. 2010

	PO	VBO/MAVO	HAVO/VWO/MBO	HBO	WO	Total
Women overall	**37**	**53**	**72**	**84**	**83**	**70**
Youngest child aged 0-5	27	49	74	85	84	73
Youngest child aged 6-11	39	53	71	84	83	70
Youngest child aged 12-17	43	59	74	83	82	72
Men overall	**75**	**89**	**93**	**95**	**95**	**92**
Youngest child aged 0-5	77	90	95	96	96	94
Youngest child aged 6-11	75	89	94	97	96	93
Youngest child aged 12-17	76	90	93	95	95	92

Source
CBS (Labour Force Survey 2010)
Notes
- Labour market participation in percentages by age of youngest child living at home.
- Net labour market participation: employed labour force in percentages of the population.

Table 12.6 | Net labour market participation

	2007	2008	2009	2010	2011
Women	**67**	**69**	**70**	**69**	**70**

Source
CBS (Labour Force Survey 2007-2010)
Notes
- Among age group 15-64.
- At least 1 hour a week

Table 12.7 | Gross labour market participation among women and men (80% by 2020)

	2007	2008	2009	2010	2011
Total	**75**	**76**	**77**	**77**	**76**
Women	65	66	67	68	68
Men	85	87	87	86	84

Source
CBS (Labour Force Survey)
Notes
- Employment participation target for age bracket 20-64: 80 per cent by 2020.
- Gross labour market participation: total labour force in percentages of the population.
- At least 12 hours a week.

Table 12.8 | Economic independence by gender and age (in percentages)

	2006	2007	2008	2009	2010
Women (age group 15-64)	43.8	45.8	47.3	47.6	47.5
Women (age group 25-34)	64.9	67.7	69.1	68.8	67.7
Men (age group 15-64)	69.0	70.0	70.4	69.1	67.8
Men (age group 25-34)	83.3	84.5	84.7	82.0	80.3

Source
CBS (income statistics)
Notes
- Someone is considered economically independent when he/she earns 70% of the net minimum wages.
- Figures for 2010 are provisional.
- In percentages of the total group.
- See appendix Notes and Definitions. part G.

Table 12.9 | Economic independence among women (ages 15-64). by background (in %)

	2006	2007	2008	2009	2010
Overall	**43.8**	**45.8**	**47.3**	**47.6**	**47.5**
Native Dutch	45.7	47.6	49.4	49.9	49.9
Turkey	21.0	22.8	23.3	23.7	23.3
Morocco	20.9	24.2	24.9	24.6	24.8
Surinam	48.5	51.4	52.4	52.0	51.5
Antilles/Aruba	37.2	38.8	39.2	40.5	38.8

Source
CBS (income statistics)
Notes
- Someone is considered economically independent when he/she earns 70% of the net minimum wages.
- Figures for 2010 are provisional.
- In percentages of the total group.

Gender equality and sexual diversity

Promotion of talent

At the top of Dutch trade and industry there is a clear distinction between men and women. The proportion of women in top positions at companies almost never corresponds with the proportion of women in the sector in question. The Female Board Index 2011, which includes data from 97 large listed public companies, shows that, out of 716 board members, 66 are women, i.e., 9.2 per cent of total. The proportion of women sitting on the boards of directors at these companies is 4.4 per cent. The proportion of women sitting on the boards of commissioners is 11.8 per cent. Fortunately, the long term has seen an upward trend. The Female Board Index 2007 showed that 44 of the 748 board members were women, 5.9 per cent, and the proportion of women sitting on the boards of directors was 2.7 per cent. In academia, too, there has been an increasing tendency to promote women to top positions. At the end of 2011, the proportion of women among Dutch university professors was 13.5 per cent, some one and a half percentage points higher than the previous year.

Differences in the level of education

In initial education, the achievements of boys and girls are comparable. CITO scores and the final examination results show them at equal levels of performance. The human capital of women and men at the start of their careers is equal. Girls and women do graduate more often and sooner than boys and men.

A clear disadvantage is visible when it comes to the first generation of female immigrants from non-Western backgrounds. Ethnic minority women have significantly lower levels of education than native Dutch women of the same age, and they also have lower levels of education than the men from their own cultural group. Eighty per cent of Turkish women older than 40 and 90 per cent of Moroccan women older than 40 have completed no more than primary school. A large proportion of these women have never learnt to read and write. Surinamese and Antillean women older than 40 are significantly better educated than Turkish and Moroccan women, but they do not rise to the level of education of native Dutch women.

The ethnic minority women born and raised here perform considerably better and are rapidly catching up in education. In 2011, nearly 50 per cent of Surinamese and Antillean women between the ages of 18 and 23 were enrolled in tertiary education (universities of applied sciences and research universities). This is significantly higher than the figure for native Dutch women, for which the proportion is approximately 42 per cent. The proportion of Turkish and Moroccan women enrolled at a university of applied sciences or a research university is also increasing and now lies at around 30 per cent.

Girls and women in the exact sciences and technology

In education there are remarkable differences between men and women with respect to their choice of certain subjects and disciplines. Girls choose care and education relatively often; they are under-represented in the technological/engineering sectors. The Ministry of Education, Culture and Science wants to make more girls enthusiastic about the exact sciences and technology.

In HAVO (senior general secondary education) and VWO (pre-university education), the percentage of girls that choose a science subject cluster (combination of examination subjects with mathematics A or B, chemistry and biology or physics) has increased in recent years. In the 2010/11 school year, 29 per cent of the girls in HAVO 5 had a science subject cluster, versus nearly half of VWO girls (49 per cent). In the 2006/07 school year, these percentages were significantly lower: 20 and 41 per cent, respectively.

In the upper years of VMBO (pre-vocational secondary education), the percentage of girls that choose a technology programme has been 5 per cent for years. As a result, girls make up only 8 per cent of the 25 thousand pupils in VMBO technology. As a comparison: in VMBO care the proportion is 83 per cent. In MBO (senior secondary vocational education) proportionally more girls have enrolled in the technology sector in recent years; here the proportion has increased from 9 per cent in the 2006/07 school year to 11 per cent in 2011.

In exact sciences/technology HBO programmes there are large differences with respect to the proportion of female students. (Interface) programmes that combine the exact sciences, technology or ICT with one or more other disciplines often attract relatively more girls. The proportion of women in coming into the exact sciences/technology at HBO level is showing an upward trend from 13.9 per cent in 2004 to 17.1 per cent in 2010.

Just as in HBO programmes in the exact sciences/technology, there are also large differences with respect to the proportion of female students enrolled in university education, but the differences are less large. The percentage of women that are enrolled in university-level engineering and technology has risen from 17 per cent in 2005/06 to around 20 per cent in 2010/11. In university-level science programmes there was a visible rise from 32 per cent in 2005/06 to 37 per cent in 2010/11.

Source

Female Board Index (Lückerath-Rovers 2011)

Notes

- Figures for 2011 pertain to 97 largest quoted companies (Euronext).

Table 12.10 | Female administrators and board members (in percentages)

	2007	2008	2009	2010	2011
Women on Boards of Directors	2	2.1	2.4	3.6	4.4
Women on Boards of Commissioners	7.7	7.8	9.5	11.1	11.8

Source

Female Board Index (Lückerath-Rovers 2011)

Notes

- Figures for 2011 pertain to 97 largest quoted companies (Euronext).

Table 12.11 Companies with female board members. 2007 - 2011 (in percentages)

	2007	2008	2009	2010	2011
At least one woman on Board of Directors	7.2	7.2	8.2	9.3	11.3
At least one woman on Board of Commissioners	28.9	32	38.1	38.1	41.2
At least one woman on either Board	32	35.1	41.2	41.2	45.4
No women	68	64.9	58.8	58.8	54.6

Source

CBS (Labour Force Survey 2010)

Table 12.12 | Educational level among women (age bracket 25-35). 2010 (in %)

	PO	VMBO / MBO 1	HAVO/VWO/MBO2-4	HBO/WO Bachelor's	WO
Overall	**34**	**113**	**398**	**280**	**149**
Native Dutch	13	67	298	228	110
Turkey	6	9	17	3	2
Morocco	5	9	12	5	2
Surinam	--	4	10	6	3
Antilles/Aruba	--	2	7	3	--

System and funding in green education

System

Responsibility for green education in the Netherlands lies with the Ministry of Economic Affairs, Agriculture and Innovation (EL&I). The provision of green education conforms to the general education policies, as established in the general education legislature. Green education encompasses pre-vocational secondary education (VMBO), vocational education (MBO), professional higher education (HBO) and academic higher education (WO). Green VMBO and MBO are provided at agricultural training centres (AOCs). In addition, several combined secondary schools have a green VMBO department.

Funding

The institutions which provide green education are directly funded by the Ministry of EL&I, under the general legislation and regulations for education. The same rules apply with regard to school fees, course fees, tuition fees and student finance.

Integrated sector policy

Green education is entirely in line with the integrated sector policy pursued by the Ministry of EL&I. It is carefully embedded in the knowledge system of the food and green issues sector and contributes to the dissemination of knowledge pertaining to the various policy themes to relevant target groups.

EL&I policy

The Ministry of EL&I primarily uses its education budget to promote the dissemination of knowledge among target groups (trade and industry, regions and citizens). The institutions of knowledge in the green domain have combined forces since 1 April 2005, on the initiative of the former Ministry of LNV, in the Green Knowledge Cooperative (GKC).

In June 2006, the Minister of LNV and the GKC partners reached a multi-year agreement for the 2006 – 2010 period. In June 2010, an outline agreement was established for the period from 2011 to 2015. This will be updated every year in a framework letter specifying the allocation of EL&I funds. Institutions are being encouraged to develop knowledge and innovation schemes in collaboration with relevant players (i.e., trade and industry, other knowledge institutions). To that end, the GKC partners developed 15 multi-year demand-driven programmes for target groups and EL&I policy themes.

Via *Groen Kennisnet* (Green Knowledge Network), relevant knowledge tailored to the various target groups is made available, focusing on knowledge (co) funded by EL&I.

Community service programmes

In recent years, the Ministry of EL&I worked on the creation of 10 thousand community service internships in the areas of sustainable and healthy food and green issues, in collaboration with social organizations, nature management organizations and companies. Meanwhile, some 13 thousand young people a year do community service in the food and green issues sector. Thus, they become acquainted with the sector and labour for the important social theme of sustainability. Companies participate in this effort within the framework of corporate social responsibility.

Figure 13.1 | EL&I spending on green education

Actual expenditure per type of education (x € 1 million), 2011

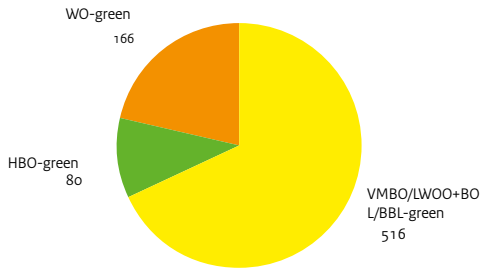


Figure 13.2 | Enrolment in green education

Index 2000 = 100

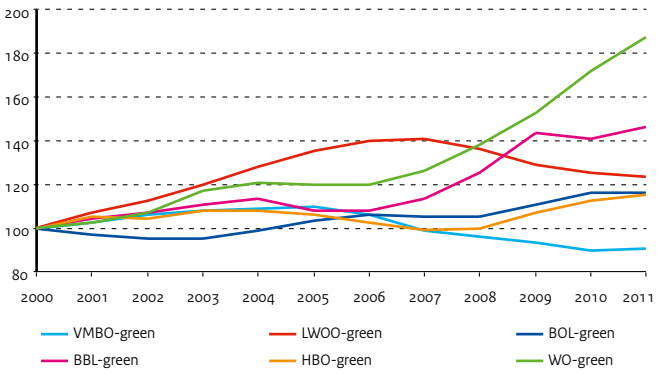


Table 13.1 | EL&I financial key statistics with regard to green education

Source
EL&I annual reports

Notes
- Total actual expenditure: including redundancy payments.

