



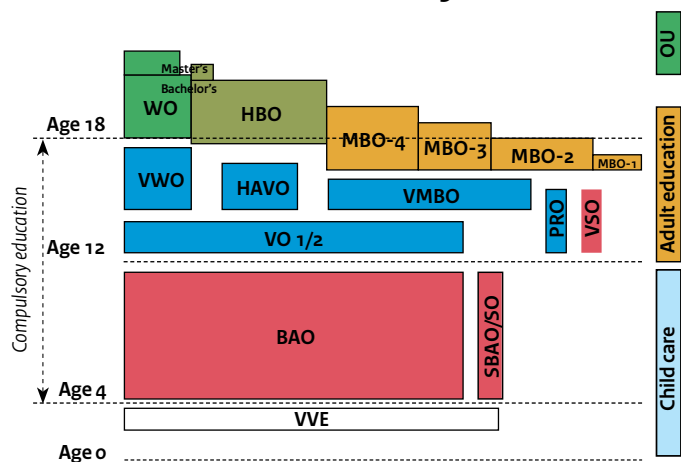
Ministry of Education, Culture and  
Science

# Key Figures 2006-2010

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

# Education, Culture and Science at a glance

## Education

The number of education participants has risen sharply in recent years. In the 2010/11 school year, nearly 3.8 million people were enrolled in government-funded education. The education provided by more than 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 nearly 440 thousand in 2010. 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 – 3.9 billion euros – is not included in these figures. Education funded by OCW accounts for nearly 330 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. In 2009, 3.3 million people attended subsidized performing arts events in the Netherlands. The number of performances declined by 11 per cent over the year before to a total of slightly more than 13 thousand. In 2009, OCW spent 185 million euros on the performing arts, i.e., 7 million euros less than the year before. This means that spending per visit declined from approximately 62 euros to 56 euros. In 2010, OCW spent 179 million euros on the performing arts.

In 2009, the 30 subsidized museums recorded 5.5 million visitors. These museums received over 196 million euros via OCW in 2009, which breaks down into some 36 euros per visit. OCW expenditure on museums in 2010 amounted to 201 million euros.

In 2010, public broadcasters had about a 38 per cent share of viewers (between 18.00 and 24.00 hours). OCW spent 756 million euros on national broadcasters in 2010.

## Science

OCW advocates a research climate that contributes to a knowledge society. Thus, in 2009, the universities published nearly 62 thousand scientific publications, 3.5 thousand doctoral theses and over 13 thousand specialized publications. A total of 34 thousand researchers (FTEs) were employed in Research and Development (R&D) in the academic higher education sector in 2009. At research institutes the number of researchers totalled approximately 11 thousand. OCW expenditure on research and science amounted to 1235 million euros in 2010. This figure does not include the financing of research via universities.

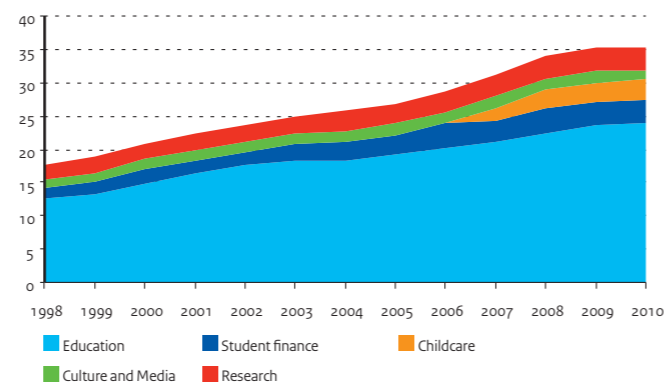
## Childcare and Gender equality

In 2006, the policy areas of childcare and gender equality were transferred to the Ministry of OCW.

Expenditure on childcare in 2006 is accounted for in the annual reports of the Ministry of Social Affairs and Employment (SZW). The figures for expenditure on childcare over 2006 and 2007 are not comparable. For instance, expenditure figures for 2006 are exclusive of the contributions made by employers, while the figures for 2007 are inclusive. With effect from 2007 the expenditures are accounted for in the OCW annual reports. OCW spending on childcare increased from more than 2 billion euros in 2007 to nearly 3.5 billion euros in 2010. In 2010, the policy area of childcare was transferred back to the Ministry of SZW.

Figure 1.1 | Net OCW expenditure

By main task, including other expenditure (x € 1 billion)



## 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.

## Source

Various sources; see next chapters

## Notes

- Excluding green education.

## Source

OCW annual reports, SZW annual reports (2006)

## Notes

- OCW expenditure: derived from Table 1.1.
- Childcare: in 2006 provided by SZW.
- Other expenditure: Other programme expenditure, General OCW expenditure and Other non-policy items.

Table 1.1 | Results

	2006	2007	2008	2009	2010
<b>Education (numbers x 1000)</b>					
Participants	3,675.3	3,705.2	3,722.5	3,760.6	3,792.0
VO, MBO, HBO and WO qualifications	410.1	418.6	424.2	431.8	439.9
Numbers leaving with VO, MBO, HBO or WO qualifications	178.6	182.9	187.8	189.8	198.4
<b>Culture and the Media</b>					
Performing arts attendance (NLD) (numbers x 1000)	3,202	3,330	3,085	3,340	--
Visits to subsidized museums (numbers x 1000)	5,925	5,684	5,522	5,556	--
Public broadcasting as a percentage of viewing figures	33.9	33.1	37.3	36.8	37.6
<b>Science (universities, numbers)</b>					
Publications	59,875	60,862	63,026	61,824	--
Doctoral theses	3,140	3,187	3,254	3,537	--
Specialist publications	13,212	12,959	13,378	13,561	--

Table 1.2 | Institutions and staff

	2006	2007	2008	2009	2010
<b>Education (numbers)</b>					
Institutions	8,332	8,292	8,283	8,266	8,232
Staff (FTEs x 1000)	314.7	320.4	321.6	327.1	328.5
<b>Culture and the Media (numbers)</b>					
Subsidized museums	30	30	30	30	30
Groups	191	191	191	158.0	--
<b>Science (FTEs x 1000)</b>					
R&D staff in tertiary education	32.2	32.4	33.2	34.1	--
R&D staff at research institutes	12.8	12.1	12.2	11.4	--

Table 1.3 | Expenditure (x € 1 million)

	2006	2007	2008	2009	2010
<b>OCW expenditure</b>	<b>29,341.3</b>	<b>31,920.4</b>	<b>34,732.9</b>	<b>36,285.5</b>	<b>37,099.0</b>
Education	22,475.8	23,345.5	24,646.8	25,978.7	26,259.7
Student finance	3,864.6	3,550.2	4,060.1	3,786.8	3,917.4
Childcare	(931.0)	2,064.2	2,838.1	3,078.8	3,352.8
Culture and the Media	1,691.3	1,657.6	1,834.9	1,836.8	1,892.9
Science	926.2	971.9	1,018.3	1,167.4	1,235.0
Other expenditure	383.3	331.0	334.6	437.0	441.1
<b>EL&amp;I spending on education</b>	<b>660.3</b>	<b>691.5</b>	<b>723.9</b>	<b>755.7</b>	<b>756.3</b>



## 2 | Education national Pupils and students

### Enrolment in education

In 2010, nearly 3.7 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 2010, particularly among 20-year-olds. In 1990, almost 46 per cent of 20-year-olds were enrolled in education, versus over 68 per cent in 2010. Primary education (PO) accommodated almost 1.7 million pupils in 2010, secondary education (VO) accommodated 940 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 2006, enrolment figures have picked up since last year. Enrolment in primary and secondary education is largely determined by demographic factors.

In recent years, enrolment in MBO has been rising. MBO numbered nearly 507 thousand students in 2008; by 2010, this figure had risen to more than 525 thousand: an increase of more than 3.5 per cent.

The increase in enrolment figures is even more marked in professional higher education (HBO) and academic higher education (WO). In 2008, 383 thousand students were enrolled in HBO and 219 thousand in WO. In 2010, the numbers rose to more than 416 thousand and 240 thousand, respectively. Within HBO, the number of part-time students rose by nearly 1 per cent in 2010, compared to 2009; enrolment in full-time programmes rose by nearly 4 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 over 46 thousand pupils in 2006 to nearly 43 thousand pupils in 2010. Enrolment in special education (SO) rose by approximately 200 pupils compared to 2009 and now totals more than 34 thousand pupils, which is still below the figure of nearly 36 thousand recorded in 2006. The number of pupils in secondary special education (VSO), on the other hand, rose considerably: from 26 thousand in 2006 to nearly 35 thousand in 2010. In both (special) primary schools and secondary schools, the number of pupils receiving peripatetic supervision rose as well: in (special) primary education from nearly 19 thousand in 2006 to 21 thousand in 2010; in secondary education from more than 10 thousand in 2006 to nearly 16 thousand in 2010.

Enrolment in elementary vocational training (PRO) and learning support programmes (LWOO) rose to a total of 129 thousand pupils in 2007 (including green education). In 2010, however, enrolment fell to nearly 125 thousand pupils.

Figure 2.9 | Trends in enrolment levels

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

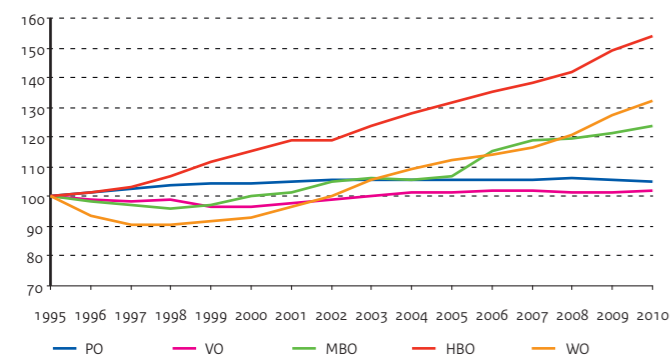
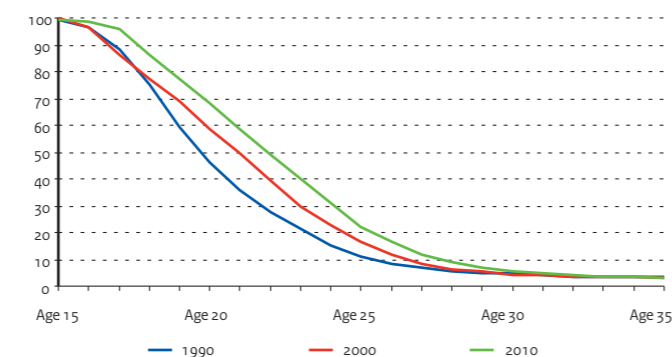


Figure 2.10 | Dutch participation in education by age

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



### 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 2.1 | Enrolment in education (numbers x 1000)

	2006	2007	2008	2009	2010
<b>Total</b>	<b>3,675.3</b>	<b>3,705.2</b>	<b>3,722.5</b>	<b>3,760.6</b>	<b>3,792.0</b>
<b>Primary education overall</b>	<b>1,657.1</b>	<b>1,661.9</b>	<b>1,663.8</b>	<b>1,659.2</b>	<b>1,653.3</b>
Mainstream primary education	1,548.9	1,552.3	1,553.4	1,548.3	1,541.4
Special primary education	46.3	44.9	44.1	43.3	42.9
Special education	35.8	36.4	34.4	34.2	34.4
Secondary special education	26.1	28.2	31.9	33.4	34.6
<b>Secondary education overall</b>	<b>942.7</b>	<b>941.3</b>	<b>934.6</b>	<b>934.7</b>	<b>940.2</b>
Transition years 1+2	329.6	326.9	324.3	327.4	333.7
<b>VMBO</b>	<b>166.3</b>	<b>158.6</b>	<b>153.2</b>	<b>149.4</b>	<b>147.0</b>
HAVO	141.9	145.3	145.7	149.4	151.1
VWO	155.9	161.2	164.4	163.7	164.8
Special needs pupils (PRO and LWOO)	112.4	113.8	112.6	111.9	111.7
VMBO green	21.6	20.2	19.7	19.0	18.6
LWOO green	15.1	15.2	14.7	14.0	13.2
<b>Adult general secondary education overall</b>	<b>12.3</b>	<b>13.5</b>	<b>15.4</b>	<b>17.1</b>	<b>16.8</b>
<b>Vocational education overall</b>	<b>490.1</b>	<b>503.3</b>	<b>506.7</b>	<b>515.5</b>	<b>525.4</b>
BBL	129.4	147.0	156.8	155.4	157.6
BOL full-time	322.0	319.0	313.2	322.0	328.7
BOL part-time	13.0	11.1	9.6	8.7	8.9
BOL green	17.0	17.0	6.9	17.7	18.7
BBL green	8.8	9.2	10.2	11.7	11.5
<b>Professional higher education overall</b>	<b>365.8</b>	<b>373.8</b>	<b>382.9</b>	<b>402.4</b>	<b>416.2</b>
HBO full-time	304.0	312.8	321.4	338.6	351.9
HBO part-time	61.8	61.1	61.5	63.8	64.3
of which HBO green	(8.3)	(8.0)	(8.0)	(8.5)	(8.9)
<b>Academic higher education overall</b>	<b>207.2</b>	<b>211.4</b>	<b>219.1</b>	<b>231.7</b>	<b>240.2</b>
WO	202.7	206.7	214.0	226.0	233.8
WO green	4.5	4.7	5.2	5.7	6.4

Table 2.2 | Numbers receiving peripatetic supervision (x 1000)

	2006	2007	2008	2009	2010
In (special) primary education	18.7	21.3	22.1	21.8	21.1
In secondary education	10.5	13.1	14.5	15.8	15.7

### Source

OCW (DUO)

### Notes

- Pupils receiving supervision from an Expertise Centre

## 2 | Education national

# Pupils and students

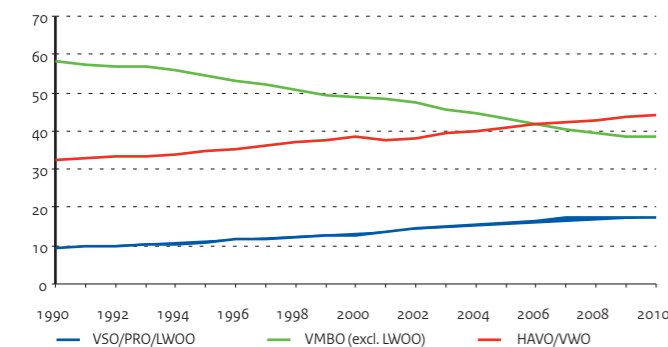
### Distribution of pupils in secondary year three

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 17.5 per cent in 2010. In 1990, VMBO pupils (excluding LWOO) accounted for over 58 per cent of enrolment in the third year of secondary education. By 2010 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 2010, their share had risen to over 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 2006. In subsequent years, the distribution remained fairly constant. In 1990, the boy-girl ratio was 64:36, versus 57:43 in 2010. 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 47 per cent of total enrolment in 2010; 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 2010. 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.

**Figure 2.11 | Differentiation in secondary year 3**

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



### Student transfers in the education system

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

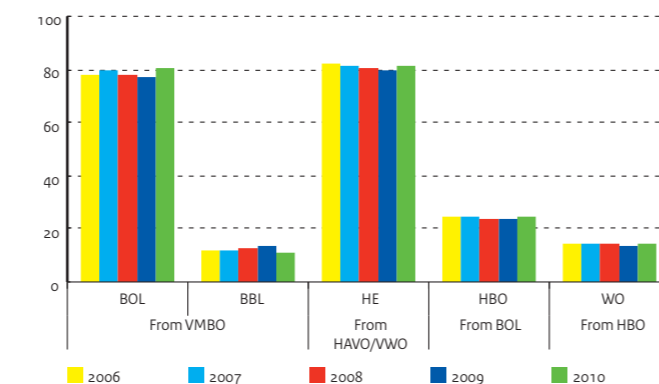
In 2009, nearly 200 thousand pupils left secondary education (VO), either with or without a certificate. 50 per cent of these pupils transferred to secondary vocational education (MBO), more than 18 per cent to professional higher education (HBO) and 11 per cent to academic higher education (WO). The remaining pupils mainly left government-funded education and a small proportion was placed back into secondary special education (VSO, in the table under PO).

In 2010, more than 80 per cent of VMBO certificate holders transferred to a vocational training programme (BOL) in MBO, while nearly 11 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 171 thousand students that left MBO in 2009 (with or without a certificate), 14 per cent transferred to HBO. The rest did not enrol in government-funded education the next year. Transfer rates from MBO to HBO went up again last year. Across the board, MBO, HBO and WO are regarded as final education. Yet more than 9 per cent of tertiary education graduates continue on to follow other HBO or WO programmes.

**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.

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

		1990	2000	2006	2007	2008	2009	2010
<b>Total</b>		<b>203.1</b>	<b>203.8</b>	<b>212.3</b>	<b>208.8</b>	<b>207.9</b>	<b>205.8</b>	<b>203.5</b>
VSO (age 15)	Boys	1.2	2.2	3.4	3.8	4.1	4.2	4.3
	Girls	0.6	1.0	1.5	1.6	1.7	1.8	1.7
PRO (age 15)	Boys	1.4	2.4	3.5	3.5	3.3	3.3	3.1
	Girls	0.8	1.4	2.3	2.4	2.3	2.3	2.2
LWOO	Boys	9.5	11.8	13.0	13.2	12.9	12.9	12.8
	Girls	5.4	7.5	11.5	12.2	11.9	11.6	11.5
VMBO (excl. LWOO)	Boys	62.3	51.7	46.9	44.7	43.8	42.1	41.3
	Girls	56.2	47.7	41.7	39.2	38.6	37.5	37.1
HAVO	Boys	16.3	20.1	23.1	22.9	22.8	23.2	23.0
	Girls	18.3	22.3	23.7	23.5	23.6	24.2	23.8
VWO	Boys	15.1	16.1	19.2	19.1	19.6	19.9	20.0
	Girls	16.1	19.6	22.5	22.7	23.2	22.8	22.7

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

From	To	PO	VO	MBO	HBO	WO	Leaving education
PO	2006		189.0	1.0			19.2
	2007		190.9	0.9			15.4
	2008		187.8	0.9			14.4
	2009		190.3	1.1			14.0
VO	2006	1.6		101.9	33.8	21.0	39.5
	2007	1.9		102.0	35.0	21.7	37.5
	2008	1.6		100.2	36.1	22.9	41.0
	2009	1.6		98.4	36.4	24.2	37.0
MBO	2006				23.2		137.3
	2007				23.3		141.4
	2008				22.9		150.1
	2009				24.1		147.0
HBO	2006					9.1	89.1
	2007					9.1	93.3
	2008					8.6	96.4
	2009					9.6	93.0
WO	2006				4.2		43.6
	2007				4.1		45.3
	2008				4.2		43.7
	2009				4.4		44.2
No form of education	2006		208.1	11.7	68.3	46.5	19.3
	2007		210.6	5.3	74.5	21.4	
	2008		204.1	6.7	74.8	50.2	23.0
	2009		200.2	7.2	79.9	56.6	26.6

## 2 | Education national 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 2010, which is on a par with 2009. In recent years, this success rate has been fluctuating between 83 and 84 per cent. In secondary vocational education (MBO), the expected success rate rose from 71 per cent in 2008 to 77 per cent in 2010. In 2010, the expected success rate in professional higher education (HBO) dropped by 3 percentage points compared to 2009, viz. to 70 per cent. In academic higher education (WO) the expected success rate fell by 1 percentage point to 69 per cent in 2010. Expected success rates in HBO and WO remained virtually unchanged in comparison with 2006.