	2007	2008	2009	2010	2011
A) Expenditure and revenue (x € 1 million)					
Total actual expenditure	**691.5**	**723.9**	**755.7**	**756.3**	**761.6**
VMBO/LWOO-green. BOL-green. BBL-green	476.7	499.6	511.6	515.8	515.8
HBO-green	63.3	67.5	76.0	79.8	79.8
WO-green	151.5	156.8	168.1	160.7	166.0
Total revenue	**9.0**	**2.5**	**1.1**	**0.2**	**1.1**
B) Per capita expenditure for education by type of school (x € 1000)					
LWOO-green	8.9	10.3	10.6	10.6	10.6
VMBO-green	5.9	6.7	6.9	7.0	7.0
BOL-green	6.3	6.8	7.1	7.3	6.9
BBL-green	3.7	4.0	4.1	4.2	4.0
HBO-green	7.2	7.7	8.2	8.1	7.4
WO-green	8.7	9.0	8.1	8.7	8.3

Table 13.2 | Expenditure and revenue. 2011 (x € 1 million)

Source
EL&I (DAK)

	Total	Normative	General	Subject-related
Total actual expenditure	**761.6**	**685.6**	**23.9**	**52.1**
VMBO/LWOO-green. BOL-green. BBL-green	515.8	455.9	23.6	36.3
HBO-green	79.8	67.5	0.1	12.2
WO-green	166.0	162.2	0.2	3.6
Total revenue	**1.1**	**0.0**	**1.1**	**0.0**

Table 13.3 | Key statistics on staffing at AOCs

Source
OCW (DUO: institutions' salary records)

Notes
- Reference date: 1 October.
- Figures for AOC staff include staffing for green VMBO and MBO programmes.
- The category "Other staff" comprises ancillary staff. organizational staff and administrative staff
- Totals in numbers: without duplications within the (sub)sector.
- 1 FTE (full-time equivalent) corresponds to 1 full-time position.
- See Appendix Notes and Definitions. Part D.

	2007	2008	2009	2010	2011
A) Staff size (FTEs x 1000)					
Total	**5.38**	**5.78**	**5.61**	**5.67**	**5.83**
Management	0.14	1.69	0.14	0.18	0.21
Teachers	3.89	3.11	3.88	3.86	4.00
Other staff	1.35	0.99	1.59	1.63	1.63
B) Numbers (x 1000)					
Total	**6.48**	**7.02**	**6.81**	**6.86**	**7.08**
Management	0.14	2.04	0.14	0.19	0.21
Teachers	4.62	3.69	4.65	4.63	4.81
Other staff	1.72	1.28	2.01	2.05	2.04
C) Percentage of women (in FTEs)					
Total	**39**	**36**	**41**	**42**	**43**
Management	22	39	23	28	46
Teachers	36	32	39	40	42
Other staff	49	44	49	49	46
D) Percentage aged 50 and older (in FTEs)					
Total	**39**	**37**	**42**	**44**	**44**
Management	67	43	65	59	56
Teachers	38	35	42	44	43
Other staff	38	35	40	41	45

Enrolment and institutions in green education

Enrolment

The trend in enrolment in green education differs between levels of education. Green VMBO (pre-vocational secondary education) has grown steadily for years, but in 2006 a decline set in. Enrolment in green MBO (vocational training), HBO (professional higher education) and WO (academic higher education) has risen in recent years.

The highest number of female students in green education can be found in vocational training (MBO). The number of women in vocational training, professional higher education and academic higher education has risen over recent years.

Intake

Intake in MBO-green, HBO-green and WO-green rose in the period from 2007 to 2011. In VMBO/LWOO-green, on the other hand, intake fell during this period.

Success rates

Success rates have increased in recent years: from 19,600 graduates in 2007 to 20,800 in 2011.

Institutions

Green education is provided at a relatively large number of locations. The Ministry of EL&I attaches great importance to local provision, particularly with respect to secondary education in rural areas.
In 2010 the green education sector comprised twelve agricultural training centres (AOCs) providing VMBO and MBO, 37 combined secondary schools with a green department, one regional training centre (ROC) with BOL-green, four agricultural universities of applied sciences (HBO-green) and one university of applied sciences with a green department.
The Netherlands has one green research university: Wageningen University.

Figure 13.3 | Female participants in green education
Per sector (numbers x 1000)

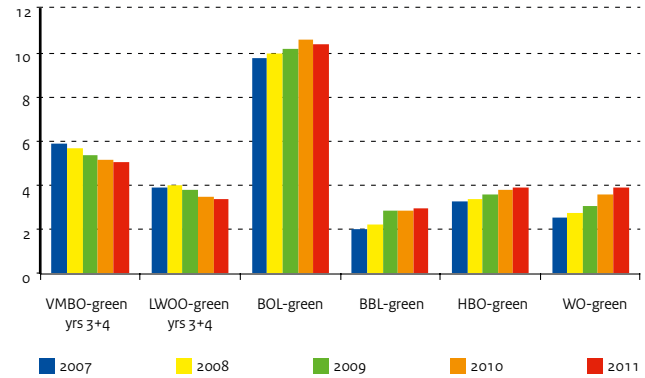


Figure 13.4 | Pupils in VMBO / LWOO green at AOCs
By programme (numbers x 1000)

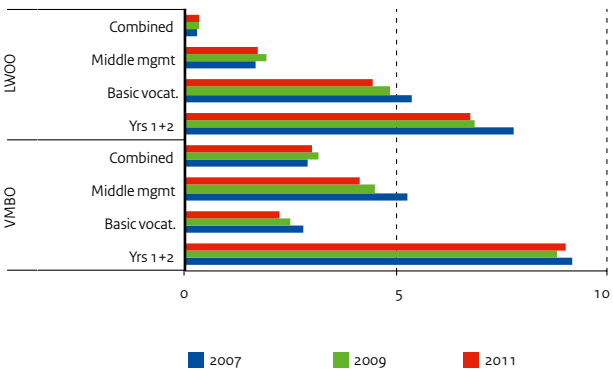


Table 13.4 | Enrolment. intake and qualifications obtained in green education. by level

Source

EL&I (DAK) and OCW (DUO)

Notes

- Pupil numbers in VBO/LWOO-green. BOL-green. BBL-green based on actual enrolment.
- Figures for VMBO/LWOO-green do not include pupils at MAVOs merged with AOCs.
- Student numbers based on actual enrolment.

	2007	2008	2009	2010	2011
A) Participants (numbers x 1000)					
Total	74.1	74.6	76.6	77.2	78.3
VMBO-green	20.2	19.5	18.6	18.1	18.1
LWOO-green	15.2	14.7	14.0	12.9	12.8
VMBO-MBO-2 route	.	0.2	0.4	0.5	0.3
VMBO (LWOO)-MBO-2 route	.	.	.	0.3	0.4
BOL-green	17.0	16.9	17.7	18.6	18.6
BBL-green	9.2	10.2	11.7	11.5	11.9
HBO-green	7.9	7.9	8.5	8.9	9.1
WO-green	4.7	5.2	5.7	6.4	7.0
B) Intake (number of first-year participants x 1000)					
Total	22.7	23.5	24.8	24.9	25.5
VMBO-green	5.2	5.4	5.1	5.4	5.6
LWOO-green	3.6	3.4	3.3	3.1	3.1
BOL-green	6.0	6.0	6.3	6.6	6.4
BBL-green	4.6	5.2	6.1	5.6	6.3
HBO-green	2.0	2.1	2.3	2.4	2.3
WO-green	1.3	1.4	1.6	1.8	1.8
C) Numbers obtaining qualifications (x 1000)					
Total (excluding WO bachelor's degrees)	19.2	19.2	19.7	20.5	20.3
VMBO-green	5.1	4.8	4.6	4.5	4.1
LWOO-green	3.0	3.2	3.4	3.3	3.0
BOL-green	4.6	4.8	4.7	4.9	5.2
BBL-green	3.8	3.9	4.3	5.3	5.5
HBO-green	1.8	1.6	1.5	1.5	1.4
WO-green old degrees and master's degrees	1.0	0.9	1.0	1.0	1.0
bachelor's degrees	0.3	0.4	0.5	0.6	0.6

Table 13.5 | Enrolment in green education as a percentage of total enrolment per school type

Source

OCW

Notes

- VMBO overall: VMBO-green. LWOO. VMBO 3-4 (VO) and a proportion of VO 1-2).

	2007	2008	2009	2010	2011
VMBO-green / VMBO overall (incl. LWOO)	8.2	8.2	8.0	7.8	7.6
MBO-green / MBO overall	5.2	5.3	5.7	5.7	5.9
HBO-green / HBO overall	2.1	2.1	2.1	2.1	2.2
WO-green / WO overall	2.2	2.4	2.5	2.7	2.9

Table 13.6 | Number of green educational establishments by type of education

Source

EL&I (DAK) and OCW (DUO)

Notes

- VO combined schools: green departments only.
- Institutions which actually have students enrolled

	2007	2008	2009	2010	2011
Total	**56**	**56**	**56**	**56**	**56**
VO combined schools (VMBO-green. LWOO-green)	34	33	36	34	34
VO combined schools (VMBO-green)	3	4	1	3	3
ROCs (green department) (BOL-green)	1	1	1	1	1
AOCs (VMBO / LWOO / BOL / BBL-green)	12	12	12	12	12
Agricultural university of applied sciences (HBO-green)	4	4	4	4	4
University of applied sciences (green dept.) (HBO-green)	1	1	1	1	1
Agricultural research university (WO-green)	1	1	1	1	1

Appendices

OCW expenditure in the national context

OCW expenditure and revenue since 2000

The expenditure of the Ministry of OCW has risen considerably in recent years: from approximately 21.3 billion euros in 2000 to some 33.9 billion in 2011. Expenditure has remained fairly constant in nearly all OCW policy areas. Spending on Student Grants and Loans peaked in 2008 and 2011. These fluctuations are primarily related to the advance payments for public transport passes. The transfer of Childcare expenditure (some 2 billion euros) has resulted in an additional increase in the OCW budget from 2006 to 2007. In 2011, Childcare was transferred back to the Ministry of Social Affairs and Employment; as a result, overall OCW expenditures fell again by more than 3 billion euros.

"Other programme expenditure" rose slightly this year, after peaking in 2010. "Other expenditure" includes expenditure on policy items relating to International Education policy, Labour Market and Staff policy, as well as spending on Gender Equality. The category of "Other non-policy items" pertains to the advisory councils and inspectorates. These expenditures fell slightly compared to 2010.

The significant fluctuation in the flow of income is related to policy measures. For example, the decrease in income from 2004 to 2005 was due to the abolition of school fees in the secondary education sector. The rise in 2006 was due to the transfer of FES resources; the rise in 2007 can be attributed to the incorporation of Childcare (employers' contributions). In 2011, revenues fell again, in part as a result of the transfer of Childcare back to the Ministry of Social Affairs and Employment.

Netted expenditure

The actual OCW expenditure is the amount spent after the deduction of the income received in repayments or settlements for earlier years. Netted expenditure is also used in the education statistics provided by Statistics Netherlands and to calculate the per capita expenses in education. OCW revenues that contribute to an increase in the level of expenditure, including specific subsidies awarded by other Ministries, are not netted; neither are the contributions of education participants (school fees), advertising funds and FES funds. The netted childcare expenditures are not reflected in Figure 14.1.

OCW expenditure, GDP and Government expenditure

Since 2000, the relative rise in OCW expenditure has often exceeded the growth in the Gross Domestic Product (GDP). The drop in spending on education as a percentage of GDP, which began in the early 1970s, has been converted into a slight recovery. Dutch spending on education institutions as a percentage of GDP has shown an upward trend since 2009 (5.1 per cent in 2000 versus 6.2 per cent in 2010). In part, this is due to the lower GDP figures over 2009 and 2010.

In 2011, OCW expenditure remained unchanged vis-à-vis 2010, if Childcare is left out of the equation. Including Childcare, OCW expenditure fell by more than 8 per cent. Central government expenditure fell by more than 8 per cent as well in 2011.

Figure 14.1 | Net expenditure per policy area

Indexed to total expenditure, 2000 = 100

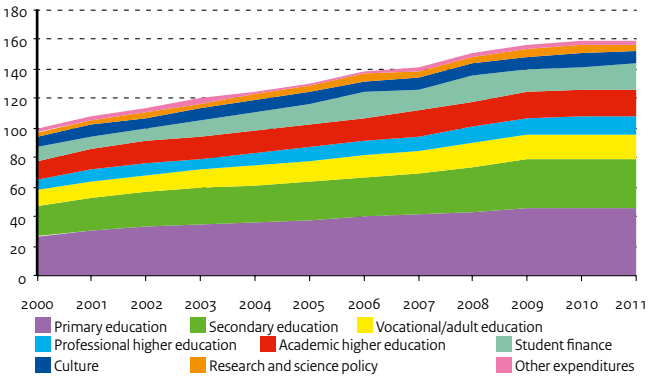


Figure 14.2 | Annual growth in GDP and OCW expenditure

In percentages over the years

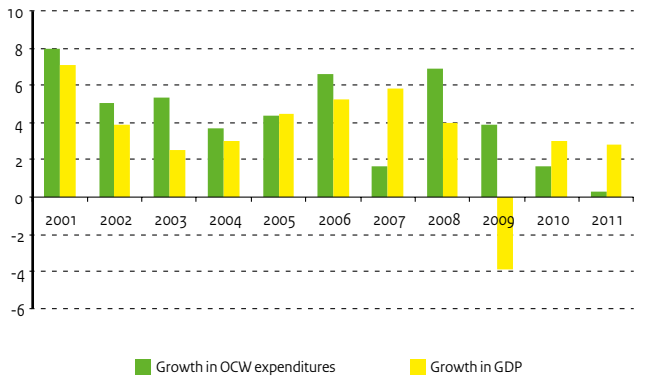


Table 14.1 | OCW expenditure and revenue according to Annual Report of the Ministry (x € 1 million)

Source

OCW annual reports

Notes

- Research and science policy revenue consists primarily of contributions by other Ministries.

		2004	2005	2006	2007	2008	2009	2010	2011
Total OCW expenditure		**26,434.7**	**27,534.4**	**29,341.3**	**31,920.4**	**34,732.9**	**36,285.5**	**37,172.4**	**33,964.3**
Total OCW revenue		**1,396.4**	**1,163.6**	**1,422.4**	**1,984.5**	**2,122.9**	**2,216.0**	**2,549.5**	**1,191.0**
Primary education	**expenditure**	**7,574.3**	**7,881.6**	**8,315.0**	**8,599.8**	**8,981.0**	**9,567.4**	**9,471.2**	**9,554.5**
	revenue	89.0	43.2	115.9	101.8	71.4	61.4	45.0	20.7
Secondary education	**expenditure**	**5,281.6**	**5,570.8**	**5,735.3**	**5,999.0**	**6,484.9**	**6,788.3**	**6,958.0**	**6,950.4**
	revenue	3.9	4.9	99.7	123.0	67.7	63.7	62.5	9.5
Vocational/adult education	**expenditure**	**2,701.6**	**2,857.6**	**3,147.2**	**3,204.4**	**3,345.2**	**3,517.5**	**3,512.5**	**3,479.8**
	revenue	24.3	12.0	106.8	99.4	88.5	33.9	24.8	11.3
Professional higher education	**expenditure**	**1,720.2**	**1,802.9**	**1,881.8**	**2,030.9**	**2,158.9**	**2,323.7**	**2,495.1**	**2,515.2**
	revenue	1.5	1.8	46.8	7.0	9.6	11.4	3.5	3.9
Academic higher education	**expenditure**	**3,215.6**	**3,337.9**	**3,396.6**	**3,511.5**	**3,676.7**	**3,781.8**	**3,822.9**	**3,954.9**
	revenue	1.4	2.1	1.5	11.5	11.6	13.9	13.9	25.1
Student grants and loans	**expenditure**	**3,077.0**	**3,141.7**	**3,864.6**	**3,550.2**	**4,060.1**	**3,786.8**	**3,917.4**	**4,248.8**
	revenue	835.6	573.1	533.5	601.4	670.8	744.6	845.8	886.4
Childcare	**expenditure**	**.**	**(0.0)**	**(931.0)**	**2,064.2**	**2,838.1**	**3,078.8**	**3,352.8**	**0.0**
	revenue	.	(0.0)	(71.0)	517.4	736.0	802.3	1,106.1	0.0
Culture and the Media	**expenditure**	**1,672.2**	**1,732.7**	**1,691.3**	**1,657.6**	**1,834.9**	**1,836.8**	**1,892.9**	**1,843.6**
	revenue	275.3	353.9	265.0	276.0	287.2	283.4	264.4	225.9
Research and science	**expenditure**	**813.3**	**839.2**	**926.2**	**971.9**	**1,018.3**	**1,167.4**	**1,235.0**	**909.8**
	revenue	116.7	116.1	204.0	189.4	178.1	186.9	174.6	1.5
Other programme expenditure	**expenditure**	**195.1**	**197.1**	**212.5**	**161.4**	**140.0**	**216.8**	**306.4**	**308.6**
	revenue	48.3	53.0	48.8	56.3	1.8	8.0	6.7	5.3
Overheads	**expenditure**	**126.0**	**118.0**	**116.0**	**112.7**	**127.4**	**146.6**	**134.7**	**129.6**
	revenue	0.3	3.5	0.3	0.1	0.2	6.2	1.4	0.9
Other non-policy items	**expenditure**	**57.5**	**54.9**	**54.8**	**56.8**	**67.1**	**73.6**	**73.4**	**69.1**
	revenue	0.1	0.0	0.1	1.2	0.0	0.2	0.8	0.5

Table 14.2 | The Netherlands: socio-economic data

Source

CBS, Ministry of Finance

Notes

- Central government spending corresponds to total expenditure according to the National Annual Reports less the expenditure for the National Debt.
- In 2008, central government spending went up sharply because of the credit crisis.

	2004	2005	2006	2007	2008	2009	2010	2011
Total population on 1 January (x 1000)	**16,258**	**16,306**	**16,334**	**16,358**	**16,405**	**16,486**	**16,575**	**16,656**
Of which aged 0 to 64	14,007	14,017	14,004	13,990	13,991	14,014	14,037	14,061
Adult inhabitants (aged 18-64)	10,403	10,419	10,422	10,425	10,444	10,486	10,522	10,559
Total labour force (x 1000)	7,417	7,455	7,507	7,653	7,801	7,846	7,817	7,811
Unemployed labour force (x 1000)	476	482	410	344	300	377	426	419
Registered unemployment (x 1000)	333	330	271	191	153	201	231	213
Price index figure (pGDP) (index 2000 = 100)	112.3	115.0	117.1	119.2	121.8	121.2	122.8	124.4
GDP (at market prices x € 1 billion)	491.2	513.4	540.2	571.8	594.5	571.1	588.4	604.9
Government expenditure (x € 1 billion)	119.8	121.1	136.5	145.8	169.0	174.1	185.9	170.3

National and international spending on education

Harmonization of data

Harmonization of figures is necessary in order to have access to unequivocal information. The education systems in other countries are set up differently and the methods of funding may differ too. To nonetheless be able to make comparisons, definitions have been agreed at the international level. Statistics Netherlands (CBS) provides the data on Dutch education to international fora (OECD, UNESCO and Eurostat).OECD and Eurostat publish several indicators, including *Expenditure on educational institutions* and *Public spending on education*. In Table 14.3, these indicators have been combined to calculate the total spending on education. Since 2010, Statistics Netherlands has published the StatLine table *Spending on education and CBS/OECD indicators*. This table presents the total education expenditure, calculated according to Statistics Netherlands methods. This total differs from that in Table 14.3, because it also covers spending by families other than on education institutions. Furthermore, Statistics Netherlands does not take student loans into consideration in its calculations, because loans are not actual expenditures: they are repaid after a period of time. The StatLine table also reflects government spending on education (C) and spending on educational institutions (D) according to the OECD definition.

International harmonization of OCW expenditure

Together with Statistics Netherlands, an overview has been drawn up that illustrates the link between spending on education by OCW and Statistics Netherlands data, in accordance with the international definitions. The figures for OCW expenditure are based on the expenditure accounted for in the annual reports to parliament. The harmonized table therefore begins with the data relating to OCW. The adjustments to OCW expenditure, required to conform to international definitions, are subsequently presented as a single series. OCW spending on education largely goes directly to educational institutions (25.4 billion euros in 2010). The remainder goes to municipalities and families (0.8 and 3.8 billion euros respectively in 2010).

Public education expenditure

In addition to OCW, other ministries also contribute to the total amount spent on education. For example, they fund agricultural or health care programmes (EL&I and VWS), or grant subsidies and tax benefits to companies that provide work placement opportunities or training places. Lower authorities (municipalities in particular) spend more on education than they receive from OCW (2.6 billion euros more in 2010). In 2010, public expenditure on education (by OCW, other Ministries, the municipalities and provinces) totalled 34.7 billion euros. Expenditure for vocational training programmes such as for the armed forces and police is not included in this figure.

Total expenditure for education

The total expenditure of the Netherlands on education comprises public expenditure and private expenditure on educational institutions plus public spending on families (predominantly student grants and loans) and companies (subsidies and tax benefits). Private expenditure is divided into spending by the business community (supervising students in work-based learning programmes and contract research at universities) and payments by households to education institutions. The bulk of spending goes to work-based training programmes. In addition, the figures include spending by organizations abroad on contract research they have commissioned to Dutch tertiary education institutions. The figures do not cover private spending on job-related training courses, nor private spending on courses not provided by education establishments.

Figure 14.3 | Flows of funds in Dutch education

Expenditure for government-funded education, 2010 (x € 1 billion)

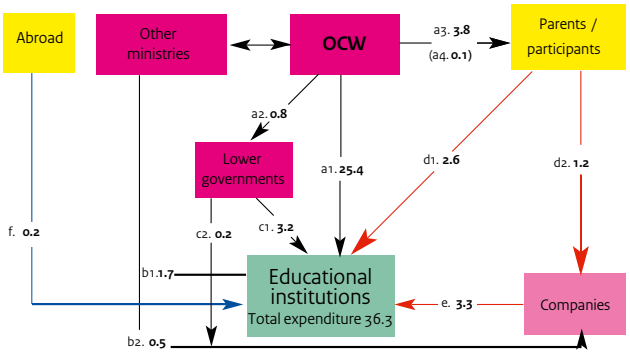


Figure 14.4 | Key to Figure 14.3

Flow	Key to expenditure
a1.	From OCW directly to educational institutions
a2.	From OCW to lower governments (municipalities)
a3.	Student grants and loans (gross OCW expenditure)
a4.	Student support component (subsidy for school/tuition fees)
b2.	Tax benefits for companies offering training places
b1.	From other Ministries (LNV and VWS) to educational institutions (including FES resources provided to OCW and government spending on contract research by tertiary education estblishnments)
c1.	From local and regional governments to educational institutions
c2.	Spending by local authorities on transportation of pupils
d1.	Spending by families on subsidized and private education establishments
d2.	Books and instructional materials (non-educational institions) and public transport
e.	From companies to educational institutions
f.	Institutional revenue form abroad (contract research)

Composite flows		In Table 14.3
Total public expenditure for education:	a1+a3+b1+b2+c1+c2	Total under C
Spending on educational institutions:	a1+c1+b1+d1+e+f	Last line under D
Total expenditure for education:	a1+a3-a4+b1+c1+c2+d1+e+f	Total under D

Table 14.3 | National spending on education (x € 1 million); harmonized table CBS (OECD) / OCW