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 2006.

In VMBO, the average duration of study in 2010 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 2006 to 2009; in 2010, it amounted to 4.7 years. In WO the average expected duration of study was 5.4 years in 2010.

In 2008, 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 a clear increase in the number of certificate holders in the period from 2000 to 2010. In 2010, nearly 440 thousand young people obtained a certificate. This breaks down into over 176 thousand in secondary education, 170 thousand in MBO and 94 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)

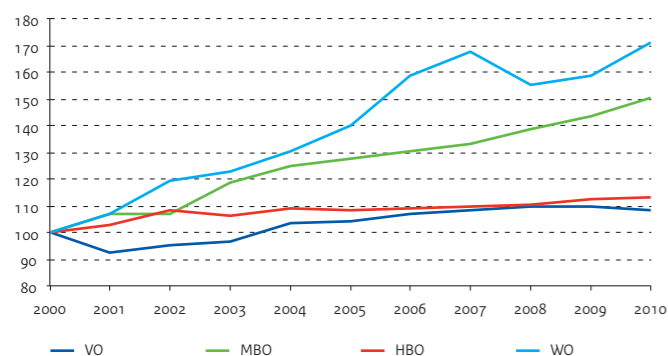
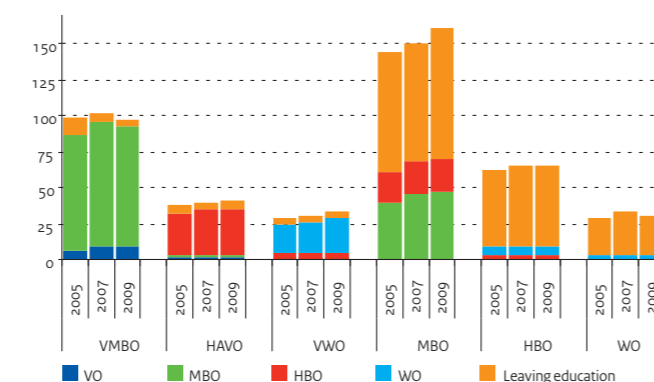


Figure 2.14 | Qualified school-leavers by destination

Differentiation by destination, numbers x 1 000 (incl. green education)



#### 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.

#### Source

OCW (DUO)

#### Notes

- The average number of years a participant is enrolled in education.

- See Appendix Notes and Definitions, part C.

#### 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.

Table 2.5 | Expected chances of success (in percentages)

	2006	2007	2008	2009	2010
VO	83	84	83	84	84
MBO	72	72	71	74	77
HBO	72	70	69	73	70
WO	69	72	70	70	69

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

	2006	2007	2008	2009	2010
VMBO	4.1	4.1	4.1	4.1	4.2
HAVO	5.2	5.2	5.2	5.3	5.3
VWO	6.1	6.1	6.1	6.1	6.2
HBO	4.5	4.6	4.6	4.7	4.7
WO	5.5	5.4	5.5	5.4	5.4

Table 2.7 | Qualified leavers with and without basic qualification (numbers x 1 000)

	2006	2007	2008	2009	2010
<b>Without basic qualification</b>					
VO (VMBO)	102.7	102.8	101.0	98.3	95.7
VMBO (BL+KL)	54.7	53.9	51.6	49.4	47.9
VMBO (GL+TL)	47.9	48.9	49.4	48.9	47.9
<b>MBO (level 1)</b>	<b>12.8</b>	<b>13.4</b>	<b>13.7</b>	<b>13.1</b>	<b>15.7</b>
BBL	4.6	5.1	6.0	6.1	8.0
BOL-ft	7.6	7.7	7.2	6.4	7.2
BOL-pt	0.6	0.6	0.5	0.6	0.5
<b>With basic qualification</b>					
<b>VO (HAVO/VWO)</b>	<b>71.4</b>	<b>73.8</b>	<b>77.7</b>	<b>80.3</b>	<b>80.8</b>
HAVO	40.8	42.3	43.9	44.7	44.3
VWO	30.6	31.5	33.8	35.6	36.5
<b>MBO (level 2 - 4)</b>	<b>133.6</b>	<b>136.7</b>	<b>141.9</b>	<b>148.3</b>	<b>153.4</b>
BBL	48.6	48.2	52.8	58.9	62.7
BOL-ft	81.5	85.2	85.5	86.1	87.1
BOL-pt	3.5	3.4	3.6	3.3	3.6
<b>HBO</b>	<b>59.6</b>	<b>60.0</b>	<b>60.4</b>	<b>61.6</b>	<b>61.8</b>
HBO-ft	48.3	50.1	50.7	52.0	52.4
HBO-pt	11.3	9.9	9.7	9.6	9.4
<b>WO</b>	<b>30.1</b>	<b>31.8</b>	<b>29.5</b>	<b>30.1</b>	<b>32.4</b>

# 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 2009. 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 36 per cent and 42 per cent respectively in 2009.

## 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 and 74 per cent in 2008. The employment participation rate levelled off in 2009; approximately three-quarters of the population held a paid job in that year. 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 2009. 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 2009 the Dutch economy hit a rough patch, which impacted on unemployment. For example, the unemployment rate among ages 25 to 64 increased from 3.2 per cent in 2008 to 4.0 per cent in 2009, which is nonetheless lower than the 5.7 per cent recorded in 2005. A person's level of education also plays a part when it comes to finding or keeping a paid job. In 2009, 3.0 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 approximately twice as high: 5.7 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 2009, 84 per cent of men aged 25 to 64 held a paid job, versus 64 per cent of women. These differences between men and women diminish inversely proportional to the level of education and also with age. 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, 4.5 per cent were unemployed, versus 3.6 per cent among men.

Figure 2.15 | Education level of the Dutch population

Differentiation in age bracket 25-34, by level of education, in percentages

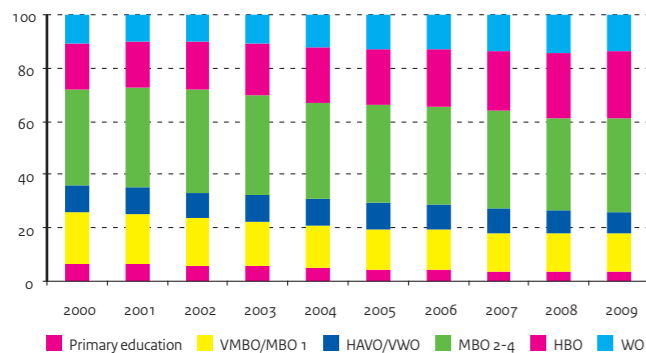
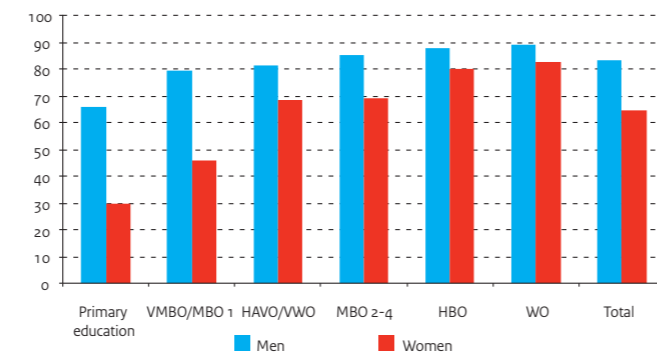


Figure 2.16 | Net labour market participation by gender

In percentages of age bracket 25-64, by level of education, 2009



## 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.

## 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.

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

	1996	1998	2000	2005	2006	2007	2008	2009
<b>Population (x 1000)</b>	<b>8,585</b>	<b>8,731</b>	<b>8,856</b>	<b>9,003</b>	<b>9,007</b>	<b>9,011</b>	<b>9,018</b>	<b>9,017</b>
Primary education	11.9	11.2	11.1	8.3	7.9	7.5	7.5	7.6
VMBO/MBO 1	25.4	24.4	23.6	20.9	20.5	20.0	20.1	19.6
HAVO/VWO	8.0	8.0	8.1	8.3	7.9	7.9	7.3	6.9
MBO 2-4	32.7	32.7	32.1	33.2	33.9	34.1	33.6	33.8
HBO	14.3	14.9	15.8	17.6	17.8	18.2	19.2	19.9
WO	7.3	8.4	8.8	10.7	11.0	11.2	11.4	11.4
Unknown	0.3	0.4	0.5	1.0	1.1	1.0	0.8	0.7

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

	1996	1998	2000	2005	2006	2007	2008	2009
<b>A) Net labour market participation</b>								
<b>Total</b>	<b>63</b>	<b>67</b>	<b>69</b>	<b>69</b>	<b>70</b>	<b>72</b>	<b>74</b>	<b>74</b>
Primary education	36	39	42	41	42	44	46	46
VMBO/MBO 1	51	54	56	57	58	59	61	61
HAVO/VWO	65	69	72	67	68	70	74	75
MBO 2-4	70	73	75	74	75	76	77	77
HBO	78	81	81	81	82	84	85	84
WO	84	87	88	83	83	84	86	86
<b>B) Unemployment rates</b>								
<b>Total</b>	<b>6.7</b>	<b>4.6</b>	<b>3.3</b>	<b>5.7</b>	<b>4.8</b>	<b>3.9</b>	<b>3.2</b>	<b>4.0</b>
Primary education	13	11	7	11	10	7	6	7
VMBO/MBO 1	9	6	4	7	6	5	4	5
HAVO/VWO	8	5	4	7	7	6	4	5
MBO 2-4	5	4	3	5	4	4	3	4
HBO	5	3	3	4	3	2	2	3
WO	5	3	2	5	4	3	3	3

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

	1996	1998	2000	2005	2006	2007	2008	2009
<b>Proportion of tertiary education graduates</b>								
<b>Total</b>	<b>23</b>	<b>26</b>	<b>28</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>39</b>	<b>39</b>
Men	25	26	29	33	33	34	36	36
Women	22	25	27	35	37	38	41	42

## Source

CBS (Labour Force Survey)

## Notes

- Proportion of HBO/WO graduates "in percentages"



## 2 | Education national Institutions and staff

### Number of institutions

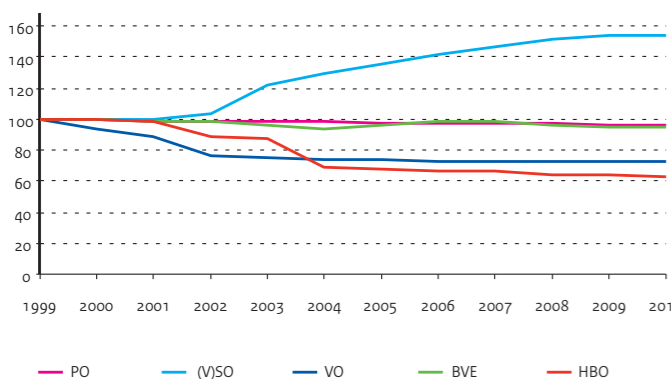
The number of primary and secondary schools has fallen slightly in recent years. In (secondary) special education (V)SO, the number of sites has been increasing since 2002. There are two reasons for this. First, the Juvenile Judicial Facilities (JJs) have been counted as education institutions since 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 academic higher education sector has remained virtually the same over the past years. The professional higher education sector showed a downward trend in the period 1999 to 2010. This drop in the number of institutions 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.

### Average size of institutions

In spite of the steady decline in the number of primary schools, the average enrolment has remained constant over the past few years, viz. 221 pupils. The average size of secondary schools has gradually increased since 2006. In 2010, secondary schools accommodated an average of 1,406 pupils. The average size of universities of applied sciences rose significantly to 11,637 students in 2010. The reason for this lies not only in economies of scale (mergers), but also in the increase in the number of HBO students.

Figure 2.17 | Number of establishments

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



### Staff

In 2010, the number of full-time jobs in the education sector (PO, VO and BVE) totalled 260 thousand. This means that in one year, employment opportunities decreased by nearly a thousand full-time jobs. Once again, the proportion of the over-50s increased in these sectors. At 51.5 per cent, the proportion of staff over the age of 50 is highest in the vocational and adult education sector.

The share of women in primary education is now fairly stable. For the third year in a row, women constitute 81 per cent of teaching staff in the primary education sector. Well over one-third (37 per cent) of head teachers is female.

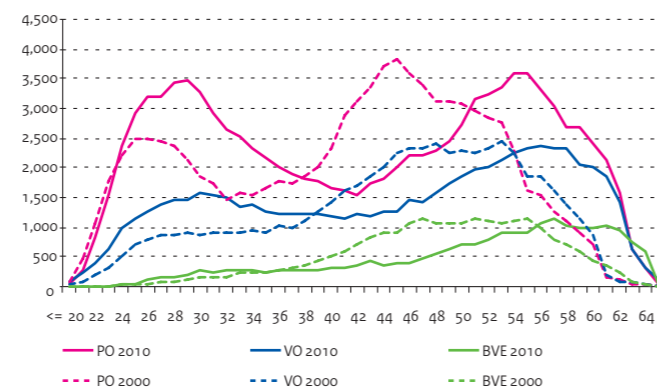
The share of female teachers in the secondary education sector increased to more than 44 per cent. About one-fourth (26 per cent) of head teachers in the secondary education sector are women.

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 increased, however: from 34 per cent in 2009 to 37 per cent in 2010.

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 2.18 | Age distribution of staff

Number of FTEs per age, 2000 and 2010



### Source

OCW (DUO)

### Notes

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

### 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.

Table 2.11 | Educational establishments, numbers and size

	2006	2007	2008	2009	2010
<b>A) Number of institutions</b>					
Primary schools	7,572	7,537	7,528	7,515	7,480
Secondary schools	650	645	647	644	646
Vocational/adult education	61	61	60	59	59
Professional higher education	37	37	36	36	35
Academic higher education	12	12	12	12	12
<b>B) Average size of educational establishments</b>					
Primary schools	219	220	221	221	221
Secondary schools	1,394	1,404	1,391	1,400	1,406
Vocational/adult education	7,613	7,821	7,994	8,238	8,393
Professional higher education	9,661	9,888	10,413	10,942	11,637
Academic higher education	16,894	17,223	17,831	18,836	19,480

Table 2.12 | Staff

	2006	2007	2008	2009	2010
<b>A) Number of staff (in FTEs x 1000)</b>					
Primary schools	131.5	132.0	133.4	134.8	133.1
Secondary schools	84.2	85.6	85.6	87.7	88.0
Vocational/adult education	36.8	38.4	38.1	38.3	38.9
Professional higher education	25.6	27.4	28.6	29.4	--
Academic higher education	36.6	36.9	37.7	39.1	--
<b>B) Percentage aged 50 and older (FTE basis)</b>					
Primary schools	35.4	36.8	37.7	38.9	39.7
Secondary schools	43.0	43.7	44.3	45.6	46.1
Vocational/adult education	46.5	47.5	48.9	50.6	51.5
Professional higher education	39.6	39.8	40.5	41.8	--
Academic higher education	27.7	28.0	29.0	29.0	--
<b>C) Percentage of women (FTE basis)</b>					
Primary schools	74.5	75.6	76.4	76.9	77.4
Secondary schools	41.4	42.5	42.3	43.8	44.6
Vocational/adult education	47.7	48.5	48.6	49.2	49.7
Professional higher education	46.1	47.3	48.5	49.3	--
Academic higher education	39.5	40.2	41.0	42.0	--

## 2 | Education national Institutions and staff

### Job vacancies

The number of unfilled vacancies in the primary education sector nearly halved in the 2009/10 school year: from 1,040 in 2008/09 to 540 in 2009/10. This fall is mainly caused by a decrease in the number of unfilled teaching jobs. In the 2009/10 school year, primary schools had 320 unfilled teaching jobs, i.e., some 350 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 Amsterdam and, to a slightly lesser degree, Utrecht and The Hague. In addition, special schools have more unfilled job vacancies than mainstream primary schools. In the secondary education sector, the number of unfilled job vacancies rose from 250 in the 2008/09 school year to 350 in 2009/10. This rise is mainly due to an increasing number of unfilled teaching jobs. In the 2009/10 school year, unfilled vacancies totalled on average 100 more 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) fell slightly: from 280 in the 2008/09 school year to 240 in 2009/10. Both the unfilled teaching jobs and the job vacancies for ancillary staff dropped.

### 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.

### 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 primary education, the absence rate rose slightly again to 6.2 per cent. In special education, the absence rate remained stable at 6.7 per cent. In secondary education, the absence rate rose very slightly: from 5.1 per cent in 2008 to 5.2 per cent in 2009. In professional higher education, the absence rate dropped considerably in 2009: to 4.3 per cent. In academic higher education, absence rates also fell slightly.

Figure 2.19 | Vacancies in primary and secondary education

As a percentage of job opportunities, 2009/10

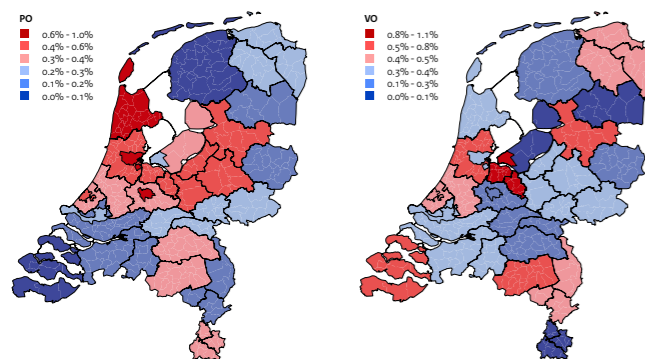
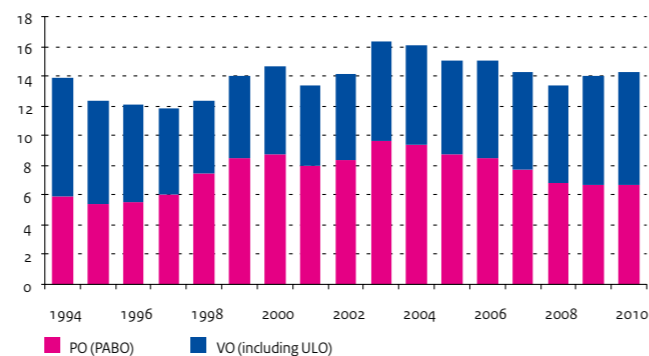


Figure 2.20 | Intake in teacher-training programmes

Numbers x 1 000



### Source

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

### Notes

- Last column pertains to 2009/10 school year.