	2004	2005	2006	2007	2008	2009	2010	2011
A) OCW expenditure								
Total expenditure	**26,435**	**27,534**	**29,341**	**31,920**	**34,733**	**36,285**	**37,172**	**33,964**
Total revenue	**1,396**	**1,164**	**1,422**	**1,985**	**2,123**	**2,216**	**2,549**	**1,191**
Net expenditure	**25,892**	**27,028**	**28,816**	**31,317**	**34,090**	**35,502**	**36,276**	**33,203**
Spending on Childcare (other expenditure apportioned)	.	.	.	-2,037.2	-2,788.4	-2,995.9	-3,227.4	.
Spending on Culture (other expenditure apportioned)	-1,689.2	-1,727.7	-1,689.5	-1,628.7	-1,824.6	-1,823.2	-1,892.8	-1,866.8
Spending on Science (other expenditure apportioned)	-823.9	-849.1	-938.7	-982.1	-1,028.4	-1,181.6	-1,252.7	-923.8
OCW education expenditure	**23,379**	**24,451**	**26,188**	**26,669**	**28,449**	**29,501**	**29,903**	**30,412**
B) Central government spending on education								
Adjustment of OCW expenditure to CBS/OECD definition	-450	-228	-4842	-457	-217	-28	104	
OCW education expenditure according to CBS/OECD	22,929	24,223	25,704	26,212	28,232	29,474	30,007	
Spending on education by other Ministries	1,191	1,259	1,523	1,645	1,796	1,926	2,146	
Central government spending on education	**24,121**	**25,482**	**27,226**	**27,857**	**30,028**	**31,400**	**32,152**	
C) Public spending on education								
Education expenditure lower governments (net)	2,677	2,665	2,260	2,400	2,519	2,600	2,622	
Government spending on education	26,798	28,147	29,486	30,258	32,548	34,000	34,774	
D) Total education expenditure								
By families (parents / education participants)	2,351	2,246	2,265	2,305	2,422	2,471	2,564	
By companies / non-profit organizations	2,407	2,471	2,465	2,813	3,038	3,304	3,338	
Education expenditure abroad	79	107	113	100	187	192	202	
Consolidation	-431	-391	-371	-434	-480	-572	-617	
Total education expenditure	**31,203**	**32,580**	**33,957**	**35,041**	**37,714**	**39,395**	**40,261**	
of which to educational institutions	28,312	29,594	30,223	31,622	33,393	35,568	36,327	

Source

OCW

CBS

http://statline.cbs.nl Onderwijs – Onderwijs financieel

CBS has provided detailed data.

Notes

- B) Education expenditure by other Ministries: spending by the Ministries of EL&I, VWS, FES resources provided to OCW, tax benefits for companies providing training places, central government spending for contract research by universities.
- B) School fees for VO (until 2004) and BVE are included in the private spending by families on educational institutions, item D.
- C) Education expenditures of lower governments: spending by local governments, joint schemes and regional governments.
- D) Spending by families pertains primarily to school fees, course fees, tuition fees and (voluntary) parental contributions.
- D) Figures for spending by companies pertain primarily to spending on non-subsidized education, contract research in the university sector and the supervision of trainees and students in work-based learning programmes .
- D) Total education expenditure comprises public and private spending on formal educational establishments and public education expenditure on families and companies according to the OECD definition.
- D) The consolidation item precludes double counts of certain flows of funds in the aggregate education expenditure.

Figures and the structure of tertiary education

OCW, CBS and international organizations compared

With reference to the figures in the *Tertiary education International* section, this appendix explains the differences and similarities in the figures and the classification structures of OCW and CBS relating to tertiary education.

The figures for tertiary education, as they appear in Key Figures 2007-2011, are based on the DUO "One HE Figure" data. Statistics Netherlands (CBS) bases the figures that it publishes on tertiary education on exactly the same data. Yet there are differences between the two sets of figures. The total number of students enrolled in tertiary education is the same, but the number of students enrolled in professional higher education (HBO) and in academic higher education (WO) differs. This is because the OCW figures have been corrected for double enrolments, as required by the funding guidelines. These double enrolments pertain to students that are enrolled in both HBO and WO. In the OCW figures, the totals for HBO and WO together make up the total for tertiary education. In the CBS publications, the total numbers of students enrolled in HBO and WO do not add up to the total enrolment in tertiary education, because students that are enrolled in both an HBO study programme and a WO study programme are counted in both figures. To obtain the total number of students enrolled in tertiary education, these students are counted only once. In Table 14.4 this is expressed in figures. The figures pertain to the 2008/09 academic year, as that is the year used in the table in which tertiary education in the Netherlands is compared with other countries. The 2008/09 academic year is the most recent year for which Eurostat data is available.

A second difference between OCW and CBS is the classification structure. OCW distinguishes nine HOOP categories; CBS and international organizations, such as Eurostat and OECD, use the ISCED classification of education into eight categories. HOOP stands for *Hoger Onderwijs en OnderzoeksPlan* [Higher Education and Research Plan]; ISCED stands for International Standard Classification of Education. Table 14.5 shows how these two classification systems relate to one another with respect to the number of students enrolled in tertiary education in the 2008/09 academic year.
The two classification systems differ to such an extent that it is impossible to make a direct interface table. Not a single HOOP category fits integrally into an ISCED category or vice versa. However, most cells with a high student count can be explained in general terms. The students from the HOOP category "Education", for example, are practically all in the ISCED category "Education". In the other direction, this does not work – 15.0 thousand enrolled students from the ISCED category "Education" are counted under "Behaviour and Society" in the HOOP system; these are students in educational studies and educational theory.
In the ISCED system, the HOOP category of "Agriculture and Natural Environment" is divided between different ISCED categories. This is primarily due to the fact that Wageningen University as a whole is classified under the HOOP category of "Agriculture". Programmes with a more social, economic or business management orientation in Wageningen are classified under "Social Sciences, Business and Law" in the ISCED system, whereas programmes such as biotechnology, food technology and garden and landscape design fall under "Engineering, Manufacturing and Construction". Veterinary medicine from the ISCED category "Agriculture and Veterinary Medicine" is classified under "Healthcare" in the HOOP system.
The HOOP category "Technology" is divided over different ISCED categories as well. Graphic and industrial design or "Art and Technology", for example, are classified under "Linguistics, History and Art" in the ISCED system; technical business and public administration is classified under "Social Sciences, Business and Law"; biomedical technology and medical laboratory research are classified under the ISCED category of "Health and Welfare".
The ISCED category "Personal Services, Transport, Environment and Safety", finally, has no comparable category in the HOOP system and is therefore divided over different HOOP categories, predominantly in the HOOP area of "Economics".

Table 14.4 | Enrolment in tertiary education, 2008/09 (x 1000)

Source

1 HE Figure, OCW, CBS

Notes

- Numbers at the reference date, 1 October 2008.

OCW/EL&I figures

	OCW	EL&I	Total
Professional higher education	374.9	7.9	382.8
Academic higher education	214.0	5.2	219.2
Tertiary education overall	**588.9**	**13.1**	**602.0**

CBS figures

Professional higher education	383.7
Academic higher education	220.5
Total including duplications	**604.2**
Duplications	-2.2
Tertiary education overall	**602.0**

Table 14.5 | Enrolment in tertiary education by discipline, 2008/09 (x 1000)

Source

1 HE Figure, OCW, CBS

Notes

- Numbers at the reference date, 1 October 2008.

HOOP categories

	Education	Agric. & Nat.Env.	Natural sciences	Engin. & Techn.	Health	Econ.	Law	Behav. & Society	Lang. & Cult	Total
ISCED categories										
Education	0.0	65.8	0.7	0.3	0.0	0.0	0.0	0.0	15.0	0.0
Linguistics, history, art	2.0	0.1	0.0	0.1	7.4	0.0	1.3	0.0	2.1	40.2
Social sciences, business studies, law	0.0	0.0	2.3	0.3	7.9	0.1	135.8	27.0	46.2	7.4
Natural sciences, maths, computer science	0.0	0.0	1.3	11.5	19.0	0.2	6.3	0.0	0.0	0.0
Engineering, manufacturing, construction	0.0	0.0	2.3	0.4	46.6	0.0	0.0	0.0	0.7	0.6
Agriculture, veterinary medicine	0.0	0.0	5.1	0.0	0.0	1.5	0.0	0.0	0.0	0.0
Health care, welfare	0.0	0.0	0.2	3.7	4.7	60.8	0.2	0.0	35.8	0.0
Personal services, transport, environment, safety	0.0	0.0	1.2	0.3	3.0	1.3	30.3	0.0	2.4	0.0
Unknown	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0
Total	**2.0**	**65.9**	**13.2**	**16.9**	**88.6**	**63.8**	**174.0**	**27.0**	**102.1**	**48.4**

Notes and Definitions

A. General

Related to OCW budget
The information on trends and achievements in the field of education, culture and science, presented in this publication, relates primarily to the sectors which appear in the budget of the Ministry of Education, Culture and Science (OCW). Data on pupils and expenditure in agricultural education, which is the responsibility of the Ministry of Economic Affairs, Agriculture and Innovation (EL&I), is stated separately.

Definitions
In this publication, we have aimed to use unequivocal definitions permitting intercomparison of the figures for the different sectors of education. The definitions are primarily based on those customary in the budget and the Ministry's annual report. Therefore, they may vary from those used in other sources, such as CBS statistics and the Education Report.
International comparisons often use different definitions. For this reason, the figures presented here are not directly comparable with international figures, although they can be converted for that purpose.

Provisional data
Data presented for the last year under review is provisional, with the exception of financial data.

Rounding off
Where figures have been rounded off, totals may not exactly match the sum of the figures given.

Key to symbols

.	not applicable
--	not (yet) available
0.0	less than 5 per cent of the relevant unit of measurement (so not always actually zero)
(xx)	figure xx not included in total
2007	expenditures in the 2007 calendar year, numbers at a given reference date in 2007, numbers leaving in 2006/07 school year or intake in 2007/08 school year; the reference date is 1 October, unless stated otherwise. For example: the figure for numbers leaving in 2007 pertains to the numbers obtaining qualifications in school year 2006/07.

B. Financial data

2008 review of education expenditure statistics
In this review, newly available sources were used. This means that the largest missing components in the statistics have now been filled in: the expenditures on private education and the expenditures of companies for students in work-based learning programmes and trainees. In addition, the current statistics were reviewed, resulting in various improvements for, among other things, the integration of government fund flows, expenditures on R&D and family expenditures on education.

Expenditure by families and companies on private-sector education totalled nearly 1.2 billion euros in 2006, for approximately 190 thousand participants. Families pay an average of two-thirds of the participants' contribution, companies pay an average of one-third of the contributions for their employees. More information about the expenditures on private-sector education can be found in the CBS web article *Particulier onderwijs groeit sneller dan gesubsidieerd onderwijs* [Private-sector education is growing faster than subsidized education].

Education expenditure (main mutations; source: CBS)

	1995	2000	2006
Millions of euros			
Before revision	16,600	21,210	29,935
Total adjustment	1,625	2,617	4,022
Private-sector education	608	748	1,154
Work-based learning	820	1,177	1,694
Integration of government funding flows	–17	578	938
R&D	155	129	404
Spending by families	106	99	233
Other adjustments	-47	-114	-402
After revision	18,225	23,828	33,956

The expenditures of companies on workplace training amounted to nearly 1.7 billion euros in 2006; this sum was largely spent on vocational training in MBO. To ameliorate the costs of companies, the government has granted a tax deduction of 180 million euros. More information on this subject can be found in the web article *Bedrijven besteden 1,7 miljard euro aan beroepsonderwijs* [Companies spend 1.7 billion euros on vocational training].
The other adjustments led to an increase in total education expenditures by 1.2 billion euros in 2006.

The following document provides more information on the CBS revision: http://www.cbs.nl/NR/rdonlyres/9210FC61-D9C9-484F-AC42-67B3A974B360/0/13J998_Toelichtingopderevisievandeonderwijsuitgaven.pdf (in Dutch).

Revised GDP
Every five to ten years, Statistics Netherlands reviews the National Accounts. At the same time, the GDP is updated to reflect current insights.

Review 1999
Based on EU regulations, some definitions and methods of calculation for the determination of GDP were changed as of 1 May 1998. The revision reflects the increased importance of service provision and the knowledge/information economy.
Due to the revision and the improved quality of statistical data, Statistics Netherlands (CBS) uprated its GDP figures for 1995 up to and including 1998 by approximately 14.5 billion euros in 1999 (+ 4.2 per cent).