### Source

OCW (DUO: 1 HE figure 2010)

### Notes

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

### 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.

Table 2.13 | Average number of unfilled vacancies

	2006	2007	2008	2009	2010
<b>Primary education overall</b>	<b>410</b>	<b>630</b>	<b>720</b>	<b>1,010</b>	<b>540</b>
Management	150	180	190	210	160
Teachers	190	330	410	670	320
Support staff	70	120	120	130	60
<b>Secondary education overall</b>	<b>210</b>	<b>430</b>	<b>530</b>	<b>250</b>	<b>350</b>
Management	20	50	50	40	50
Teachers	150	320	400	160	270
Support staff	40	60	80	50	30
<b>Vocational education overall</b>	<b>250</b>	<b>550</b>	<b>600</b>	<b>280</b>	<b>240</b>
Management	10	20	20	10	30
Teachers	130	270	270	150	110
Support staff	110	260	310	120	100
<b>PO, VO and MBO overall</b>	<b>870</b>	<b>1,610</b>	<b>1,850</b>	<b>1,540</b>	<b>1,130</b>
of which teachers	470	920	1,080	980	700

Table 2.14 | First-year students and graduates of teacher-training colleges

	2006	2007	2008	2009	2010
<b>Intake, primary school teacher training</b>	<b>8,550</b>	<b>7,670</b>	<b>6,870</b>	<b>6,740</b>	<b>6,630</b>
Full-time	7,450	6,750	6,080	5,920	5,720
Part-time	1,100	920	790	820	910
<b>Graduates, primary school teacher training</b>	<b>7,230</b>	<b>7,160</b>	<b>6,560</b>	<b>5,880</b>	<b>5,290</b>
Full-time	5,140	5,420	5,050	4,580	4,210
Part-time	2,090	1,740	1,510	1,300	1,080
<b>Intake, secondary school teacher training</b>					
<b>(HBO: first-year students, ULO: numbers enrolled)</b>	<b>6,550</b>	<b>6,570</b>	<b>6,510</b>	<b>7,230</b>	<b>7,640</b>
HBO-ft	4,230	4,240	4,170	4,520	4,600
HBO-pt	1,280	1,250	1,230	1,390	1,450
ULO	1,040	1,080	1,110	1,320	1,590
<b>Graduates, secondary school teacher training</b>	<b>4,790</b>	<b>4,660</b>	<b>4,620</b>	<b>4,760</b>	<b>5,210</b>
HBO-ft	2,120	2,370	2,350	2,560	2,770
HBO-pt	1,950	1,660	1,660	1,610	1,720
ULO	720	630	610	590	720

Table 2.15 | Absence due to illness in education

	2005	2006	2007	2008	2009
Mainstream primary education	5.9	5.8	5.9	6.0	6.2
Special education	6.4	6.3	6.8	6.7	6.7
Secondary education	5.4	5.0	5.1	5.1	5.2
Secondary vocational education	5.9	5.8	5.7	5.8	5.8
Professional higher education	4.5	4.5	4.5	4.7	4.3
Academic higher education	3.4	3.2	3.1	3.1	3.0
Research institutes	2.9	2.7	3.0	3.1	3.2

## 2 | Education national Institutions and staff

### Job mix

Teachers play a key role in boosting the quality of education and bolstering educational achievement. The threatening qualitative and quantitative shortages in the education labour market have put this role under pressure. One of the main components in the incentive measures laid down in the *Actieplan LeerKracht* [Action Plan for the Teaching Force] focuses on strengthening the job mix. The object of the job mix is a substantial increase in the share of teachers in higher salary scales.

Early in 2009, secondary schools within the Randstad conurbation were the first to receive financial resources to this end. For primary education, resources will be available with effect from 1 August 2010. Institutions in the vocational education (MBO) and professional higher education (HBO) sectors have been receiving additional funds to appoint more teachers in higher salary scales since the autumn of 2009.

In primary education, the share of teachers in the higher LB scale has quadrupled since October 2008: from 1.4 per cent to 6.7 per cent in October 2010.

In recent years, a large number of secondary school teachers has been promoted to the higher LC scale. Nationwide, their share increased from 18.6 per cent in 2008 to 25.9 per cent in October 2010. In the Randstad conurbation, the share of teachers in salary scale LC rose from 19.6 to 33.7 per cent between October 2008 and October 2010.

#### Source

OCW (DUO: institutions' salary records), adapted by CentERdata

#### Notes

- 2006 to 2010, reference date 1 October.

#### Source

OCW (DUO: institutions' salary records), adapted by CentERdata

#### Notes

- 2006 to 2010, reference date 1 October.

**Table 2.16 | Job mix in primary education (full-time jobs, in percentages)**

A) Mainstream primary education	2006	2007	2008	2009	2010
Salary scale LA	98.7	98.6	98.5	98.0	93.3
Salary scale LB	1.2	1.3	1.4	1.9	6.7
Salary scale LC	0.1	0.1	0.1	0.1	0.1
B) Special primary education					
Salary scale LA	0.1	0.2	0.5	0.5	0.3
Salary scale LB	97.9	97.8	97.8	97.4	96.3
Salary scale LC	2.0	2.0	1.7	2.1	3.4

**Table 2.17 | Job mix in secondary education (full-time jobs, in percentages)**

A) Secondary schools within Randstad areas	2006	2007	2008	2009	2010
Salary scale LB	65.5	64.3	63.8	57.4	48.3
Salary scale LC	16.5	18.4	19.6	26.0	33.7
Salary scale LD	17.6	17.0	16.3	16.4	17.8
Salary scale LE	0.3	0.3	0.3	0.3	0.3
B) Secondary schools outside Randstad areas					
Salary scale LB	63.7	64.3	64.3	62.9	61.3
Salary scale LC	17.3	17.5	18.1	19.5	20.0
Salary scale LD	18.6	17.9	17.3	17.3	17.8
Salary scale LE	0.4	0.4	0.3	0.3	0.3

## 2 | Education national 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 2010, OCW spending on education institutions totalled more than 29.8 billion euros. This amount includes student grants and loans and WO research. This figure for OCW spending deviates from the CBS figures that are based on the OECD definition. In 2010, OCW spending on education amounted to 5.1 per cent of GDP (most recent figures). This is on a par with 2009. OCW spending on education in 2010 amounted to 15.9 per cent of government spending, which is a decrease of approximately 1 percentage point compared to 2009.

Figure 2.21 | Government spending on education

Expenditure according to CBS definition (x € 1 billion)

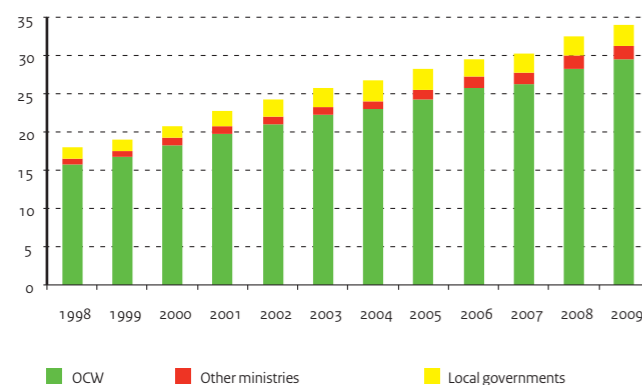
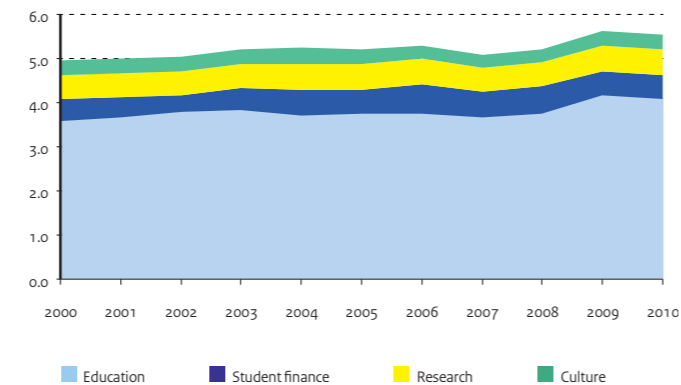


Figure 2.22 | OCW expenditure as a percentage of GDP

Net OCW expenditure, GDP according to CBS Statline



### Source

<http://statline.cbs.nl>

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 Definitions, Table 15.3.

- The percentages have been calculated on the basis of the OECD definitions.

### Source

OCW annual reports

### Notes

- Amounts calculated on the basis of Table 15.1; expenditure has been netted with certain revenues and apportioned other expenditure.

- See Appendix Notes and Definitions, part B.

### 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.

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

	2005	2006	2007	2008	2009
<b>A) Total government expenditure (CBS)</b>	<b>28,147</b>	<b>29,486</b>	<b>30,258</b>	<b>32,548</b>	<b>33,926</b>
OCW according to CBS	24,223	25,704	26,212	28,232	29,412
Other Ministries (EL&I and VWS)	1,259	1,523	1,645	1,796	1,869
Local governments	2,665	2,260	2,400	2,519	2,646
<b>B) Spending on education according to CBS and OECD as a percentage of GDP</b>					
CBS (government spending on education)	5.5	5.5	5.3	5.5	5.9
OECD (national spending on educational institutions)	5.8	5.6	5.5	5.6	6.2
CBS (national spending on education)	6.3	6.3	6.1	6.3	6.9

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

	2006	2007	2008	2009	2010
<b>OCW overall</b>	<b>26,187.7</b>	<b>26,669.4</b>	<b>28,448.8</b>	<b>29,440.5</b>	<b>29,843.1</b>
Primary education	8,356.7	8,625.9	9,036.6	9,646.4	9,555.6
Secondary education	5,804.5	6,048.7	6,543.9	6,839.5	7,034.6
Vocational and adult education	3,168.5	3,231.6	3,375.9	3,536.2	3,547.6
Professional higher education	1,859.8	2,047.6	2,178.0	2,341.5	2,524.6
Academic higher education	3,438.5	3,544.9	3,709.8	3,815.2	3,866.4
Student finance	3,559.7	3,170.6	3,604.6	3,261.7	3,314.3

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

	2006	2007	2008	2009	2010
<b>OCW spending on education (x € 1 million)</b>	<b>26,187.7</b>	<b>26,669.4</b>	<b>28,448.8</b>	<b>29,440.5</b>	<b>29,843.1</b>
GDP (at market prices x € 1 billion)	540.2	571.8	596.2	572.0	590.1
Central government spending (x € 1 billion)	136.5	145.8	169.0	174.1	188.3
<b>Total as a percentage of GDP</b>	<b>4.8</b>	<b>4.7</b>	<b>4.8</b>	<b>5.1</b>	<b>5.1</b>
Sectors of education	4.2	4.1	4.2	4.6	4.5
Student finance	0.7	0.6	0.6	0.6	0.6
<b>Total as a percentage of central government expenditure</b>	<b>19.2</b>	<b>18.3</b>	<b>16.8</b>	<b>16.9</b>	<b>15.8</b>
Sectors of education	16.6	16.1	14.7	15.0	14.1
Student finance	2.6	2.2	2.1	1.9	1.8

## 2 | Education national 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;
- 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;
- In secondary education and vocational education (up to and including 2004/05), school fees are collected by the *Dienst Uitvoering Onderwijs* (DUO). These fees 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. This institutional 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 300 (MBO) and more than 1600 (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 remained unchanged in 2010 compared to 2009. viz. 51 thousand euros. In MBO, expenditures decreased to 21 thousand euros per certificate holder.

Professional higher education showed an increase (from 39 thousand euros in 2009 to 41 thousand euros in 2010). In the academic higher education sector, an upward trend can be observed from 2005 to 2009. In 2010, OCW expenditures per WO graduate fell to 42 thousand euros.

Figure 2.23 | OCW spending on education per participant

By type of school, price level 2010 (in euros)

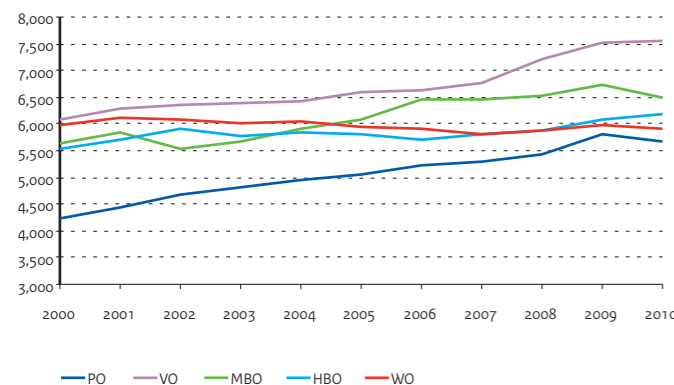
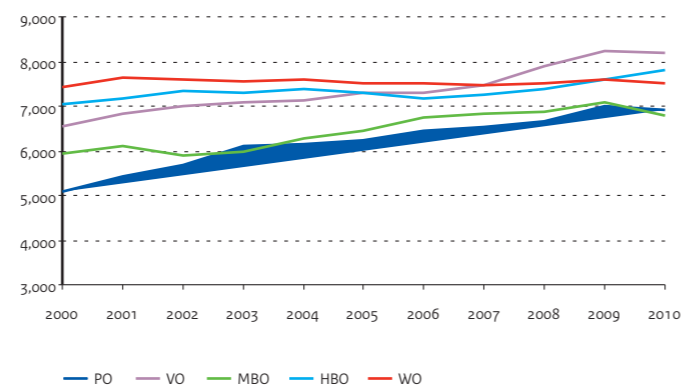


Figure 2.24 | Institutional grants per participant

By type of school, price level 2010 (in euro's)



### 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.
- See Appendix Notes and Definitions, Parts B and C.

### Source

OCW annual reports

CBS national accounts

### Notes

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

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

	2006	2007	2008	2009	2010
<b>Primary education</b>					
Expenditure per pupil in primary education	4,950	5,100	5,350	5,720	5,680
Mainstream primary education	4,300	4,430	4,610	4,900	4,840
Special primary education	9,510	8,860	9,190	9,870	9,670
(Secondary) special education	17,800	18,760	20,050	21,910	22,070
<b>Secondary education</b>					
Expenditure per pupil	6,270	6,540	7,110	7,410	7,550
<b>Vocational and adult education</b>					
Expenditure per MBO participant	6,130	6,250	6,450	6,640	6,500
<b>Professional higher education</b>					
Expenditure per student	5,400	5,600	5,800	6,000	6,200
<b>Academic higher education</b>					
Expenditure per student	5,600	5,600	5,800	5,900	5,900
<b>WSF/WTOS expenditure per participant in education</b>					
Secondary education	220	230	210	100	70
Vocational education	3,450	3,080	3,470	3,170	3,120
Professional higher education	4,640	4,150	4,880	4,460	4,420
Academic higher education	4,700	4,290	4,740	4,320	4,520

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

	2006	2007	2008	2009	2010
Primary education	6,100	6,300	6,600	6,900	6,900
Secondary education	6,900	7,200	7,800	8,100	8,200
Vocational education	6,400	6,600	6,800	7,000	6,800
Professional higher education	6,800	7,000	7,300	7,500	7,800
Academic higher education	7,100	7,200	7,400	7,500	7,500

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

	2006	2007	2008	2009	2010
Primary education	42,000	45,000	47,000	51,000	51,000
Secondary education	33,000	34,000	36,000	37,000	39,000
Vocational education	21,000	22,000	22,000	22,000	21,000
Professional higher education	32,000	34,000	36,000	39,000	41,000
Academic higher education	37,000	37,000	42,000	44,000	42,000

### 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.

## 2 | Education national

# School size (the human scale)

### A human scale in education

Education that 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 interested parties to have a say and freedom of choice – so that, together, they feel responsible for the school, a place where 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 job 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. In 2009, the Cabinet submitted a bill to parliament for the introduction of a merger test in education. This bill was adopted by the Dutch Senate in February 2011. The next step is to set up a committee advising the Minister on intended mergers. 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 2010, 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 secondary education, MBO and HBO. The decrease in primary education continued. Regional differences can be observed in the decrease in the number of school boards. For example,

in Limburg the number of boards dropped by more than 60 per cent in ten years' time, whereas many other provinces showed a decline ranging from 40 to 50 per cent.

### Averages per school board and per institution

The average number of pupils or students per school board is growing slowly in nearly all sectors. 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.

### 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, while 18 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/secondary education by school size, 2010

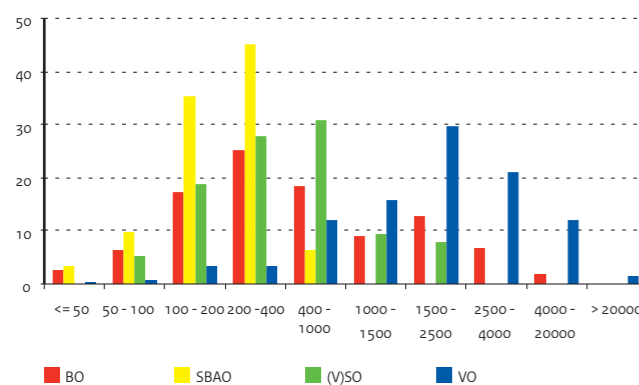
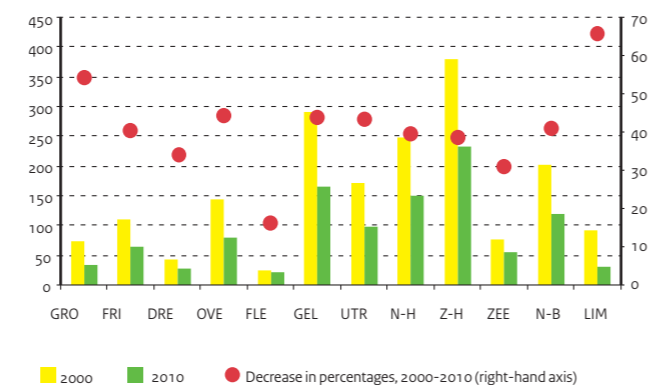


Figure 2.26 | Primary school boards per province, 2000 and 2010



### Source

OCW (DUO)

### Notes

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

### Source

OCW (DUO)

### Notes

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

### 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.

### 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.

Table 2.24 | Average enrolment by type of institution

	2000	2006	2007	2008	2009	2010
BO	220	223	225	225	225	224
BO/SBAO	140	145	142	141	139	139
(V)SO	138	192	200	205	209	213
VO	1,037	1,406	1,416	1,403	1,413	1,415
VO/MBO	6,124	7,037	7,114	7,148	7,332	6,841
MBO	6,648	7,484	7,823	7,846	8,078	8,461
HBO	5,924	8,983	9,199	9,647	10,147	10,764
WO	12,925	16,227	16,541	17,156	18,146	18,811

Table 2.25 | Average enrolment per location

	2000	2006	2007	2008	2009	2010
BO	215	218	220	220	220	220
SBAO	116	126	126	126	126	132
(V)SO	136	129	131	129	130	133
VO	631	723	729	725	725	712

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

	2000	2006	2007	2008	2009	2010
BO	589	817	853	861	886	890
BO/SBAO	2,959	3,473	3,593	3,772	3,834	3,843
BO/SBAO/(V)SO	3,639	5,446	5,437	5,819	5,960	5,714
BO/SBAO/(V)SO/VO	6,442	10,875	11,695	11,587	11,584	12,302
BO/SBAO/VO	3,872	5,775	5,606	5,729	5,995	6,164
BO/VO	1,916	1,931	2,001	1,991	1,706	1,718
(V)SO	211	440	463	516	535	564
VO	2,303	2,764	2,758	2,771	2,766	2,779
VO/MBO	6,976	8,639	9,488	9,445	9,109	8,782
MBO	7,267	8,297	8,231	8,286	9,037	9,486
MBO/HBO	9,670	19,075	19,614	19,651	20,530	21,367
HBO	5,898	8,309	8,801	9,294	9,778	10,396
WO	12,925	16,227	16,541	17,156	18,146	18,811

Table 2.27 | Trends in number of school boards

	2000	2006	2007	2008	2009	2010
BO	1,672	1,055	1,001	952	911	896
BO/SBAO	67	113	113	119	117	116
BO/SBAO/(V)SO	19	31	31	31	31	33
BO/SBAO/(V)SO/VO	36	12	11	10	10	9
BO/SBAO/VO	38	12	13	11	12	12
BO/VO	22	11	11	12	9	8
(V)SO	119	92	88	81	80	75
VO	316	285	279	278	279	280
VO/MBO	28	26	27	27	26	25
MBO	42	38	37	37	37	38
MBO/HBO	1	4	3	3	3	3
HBO	52	35	36	35	35	34
WO	13	13	13	13	13	13

# Analysis of school careers in secondary education

## Secondary year 3 cohort 2003

A cohort is a fixed group of students that is monitored over time. From 2003, data on the cohorts 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 seven years

Seven years after entering secondary year 3, 94 per cent of the students have earned a diploma, 5 per cent have left school without a diploma and 1 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 a HAVO certificate (24 per cent); others a VWO certificate (19 per cent), MBO-4 certificate (19 per cent) or an MBO-2 / MBO-3 certificate (a total of 19 per cent). The proportion differ according to entrance level. For example, 81 per cent of VWO-3 students ultimately earn a VWO certificate. Among HAVO-3 students, 5 per cent earn a VWO certificate and 77 per cent a HAVO certificate. Some 54 per cent of the secondary year 3 cohort are still enrolled in some form of education after seven years: half of them in professional higher education, more than one-quarter in academic higher education. Thus, the highest level attained after seven years is by no means their final level.