Review 2005
The results pertaining to the revision year 2001 were published in the CBS press release dated 20 April 2005 and extensively explained in the review publication *Nationale rekeningen 2004 - Revisie 2001* [National Accounts 2004 Review 2001] dated August 2005.
The object of the 2005 review was to modify concepts and definitions, in line with international agreements. The National Accounts are now more in keeping with the economic reality, as assessed on the basis of new and revised statistics.
As a result of the revision of definitions and estimation methods, the 2001 Gross Domestic Product turned out to be over 18 billion euros higher than published earlier. This corresponds to an adjustment of 4.3 per cent. In 2006, the revised figures pertaining to the period from 1995-2000 became available on Statline; in early 2007, the figures from 1987 onwards were included.

In 2007, the figures from 2004 were adjusted and revised figures from 1969 were established (National Accounts 2006). The most recent estimates were published in a CBS announcement dated 26 March 2009.

Financial concepts

GDP and GNP
- Gross Domestic Product (GDP) is the sum of wages, salaries and social insurance contributions, indirect taxation minus subsidies, depreciation and other income (net).
- Gross National Product (GNP) is GDP plus net primary income from abroad.
Other journals may use different amounts and GDP percentages for the education expenditures. These rely on other definitions or values established earlier, that are subsequently adjusted (revised). They may, therefore, differ from the values presented here.

Current values and constant values
Unless otherwise stated, all financial figures in this publication are expressed in actual amounts for the year under consideration (at current values). Where the trend in financial indicators over time is being assessed, the figures sometimes take into account the value expressed in prices for a particular year. In these cases, they are based on the price index for the GDP (pGDP).

Netted OCW expenditures
These are OCW expenditures minus part of the OCW revenues. Expenditures are netted with revenues if these are the result of repayments or settlements of excess amounts paid out by OCW.

Revenue received from external sources of funding, such as the Ministry of Finance, other Ministries, education participants and advertising funds are not netted with the OCW expenditures. These revenues contribute to raising the level of expenditures. Examples include: school fees, specific subsidies from other Ministries (such as the TNO subsidies), advertising revenue (Media) and FES funds.
With student grants, all revenue is subtracted, including repayments of loans awarded earlier and interest on these loans.

Other OCW expenditure
In addition to the expenditures accounted for in the budget items of the policy areas of PO, VO, BVE, HBO, WO, SF, Science and Culture, OCW has other expenditures, such as miscellaneous programme expenditure and overheads not included in the aforementioned budget items.

Notes and definitions

In certain figures and tables, these "other expenditures" are attributed to the OCW expenditures for the policy areas of PO, VO, BVE, HBO, WO, SF, Science and Culture, in proportion to the netted expenditure for these policy areas.

OCW expenditures for an education sector
The total spending by OCW for maintaining and running a sector within the education system. These figures do not include OCW overheads.

Netted OCW expenditure for an education sector
"OCW expenditures for an education sector" minus OCW revenues from repayments or settlements of excess amounts paid out by OCW.

OCW spending on education
The total of the netted OCW expenditures, insofar as they are intended to provide education to participants in formal education.

Main differences in OCW funding of the various sectors of education:
- Primary and secondary education: excluding accommodation costs (financed by the local governments);
- Secondary education and vocational education (MBO): including school fees (collected by OCW);
- Vocational/adult education (MBO): adult education listed separately; excluding course fees;
- Professional higher education and academic higher education: excluding tuition fees;
- Academic higher education: excluding spending on research and teaching hospitals;
- All expenditure: excluding student grants and loans;
- All expenditure: excluding other programme expenditure and overheads.

Spending on university teaching and research
In the universities, teaching and research are intertwined. So that the per capita figures can nevertheless be compared with those for the other sectors of education, total expenditure has been broken down into separate figures for teaching and research. To calculate spending on university teaching, expenditure is multiplied by a factor based on the ratio between the deployment of academic staff for research according to the statistics on university research (KUOZ) and the total academic staff establishment (WOPI). The central government grant for teaching hospitals and funding of other institutions in the university sector are also taken into consideration in this calculation.

Funding of other university-level institutions
This category includes the institutes for international education, theological training colleges and the Open University.

Per capita OCW expenditure for education
"Netted OCW expenditures for an education sector" in a year, divided by the "number of students in an education sector" on the reference date in the same year. The key figures on expenditures for each education participant, as a rule, include all expenditures in the policy area earmarked for the education provided at government-funded schools or institutions. Figures relating to tertiary education are based on the student rolls per calendar year. These were calculated on the basis of the numbers enrolled at two consecutive reference dates, in a ratio of 2:3 for year t-1 and 1:3 for year t.

Other sources of funding in the education sector
Alongside the direct government funding of institutions by the Ministry of OCW, education institutions also have other sources of income. These involve revenues via local governments (including OCW grants for adult education and for the accommodation of primary and secondary schools) and contributions from the participants themselves. The latter involves course and tuition fees which are paid to regional training centres (ROCs) and the universities.
In addition to the aforementioned flows of funds, an institution can also generate other revenue, for example, through voluntary parental contributions, local government grants for participating in projects or income from third parties (contract teaching and research).

Per capita grants to institutions
The costs that institutions incur through providing education are mainly based on the resources that they receive from third parties. This institutional budget encompasses funding from the national government and funding from local governments, as well as tuition. The only items missing from this summation are private contributions other than course fees and tuition, such as voluntary parental contributions, sponsor funds and similar funding. Information on these sources is incomplete and therefore not included under the grants provided to institutions.
The grants to institutions (in previous editions of Key Figures OCW also referred to as institutional costs) are calculated as follows:
- for primary education, secondary education and vocational training: OCW expenditures per participant plus an additional sum for local government grants (for primary education and secondary education: primarily accommodation);
- for tertiary education: OCW expenditures per student (including accommodation) plus tuition fees per student.

Spending on adult education per adult inhabitant
The direct expenditures on adult education divided by the number of inhabitants aged 18 to 64 inclusive in the Netherlands on 1 January of the relevant year.

Expenditure as a percentage of public expenditure
Both the aggregate OCW expenditures and the separate OCW expenditures for education, culture and science are expressed as a percentage of the total expenditures of the national government. The numerator is based on the netted expenditures of OCW and the denominator is based on the total of national government expenditures according to the annual government report (for forecasts of the National Budget), less the expenditures on national debt on a transaction basis (and in the National Budget: also additional items).

Education and research expenditure as a percentage of GDP
For the purpose of international comparisons, education expenditure is expressed as a percentage of GDP, as is research expenditure.
Figures published earlier or in other publications may be based on GDP amounts calculated prior to the revision of GDP in 2005; such figures are not comparable with the figures presented in this edition of Key Figures.

Sources of funding
The figures presenting flows of funds also display data on sources of funding other than the Ministry of OCW, such as private contributions and local government grants. Other sources of funding include other Ministries and the Economic Structural Reinforcement Fund (FES). Data on these sources has primarily been provided by Statistics Netherlands.

Local government grants
The figures given for local government grants are based on expenditure for education minus revenue from education, as calculated by Statistics Netherlands. Statistics Netherlands derives this data from the local government accounts.
The figures for local government expenditure and revenue are based on the data Statistics Netherlands uses in its national education statistics.

FES (Economic Structural Reinforcement Fund)
The FES is managed by the Minister of Economic Affairs and the Minister of Finance and is funded from certain natural gas income and revenues from the sale of capital assets of the national government, such as radio frequencies.
FES funds are used to allocate grants to other national budgets to fund investment projects of national interest, intended to enhance the economic structure. The fund is therefore a distributable fund; the actual project expenditures are estimated and accounted for in the other budget chapters.

Financial key statistics for institutions

Annual Report Regulations for the education sector
As of the 2008 report year, all state-funded schools and universities have been required to submit an annual report. The Annual Report regulations contain the structural requirements and models for the annual report and replace the various former brochures. The new regulations are largely adapted to the BW/RJ rules; thus, the structure of the annual accounts ties in with the usual practices in the private sector.
However, annual reports for schools contain more than annual figures. On the subject of non-financial information, in particular, schools are encouraged in a number of ways to provide a full and accessible description in their annual report of important operating processes and of the financial implications of these processes, and to actively engage in a dialogue with all stakeholders in the immediate surroundings of the school or university.
Current themes surrounding the annual report of schools include the plan for the introduction of the new XBRL method for data exchange, the discussion about capital base development (Don Committee report), the new scheme for the investment and lending of public resources, and the discussion on whether or not to set up a facility for future BAPO obligations (BAPO – reduction of working hours for older teachers).
The website with up-to-date information on the Annual Report regulations for the education sector is visited by many. (http://www.minocw.nl/publicatie/982/Richtlijn-Jaarverslag-Onderwijs.html; in Dutch)

Assets and liabilities
Assets and liabilities are included in the information on the annual accounts of the education institutions. Figures pertain to the consolidated revenue (assets) and expenditure (liabilities) of the sectors of VO, BVE, HBO, WO and Science. The data is provided by DUO. The tables also include the financial and extraordinary assets and liabilities. The figures presented, therefore, pertain to data on the overall operations of the institutions.

Notes and definitions

Solvency 1
Solvency indicates which part of the assets on the credit side of the balance sheet have been financed with equity capital (excluding provisions). Solvency 1 is defined as (equity capital + third party share) / total capital.

Solvency 2
As Solvency 1, except here this indicator is not affected by the level of the provisions. Solvency 2 is defined as (equity capital + third party share + equalization account + provisions) / total capital.

- Liquidity (current ratio)
The liquidity ratio indicates the degree to which the institution can meet its obligations in the short term. Liquidity is defined as current assets / short-term debts.

Profitability
This figure indicates that part of the total income or revenues that remains after deducting the expenditures or costs. The profitability of ordinary operations is defined as the results from ordinary operations / total revenues from ordinary operations (revenues + financial revenues) x 100 per cent.

Financial resilience
The key figure for financial resilience shows the relationship between the size of the equity capital and the total income received, excluding extraordinary income. This key figure is expressed as a percentage.

The financial resilience indicator is calculated on the basis of the findings presented by the Education Inspectorate in its reports on the capital position of secondary school boards.
Among experts, opinions differ on the question as to what indicator best reflects a secondary school board's financial position. The Education Inspectorate has determined that the key figure for financial resilience, rather than solvency, gives a better picture of the efficiency of the capital base as a means to realize a school's primary objective. The Inspectorate also studied the indication limits and concluded that the percentages of 10 and 40 are adequate.
The Education Institutions Asset Management Committee, chaired by Prof. Dr F.J.H. Don, has now commenced its activities.

Indication limits of key financial statistics
As a result of the discussion of the OCW budget in the Dutch House of Representatives, the Ministry of OCW has developed indication limits for the key figures relating to the financial position of educational institutions. The limits pertain to the capital position (solvency excluding provisions) and the operating result (profitability).

- Minimum limit:
The key figure should not fall below this limit (for more than one year running). If it does, then the financial position could be a cause for concern.

- Maximum limit:
The key figure should not exceed this limit (for more than one year running). If it does, then the resources received are being insufficiently spent on the goal for which they are intended.

	Minimum	Maximum
Financial resilience VO	10	40
Solvency ratio VO	0.10	0.45
Solvency ratio BVE and HE	0.10	0.60
Profitability (in percentages)	-3.0	+3.0

As yet, no limits have been set for the primary education sector. The limits for the secondary education sector (VO) are still under discussion with that sector.

Government grants by sector
The aggregate of the government grants awarded to education institutions according to their annual accounts does not exactly equal the OCW government grant provided to the institutions according to the OCW annual accounts. The main differences can be found in: "other" (part of these funds also goes to the institutions), revenue (sometimes balanced with another budget year) and grants to institutions from other policy areas (e.g., from BVE to HBO) or grants allocated via the local authorities.

International
A comparison between the education expenditures of the Netherlands and those of other countries requires several adjustments. The point of departure will be the OECD / Eurostat definitions. The various adjustments are outlined below, based on the overall OCW expenditures. These adjustments are processed by Statistics Netherlands in the data it provides to the OECD and Eurostat.