## Duration of schooling after seven 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 secondary year 3.

Half of secondary year 3 students need six years to earn an MBO-4 certificate. One-quarter takes one year less and nearly one-quarter one year more. To earn an MBO-3 certificate, most students (38 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 three-quarters) earned their diploma within the standard time: four years. Nearly 20 per cent needed an extra year. More than half of HAVO certificate holders completed school in three years after entering HAVO year 3. Over one-third takes another year; this group includes the students that have transferred from VMBO. More than 10 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: 85 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 students in question followed a total of some 20 thousand different routes. The school careers of the VMBO-3 cohort present a fragmented picture, mainly as a 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. Table 2.30 reflects the main routes for each level.

Figure 2.27 | Highest level attained after 7 years (VO entrance)  
Students entering secondary year 3 in 2003

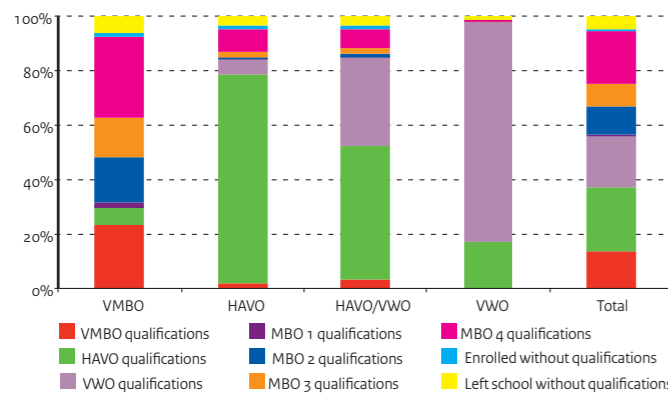
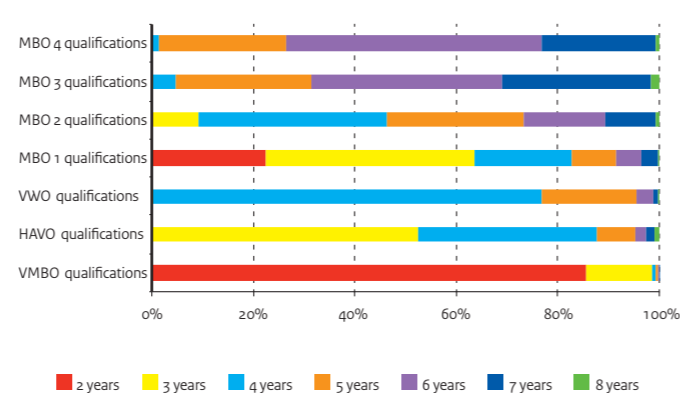


Figure 2.28 | Duration of schooling for VO-3 cohort by highest diploma attained



Source  
OCW (DUO: BRON data)

Notes  
- Students entering in secondary year 3, 2003-2010.

Source  
OCW (DUO: BRON data)

Notes  
- Students entering in 2003.  
- Assessed in 2010

Source  
OCW (DUO: BRON data)

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

Table 2.28 | Differentiation in cohorts entering secondary year 3, 2003 - 2010, in percentages

	2003	2004	2005	2006	2007	2008	2009	2010
VMBO	57	57	57	56	55	54	53	53
HAVO-3	19	19	19	19	19	20	20	21
HAVO/VWO-3	3	3	3	3	3	3	4	3
VWO-3	20	21	21	21	22	23	23	23
<b>Total enrolment</b>	<b>181,898</b>	<b>186,421</b>	<b>191,502</b>	<b>189,303</b>	<b>185,979</b>	<b>184,429</b>	<b>181,031</b>	<b>177,738</b>

Table 2.29 | Highest level attained after 7 years, cohort entering in 2003, in percentages

	VMBO	HAVO	VWO	MBO-1	MBO-2	MBO-3	MBO-4	Enrolled no dipl.	Left no dipl.	Total
<b>Entrance level</b>										
VMBO	23	6	0	2	17	15	30	1	6	100
HAVO-3	2	77	5	0	1	2	8	1	4	100
HAVO/VWO-3	3	49	33	0	2	2	7	1	3	100
VWO-3	0	17	81	0	0	0	0	0	1	100
<b>Total</b>	<b>14</b>	<b>24</b>	<b>19</b>	<b>1</b>	<b>10</b>	<b>9</b>	<b>19</b>	<b>1</b>	<b>5</b>	<b>100</b>
	<b>24,684</b>	<b>43,125</b>	<b>33,686</b>	<b>1,749</b>	<b>18,092</b>	<b>15,775</b>	<b>34,558</b>	<b>1,592</b>	<b>8,637</b>	<b>181,898</b>

Table 2.30 | Main routes taken by secondary year 3 entrance cohorts, 2003 - 2010

	2003	2004	2005	2006	2007	2008	2009	2010	Perc.
<b>Students entering VMBO year 3</b>									
VMBO	VMBO	VMBO4 d	MBO4	MBO4	MBO4	MBO4 d	HBO	HBO	4.6%
VMBO	VMBO	VMBO4 d	MBO4	MBO4	MBO4	MBO4 d	--	--	3.8%
VMBO	VMBO	VMBO4 d	--	--	--	--	--	--	2.8%
VMBO	VMBO	VMBO4 d	MBO4	MBO4	MBO4 d	HBO	HBO	HBO	2.6%
VMBO	VMBO	VMBO4 d	HAVO4	HAVO5 d	HBO	HBO	HBO	HBO	2.0%
VMBO	VMBO	VMBO4 d	MBO2	MBO2 d	--	--	--	--	1.6%
VMBO	VMBO	VMBO4 d	MBO2	--	--	--	--	--	1.6%
VMBO	VMBO	VMBO4 d	MBO3	MBO3	MBO d	--	--	--	1.4%
VMBO	VMBO	VMBO4 d	MBO4	MBO4	MBO4 d	--	--	--	1.4%
VMBO	VMBO	VMBO4 d	MBO2	MBO2	--	--	--	--	1.3%
<b>Students entering HAVO year 3</b>									
HAVO	HAVO	HAVO4	HAVO5 d	HBO	HBO	HBO	HBO	HBO	17.8%
HAVO	HAVO	HAVO4	HAVO5 d	HBO	HBO	HBO	HBO	--	11.2%
HAVO	HAVO	HAVO4	HAVO4	HAVO5 d	HBO	HBO	HBO	HBO	5.3%
HAVO	HAVO	HAVO4	HAVO5 d	HBO	HBO	HBO	HBO	WO	3.0%
HAVO	HAVO	HAVO4	HAVO5	HAVO5 d	HBO	HBO	HBO	HBO	2.9%
HAVO	HAVO	HAVO4	HAVO5 d	--	HBO	HBO	HBO	HBO	1.9%
HAVO	HAVO	HAVO3	HAVO4	HAVO5 d	HBO	HBO	HBO	HBO	1.9%
HAVO	HAVO	HAVO4	HAVO5 d	VWO5	VWO6 d	WO	WO	WO	1.6%
HAVO	HAVO	HAVO4	HAVO5 d	--	--	--	--	--	1.4%
HAVO	HAVO	HAVO4	HAVO5 d	HBO	--	--	--	--	1.1%
<b>Students entering VWO year 3</b>									
VWO	VWO	VWO4	VWO5	VWO6 d	WO	WO	WO	WO	37.4%
VWO	VWO	VWO4	VWO5	VWO6 d	HBO	HBO	HBO	HBO	6.3%
VWO	VWO	VWO4	VWO5	VWO6 d	--	WO	WO	WO	4.5%
VWO	VWO	VWO4	VWO5	VWO6 d	WO	HBO	HBO	HBO	2.9%
VWO	VWO	VWO4	VWO5	VWO6 d	WO	WO	WO	--	2.3%
VWO	HAVO	HAVO4	HAVO5 d	HBO	HBO	HBO	HBO	HBO	2.1%
VWO	VWO	VWO4	VWO5	VWO6 d	--	--	--	--	1.9%
VWO	VWO	VWO4	HAVO4	HAVO5 d	HBO	HBO	HBO	HBO	1.9%

# Analysis of school careers in VMBO

## Entrance cohort VMBO-3 2003

The preceding paragraph outlined the school careers of the cohort that entered secondary year 3 in 2003. This paragraph focuses on students that entered VMBO in the third course year, the entrance cohort VMBO-3.

## Highest diploma attained after seven years

Seven years after entering VMBO year 3, 93 per cent of the students have earned a diploma, 6 per cent left school without a diploma and 1 per cent is still enrolled without a diploma. More than one-quarter of those with a diploma have earned only a VMBO or MBO-1 certificate. The others have attained basic qualifications. Most of the latter have earned an MBO-4 certificate (30 per cent of the VMBO-3 cohort); the others have an MBO-2 certificate (17 per cent), an MBO-3 certificate (15 per cent) or a HAVO certificate (6 per cent). Nearly 40 per cent of the VMBO-3 cohort are still enrolled in some form of education after seven years: half of them in professional higher education, the other half still in MBO. Thus, the highest level attained after seven years is by no means their final level.

## Highest diploma attained after seven years by entrance level

The level at which students embark on their school career determines the maximum level they ultimately attain. Not only do the students who started out in the highest levels of VMBO attain basic qualifications more often, the proportion earning an MBO-4 certificate is also higher: nearly half of students from the theoretical and combined programmes have an MBO-4 certificate after seven years, versus 30 per cent of students from the middle-management programmes and 6 per cent of those in the basic vocational programmes.

The transfer from VMBO to HAVO is only open to students in the theoretical or combined programmes. Unqualified outflow is highest among students who started out at the lowest level in VMBO (basic vocational programmes).

## Duration of schooling after seven 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 secondary year 3. The nominal duration of study for an MBO-3 or MBO-4 certificate, calculated from entrance into VMBO-3, usually ranges from five to six years. More than 20 per cent took longer than six years to complete MBO-4, versus more than 30 per cent for MBO-3. The nominal duration of study for MBO-2 varies; this route usually takes an average of four years. One-fourth of students takes longer than five years. Among the VMBO-3 students who ultimately complete HAVO, 60 per cent only needs four years.

## Route taken to the highest diploma attained

School careers varied widely in the seven years that the VMBO-3 cohort was monitored. The students in question followed a total of some 12 thousand different routes. This fragmentation is mainly the result of the many choices open to students after VMBO, such as HAVO or the various levels within MBO. Table 2.33 reflects the main routes for each level. Many of the students in the basic vocational programmes go on to MBO-2; a large proportion earns several MBO-2 certificates. The students who started out in the other VMBO programmes often end up in HBO after completing MBO-4.

Figure 2.29 | Highest level attained after 7 years (VMBO entrance)  
Students entering VMBO year 3 in 2003

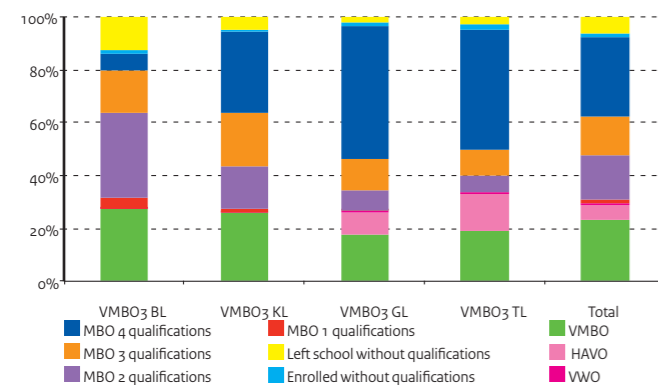
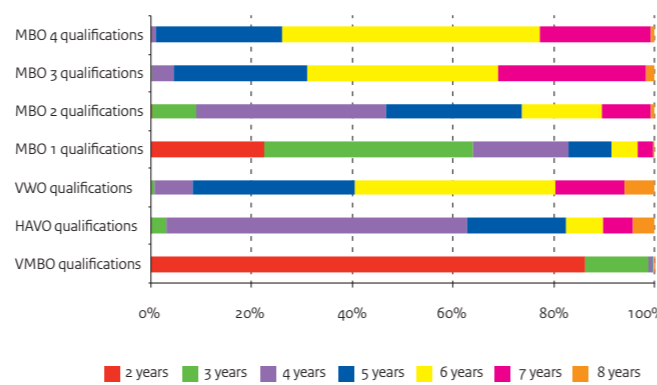


Figure 2.30 | Duration of schooling for VMBO-3 entrants by highest qualifications attained



Source  
OCW (DUO: BRON data)

Notes  
- Students entering in 2003 - 2010.

Source  
OCW (DUO: BRON data)

Notes  
- Students entering secondary year 3 in 2003  
- Measured in 2010.

Source  
OCW (DUO: BRON data)

Notes  
- d: diploma earned.  
- Students entering in 2003.  
- Differentiation in cohorts entering MBO in 2005

Table 2.31 | Differentiation in cohorts entering VMBO year 3, 2003 - 2010, in percentages

	2003	2004	2005	2006	2007	2008	2009	2010
VMBO <sub>3</sub> BL	31	30	28	27	26	24	23	22
VMBO <sub>3</sub> KL	24	26	27	27	27	28	28	28
VMBO <sub>3</sub> GL	10	12	13	14	14	15	15	16
VMBO <sub>3</sub> TL	34	32	32	32	32	33	34	35
<b>Total</b>	<b>103,734</b>	<b>107,051</b>	<b>109,683</b>	<b>106,389</b>	<b>103,124</b>	<b>100,261</b>	<b>96,079</b>	<b>93,918</b>

Table 2.32 | Highest level attained after 7 years, VMBO-3 entrance cohort 2003, in percentages

Diploma	VMBO	HAVO	VWO	MBO1	MBO2	MBO3	MBO4	Enrolled, no dipl.	Left, no dipl.	Total
<b>Entrance level</b>										
VMBO <sub>3</sub> BL	27	0	0	4	32	16	6	1	12	100
VMBO <sub>3</sub> KL	26	0	0	1	16	20	30	1	5	100
VMBO <sub>3</sub> GL	17	9	0	0	7	12	50	1	2	100
VMBO <sub>3</sub> TL	19	14	1	0	6	10	45	2	3	100
<b>Total</b>	<b>23</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>17</b>	<b>15</b>	<b>30</b>	<b>1</b>	<b>6</b>	<b>100</b>

Table 2.33 | Main routes taken by VMBO year 3 entrance cohorts, 2003 - 2010

Entrance VMBO <sub>3</sub>	2003	2004	2005	2006	2007	2008	2009	2010	Perc.
Entrance VMBO <sub>3</sub> BL	VMBO <sub>3</sub> BL	VMBO <sub>4</sub> BL d	--	--	--	--	--	--	4.7%
	VMBO <sub>3</sub> BL	VMBO <sub>4</sub> BL d	MBO <sub>2</sub>	--	--	--	--	--	3.9%
	VMBO <sub>3</sub> BL	VMBO <sub>4</sub> BL d	MBO <sub>2</sub>	MBO <sub>2</sub> d	--	--	--	--	3.6%
	VMBO <sub>3</sub> BL	VMBO <sub>4</sub> BL d	MBO <sub>2</sub>	MBO <sub>2</sub>	--	--	--	--	3.3%
Entrance VMBO <sub>3</sub> KL	VMBO <sub>3</sub> BL	VMBO <sub>4</sub> BL d	MBO <sub>2</sub>	MBO <sub>2</sub> d	MBO <sub>2</sub> d	MBO <sub>2</sub> d	MBO <sub>2</sub> d	MBO <sub>2</sub> d	2.8%
	VMBO <sub>3</sub> BL	VMBO <sub>4</sub> BL d	MBO <sub>2</sub>	MBO <sub>2</sub> d	MBO <sub>2</sub> d	MBO <sub>3</sub> d	--	--	2.6%
	VMBO <sub>3</sub> BL	--	--	--	--	--	--	--	2.5%
	VMBO <sub>3</sub> KL	VMBO <sub>4</sub> KL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	--	4.5%
	VMBO <sub>3</sub> KL	VMBO <sub>4</sub> KL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	HBO	HBO	3.7%
	VMBO <sub>3</sub> KL	VMBO <sub>4</sub> KL d	MBO <sub>3</sub>	MBO <sub>3</sub>	MBO <sub>3</sub> d	--	--	--	3.2%
	VMBO <sub>3</sub> KL	VMBO <sub>4</sub> KL d	--	--	--	--	--	--	2.5%
	VMBO <sub>3</sub> KL	VMBO <sub>4</sub> KL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	HBO	HBO	HBO	1.8%
	VMBO <sub>3</sub> KL	VMBO <sub>4</sub> KL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	--	--	1.4%
	VMBO <sub>3</sub> KL	VMBO <sub>4</sub> KL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	1.4%
Entrance VMBO <sub>3</sub> GL	VMBO <sub>3</sub> GL	VMBO <sub>4</sub> GL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	HBO	HBO	8.7%
	VMBO <sub>3</sub> GL	VMBO <sub>4</sub> GL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	--	6.9%
	VMBO <sub>3</sub> GL	VMBO <sub>4</sub> GL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	HBO	HBO	HBO	5.5%
	VMBO <sub>3</sub> GL	VMBO <sub>4</sub> GL d	HAVO <sub>4</sub>	HAVO <sub>5</sub> d	HBO	HBO	HBO	HBO	3.4%
Entrance VMBO <sub>3</sub> TL	VMBO <sub>3</sub> GL	VMBO <sub>4</sub> GL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	--	--	2.8%
	VMBO <sub>3</sub> GL	VMBO <sub>4</sub> GL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	2.0%
	VMBO <sub>3</sub> GL	VMBO <sub>4</sub> GL d	MBO <sub>3</sub>	MBO <sub>3</sub>	MBO <sub>3</sub> d	--	--	--	1.6%
	VMBO <sub>3</sub> TL	VMBO <sub>4</sub> TL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	HBO	HBO	8.1%
	VMBO <sub>3</sub> TL	VMBO <sub>4</sub> TL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	--	5.7%
	VMBO <sub>3</sub> TL	VMBO <sub>4</sub> TL d	HAVO <sub>4</sub>	HAVO <sub>5</sub> d	HBO	HBO	HBO	HBO	4.9%
	VMBO <sub>3</sub> TL	VMBO <sub>4</sub> TL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	HBO	HBO	HBO	4.7%
	VMBO <sub>3</sub> TL	VMBO <sub>4</sub> TL d	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	--	--	2.1%
VMBO <sub>3</sub> TL	VMBO <sub>4</sub> TL d	MBO-4	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub>	MBO <sub>4</sub> d	--	1.9%	
VMBO-3 TL	VMBO <sub>4</sub> TL d	MBO-4	MBO-4	MBO-4	MBO-4	MBO-4 d	HBO	1.4%	



# 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 five years

One-quarter of the total number of students entering MBO in 2005 has earned an MBO-4 certificate by 2010. One in six has an MBO-3 certificate and one in five an MBO-2 certificate. Nearly 5 per cent have not managed to attain a level higher than an MBO-1 certificate after five years. In addition, one in ten students is still enrolled in some form of education (without having earned any qualifications). Of note is the fact that nearly one-quarter of the total group of entrants has left school without any qualifications after five years. More than half of them dropped out in their first year. Some of the unqualified dropouts return to MBO at a later date. This means that the highest level attained after five years is by no means their final level, while figures for the duration of schooling can also go up.

## Highest diploma attained after five 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 more than 40 per cent of them, an MBO-1 certificate was the highest level attained after five years. Nearly 20 per cent have MBO-2 qualifications and approximately one-quarter has left the education system without any qualifications. A similar pattern can be observed among the MBO-2 and MBO-3 entrants: between 40 to 50 per cent have earned an

MBO-2 or MBO-3 certificate after five years. Approximately one-quarter has left school without qualifications. The majority of the remaining students have attained a level higher than their entrance level or are still enrolled without having earned any qualifications. Success rates are highest among the 33 per cent of the cohort who started out in MBO-4. Nearly 60 per cent of them have earned the MBO-4 certificate after five years. Nearly one-fifth have left school without qualifications.

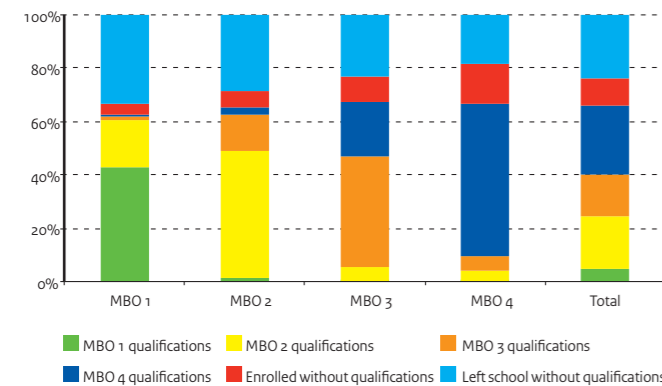
## Duration of schooling after five years

The duration of schooling indicates the time students have spent in school before earning their highest diploma, is calculated from the time they enter MBO. Some continue their studies after earning their highest diploma; these years have not been taken into consideration. Nearly one-third of MBO-4 certificate holders earned their diploma in three years. Approximately half needed four years. Two-thirds of MBO-3 certificate holders needed three or four years to earn their diploma. 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. In practice, one-quarter of MBO-3 programmes lasts four years, a scant 10 per cent of MBO-4 programmes lasts three years. Approximately 30 per cent of MBO-1 and MBO-2 certificate holders needed more than one to two years, respectively, to earn their diploma.

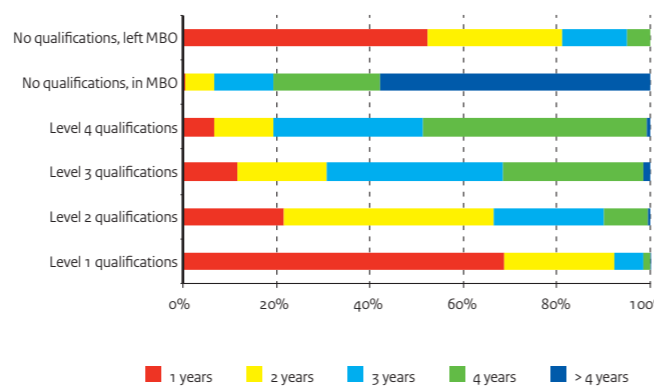
## Route taken to the highest diploma attained

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 all the available routes.

**Figure 2.31 | Highest level attained after 5 years**  
Students entering MBO in 2005



**Figure 2.32 | Duration of schooling per entrance level by highest qualifications attained**  
In percentages



**Source**

OCW (DUO: BRON data)

**Notes**

- Students entering in 2005, measured in 2010.

**Source**

OCW (DUO: BRON data)

**Notes**

- Students entering in 2005, measured in 2010.

**Source**

OCW (DUO: BRON data)

**Notes**

- Students entering in 2005, measured in 2010.  
- d: diploma earned.

**Table 2.34 | Differentiation in cohorts entering MBO in 2005**

Entrance level	MBO1	MBO2	MBO3	MBO4	Total
Enrolment	16,060	56,553	35,981	60,552	169,146
Percentage	9.5	33.4	21.3	35.8	100.0

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

Entrance level	MBO1	MBO2	MBO3	MBO4	Enrolled	Dropped out	Total
MBO 1	6,851	2,859	243	79		5,328	16,060
MBO 2	881	26,903	7,765	1,260	3,644	16,100	56,553
MBO 3	73	1,929	14,934	7,253	3,400	8,392	35,981
MBO 4	142	2,134	3,401	34,890	9,000	10,985	60,552
<b>Total</b>	<b>7,947</b>	<b>33,825</b>	<b>26,343</b>	<b>43,482</b>	<b>16,044</b>	<b>40,805</b>	<b>168,446</b>

**Table 2.36 | Main routes taken by MBO entrance cohort 2005**

	2005	2006	2007	2008	2009	Numbers	%	
<b>Total intake, level 1</b>	MBO1; no d	--	--	--	--	3,365	21.0	
	MBO1; d 1	--	--	--	--	2,695	16.8	
	MBO1; no d	MBO1, no d	--	--	--	711	4.4	
	MBO1; no d	MBO1, d 1	--	--	--	637	4.0	
	MBO1; d 1	MBO2	--	--	--	591	3.7	
	MBO1; d 1	MBO2	MBO2, d 2	--	--	393	2.4	
	<b>Total</b>					<b>8,392</b>	<b>52.3</b>	
<b>Total intake, level 2</b>	MBO2; no d	--	--	--	--	7,549	13.3	
	MBO2; no d	MBO2, d 2	--	--	--	5,100	9.0	
	MBO2; d 2	--	--	--	--	4,262	7.5	
	MBO2; no d	MBO2, no d	--	--	--	3,743	6.6	
	MBO2; no d	MBO2, d 2	MBO3	MBO3	MBO3	2,358	4.2	
	MBO2; no d	MBO2, d 2	MBO3	MBO3, d 3	--	2,028	3.6	
	MBO2; no d	MBO2, no d	MBO2, d 2	--	--	1,816	3.2	
	MBO2; no d	MBO2, no d	MBO2, no d	--	--	1,727	3.1	
		<b>Total</b>				<b>28,583</b>	<b>50.5</b>	
	<b>Total intake, level 3</b>	MBO3; no d	MBO3, no d	MBO3, d 3	--	--	3,713	10.3
MBO3; no d		--	--	--	--	3,663	10.2	
MBO3; no d		MBO3, d 3	--	--	--	2,585	7.2	
MBO3; d 3		--	--	--	--	2,243	6.2	
MBO3; no d		MBO3, no d	--	--	--	1,859	5.2	
MBO3; no d		MBO3, no d	MBO3, no d	MBO3, d 3	--	1,033	2.9	
MBO3; no d		MBO3, no d	MBO3, d 3	MBO4	MBO4	985	2.7	
MBO3; no d		MBO3, no d	MBO3, d 3	MBO4, d 4	HBO	826	2.3	
MBO3; no d		MBO3, no d	MBO3, no d	MBO3, no d	MBO3, no d	739	2.1	
MBO3; no d		MBO3, no d	MBO3, no d	--	--	732	2.0	
		<b>Total</b>				<b>18,378</b>	<b>51.1</b>	
<b>Total intake, level 4</b>		MBO4; no d	MBO4, no d	MBO4, no d	MBO4, d 4	HBO	7,609	12.6
		MBO4; no d	MBO4, no d	MBO4, no d	MBO4, d 4	--	7,605	12.6
	MBO4; no d	MBO4, no d	MBO4, no d	MBO4, no d	MBO4, no d	5,030	8.3	
	MBO4; no d	MBO4, no d	MBO4, d 4	HBO	HBO	4,474	7.4	
	MBO4; no d	MBO4, no d	MBO4, d 4	--	--	3,919	6.5	
	MBO4; no d	--	--	--	--	3,738	6.2	
		<b>Total</b>				<b>32,375</b>	<b>53.5</b>	

# 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.

### 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

### 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 2.37 | Enrolment in school types by parental income

	VWBO BL	VWBO KL	VWBO 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

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

		VWO	HAVO	VWBO GL/TL	VWBO KL	VWBO 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

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

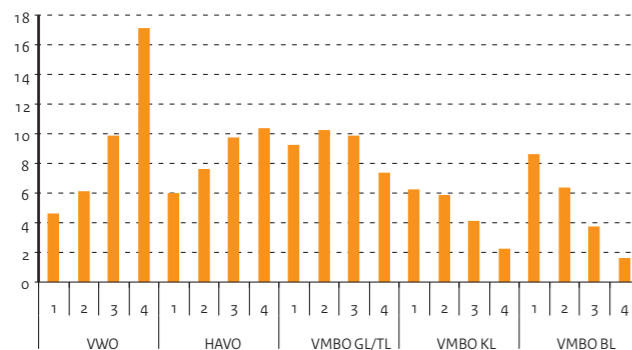
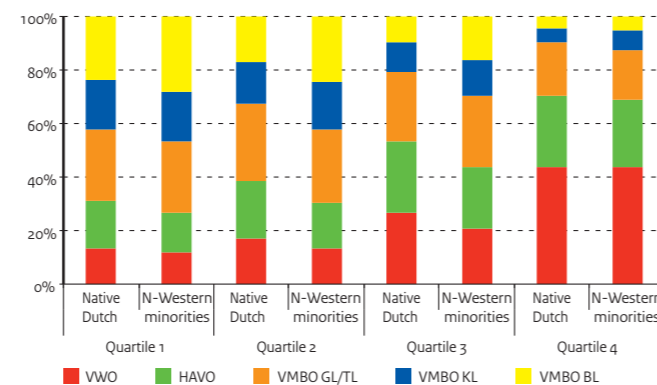


Figure 2.34 | Enrolment in course year 4 by level  
Students entering in 2005



## 2 | Education national

# 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. The structure of these transition years varies widely. This section highlights the effect of transition years on students' subsequent achievement levels, in connection with income and ethnic background.

A sub-division based on CITO recommendations of students who entered secondary school in 2005, in the five main routes in secondary education (VMBO-GL and TL are regarded as one in this respect), yields groups that are more or less comparable in terms of talent. On average, enrolling into a mixed transition year appears to work out most favourably for the further school career of students with a VMBO-GL/TL recommendation, when that transition year also comprises levels higher than GL/TL but no lower levels. In such cases, students tend to attain a level higher than GL/TL in course year 4 relatively more often. Conversely, in mixed transition years with lower levels (but no higher levels) relatively more students end up in a level below GL/TL. In both single-level schools and transition years combining higher with lower levels, students' achievement levels lie midway between these two extremes. This pattern is consistent among the groups with other secondary school recommendations.

### Ethnic background

A break-down of students by native Dutch and non-Western, non-native background shows the same patterns across the board. Both native Dutch and non-Western, non-native students tend to end up in a higher level after enrolling in a "mixed +" transition year, compared to enrolling in a "mixed -" transition year. On average, among all CITO groups, native Dutch students end up higher than non-Western ethnic minorities, with the exception of the VMBO-GL/TL and HAVO groups.

### Family income

The same pattern emerges when we extend the analysis to reflect the student's family income. After a "mixed +" transition year, students from families in both the highest and the lowest income quartile perform better than after a "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 2.35 | Students with VMBO GL/TL CITO recommendation, position in course year 4. In percentages, CITO scores 530-536

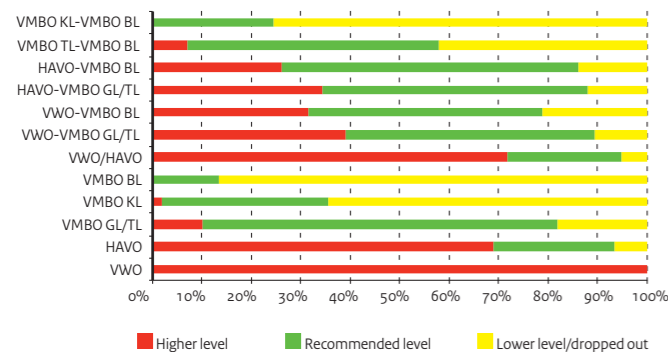
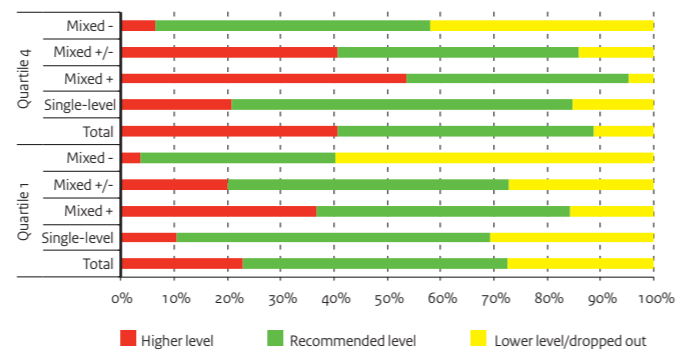


Figure 2.36 | Students with VMBO GL/TL CITO recommendation, position in course year 4. In percentages, by income quartile



### 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 level 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.
- Mixed -: all mixed-level transition years comprising levels lower than that of the CITO group in question but without any higher levels.
- Mixed +: all 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.
- Quartile 1: students from families with the lowest incomes (< €37,047), embarking on secondary education in 2005.
- Quartile 4: students from families with the highest incomes (> €68,029), embarking on secondary education in 2005.

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	9310	89%	.	.	9740
(CITO 545-550)	Lower level/dropped out	1130	11%	.	.	4760
HAVO group	Higher level	2080	35%	5890	34%	2130
(CITO 537-544)	Recommended level	1720	29%	8540	49%	3900
	Lower level/dropped out	2060	35%	2900	17%	2490
VMBO GL/TL group	Higher level	1210	14%	6780	44%	910
(CITO 530-536)	Recommended level	5380	62%	7150	46%	1500
	Lower level/dropped out	2060	24%	1570	10%	590
VMBO KL group	Higher level	3600	54%	2850	81%	2500
(CITO 524-529)	Recommended level	2050	31%	450	13%	2210
	Lower level/dropped out	1070	16%	230	7%	1080
VMBO BL group	Higher level	3280	44%	7100	52%	.
(CITO 501-523)	Recommended level	3700	50%	5730	42%	.
	Lower level/dropped out	460	6%	820	6%	.

Table 2.40 | Position in course year 4, CITO scores VMBO GL/TL (530-536), by income quartile

		Single-level	%	Mixed +	%	Mixed +/-	%	Mixed -	%	Total
Higher than CITO level	Quartile 1	220	11	1290	37	140	20	40	4	1690
	Quartile 4	330	21	2240	54	260	41	40	6	2870
At CITO level	Quartile 1	1230	59	1660	47	370	53	390	36	3650
	Quartile 4	1010	64	1740	42	290	45	320	52	3360
Lower than CITO level/ dropped out	Quartile 1	640	31	550	16	190	27	640	60	2020
	Quartile 4	240	15	200	5	90	14	260	42	790

Table 2.41 | Enrolment by parental income and ethnic background

		Single-level	%	Mixed +	%	Mixed +/-	%	Mixed -	%	Total
Higher than CITO level	Native Dutch	910	13	5250	44	770	31	170	5	7100
	Non-Western immigrants	220	19	1080	43	100	26	30	7	1430
At CITO level	Native Dutch	4500	64	5640	47	1220	49	1530	43	12890
	Non-Western immigrants	620	54	1080	43	210	54	180	40	2090
Lower than CITO level/ dropped out	Native Dutch	1670	24	1120	9	490	20	1840	52	5120
	Non-Western immigrants	300	26	370	15	80	21	240	53	990

## 2 | Education national 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 whose focus is aimed at 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. Although the number of special needs pupils that have been awarded personal funding in secondary education did not increase the past year, in the years before it increased by some 2 thousand pupils a year. In the MBO sector, this group of students has grown by more than 1000 students a year since 2008. The number of pupils in secondary special education (VSO) has also grown sharply since 2006. The total growth up to 2010 amounts to 8.5 thousand pupils. This growth is primarily visible in cluster 4 (5.5 thousand pupils) and cluster 3 (2.8 thousand pupils).

Table 2.45 shows that the growth in clusters 3 and 4 in VSO is being caused by the growth in the number of pupils with an indication as children with severe learning difficulties, severely maladjusted children and children with a long-term (psychological) illness.

Figure 2.37 | Pupil-specific funding

From SO and VSO (numbers x 1 000)

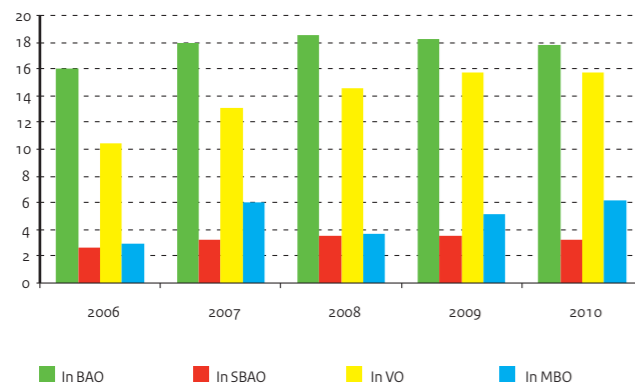
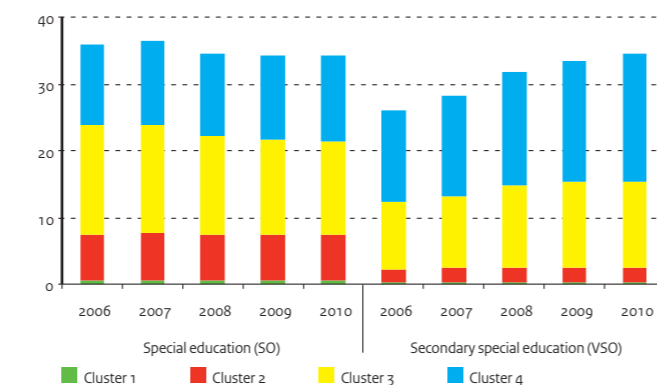


Figure 2.38 | School rolls in VO and VSO

(numbers x 1 000)



### 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.
- MG: multi-handicapped.

Table 2.42 | Enrolment in special and secondary special education by cluster

Special education		2006	2007	2008	2009	2010
Cluster 1	MGDV	178	140	145	239	239
	VGK	330	352	367	274	267
	MG: VGK					
Cluster 2	DOBLN	34	37	25	24	27
	DOVN	451	434	442	431	396
	ESM	5540	5698	5643	5639	5665
	MGA	275	257	213	220	214
	MGB	74	74	70	60	44
Cluster 3	SH	639	592	514	504	518
	LG	1428	1399	1408	1434	1437
	LZ/S	1235	1261	1202	1179	1028
	MGF	4256	4225	4175	4103	4245
	ZMLK	9504	9435	7948	7480	7244
Cluster 4	LZ/P	5356	5706	5377	5459	5693
	PI	1908	2004	1890	1837	1991
	ZMOK	4588	4821	4981	5327	5365
<b>Secondary special education</b>						
Cluster 1	MGDV	27	58	57	69	71
	VGK	189	189	190	187	186
	MG: VGK					
Cluster 2	DOBLN	28	28	32	27	29
	DOVN	221	237	219	216	230
	MGA	74	64	100	88	74
	MGB	121	127	142	160	170
	SH	1606	1638	1687	1694	1724
Cluster 3	LG	1296	1384	1330	1300	1188
	LZ/S	545	622	655	683	863
	MGF	921	913	1158	1428	1534
	ZMLK	7392	7808	9312	9400	9379
	LZ/P	1725	2060	3115	3480	3903
Cluster 4	PI	141	140	212	230	208
	ZMOK	11788	12934	13659	14407	15062
<b>Total</b>		<b>61870</b>	<b>64637</b>	<b>66268</b>	<b>67579</b>	<b>68994</b>

## 2 | Education national

# 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). After several years of rapid growth, the percentage of primary schools with a special needs team now shows a downward trend. In 2009, 63 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 69 per cent in 2008. This difference is not significant. 57 per cent of schools have a special needs team, which is on a par with 2008.