OCW expenditures for education (basis for calculation)
The netted OCW expenditures serve as the basis for the calculation. Expenditures for science and culture, including the apportioned other expenditure, will be deducted from this basis. The following characteristics are relevant to the result:

- The OCW expenditure for education includes spending on university research and the net spending on student finance.
- The government grant for teaching hospitals is intended as a compensation for the costs of the workplace function these hospitals offer. The government grant covers education, research and medical care, but is included in its entirety.
- Adult education comprises, on the one hand, educational self-reliance, including adult general secondary education (VAVO) and, on the other, adult basic education.
- Trend interruption in adult education and integration courses: with effect from 2003, the Ministry of Justice has been responsible for the expenditures relating to integration. From 2003 on, figures pertain to expenditure for adult education only.
- School fees for secondary education (up to 2004) and vocational/adult education are collected by OCW on behalf of the education institutions; they have not been netted.

Adjustment of OCW expenditure to international definition

- Of the government grant to teaching hospitals, only the education component is included in the education expenditures.
- Only the VAVO component of adult education is reflected in the aggregate of education expenditures.
- OCW revenue for student finance is not netted with the expenditures. This pertains to repayments, instalments and interest received within the framework of the WSF and WTOS schemes.
- School fees in secondary and vocational/adult education: Statistics Netherlands regards OCW as an intermediary for the school fees, which is why they are included as private spending by families on the education institutions.
- The consolidation method used for government expenditures was modified in 2004. From 2004 on, the government grants paid to local authorities according to OCW serve as the point of departure, rather than the government grants received according to the local government accounts. Both consolidation methods yield the same figure for overall public spending on education and overall education expenditures.
- In the figures on the adjustment of OCW expenditure to the CBS/OECD definition, "settlements with other Ministries" are taken into account. These include the FES grants attributed to OCW. Statistics Netherlands regards these grants as spending on education by other Ministries, rather than OCW expenditure.
- The other differences between the OCW calculation and that of Statistics Netherlands are primarily the result of different methods for apportioning the other expenditures (overheads) and corrections made in the past.

Public spending on education

- The CBS figures for government expenditure also include spending on education by the Ministry of Economic Affairs, Agriculture and Innovation and the Ministry of Public Health, Welfare and Sport. The figures for "Spending on education by other Ministries" include FES grants.
- The education expenditures of lower authorities comprise the spending by the municipalities and provinces on primary education, secondary education and vocational/adult education. Expenditures of lower authorities are presented net, i.e., the government grants received for education have been deducted.

Private spending on education

- Spending by families concerns school, course and tuition fees, (voluntary) parental contributions and spending on private-sector education.
- Spending by companies pertains to expenditure for students in work-based learning programmes and contract research conducted by universities.
- Public spending on families does not include the subsidies for tuition fees; this component goes to the institutions via the families and, therefore, forms part of the public spending on institutions.

Total spending on education

- Figures for overall education expenditures comprise public and private spending on families and institutions for regular education. They do not include spending on books and teaching materials other than provided by education institutions (education-related private spending on non-education institutions).

Adjustments and consolidation
The harmonized table (CBS (OECD) / OCW) contains various adjustments and consolidations. The adjustments are intended to align with international definitions. Consolidations preclude that expenditures are counted twice.

International student finance figures are corrected for two reasons.
The first is to align the OCW definition of netted expenditures with the international definition. OCW nets the instalments and interest paid on study loans, since these payments lower the expenditures. According to the international definition, this is not allowed, since those that pay back are not the ones receiving student finance grants (delay effect).
The second reason concerns a consolidation based on the assumption that part of the student finance grant is intended to cover school and tuition fees. This part, therefore, lowers the private contribution.

Notes and definitions

Consolidation also takes place in the local government expenditures. In 2004, Statistics Netherlands changed its consolidation method for these expenditures. From 2004 on, the figures are based on the OCW government grants paid to local governments, as booked by OCW. Before 2004, they were based on the sums laid down in the local government accounts. The harmonized table includes the net spending on education by the local governments.

School fees are collected by OCW and subsequently form part of OCW spending on education. Originally, therefore, these were private contributions. Consequently, school fees are deducted from the OCW expenditures, in order to be included in the spending by families.

Statistics Netherlands does not include spending on books and teaching materials in the overall figures, because these are subsidized through the student finance grants; otherwise, these expenditures might be counted twice.

C. Participants in education

Generally, the enrolment figures on the last year presented are provisional. In the next edition of Key Figures, these provisional figures will be replaced by final figures.

Reference date
In all sectors of education, the reference date is 1 October.

One Figure
The One Figure project set up by OCW, CBS and other parties aims to make the individual pupil/student data in the basic DUO files available in an unequivocal manner according to pre-established definitions and algorithms. The figures in this publication are based on the numbers of pupils/students according to the definitions for "VO domain", "MBO domain" and "HE domain", i.e., without doubling counts within the sector concerned (secondary education, vocational education and tertiary education). In other publications, different definitions can be used, for example "institution domain", and in this case students that are enrolled at more than one institution are counted more than once.

The figures in this publication are based on One Figure data available in January 2011.

Number of participants in an education sector
The number of education participants enrolled in a sector of education on the reference date.

- Primary education:
  Numbers enrolled on the reference date of the relevant school year.
- Secondary education:
  Numbers enrolled on the reference date of the relevant school year.
- Vocational and adult education:
  Students enrolled in MBO courses or adult education courses on the reference date and qualifying for funding.
- Professional higher education:
  Numbers at government-funded institutions enrolled on the reference date of the relevant academic year (according to the definition of "One HE Figure" for the HE domain).

- Academic higher education:
  Numbers at government-funded institutions enrolled on the reference date of the relevant academic year (according to the definition of "One HE Figure" for the HE domain). Total numbers include part-timers and external students.

First enrolments (HBO and WO)
Students enrolling for the first time in a tertiary education programme in the Netherlands.

Numbers entering and leaving sectors
These figures pertain to the number of pupils/students enrolling in or leaving primary, secondary, vocational/adult, professional or academic higher education. Transfers within the same sector are not counted.
- Numbers entering relate to pupils/students enrolled on the reference date of the current school/academic year, who had not been enrolled in that same sector of education during previous school/academic years.
- Numbers leaving relate to pupils/students who were enrolled in that sector of education during the previous school/academic year, but are no longer enrolled on this year's reference date. Figures pertain to the year of the first reference date on which they were no longer enrolled.

With respect to MBO, it should be noted that the figures for numbers entering and leaving up to and including 2004 are unreliable. Individual data on MBO participants for those years is not available; therefore, estimates were made on the basis of statements on the origin of incoming participants made by the institutions and on the basis of the age distribution of the participants. In 2004, the personal education number was introduced in the BVE sector, which means that data on numbers entering and leaving for 2005 and beyond can be derived from the individual education number data. This generated an interruption in the trend in the series of figures between 2004 and 2005. The figures from 2005 on provide a reliable picture.

Entrance cohorts
A cohort is a fixed group of pupils/students entering a sector of education at a given time. These various fixed groups are monitored over time. Data on the entrance cohorts provide insight into the educational careers of all the education participants.

Participation rates
The proportion of the total population participating in education funded by the Ministries of OCW and EL&I, by age.

Basic qualification
A completed study programme at upper secondary level or higher. In the Netherlands: at least HAVO, VWO or MBO level 2 qualifications.
The basic qualification is considered internationally as a necessary condition for participating fully in the modern knowledge-based society.

Early school-leavers
School-leavers are pupils/students who leave the education system entirely. Early school-leavers are those who leave school without obtaining at least a basic qualification.
EU indicator
Young people aged 18-24 who do not have a basic qualification at the time of the Labour Force Survey (LFS) and who did not participate in regular education, training courses or other short programmes during the four weeks prior to the survey.

New dropouts
All students between the ages of 12 and 22 who leave the education system without a basic qualification in a given school year. Figures relate to the difference between two reference dates. For example, the number of early school-leavers for the 2004/05 school year is determined by verifying whether each individual participant enrolled on 1 October 2004 was still enrolled on 1 October 2005. Names that are missing from the list are checked: has the participant in question dropped out or are there other reasons why he is no longer enrolled (e.g., transferred to a subsequent study programme, basic qualification obtained, etc.). Students leaving VSO and PRO are not included in the numbers of dropouts presented.

Numbers obtaining qualifications / graduates
Figures for the numbers of students obtaining qualifications relate to the period between two reference dates. For example, 2006/07: the numbers obtaining qualifications between 1 October 2006 and 1 October 2007, also referred to as the year 2007).

Weightings in primary education
Pupils are weighted on the basis of a number of criteria. Schools receive extra staff and other resources on the basis of these weightings. These weightings do not have a direct effect on funding. In order to qualify for extra funds under the weighting system, a school must meet a number of additional criteria, such as a minimum percentage of pupils with a weighting. The sum of the weightings must amount to more than 6 per cent of the total number of pupils. No additional funds are allocated if the school fails to meet this minimum requirement.
For example: a school with 100 pupils, 5 of whom have a weighting of 1.2, will not receive any extra funds (5 x 1.2 = 6 – 6 = 0). For 6 pupils with a weighting of 1.2, the school will receive one standard weighting grant (6 x 1.2 = 7.2 – 6 = rounded off to 1).

Notes and definitions

The old weighting arrangements, which were in force until 1 August 2006, were as follows:

- weighting of 0.25: children from a Dutch cultural background whose parents have a low level of education;
- weighting of 0.40: children of barge-operators;
- weighting of 0.70: children of caravan dwellers and gypsies;
- weighting of 0.90: children from a non-Dutch cultural background whose parents have a low level of education and low-skilled occupations;
- all other children: no weighting.

In the new weighting system, which has been implemented on a step-by-step basis from 1 August 2006, the weighting criteria are:

- 0.3 for children whose parents have no more than LBO/VBO qualifications;
- 1.2 for children of whom one of the parents has no more than a primary education and the other no more than LBO/VBO qualifications.

Adult education (BVE)

Adult education encompasses self-reliance (SR), broad social functioning (BMF), Dutch as a Second Language (DSL), reading / writing lessons for ethnic minorities and adult general secondary education (VAVO). With the introduction of the Adult and Vocational Education Act (WEB) in 1996, these study programmes were classified in the Qualification Structure for Adult Education (KSE) and DSL Competency Levels respectively.

- SR and BMF are indicated as KSE level 1 (elementary skills for general social functionality), KSE 2 (enables students to train to assistant worker level) and KSE 3 (enables them to take basic vocational training). Around the year 2000, the Vocational and Adult Education Council (predecessor of the MBO Council) proposed a new classification system which consists of educational self-reliance (ER), social self-reliance (SR), professional self-reliance unqualified (PRO) and professional self-reliance qualified (PRG). The number of levels was reduced from 6 to 4, such that the outer levels are merged (old 1 and 2 form new 1, 3 becomes 2, 4 becomes 3 and 5-6 become 4.) Upon the introduction of the personal education number, it was decided, in advance of the amendment, to adopt this classification system for the enrolment figures.
- VAVO up to 2004 consisted of KSE 4 (MAVO/VMBO TL), KSE 5 (HAVO), KSE 6 (VWO). Since 2004, VAVO has consisted of OSE 3 (VMBO TL) and OSE 4 (HAVO/VWO).
- DSL consists of programmes focused on Dutch as a second language. These study programmes aim to improve the language skills of non-native speakers. Adult education originally had DSL programmes at five levels. A sixth one was added after the transition to the Common European Framework of Reference for Languages (CEF). The old levels 1-5 are now classified as A1-2, B1-2 and C1, respectively, the new level as C2. Levels C1 and C2 are not used in practice for DSL. Since 2007, courses provided in the context of the integration requirement are no longer paid from the Adult Education budget and are therefore not registered on the Basic Register of Education (BRON).
- Since 2006, adult education funds may also be used for teaching ethnic minorities to read and write. These lessons will be registered as a separate programme.

Adult education comprises a wide variety of short study programmes at levels 1 and 2, for which generally no diplomas are awarded. Successful completion of a VAVO course, on the other hand, does entitle students to a diploma .
Since the implementation of the Adult and Vocational Education Act in 1996, the local governments have been responsible for adult education.