### Secondary education

The internal school pastoral care in secondary education is well-embedded: 94 per cent of the schools have recorded the content and organization

of pastoral care in a special needs plan. The internal special needs team constitutes a key link in a school's pastoral care. In 2009, 89 per cent of the schools had an internal special needs team, in which special needs co-ordinators and team leaders meet with other school staff to discuss pupils with learning, socio-emotional and behavioural problems. Based on these meetings, the internal special needs provision is activated or a cross-school special needs advisory team (ZAT) is called in. The percentage of secondary schools with a ZAT grew in 2009 from 95 per cent to 96 per cent. In 2004, only 60 per cent of the secondary school locations had a ZAT.

### Secondary vocational education

85 per cent of the Regional Training Centres (ROCs) have defined policy development regarding collaboration in special needs provision in and around the school as one of its tasks and designated a member of staff or department to bear responsibility for the implementation of this policy. In 2009, 89 per cent of the ROCs employed a special needs co-ordinator, versus only 49 per cent in 2008. The number of ROCs with a ZAT grew to 89 per cent in 2009, an increase of 7 per cent compared with the previous year.

### Composition of ZAT

The 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.

Figure 2.39 | Coverage trends for special needs advisory teams

In percentages, for PO, VO and MBO

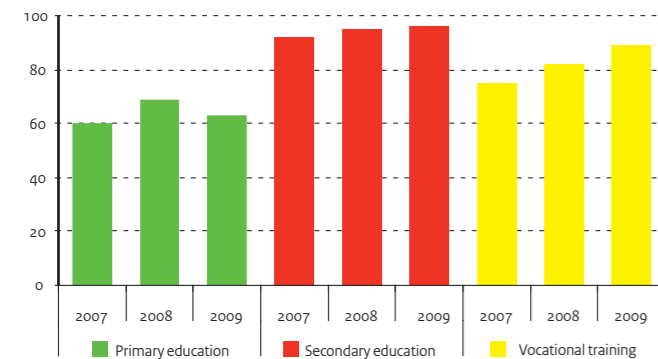
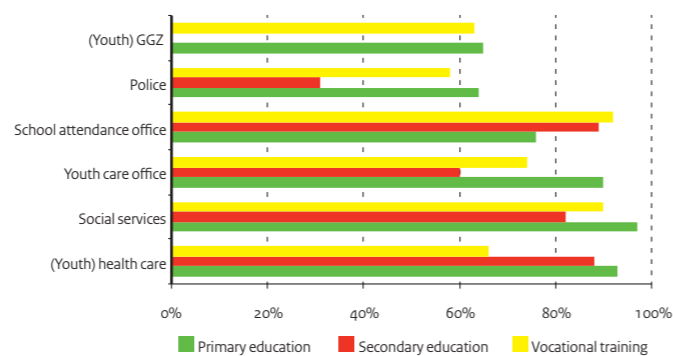


Figure 2.40 | Core composition of special needs advisory teams

In PO, VO and MBO, in percentages, 2009



Source

NJI (ZAT monitor)

Table 2.43 | ZATs by standard core agencies, primary education, in percentages

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

Table 2.44 | ZATs by standard core agencies, secondary education, in percentages

	2006	2007	2008	2009
Youth health care	78	85	88	88
School attendance office	75	84	87	89
Social services	65	71	74	82
Youth care	57	59	61	60
Police	26	30	30	31

Table 2.45 | ZZATs by standard core agencies, vocational education, in percentages

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

Source

NJI (ZAT monitor)

Source

NJI (ZAT monitor)

## 2 | Education national

# Early school-leavers

### Objectives

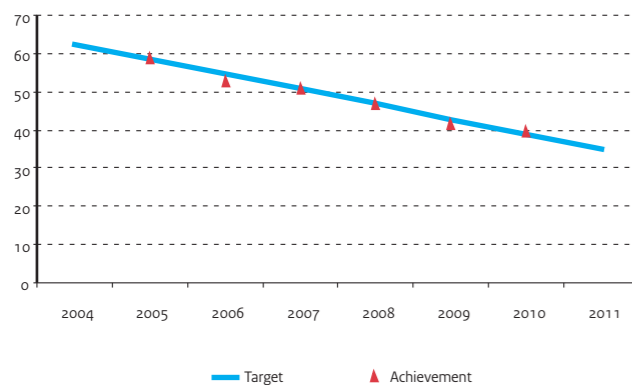
The aim of the Dutch education policy is to equip as many young people as possible for a modern knowledge society. The award of basic qualifications (a HAVO or VWO certificate or one at MBO level 2) is the main priority. The Netherlands focuses on the prevention of early school-leaving. The national objective is to reduce the annual number of new early school-leavers by 50 per cent between 2002 and 2012, i.e., a maximum of 35 thousand new dropouts by 2012. The current Cabinet tightened up this objective to a maximum of 25 thousand new dropouts for the 2014/15 school year. In 2009/10, the number of early school-leavers totalled 39,600 (provisional data). European agreements have been made aimed at a 50 per cent reduction between 2000 and 2010 in the proportion of 18 to 24-year-olds that are no longer in the education system and do not have basic qualifications. This period was recently extended to 2020. For the Netherlands, this means a reduction from 15.5 per cent in 2000 to approximately 8 per cent in 2020. In 2009, the dropout rate was 10.9 per cent.

### Basic register of personal education numbers

In the Netherlands, each young person enrolled in government-funded education has a personal education number, enabling the authorities to monitor pupils and their personal data (age, gender, ethnicity and education level). The data is stored in the Basic Education Register (BRON). Based on the personal education numbers, early school-leaving figures are mapped out at the national, regional and institutional levels. This calculation method makes it possible to draw a constant and reliable comparison between the years, starting in 2005, and provides a clear picture of the trends. A limited group of young people still falls outside the scope, for example young people enrolled at institutions that have not (yet)

Figure 2.41 | National targets and achievement

New dropouts in absolute numbers (x 1 000)



implemented the personal education numbers.

The Netherlands is divided into 39 Regional Registration and Coordination Centre (RMC) regions. These regions have agreed to reduce the number of new dropouts in the 2010/11 school year by 40 per cent from 2005/06. The result of the 2009/10 school year shows sharp differences between the regions. Three regions have achieved the covenant target of -30 per cent, twelve have achieved a reduction of 25 to 30 per cent. The number of early school-leavers fell in all regions in 2009/10. High dropout rates are often found in the Randstad regions and in larger municipalities.

### Four largest municipalities in the Netherlands (G4)

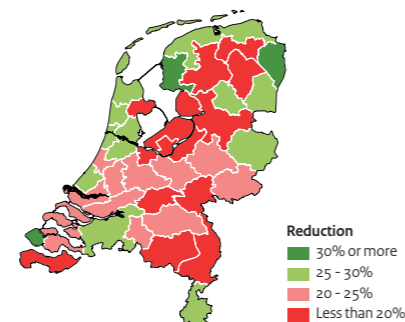
Across the board, the four largest municipalities have high numbers and percentages of early school-leavers, but they differ widely from district to district. The dropout rate in the four largest municipalities is higher than the national average, but for several municipalities numbers continue to fall. The Hague has achieved the target (-33 per cent). Rotterdam and Utrecht have achieved a decrease of 22 per cent and 19 per cent, respectively. In Amsterdam, the number of new dropouts fell less sharply in comparison with the year before (-28 per cent in 2009/10, versus -34 per cent in 2008/09).

### Districts

The Cabinet has designated 40 problem districts on the basis of a number of socio-economic characteristics. Approximately 9 per cent of all dropouts live in a problem district, compared to 4 per cent of enrollees overall. In 2009/10, dropout rates in these districts ranged from 4.5 to 10.1 per cent; thus, all problem districts score higher than the national average. Ten problem districts (25 per cent) have achieved a reduction of 30 per cent or more; in three problem districts, the dropout rate went up.

Figure 2.42 | Reduction in dropout rates per RMC region

Percentage in age group 12-23, 2009/10 versus 2005/06



### Source

OCW (DUO)

### Notes

- Figures for 2009/10 are provisional.
- The target for 2010/11 is: reduction to 35,000 and dropout rate of 2.7.
- See Appendix Notes and Definitions, part C.

### Source

OCW (DUO)

### Notes

- Figures for 2009/10 are provisional.

### Source

OCW (DUO)

### Notes

- Figures for 2009/10 are provisional.

### Source

OCW (DUO)

Table 2.46 | Early school-leaving, national results, in numbers and percentages

	2002	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Achievement (x 1 000)	71.0	58.6	52.7	50.9	46.8	41.8	39.6
Dropout rates	5.5	4.6	4.1	3.9	3.6	3.2	3.0

Table 2.47 | RMC regions with highest reduction in dropout rates in 2009/10 versus 2005/06

RRMC region	2005/06		2007/08		2008/09		2009/10	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Oost-Groningen	492	4.1	410	3.4	396	3.3	321	2.7
Zuid-West Friesland	335	3.3	259	2.5	237	2.3	221	2.1
Walcheren	440	4.7	382	4.1	316	3.4	297	3.2
Friesland Noord	888	4.1	736	3.4	692	3.2	626	2.9
Amsterdam metropolitan area	5,790	6.3	5,141	5.5	4,085	4.4	4,177	4.5

Table 2.48 | RMC regions with lowest reduction in dropout rates in 2009/10 versus 2005/06

RRMC region	2005/06		2007/08		2008/09		2009/10	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Flevoland	1,554	4.7	1,617	4.8	1,476	4.3	1,433	4.2
Zuidoost-Brabant	2,202	3.8	2,012	3.5	1,837	3.2	1,984	3.4
Noordwest-Veluwe	580	3.4	551	3.2	519	3.0	511	3.0
Arnhem/Nijmegen	2,075	4.0	1,967	3.7	1,855	3.5	1,796	3.3
Gooi en Vechtstreek	853	4.5	775	4.1	665	3.5	732	3.8

Table 2.49 | Dropout in the ten largest municipalities, measured by enrolment

	2005/06		2007/08		2008/09		2009/10	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Amsterdam	3,532	7.8	3,045	6.8	2,318	5.3	2,539	5.7
Rotterdam	3,183	7.0	2,946	6.7	2,734	6.3	2,483	5.7
The Hague	2,207	7.1	1,915	6.1	1,689	5.4	1,482	4.7
Almere	863	5.1	876	5.0	821	4.6	808	4.5
Utrecht	906	5.9	960	6.1	796	5.1	735	4.6
Tilburg	834	5.8	727	5.0	685	4.8	619	4.3
Eindhoven	731	5.4	678	4.9	595	4.4	668	4.9
Breda	610	5.1	525	4.2	473	3.8	455	3.7
Apeldoorn	552	4.4	504	4.0	459	3.7	433	3.5
Enschede	572	5.2	527	4.6	460	4.1	405	3.5

## 2 | Education national

# Early school-leavers

### Educational background

MBO accounts for 75 per cent of new dropouts. 22 per cent of all dropouts have left secondary school. Within MBO, an annual 7.5 per cent of students drop out, versus only 1 per cent in secondary education. In addition, in secondary education the percentage of new dropouts has fallen nearly twice as much as in MBO, measured in respect of the reference year 2005/06. In the next few years, the dropout policy will continue to focus on MBO.

### Early school-leaving in secondary education

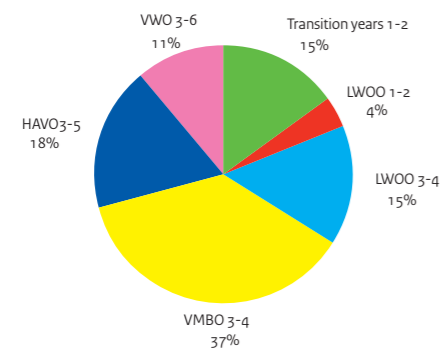
VMBO years 3 and 4, either with or without learning support (LWOO), account for the bulk of dropouts in secondary education (51 per cent). Some of them have earned a VMBO certificate but have not (yet) embarked on a subsequent study programme. The most substantial reduction in dropout rates has been achieved in transition years 1-2 and in LWOO. Last year's reduction in dropout figures in VWO 3-6 did not continue and dropout rates in HAVO 3-5 remained the same. In these groups, the dropout rates are below the secondary education and national averages. HAVO 3-5 and VWO 3-6 account for 28 per cent of secondary school dropouts.

### Early school-leaving in vocational training

The largest group of dropouts in MBO comes from BOL-2, BOL-4 and BBL-2. These levels together account for nearly two-thirds of the total number of dropouts in MBO. 10 per cent of the total group of new dropouts have left MBO-1. This level has a high dropout rate (35 per cent). The largest reduction, in terms of percentages, has been achieved in BOL. In BBL, the number of new dropouts also fell compared to the year before.

Figure 2.43 | New dropouts in secondary education

By type of school, in 2009/10



### MBO institutions

In the 2009/10 school year, 14 per cent of the MBO institutions have achieved the target of a 30 per cent reduction. In 18 per cent of the MBO institutions, the number of new dropouts has increased vis-à-vis 2005/06. After insufficient results in earlier covenant years, some institutions also fail to achieve a substantial reduction in the third covenant year.

### Labour market situation

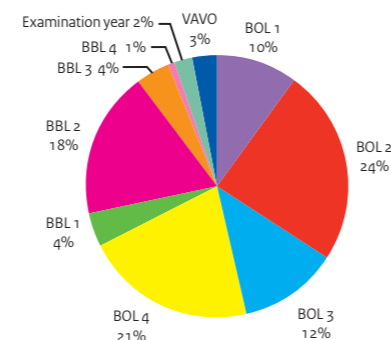
Basic qualifications make a big difference in labour market situations. For example, only 66 per cent of the total group of early school-leavers aged 15 to 23 find work, versus 83 per cent of young people with basic qualifications. More than two-thirds of dropouts with an MBO-1 or VMBO certificate hold a job, versus approximately half the young people with only primary education.

### 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 figures reflect the consequences of the economic crisis when the third quarter of 2009 is compared to previous years. Among young people without basic qualifications, the unemployment rate went up faster. In the third quarter of 2009, more than 21 per cent in this category were unemployed: an increase of 10 percentage points compared to the same period in 2008. At a good 2 percentage points, the increase was considerably less among young people with basic qualifications. In the third quarter of 2010, the difference between young people with and those without basic qualifications was less than the year before. However, the unemployment rate among young people without basic qualifications is still close to 17 per cent.

Figure 2.44 | New dropouts in vocational training

By type of school, in 2009/10



Source  
OCW (DUO)

Table 2.50 | New dropouts by level of education in 2005-2010

	2005/06		2007/08		2008/09		2009/10	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Total	52,681	4.0	46,751	3.7	41,785	3.2	39,557	3.0
Secondary education	15,219	1.7	11,792	1.5	10,183	1.1	8,881	1.0
Vocational education	36,274	9.3	33,917	8.5	30,735	7.8	29,664	7.5
Adult education	1,188	14.1	1,042	14.8	867	12.4	1,012	13.3

Table 2.51 | Unemployment rates, ages 15-22, variation in percentage points vis-à-vis previous year

Period	Total	Difference with same quarter previous year	
		With basic qualification	Without basic qualification
2007 3rd quarter	8.8	6.4	11.6
2008 3rd quarter	8.4	6.7	10.8
2009 3rd quarter	14.0	9.0	21.2
2010 3rd quarter	12.0	9.8	16.6

Source  
CBS (Labour Force Survey)

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

Table 2.52 | Labour market position of age bracket 15-22, 2006-2009 (in percentages)

	Employed	Unemployed
<b>Total</b>	<b>75</b>	<b>25</b>
<b>With basic qualification</b>	<b>83</b>	<b>17</b>
MBO 2/3	87	13
MBO 4	88	12
HAVO/VWO	68	32
HBO/WO	85	15
<b>Without basic qualification</b>	<b>66</b>	<b>34</b>
Primary education only	45	55
AVO	70	30
VMBO/MBO 1	71	29

Source  
CBS (Labour Force Survey)

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

Table 2.53 | Backgrounds of new dropouts in secondary education (in percentages), 2008/09

	Dropouts	Non-dropouts
<b>Delay in school career</b>		
None	34	71
1 year	46	26
2 years	20	3
<b>Type of family</b>		
Two-parent family	66	83
Single-parent family	28	16
Self-supporting	3	0
Other	4	1

Source  
CBS (education statistics)

Notes  
- Young people up to and including age 22.  
- Figures are provisional.

# Personal background of dropouts

## Gender and age

Young men constitute the majority of early school-leavers. The 18-year-olds account for the largest group of dropouts. Dropout rates are on the rise in this group. In 2009/10, approximately half of new dropouts were 18 or 19 years of age. Among young people under the age of 18, on the other hand, the dropout rate has fallen significantly compared to 2005/06 (-58 per cent). 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. Both in VMBO and in MBO, the proportion of dropouts living on their own is higher than among non-dropouts.

## Ethnic background

Among ethnic minorities, dropout rates are higher than among native Dutch, with 5.0 and 2.4 per cent respectively. Compared to 2005/06, the number of new dropouts among native Dutch young people fell more sharply (27.5 per cent) than among their immigrant peers (20 per cent). Last year, the situation was reversed with 19.8 per cent versus 22.4 per cent. Last year's downward trend among ethnic minorities did not continue. Among non-Western ethnic minorities, dropout rates are lowest for students from a Turkish background, viz. 4.7 per cent, although this percentage did pick up slightly vis-à-vis last year (4.6 per cent).

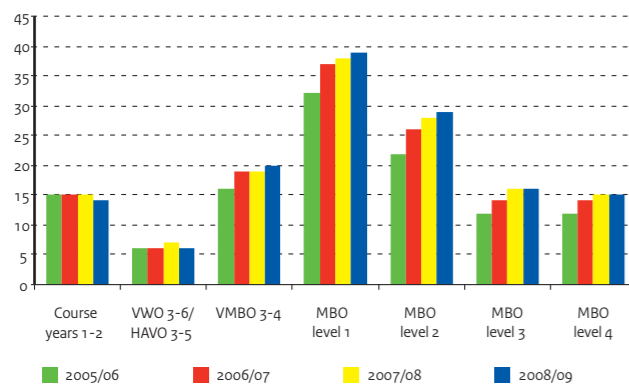
## Crime suspects

The group of early school-leavers accommodates a high proportion of young people suspected of a crime. Marked differences can be observed between the various school years and educational levels. In VMBO course years 3 and 4, 20 per cent of dropouts have been suspected of a crime in the three years before they dropped out. Of the dropouts in MBO level 1, one-third have been suspected of a crime. This upward trend continues in level 2. For the other course years and levels, the percentages remain constant. In the four large cities in the Netherlands (G4), the crime suspect rates are higher than they are in the rest of the Netherlands. (Suspected of a crime (CBS): a student is suspected of a crime if he/she has been registered on the Police regional recognition service systems (HKS) in the three calendar years preceding the date on which the student enrolled during the basic year was designated as an early school-leaver.)

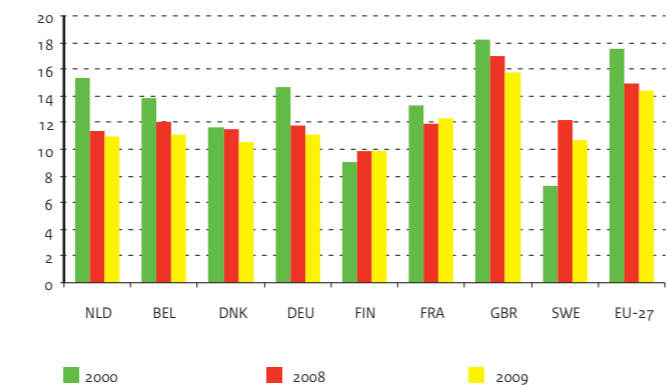
## The European target and an international comparison

The Netherlands has reduced its proportion of early school-leavers from 15.4 per cent in 2000 to 10.9 per cent in 2009, measured according to the European definition for the aggregate group of (old and new) early school-leavers between the ages of 18 and 25. In the Netherlands, the proportion of young people leaving school without a basic qualification is 3.5 percentage points below the average for the 27 EU member states. The Netherlands is one of the countries that manage to achieve a substantial reduction, yet it does not rank among the top performing nations. In 2009, incidentally, the Council of the European Union decided to extend the period during which the EU member states are to achieve a reduction in dropout rates to 2020. Cf. the section on EU objectives in the chapter *Education international*.

**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



Source  
OCW (DUO)

**Table 2.54 | New dropouts by age**

	2005/06		2007/08		2008/09		2009/10	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
<b>Total</b>	<b>52,679</b>	<b>4.0</b>	<b>46,751</b>	<b>3.6</b>	<b>41,785</b>	<b>3.2</b>	<b>39,557</b>	<b>3.0</b>
=<13	467	0.3	453	0.3	433	0.3	252	0.2
14	1,095	0.6	868	0.5	785	0.4	415	0.2
15	1,450	0.8	1,123	0.6	933	0.5	537	0.3
16	4,181	2.2	2,693	1.4	2,203	1.2	1,956	1.1
17	10,759	6.0	6,951	3.7	5,596	3.0	4,427	2.4
18	11,465	7.6	12,662	7.9	12,271	7.5	11,813	7.2
19	8,796	8.4	8,867	8.5	8,200	7.6	8,449	7.7
20	6,358	8.3	6,056	7.9	5,332	7.0	5,760	7.3
21	4,632	9.9	4,199	8.3	3,584	7.3	3,626	7.3
22	3,476	12.5	2,879	9.2	2,448	7.9	2,322	7.5

Source  
OCW (DUO)

**Table 2.55 | New dropouts by ethnic background**

	2005/06		2007/08		2008/09		2009/10	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%
<b>Overall</b>	<b>52,681</b>	<b>4.0</b>	<b>46,751</b>	<b>3.6</b>	<b>41,785</b>	<b>3.2</b>	<b>39,557</b>	<b>3.0</b>
Native Dutch	34,319	3.4	30,306	2.9	27,540	2.7	24,874	2.4
Non-natives	18,362	6.4	16,445	6.0	14,246	5.0	14,683	5.0
Surinam	2671	6.9	2,426	6.5	2,121	5.8	1,912	5.3
Aruba/Netherlands Antilles	1183	7.6	1,250	8.1	1,082	7.0	1,071	6.8
Turkey	2672	6.0	2,553	5.4	2,184	4.6	2,275	4.7
Morocco	2723	6.6	2,829	6.7	2,374	5.7	2,400	5.6
Other non-Western minorities	4100	6.6	3,394	5.2	2,860	4.4	3,017	4.5
Western non-natives	4131	5.1	3,538	4.5	3,003	3.9	3,090	3.9
Unknown	882	28.5	454	25.6	622	28.7	918	34.4

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 2008, 2007 and/or 2006.

**Table 2.56 | Number of crime suspects among dropouts and non-dropouts, 2008/09**

	Dropouts		Non-dropouts					
	VMBO	HAVO, VWO	VAVO	MBO 1	MBO 2	MBO 3	MBO 4	
<b>Course year</b>	<b>1+2</b>	<b>3+4</b>	<b>3+4/3+6</b>	<b>VAVO</b>	<b>MBO 1</b>	<b>MBO 2</b>	<b>MBO 3</b>	<b>MBO 4</b>
<b>Dropouts</b>	<b>2,640</b>	<b>5,680</b>	<b>2,290</b>	<b>2,070</b>	<b>4,350</b>	<b>14,060</b>	<b>4,930</b>	<b>7,270</b>
Suspected of a crime	14.2	19.9	6.4	19.0	38.8	28.8	15.6	15.2
Suspected of 1 crime	7.9	10.9	4.9	11.9	16.3	16.3	10.2	10.0
Suspected of 2 or more crimes	6.3	9.0	1.5	7.1	22.4	12.5	5.4	5.3
<b>Not suspected of a crime</b>	<b>85.8</b>	<b>80.1</b>	<b>93.6</b>	<b>81.0</b>	<b>61.2</b>	<b>71.2</b>	<b>84.4</b>	<b>84.8</b>
<b>Non-dropouts</b>	<b>372,410</b>	<b>205,290</b>	<b>311,160</b>	<b>12,680</b>	<b>8,090</b>	<b>88,370</b>	<b>93,970</b>	<b>174,910</b>
Suspected of a crime	1.3	6.4	1.6	9.8	27.5	15.5	8.0	5.8
Suspected of 1 crime	1.0	4.7	1.4	6.9	14.3	10.5	6.1	4.5
Suspected of 2 or more crimes	0.2	1.6	0.2	2.9	13.1	5.1	2.0	1.3
<b>Not suspected of a crime</b>	<b>98.7</b>	<b>93.6</b>	<b>98.4</b>	<b>90.2</b>	<b>72.5</b>	<b>84.5</b>	<b>92.0</b>	<b>94.2</b>



## 2 | Education national

# Non-subsidized education



### Delineation of non-subsidized education, ages 17-65

Non-subsidized education is not funded by the Ministries of OCV 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, 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 2009, nearly 1.3 million people between the ages of 17 and 65 were enrolled in non-subsidized education, i.e., 12.2 per cent of the population in that age bracket. Relative participation increased between 2006 and 2008, but in 2009 fell back to the level of 2007.

### Types of study programmes

Non-subsidized education can be typified by various characteristics. In 2009, for example, 79 per cent of participants were enrolled in a work-related programme; 32 per cent took part in company training programmes, 11 per cent in correspondence courses and 7 per cent in full-time study programmes. The average duration was more than six months, but the diversity in duration is vast: from a week or less to three years or more.

Company training courses are usually short; six out of ten participants spent less than four weeks on a course, while nearly half spent even less than one week.

### Characteristics of the participants

Most participants in non-subsidized education are between 25 and 45 years of age. The under-25s tend to prefer government-funded education. In 2009, 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 HAVO/VWO/MBO level. Women outstripped men in VMBO level programmes. Economics-law programmes were favourite, especially among men, nearly half of whom opted for this discipline. Slightly more women favoured socio-cultural programmes.

Enrolment in non-subsidized programmes increases with the level of education attained. Among those aged 17 to 65 with no more than VMBO qualifications, nearly 7 per cent enrolled in a non-subsidized programme in 2009, versus more than 12 per cent among those with HAVO/VWO/MBO qualifications and nearly 18 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 (84 and 76 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.

Figure 2.47 | Participation in non-subsidized programmes

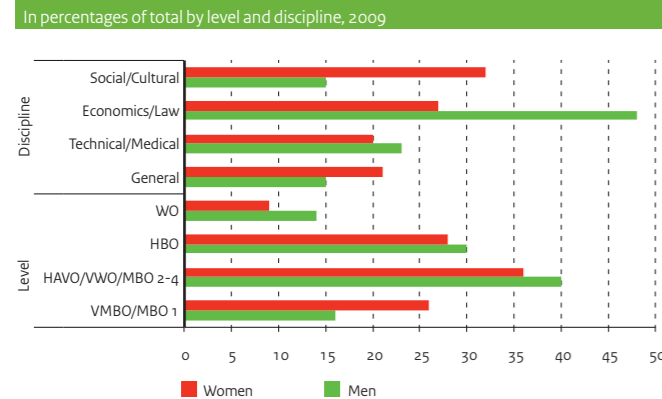
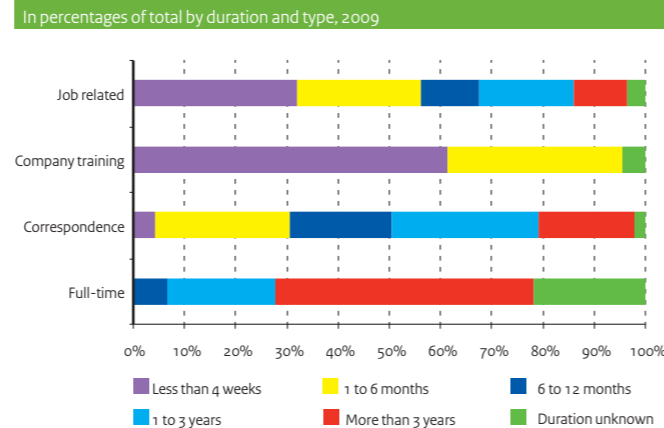


Figure 2.48 | Participation in non-subsidized programmes



### Source

<http://statline.cbs.nl>

### Notes

- Figures pertaining to 2009 are provisional.

### 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.  
 - The percentages may add up to more or less than 100 per cent.  
 - Figures are provisional.

Table 2.57 | Participation in non-subsidized education, 17-64 age bracket

	Numbers x 1000				As a percentage of population category			
	2006	2007	2008	2009	2006	2007	2008	2009
<b>Total</b>	<b>1,154</b>	<b>1,286</b>	<b>1,322</b>	<b>1,288</b>	<b>10.9</b>	<b>12.2</b>	<b>12.5</b>	<b>12.2</b>
Men	577	639	663	637	10.9	12.0	12.5	12.0
Women	577	647	659	652	11.0	12.3	12.5	12.4
Aged 17-24	128	140	153	146	8.3	9.0	9.7	9.2
Aged 25-34	314	351	343	328	15.1	17.4	17.3	16.7
Aged 35-44	338	371	374	363	13.0	14.4	14.8	14.7
Aged 45-54	247	281	294	296	10.6	11.9	12.3	12.2
Aged 55-64	127	143	158	155	6.4	7.0	7.6	7.3
Native Dutch	935	1039	1061	1041	10.9	12.2	12.4	12.2
Western non-natives	101	115	120	112	11.7	13.3	13.6	12.6
Non-Western ethnic minorities	112	125	136	129	10.4	11.3	12.3	11.5
No more than VMBO / MBO-1 qualifications	199	212	211	211	6.2	6.8	6.8	6.8
HAVO/VWO/MBO 2-4 qualifications	504	561	570	544	11.2	12.3	12.7	12.3
HBO/WO qualifications	444	506	535	525	16.3	18.1	18.5	17.8
Employed labour force	931	1063	1106	1067	13.2	14.7	15.0	14.5
Unemployed labour force	43	38	34	44	10.7	11.5	11.7	12.0
Non-labour force	180	185	182	177	5.8	6.2	6.3	6.2

Table 2.58 | Participation in specific types of non-subsidized education, 2009

	Total (x 1000)	of which as a percentage of total number of participants			
		Full-time	Correspond.	Company training	Work related
<b>Total number of participants</b>	<b>1,288</b>	<b>7</b>	<b>11</b>	<b>32</b>	<b>79</b>
Men	637	8	11	37	81
Women	652	7	12	28	77
Aged 17-24	146	40	10	19	56
Aged 25-34	328	6	14	31	82
Aged 35-44	363	2	12	35	85
Aged 45-54	296	2	10	38	83
Aged 55-64	155	2	6	30	72
Native Dutch	1,041	6	11	34	80
Western non-natives	112	8	14	30	79
Non-Western ethnic minorities	129	13	11	22	75
No more than VMBO / MBO-1 qualifications	211	14	11	30	73
HAVO/VWO/MBO 2-4 qualifications	544	8	13	35	81
HBO/WO qualifications	525	4	10	31	80
Employed labour force	1,067	5	11	39	84
Unemployed labour force	44	11	19	.	76
Non-labour force	177	23	10	.	51



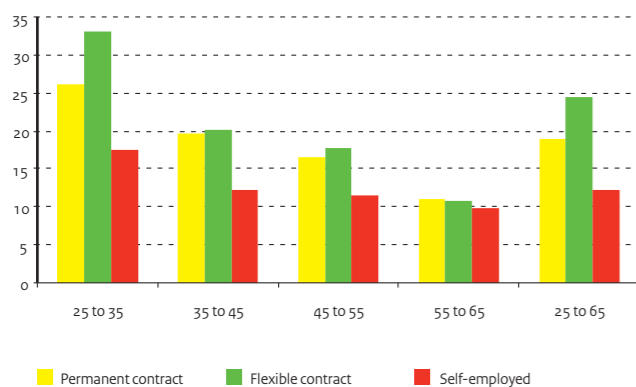
### Introduction

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. Agreements 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 *Enquête Beroepsbevolking* (EBB), conducted by Statistics Netherlands. The data gathered on the basis of the LFS differ slightly from the figures based on the EBB, among other things because the LFS uses other weighting methods. 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.

**Figure 2.49 | Learning activities by age and labour market status**  
Proportion of relevant age group, 2009



### Participation in formal education and training courses

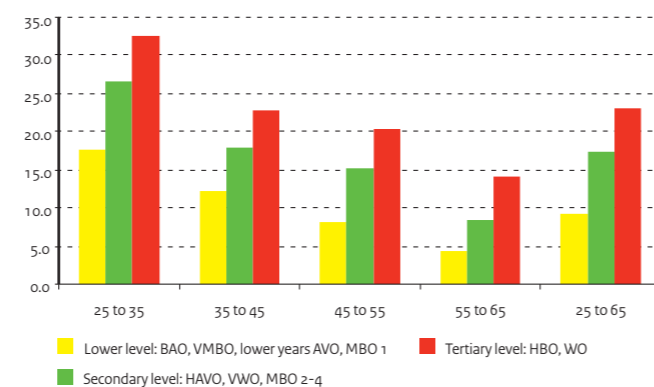
The LFS reveals that there is a minor difference between course participation among the employed and the unemployed labour force. Both among working people aged 25 to 64 and among their unemployed peers, nearly 19 per cent were enrolled in a course at the time of the interviews or in the four weeks preceding. At slightly more than 10 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.

**Figure 2.50 | Learning activities by age and educational level**  
Proportion of age group with relevant education level, 2009



Source  
CBS (LFS-EBB)

Source  
CBS (LFS-EBB)

Source  
CBS (LFS-EBB)

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

Source  
CBS (LFS-EBB)

Source  
CBS (LFS-EBB)

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.

**Table 2.59 | Learning activities by gender: proportion of men /women in age bracket 25-64**

	2005	2006	2007	2008	2009
<b>Total</b>	<b>15.9</b>	<b>15.6</b>	<b>16.6</b>	<b>17.0</b>	<b>17.0</b>
Men	15.6	15.3	16.1	16.8	16.5
Women	16.1	15.9	17.0	17.2	17.5

**Table 2.60 | Learning activities by age: proportion in relevant age bracket**

	2005	2006	2007	2008	2009
25 to 35	25.2	25.1	26.8	27.2	27.2
35 to 45	17	16.8	17.7	18.2	18.3
45 to 55	13.3	12.9	14.2	14.6	14.8
55 to 65	7.3	7.1	7.9	8.5	8.5

**Table 2.61 | Learning activities by labour market status: proportion in relevant population group**

	2005	2006	2007	2008	2009
<b>Total</b>	<b>15.9</b>	<b>15.6</b>	<b>16.6</b>	<b>17.0</b>	<b>17.0</b>
Employed labour force	17.4	17	18.2	18.6	18.5
Unemployed labour force	17.5	16.9	17.7	17.6	18.7
Non-actives (non-labour force)	10.5	10.1	10.4	10.2	10.6

**Table 2.62 | Learning activities by educational level and age, 2009: proportion with relevant level**

	25 to 35	35 to 45	45 to 55	55 to 65	25 to 65
Lower level: BAO, VMBO, lower years AVO, MBO 1	17.6	12.3	8.1	4.3	9.2
Secondary level: HAVO, VWO, MBO 2-4	26.7	18.0	15.3	8.5	17.3
Tertiary level: HBO, WO	32.5	22.8	20.2	14.2	23.0

**Table 2.63 | Learning activities by labour market status and age, 2009: proportion in relevant group**

	25 to 35	35 to 45	45 to 55	55 to 65	25 to 65
Permanent contract	26.1	19.8	16.5	11.0	18.8
Flexible contract	33.1	20.1	17.8	10.8	24.5
Self-employed	17.5	12.2	11.4	9.9	12.2
Full-time	25.3	18.1	15.2	10.6	18.2
Part-time	29.1	19.3	16.5	10.8	18.9

### 3 | Education international 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:

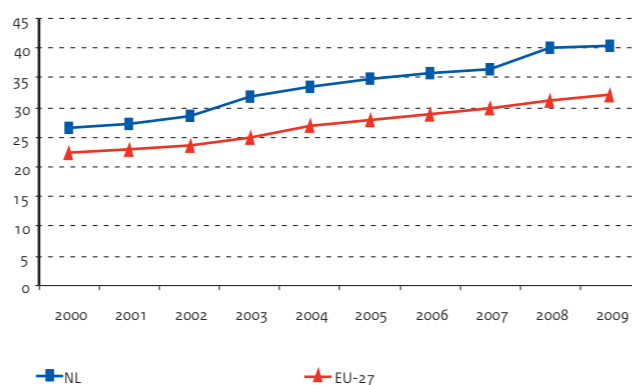
1. To raise spending on R&D from 1.9 per cent to 3 per cent of GDP;
2. To reduce the share of early school-leavers to no more than 10 per cent and to increase the proportion of tertiary education graduates (HBO / WO / post-graduate programmes) in the age bracket 30-34 to at least 40 per cent. Education 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 2009, the school dropout rate in the Netherlands was 10.9 per cent.
2. Lifelong learning. This benchmark from the Lisbon strategy has been sharpened in ET2020. At least 15 percent 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 2008, the Netherlands achieved a score of 17 per cent, which places it among the top performing countries in Europe. However, this percentage does not show much growth.
3. Basic skills. The ambition formulated in ET2010 was to reduce the share of 15-year-olds with scant reading skills. In ET2020 this goal was expanded by scant 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

4. ranks among the top 5, which is an excellent score.
4. Education level of young people. This Lisbon indicator has disappeared in ET2020. The goal for 2010 was to increase the percentage of 22-year-olds with at least upper secondary education qualifications (HAVO, VWO or MBO-2) to 85 per cent, both in Europe and in the Netherlands. At 76.6 per cent, the Netherlands is lagging slightly behind the EU average of 78.6 per cent. However, over recent years the Dutch percentage has risen more than the average and that of its neighbouring countries.
5. Graduates in exact sciences/technology. This Lisbon indicator has disappeared in ET2020. Meanwhile, the goal of a 15 per cent increase over 2000 has been amply attained. Yet the Netherlands still scores low compared to its neighbours.
6. 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 2009, the Netherlands already attained a score of 40.5 per cent. For that reason, the Netherlands has set a more ambitious goal for 2020 of at least 46 per cent tertiary education graduates among the labour force in the age bracket of 25 to 44.
7. Early-school programmes. This is a 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 already accommodate nearly 100 per cent of 4-year-olds. The Dutch national goal is more ambitious: by 2011, 100 per cent enrolment in pre-school and early-school programmes among target group children aged 4 and 5.