Expected chances of success

The expected chance of success is the expected percentage of the entering pupils/students who ultimately earn a diploma in the education sector in question. The expected chance of success is calculated by multiplying the participant movement co-efficients derived from the educational matrix concerning the numbers transferring/obtaining qualifications/leaving in each course year/enrolment year. For tertiary education (HBO and WO), the possibility of students interrupting their programme has been taken into account. In HBO only the first bachelor's diploma earned counts, in WO only the first doctoral or master's diploma earned.
For MBO, only data since 2005 has been included owing to a trend interruption caused by the introduction of the personal education number in MBO.
A comparison between this data and the "real" outcomes produced by cohort studies shows that the estimates do not differ much. The advantage of this approach with expected outcomes is that they are quickly available and that they are comparable across the different sectors. Once the data on participant movements on the basis of the education number becomes available, the actual school career will serve as the basis.

Expected duration of study for graduates

The duration of study is the expected number of years that a certificate holder remains in the type of education concerned. The expected duration of study is estimated in a similar way as the expected chance of success, i.e., by multiplying the participant movement coefficients concerning the numbers transferring/obtaining qualifications/leaving in each school year/enrolment year from the education matrix. For tertiary education (HBO and

WO), the possibility of students interrupting their programme has been taken into account. In HBO only the first bachelor's diploma earned counts, in WO only the first doctoral or master's diploma earned.
In MBO there are no course years; consequently, the expected duration of study is difficult to determine.
The durations of studies have been compared with durations of studies from the cohort studies, the differences are only minor.

Bachelor's programme outcomes (WO)
The percentage of full-time students from the cohort that earn a bachelor's degree in the nth enrolment year at the latest. The figures concern only students that have earned a VWO diploma no more than one year before entering the WO bachelor's programme. The diplomas earned at another university or in another discipline also count.

Open University (WO)
- Enrolled students: all students enrolled with the Open University on 31 December.
- New students: all students enrolled in the relevant calendar year for the first time for one or more courses with the OU.
- WO degrees: all academic degrees awarded in the relevant calendar year.

G4 and G27
- G4
  The four largest cities in the Netherlands: Amsterdam, Rotterdam, The Hague and Utrecht
- G27
  27 large cities in the Netherlands involved in metropolitan policy: Alkmaar, Almelo, Amersfoort, Arnhem, Breda, Deventer, Dordrecht, Eindhoven, Emmen, Enschede, Groningen, Haarlem, Heerlen, Helmond, Hengelo, 's-Hertogenbosch, Leeuwarden, Leiden, Lelystad, Maastricht, Nijmegen, Schiedam, Sittard-Geleen, Tilburg, Venlo, Zaanstad and Zwolle.

CBS definitions

Ethnic origin
- Native population
  Persons of whom both parents were born in the Netherlands, irrespective of the country of birth of the persons themselves.
- Non-native population
  Persons who have at least one parent that was born abroad.
  The first generation consists of persons who were born abroad with at least one parent who was born abroad.
  The second generation consists of persons who were born in the Netherlands and who have one or two parents who were born abroad.
- Non-Western non-native population
  The category dubbed "non-Western" consists of non-native persons from Turkey, Africa, Latin America and Asia, with the exception of Indonesia and Japan. Because of their socio-economic and socio-cultural position, non-native people from these last two countries are considered as Western non-natives. This group primarily comprises people who were born in the former Dutch Indies and employees from Japanese companies and their families.
- Western non-natives
  The category "Western" comprises non-natives from Europe, North America, Oceania, Indonesia and Japan. Because of their socio-economic and socio-cultural position, non-native people from these last two countries are considered as Western non-natives. This group primarily comprises people who were born in the former Dutch Indies and employees from Japanese companies and their families.

Labour force
- Employed labour force
  Persons aged 15 to 64 inclusive who work at least twelve hours a week in paid employment.
- Unemployed labour force
  Persons aged 15 to 64 inclusive who are available for paid work at least twelve hours a week and who are actively seeking but have not found such employment.
- Non-active / non-labour force
  Persons aged 15 to 64 inclusive who are not a part of the labour force.

Notes and definitions

Non-subsidized education

- Education that is not funded by either the Ministry of OCW or the Ministry of EL&I. All participants in government-funded education are recorded in the pupil/student registers of the Ministries of OCW and EL&I. All the educational activities of the population in the 15-64 age bracket are registered by Statistics Netherlands in its Labour Force Survey (EBB). Linking the EBB data to the OCW/EL&I registers makes it possible to establish who is enrolled in government-funded education. Persons listed in the EBB who do not appear in the OCW/EL&I registers are designated as participants in non-subsidized education.
- For a detailed explanation and more detailed figures, see the statistical database Statline on the Statistics Netherlands website: http://statline.cbs.nl
- Sectors in non-subsidized education
  These include the ten disciplines in the standard CBS education categories 2006 (5012006):
- Correspondence courses
  This category comprises all distance learning.
- Company training courses
  Programmes given under the responsibility of the company or organization where people work (only employees with a job of 12 hours a week or more). Only participants in courses with a duration of less than six months were requested to specify whether they were participating in a company training course.
- Full-time education
  In the survey, the respondents indicated whether they are taking a full-time or part-time programme.
- Work-related
  Whether a study programme is work-related or not is determined on the basis of five questions answered by the respondents in the EBB, concerning their motivation for enrolling in a certain study programme (to keep up to date, compulsory study, to be promoted, to get another job or to increase their chances of finding a job). If one of these questions is answered with a yes, then the study programme is designated as work-related.

D. Institutions and Staff

Institutions
Depending on the use and the type of school (education sector), a distinction can be made between school boards or competent authorities, institutions or schools and ancillary sites or locations. Several institutions or schools can be placed under one school board or competent authority. An institution or school can comprise several locations or ancillary sites. In this publication, "institutions" refers to the main premises of educational institutions recognized and funded by the Ministry of OCW.

- Primary education:
  Figures for mainstream primary education exclude schools for the children of itinerant workers (e.g., schools for barge operators' children or circus children); those for special schools exclude hospital schools. The figures relate to numbers of schools on the reference date.
- Secondary education:
  Numbers of institutions on the reference date.
- Vocational and adult education:
  Regional training centres (ROCs), regional training centres in consortiums, specialist trade colleges and, within the green education sector, Agricultural training centres (AOCs). Figures refer to numbers of institutions on the reference date.
- Tertiary education:
  Numbers of institutions on the reference date.

For all sectors of education, the reference date is 1 October.

Types of education at (secondary) special schools
Within (secondary) special education, different target groups are distinguished. The letter designations correspond to those used in the Expertise Centres Act (WEC).

a. Deaf children (DOVN)
b. Hearing-impaired children (SH)
c. Children with severe speech disorders who do not also fall into categories a or b (ESM, special education only)
d. Visually handicapped children (VGK)
f. Physically handicapped children (LG)
h. Chronically ill children (LZ)
   1- with a physical handicap
   2- other than with a physical handicap
j. Children with severe learning difficulties (ZMLK)
k. Severely maladjusted children (ZMOK)
m. Children in paedological institutes (PI)
n. Multi-handicapped children (MG)

Average school size / size of institutions
The average size of institutions is calculated by dividing the number of pupils or students on the reference date by the number of institutions. In academic higher education, the average size of institutions is calculated on the basis of student numbers, including external students.

Staff numbers / FTEs
All staff members appointed in the educational institutions and employed on the reference date. One FTE corresponds to a full-time appointment (1659 hours on an annual basis).

- Primary education, secondary education, vocational/adult education:
  The figures are based on the salary records of the educational institutions; data has been collected by DUO. Figures pertain to total staff numbers excluding substitute staff on the reference date, 1 October.
  Staff numbers have only been counted at institutions at which pupils/students were enrolled on one or more reference dates between 2003 and 2007. The figures have been corrected for incompleteness (missing staff data from certain institutions).
  Figures for vocational/adult education pertain to both adult education and MBO, but do not include staff at AOCs.
- Professional higher education:
  The figures presented relate to staff funded from both the central government grant and the third flow of funds and are based on the numbers on 1 October of the academic year. Green (agricultural) education is not included.
- Academic higher education:
  The figures relate to staff funded from both the central government grant and the third flow of funds and are based on the numbers on the reference date, 31 December of the academic year (WOPI). The Open University and Wageningen University are not included.

Staff, percentage of women
- Primary education, secondary education and vocational/adult education:
  The percentage of women in FTEs is derived from the salary records of the institutions (staff numbers in FTEs) on the reference date, 1 October of each year.
- Professional higher education:
  For HBO, the percentage of women is calculated on the basis of RAHO staff numbers (in FTEs) on the reference date, 1 October.
- -Academic higher education:
  The percentage of women is based on the number of staff in FTEs on the reference date, 31 December.

Notes and definitions

Staff, average age

- Primary education, secondary education, vocational/adult education:
  The average age of staff is calculated on the basis of the salary records of the institutions (staff numbers in FTEs). Reference date: 1 October of each year.
- Professional higher education:
  For HBO, the average age is calculated on the basis of RAHO staff numbers (in FTEs) on the reference date, 1 October.
- Academic higher education:
  There are no data on average age. The VSNU (WOPI) does provide percentages per age bracket.

Staff, percentage aged 50 and older

- Primary education, secondary education and vocational/adult education:
  The percentage of staff aged 50 or over is derived from the salary records of the institutions (staff numbers in FTEs). Reference date: 1 October of each year.
- Professional higher education:
  The percentage of staff aged 50 or over is calculated on the basis of RAHO staff numbers (in FTEs) on the reference date, 1 October.
- Academic higher education:
  The percentage of staff aged 50 or older is based on staff numbers in FTEs on the reference date, 31 December.

Intake into HBO teacher-training programmes

First HBO enrolments are students enrolling for the first time in a professional higher education programme in the Netherlands.
In this publication, figures pertaining to intake into the HBO teacher-training programmes are based on the above definition. Other reports, for instance those of the Netherlands Association of Universities of Applied Sciences (HBO-Raad), base these figures on the definition of "first year at institution".
The number of first HBO enrolments can be regarded as the "real" number of first-year students, as these students have not been enrolled at other professional higher education institutions in the Netherlands.

Participant-staff ratios

The ratios are calculated by dividing the numbers of pupils/students on the reference date by the number of staff (cf. definitions of participants in education.

Absences due to illness

- The figures for mainstream primary education, special education, secondary education, vocational/adult education and academic higher education reflect the total absence due to illness over the first two years of illness. In the figures for professional higher education and the research institutes, absences with a duration shorter than one year are not taken into consideration.
- The figures pertaining to the research institutes are combined figures, provided by WVOJ and KNAW.
- For the secondary education sector, coverage in 2008 is 70 per cent. In the academic higher education sector, the figures for 2008 are based on nearly 90 per cent of the fourteen institutions.

• E. International education statistics

Internationale Classificatie Onderwijs (ISCED-97)

In order to make a cross-country comparison of educational systems possible, the different education programmes are divided into a number of categories in accordance with internationally agreed rules: the ISCED categories. In Key Figures, Dutch terms are used for the various ISCED categories. The link between these terms and the Dutch education programmes is specified below.

ISCED 0: Pre-primary
Dutch years 1 and 2 in mainstream and special education; pupils aged 3 – 5

ISCED 1: Primary
Primary education and special education, from Dutch year 3; pupils from the age of 6

ISCED 2 Lower secondary
WEB assistant worker training programme (MBO level 1), elementary vocational training, VMBO course years 1-4, HAVO/VWO course years 1-3, VAVO, VSO.

ISCED 3 Upper secondary
WEB basic vocational programme (MBO levels 2-3), WEB specialist programme (levels 2-4), WEB middle-management programme (levels 3-4), HAVO/VWO course years 4-6.

ISCED 4: Post-secondary,
WEB specialist training (MBO level 4),
non-tertiary one-year HBO courses.
In Key Figures, post-secondary education is included as a part of the concept of secondary education.

ISCED 5 Tertiary, type A
4-6 year HBO and WO programmes
Bachelor's programmes in HBO and WO, WO master's

programmes; long, predominantly academic study programmes. Tertiary, type B 2-3 year HBO programmes; short vocational study programmes.

ISCED 6 Research qualifications
Trainee research assistants, trainee design engineers, PhDs, university doctor's degrees.

In the ISCED system, the Dutch BVE and VO sectors are together classified under secondary education. The Dutch HBO and WO sectors together are classified under tertiary education. It is therefore not possible to include the BVE sector and the VO sector separately in the comparisons. The same goes for HBO and WO.

OECD

The Organization for Economic Development (OECD) comprises the following countries:
Australia, Austria, Belgium, Canada, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Iceland, Italy, Japan, Korea, Luxembourg, Mexico, the Netherlands, New Zealand, Norway, Poland, Portugal, Slovakia, Spain, Sweden, Switzerland, Turkey, the United Kingdom and the United States.

EU

The EU comprises the following 27 countries: Austria, Belgium, Bulgaria, the Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and the United Kingdom.

EU-19

Of the 27 EU countries, 19 are OECD members. Consequently, many of the tables give average figures for the EU-19 countries. The following EU countries are OECD members: Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovakia, Spain, Sweden and the United Kingdom.

The EU objectives

Eurostat harmonizes and sometimes improves the underlying definitions, which is causing trend interruptions for certain countries. On its website, Eurostat published the following footnotes with the data. For more information, see: http://epp.eurostat.ec.europa.eu

- EU benchmark 1 (early school-leaving)

a) Since 5 December 2005, a more precise definition has been maintained for the level of upper secondary education. This means that, with retroactive effect for all data collected since 1998, ISCED 3c study programmes that last shorter than two years fall under the definition of lower secondary education, rather than upper secondary education.
b) The data for this indicator comes from the European Labour Force Survey. This is a survey co-ordinated by Eurostat in the member states of the European Union. Due to the introduction of harmonized concepts and definitions, the information for education and training on the following points can no longer be compared with previous years.
c) The category of upper secondary education used in international comparisons corresponds to HAVO, VWO or MBO level 2 or higher in the Netherlands.

- EU benchmark 2 (exact sciences and technology)
Figures pertain to tertiary education only and are calculated per 1000 inhabitants aged 20-29.

- EU benchmark 3 (basic qualifications)
a) See comment a under EU benchmark 1.
b) See comment c under EU benchmark 1.
Figures from 2006 are based on annual average rather than quarterly data.

- EU benchmark 4 (reading skills)
a) This data is based on the PISA reading skills studies conducted in 2000, 2003 and 2006.
b) These figures pertain to the percentage of 15-year-old pupils with scant reading skills (scale 1 or less).
c) EU averages are only available for 2000 and 2003. Figures are based on the weighted average of the EU-15 countries which were members of the OECD in 2000 and 2003.

- EU benchmark 5 (lifelong learning)
a) Figures pertain to participation in learning activities during the period of four weeks prior to the survey.
b) The data for this indicator comes from the European Labour Force Survey. This is a survey co-ordinated by Eurostat in the member states of the European Union. Due to the introduction of harmonized concepts and definitions, the information for education and training in several countries can no longer be compared with previous years.
c) See comment c under EU benchmark 3.

Notes and definitions

Expenditure as a percentage of GDP, per capita expenditure
The definition of the expenditure for education indicator, as published by the OECD in Education at a Glance 2009, contains the sum of the public and private expenditure going to educational establishments. This is, therefore, government expenditure for education excluding the costs of student finance. The spending on research at universities is also included. Also included, finally, are spending by the local governments and participants' contributions to the establishments.
For a more detailed description, see Appendix Table 14.3 and Notes and Definitions part B, section *International*.

Purchasing power parities
The education expenditures of the various countries have been converted into euros by means of purchasing power parities. Purchasing power parities are exchange rates that neutralize the purchasing power differences of the various currencies. This means that a given amount of money, converted into another currency using purchasing power parities, will buy the same amount of goods and services in all countries. The comparison of educational expenditures in euros in accordance with purchasing power parity shows, therefore, the differences in amounts of purchased goods and services, and eliminates the differences in price levels between countries.

F. Gender equality and sexual diversity

Economic independence
A person is economically independent when he or she earns 70 per cent of the minimum wage. This is the subsistence level for a single adult. Only income received for work and from self-employment is taken into consideration. Social benefits, therefore, do not contribute to economic independence, but may bolster a breadwinner's financial independence.

Labour participation rate
Net labour participation rate
The proportion of the employed workforce in the total population (the proportion of the population that actually works).
Gross labour participation rate
The proportion of the employed and unemployed workforce in the total population (the proportion of the population that, in principle, could work).
European definition
The Lisbon objectives were formulated on the basis of European definitions of labour participation. These definitions also include jobs for 1 to 12 hours a week when determining the degree of participation. In the Dutch definition, this is not the case. As a result, the European figures are higher than the figures calculated according to the Dutch definitions.

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Abbreviations

AOC	Agricultural Training Centre
AS	Academic staff
AZ	Teaching hospital
BAO	Mainstream primary education
BBCU	Cultural Expressions Funding Decree
BBL	Block or day-release in secondary vocational education
BKV	Visual arts and design funding
BL	Basic vocational programme
BOL	Full-time vocational training (MBO)
BPRC	Biomedical Primate Research Centre
BPV	Workplace training
BRIN	Basic Register of Institutions
BVE	Vocational and adult education
BZK	Ministry of the Interior
CBS	Statistics Netherlands (Dutch central bureau of statistics)
CKV	Culture and the arts
COC	Cultural Entertainment Centre
COS	Sector Councils Consultations Commission
CPB	Netherlands Bureau for Economic Policy Analysis
CPI	Consumer Price Index
CRIHO	Central Register of Higher Education Enrolment
CROHO	Central Register of Higher Education Study Programmes
CuMi	Cultural minorities
CWI	Centre for Work and Income
DGO	Personal and social services and healthcare education
DSL	Dutch as a second language
DUO	*Dienst uitvoering onderwijs*, governmental implementation agency for the education sector
EAG	Education at a Glance
EBB	Dutch National Labour Force Survey
ECN	Netherlands Energy Research Centre
ECTS	European Credit Transfer and Accumulation System
EEA	European Economic Area
EET	Economics, Ecology, Technology
EL&I	Ministry of Economic Affairs, Agriculture and Innovation
EMU	Economic and Monetary Union
EU	European Union
EUR	Erasmus University Rotterdam
Eurostat	European Union statistics agency
FES	Economic Structural Reinforcement Fund
FRE	Staff unit of account
ft	Full-time
FTE	Full-time equivalent
GBA	Municipal Basic Administration
GDP	Gross Domestic Product
GGD	Municipal Health Service
GGZ	Mental Healthcare Service
GKC	Green Knowledge Cooperation
GL	Combined programme (VMBO)
GNP	Gross National Product
GTIs	Large Technological Institutes
HALT	Dutch organization for the prevention and combat of juvenile delinquency
HAO	Tertiary agricultural education
HAVO	General secondary education
HAVOd	HAVO with certificate
HBO	Professional higher education
HBO-d	HBO with certificate
HE	Higher / tertiary education
HKS	Police regional recognition service systems
HOOP	Higher Education and Research Plan
HRST	Human Resources in Science and Technology
ICN	Netherlands Collections Institute
ICT	Information and Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
ILT	Integrated survey of school rolls
IPO	Interprovincial Consultation Agency
ISCED	International Standard Classification of Education
ITS	Institute for Applied Social Sciences
KB	Royal Library
KBB	Vocational education and industry knowledge centre
KL	Middle-management vocational programme
KNAW	Royal Netherlands Academy of Arts and Sciences
KSE	Adult education qualification structure
KUOZ	Statistics on university research
LCW	School and Course Fees Act
LEI	Agricultural Economics Institute

LFS	Labour Force Survey
LGF	Pupil-specific financing
LOM	Education for children with learning and behavioural difficulties
LWOO	Learning support (formerly IVBO, since 1999/00 including VSO-LOM)
MARIN	Netherlands Maritime Research Institute
MAVO	Junior general secondary education
MBO	Vocational education (BOL + BBL)
MBO-d	MBO with certificate
MCO	Music centre of the broadcasting system
MEE	Support agency for people with physical or mental impairments
MLK	Education for children with learning difficulties
NA	State archives
NAS	Non-academic staff
NFPK+	Netherlands Fund for the Performing Arts
NLR	National Aerospace Laboratory
NOB	Netherlands Broadcasting Company
NRF	National Restorations Fund
NT2	Dutch as a second language
NVAO	Accreditation Organisation of the Netherlands and Flanders
NWO	Netherlands Organization for Scientific Research
OAB	Policy on eliminating educational disadvantages
OCW	Ministry of Education, Culture and Science
OECD	Organization for Economic Cooperation and Development
OPDC	Special Education Centre
OSA	Institute for Labour Studies
OU	Open University
OV	Public transport
OVSK	Public transport pass for students
OWB	Research and science policy
PABO	Primary school teacher-training college
PIRLS	Progress in Reading Literacy Study
PISA	Programme for International Student Assessment
PO	Primary education
PRO	Elementary vocational training
R&D	Research and development
RACM	National service for archaeology, cultural landscape and built heritage
REC	Regional Expertise Centre
RHC	Regional History Centre
RIVM	National Institute for Public Health and the Environment
RK	Roman Catholic
RMC	Regional Registration and Coordination Centre
ROA	Research Centre for Education and the Labour Market
ROC	Regional Training Centre
RU	Radboud University Nijmegen
RUG	University of Groningen
SBAO	Special primary education
SER	Social and Economic Council of the Netherlands
SFB	Student finance policy
sgs	Combined school
SME	Small and medium-sized enterprises
SO	Special education
SPD	Higher national diploma in bookkeeping
STER	Radio and television advertising authority
STT	Netherlands Study Centre for Technology Trends
SVO	Institute for Educational Research in the Netherlands
SVO	Special secondary education (VSO-LOM + VSO-MLK)
SZW	Ministry of Social Affairs and Employment
TIMSS	Trends in International Mathematics and Science Study
TL	Theoretical programme
TNO	Netherlands Organization for Applied Scientific Research
TS17-	Study cost allowance for pupils aged 17 and under
TU/e	Eindhoven University of Technology
TUD	Delft University of Technology
UAS	University of applied sciences
ud	University lecturer
uhd	Senior university lecturer
UL	Leiden University
UM	Maastricht University
UMC	University medical centre
UNESCO	United Nations Educational, Scientific and Cultural Organization
UT	University of Twente
UU	Utrecht University
UvA	University of Amsterdam
UvT	Tilburg University
UWV	Executive agency for employee insurances
VAVO	Adult general secondary education
VBO	Pre-vocational education
VBTB	From Policy Budget to Policy Justification project

Abbreviations

VMBO	Pre-vocational secondary education (combination of MAVO, VBO, LWOO and PRO)
VNG	Association of Dutch municipalities
VO 18+	Study cost allowances for secondary school pupils aged 18 and over
VO	Secondary education
VOA	Preparatory and support activities
VSNU	Association of Dutch Universities
VSO	Secondary special education
VSV	Early school-leaving, school failure
VU	VU University Amsterdam
VVE	Pre-school and early childhood education
VWO	Pre-university education
VWO-d	VWO with certificate
VWS	Ministry of Health, Welfare and Sports
WBSO	Promotion of Research and Development Act
WEB	Adult and Vocational Education Act
WEC	Expertise Centres Act
WHW	Higher Education and Research Act
WL	Delft Hydraulics
WO	Academic higher education
WOPI	University staff information system
WP	Academic staff
WPO	Primary Education Act
WSC	Cultural Policy Special-Purpose Funding Act
WSF	Student Finance Act
WSNS	"Going To School Together" consortiums of mainstream and special schools
WTOS	Study Costs and School Fees Allowances Act
WTOS18+	Study costs allowances for participants aged 18 and over in adult education (part-time) or teacher-training programmes (full-time)
WU	Wageningen Agricultural University
WVO	Secondary Education Act
ZAT	Special needs advisory team

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