**Figure 3.1 | HE graduates in age bracket 30-34**  
Percentages, trend from 2000 in the Netherlands and European average



#### Source

1), 2), 4), 5), 6) and 7)  
<http://epp.eurostat.ec.europa.eu>  
 3) OECD (PISA 2003, 2009)

#### Notes

- Benchmark 2010: target figures laid down in European Education and Training programme for 2010.  
 - 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.

Table 3.1   Benchmarks agreed within the EU for 2010 and 2020										
<b>1) Early school-leaving</b> 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	
2009	10.9	11.1	10.6	11.1	9.9	12.3	15.7	10.7	14.4	
Benchmark 2010	8								50% reduction	
Benchmark ET2020	8								<10	
<b>2) Lifelong Learning</b> 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	
2009	17	6.8	31.6	7.8	22.1	6	20.1	22.2	9.3	
Benchmark 2010	20								12.5	
Benchmark ET2020	20								15	
<b>3a) Basic reading skills</b> 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 2010	8								-20% (from 2000)	
Benchmark ET2020	8								<15	
<b>3b) Basic maths skills</b> 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	
<b>3c) Basic science skills</b> 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	
<b>4) Education level of young people</b> Percentage in 20-24 age bracket with at least HAVO, VWO or MBO-2 qualifications										
	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	EU-27	
2000	71.9	81.7	72	74.7	87.7	81.6	76.6	85.2	76.6	
2009	76.6	83.3	70.1	73.7	85.1	83.6	79.3	86.4	78.6	
Benchmark 2010	85								85	
<b>5) Science and technology</b> Exact science / technology graduates and doctoral students per 1000 residents in age bracket 20-29										
	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	EU-27	
2000	5.8	9.7	11.7	8.2	16	19.6	18.5	11.6	10.1	
2008	8.8	11.6	15.5	12.5	24.3	20.2	17.6	13.2	13.9	
Benchmark 2010	6.7								+15% (from 2000)	
<b>6) Tertiary education graduates</b> Percentage of HE graduates in age bracket 30-35										
	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	
2009	40.5	42	48.1	29.4	45.9	43.3	41.5	43.9	32.3	
Benchmark ET2020	-								40	
<b>7) Pre-school education</b> 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	
2007	98.9	99.7	92.7	94.5	69.8	100	90.7	94	90.7	
Benchmark ET2020	-								95	

### 3 | Education international

# 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 81.5 and 84.9 per cent respectively. Most surrounding nations achieve a comparable percentage, except for the United Kingdom with an enrolment rate of 72.6 per cent.

In the Netherlands, 28.8 per cent of 20 to 29-year-olds are enrolled in government-funded education, which is more than the OECD and EU averages of 24.9 and 25.1 per cent respectively. However, the Netherlands does score lower than Poland and the Scandinavian countries, where enrolment rates are substantially higher than 30 per cent.

At 2.8 per cent, enrolment among 30 to 39-year-olds in the Netherlands is quite low. Other countries, such as Belgium, Finland and Sweden, have considerably higher rates. 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 between 1995 and 2008 increased. In Spain and the United Kingdom, 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 Hungary, the Czech Republic, Greece and Poland, particularly, enrolment rates have grown sharply; these countries also had considerable lost ground to make up. In the Netherlands, the enrolment rate has remained above the OECD and EU averages for a number of years in a row. Between 1995 and 2008 it increased from 21.1 to 28.8 per cent, i.e., slightly more than the growth of the OECD and EU averages in terms of percentage. The enrolment in education in the Netherlands grew faster than enrolment in the 20 to 29 age group in Belgium, Denmark, France and the United Kingdom, but less rapidly than in other surrounding countries.

#### 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 2008 was 17.9 years, which is slightly higher than the OECD and EU averages of 17.6 years. 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

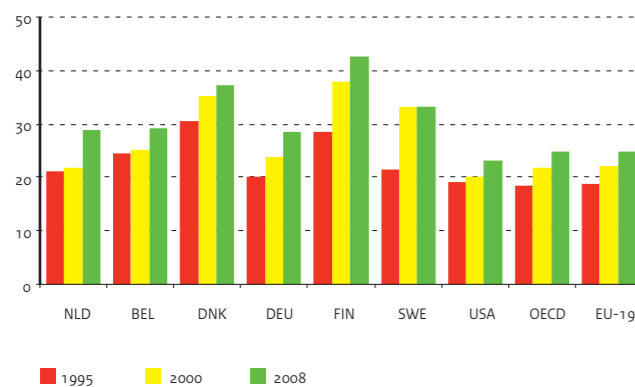
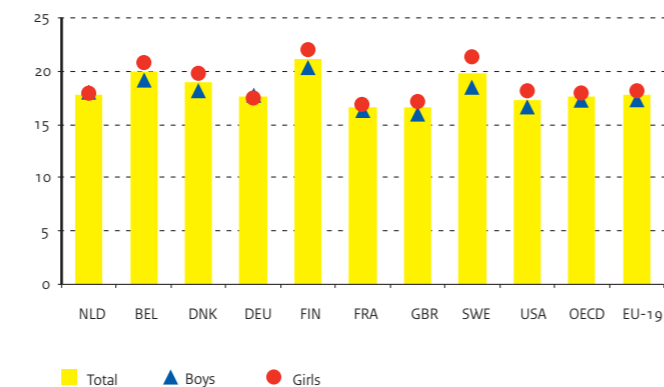


Figure 3.3 | School expectancy for 5-year-olds

In years, 2008



#### Source

OECD, EAG 2010, table C1.1, p. 302

#### Notes

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

Table 3.2 | Enrolment in government-funded education by age, 2008 (in percentages)

	Ages 5-14	Ages 15-19	Ages 20-29	Ages 30-39	Age 40 and older
The Netherlands	99.6	89.6	28.8	2.8	0.7
Belgium	99.1	92.2	29.0	8.6	3.9
Denmark	97.6	83.6	37.3	8.0	1.4
Germany	99.3	88.7	28.4	2.5	0.1
Finland	95.5	87.2	42.6	15.0	3.5
France	100.7	85.6	19.2	2.6	--
Greece	98.9	82.7	28.6	--	--
Hungary	99.6	89.3	25.0	5.3	0.6
Ireland	101.5	89.7	18.1	4.5	0.2
Italy	100.3	82.2	21.3	3.3	0.1
Austria	98.5	79.1	22.5	4.1	0.6
Poland	94.0	92.7	30.4	4.6	--
Spain	100.4	80.8	21.3	4.0	1.1
Czech Republic	98.7	89.8	21.4	3.4	0.4
United Kingdom	101.5	72.6	17.0	5.6	1.6
Sweden	99.3	86.1	33.2	12.5	2.8
United States	98.6	80.8	23.2	5.5	1.3
OECD	98.8	81.5	24.9	5.9	1.6
EU-19	99.0	84.9	25.1	5.6	1.3

#### Source

OECD, EAG 2010, table C1.2, p. 303

#### 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.

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

	1995	2000	2008
The Netherlands	21.1	21.8	28.8
Belgium	24.4	25.2	29.0
Denmark	30.4	35.4	37.3
Germany	20.3	23.7	28.4
Finland	28.5	37.9	42.6
France	19.2	19.5	19.2
Greece	12.5	16.0	28.6
Hungary	10.4	19.0	25.0
Ireland	13.7	16.3	18.1
Italy	--	17.1	21.3
Austria	15.6	18.3	22.5
Poland	16.1	24.4	30.4
Spain	20.6	24.0	21.3
Czech Republic	9.6	14.2	21.4
United Kingdom	17.7	24.3	17.0
Sweden	21.6	33.4	33.2
United States	19.2	20.1	23.2
OECD	18.4	21.7	24.9
EU-19	18.9	22.1	25.1

### 3 | Education international

# Mobility - primary/secondary/vocational education

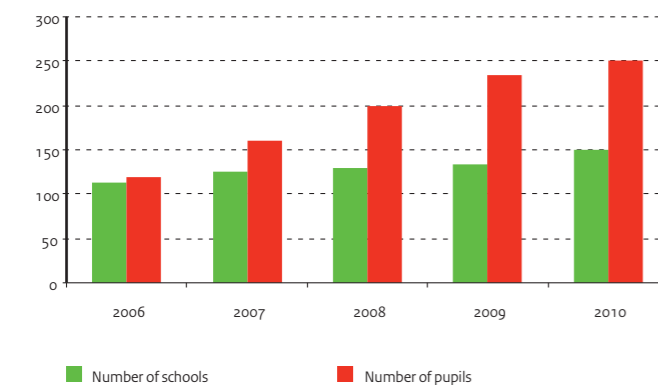
#### Internationalization in primary and secondary education

In primary and secondary education, the mobility of teachers and pupils is 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]. For this programme, an amount of 2.9 million euros has been made available annually (2009-2010). 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, mobility has clearly increased in recent years. In 2009, however, the number of primary school pupils spending time abroad dropped by nearly 20 per cent from 2008, as did mobility among primary school teachers. The number of schools providing early foreign language education rose by 64 per cent in 2010, compared to 2009. In secondary education an upward trend can be observed, amounting to nearly 14 per cent last year. The number of mobile pupils rose by 6 per cent from 2009.

Figure 3.4 | Secondary bilingual education

Numbers enrolled x 100



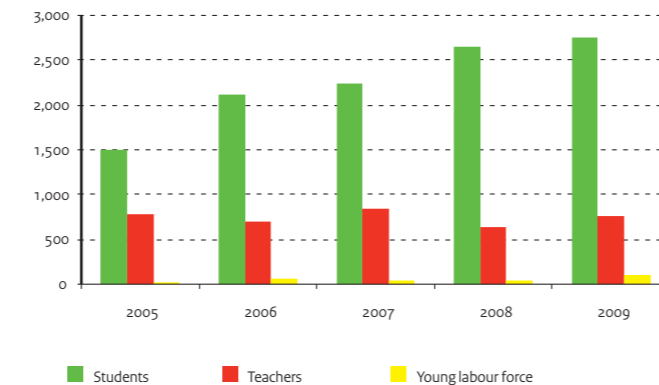
#### Internationalization in vocational and adult education

In 2009, the registered share of MBO students that are gaining experience abroad in a programme context rose slightly, in comparison with all MBO students, from 0.54 per cent to 0.56 per cent. The proportion of teachers rose slightly as well, from 3.40 per cent to 3.80 per cent. This concerns registered enrolment within the Leonardo da Vinci programme and the *Bilateraal Austausch 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 2009, the number of pupils that visit a foreign country in this context grew by more than 4 per cent compared to 2008. For the pupils, the most popular destination by far was Spain. Other popular destination countries include the United Kingdom, Belgium and Germany. Teachers favour Finland, Spain, Malta and the United Kingdom. In the German-Dutch BAND project, the number of pupil exchanges picked up again in 2009: from 97 in 2008 to 127 in 2009. The number of teacher visits increased considerably: from 19 to 29. After a slack in recent years, the BAND programme now appears to gain in popularity again.

Out of the 43 Regional Training Centres and 13 Agricultural Training Centres in the Netherlands, 68 per cent had one or more active partners abroad in the context of programme mobility in 2009. 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 40. On average, a Dutch educational institution has 6 partners in a foreign country.

Figure 3.5 | Participation in Leonardo da Vinci programmes

In vocational training sector



#### Source

European Platform, 2010

#### Notes

- BIOS: promotion of international orientation and collaboration.

#### Source

European Platform, 2010

#### Source

European Platform, 2010

#### 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. One school has 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.  
 - In 2010 more specific data on enrolment, particularly in LinQ project.

#### Source (tables 3.7, 3.8 and 3.9)

CINOP, 2010

#### Notes table 3.9

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

Table 3.4 | Numbers enrolled abroad

	2005	2006	2007	2008	2009
Primary education	961	1,544	1,820	2,321	1,872
Secondary education	20,352	20,517	21,774	21,823	22,919
Teacher-training programmes, BIOS work placements	.	.	.	576	727
<b>Total</b>	<b>21,313</b>	<b>22,061</b>	<b>23,594</b>	<b>24,720</b>	<b>25,518</b>

Table 3.5 | Number of teachers working abroad

	2005	2006	2007	2008	2009
Primary education	1,735	1,138	1,531	1,690	1,351
Secondary education	4,149	4,472	5,271	5,296	7,016
Teacher-training programmes, BIOS work placements	.	.	.	572	46
<b>Total</b>	<b>5,884</b>	<b>5,610</b>	<b>6,802</b>	<b>7,558</b>	<b>8,413</b>

Table 3.6 | Schools and pupils participating in special language programmes

Year	Primary schools		Secondary schools		Elos		
	Early foreign language instruction		Bilingual teaching		Focused language instruction		
	Number of schools	Number of pupils	Number of schools	Number of pupils	Number of schools	Number of pupils	
2006	85	8,500	113	12,000	53	5,300	18
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

Table 3.7 | Participation in Leonardo da Vinci programmes

	2005	2006	2007	2008	2009
Pupils / students	1,497	2,117	2,239	2,644	2,761
Teachers	773	698	852	634	762
Young labour force	21	53	42	38	96
<b>Total</b>	<b>2,291</b>	<b>2,868</b>	<b>3,133</b>	<b>3,316</b>	<b>3,619</b>

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

	2005	2006	2007	2008	2009
Pupils / students	125	151	120	97	127
Teachers	22	30	19	19	29

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

	2005	2006	2007	2008	2009
Percentage of students	0.55	0.44	0.48	0.54	0.56

### 3 | Education international

# 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 2007/08, nearly 14 thousand Dutch students went abroad (OECD related countries) to complete an entire study programme. Particularly popular destinations were the United Kingdom and Belgium. Other countries in the top 5 destinations were Germany, the United States and Sweden.

With effect from the 2007/08 school year, student aid could be transferred worldwide. In 2009/10, nearly 7 thousand students took advantage of this possibility.

#### Incoming diploma mobility

The number of foreign students studying for a diploma in the Netherlands rose between 2005/06 and 2009/10 from more than 33 thousand to more than 47 thousand. This increase primarily took place in academic higher education, where the number of foreign students nearly doubled. This upward trend in the influx of foreign students has been observed since the early 1990s. In 2009/10, foreign students accounted for 7.4 per cent of the overall student population in Dutch tertiary education, versus only 6.0 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, Spain and France.

#### 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. After a period of decline, the last three years for which measurements are available have shown a slight increase in the percentage of graduates that say they gained experience abroad during their studies: from 22 per cent in 2004/05 to 23.1 per cent in 2007/08.

Figure 3.6 | Relative trends in foreign enrolment in HE

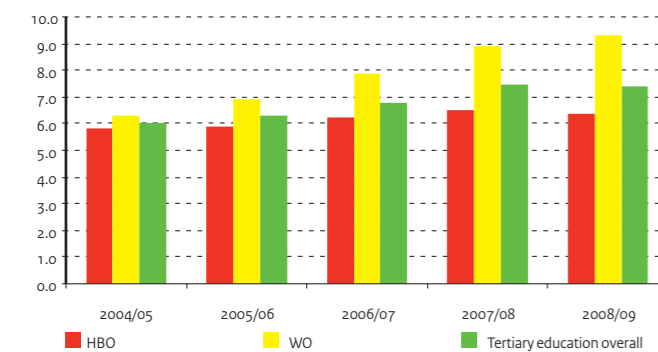
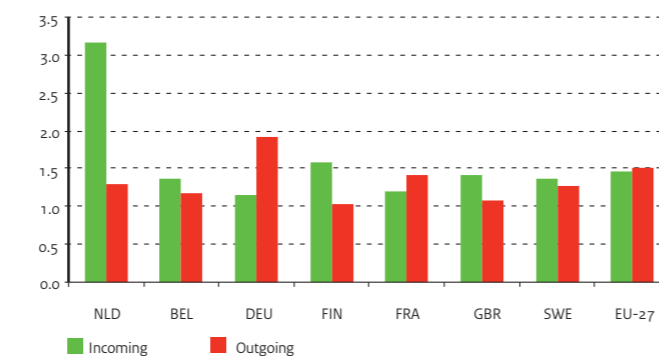


Figure 3.7 | Relative increase in diploma mobility, 2000-2008

From and to EU countries



#### Source

OECD, EAG 2010, Web Table C2.7  
OCW (DUO)

#### Source

OCW (DUO), 2010 (revised figures)

#### Source

CBS

#### Notes

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

#### Source

Eurostat, 2010

#### Notes Table 3.13

- 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.

#### Source

ROA, 2003-2007

#### Source

Nuffic: Mobiliteit in Beeld 2010

Table 3.10 | Dutch diploma students abroad

	2005/06	2006/07	2007/08	2008/09	2009/10
Total number of students	13,066	13,274	13,873	--	--
Number of students funded by the Netherlands	3,783	3,999	5,512	6,409	6,993
As a % of total enrolment in the Netherlands	0.68	0.70	0.94	1.06	1.10

Table 3.11 | Foreign students in subsidized tertiary education

	2005/06	2006/07	2007/08	2008/09	2009/10
Total number of foreign students	33,384	35,952	39,795	44,430	47,226
Number of foreign students in HBO	20,608	21,604	23,130	24,876	25,746
Number of foreign students in WO	12,776	14,348	16,665	19,554	21,480
As a % of total enrolment in the Netherlands	6.0	6.3	6.8	7.4	7.4
As a % of enrolment in HBO in the Netherlands	5.8	5.9	6.2	6.5	6.4
As a % of enrolment in WO in the Netherlands	6.3	6.9	7.9	8.9	9.3

Table 3.12 | Mobile students enrolled in Dutch tertiary education

	2004/05	2005/06	2006/07	2007/08	2008/09
Total number of students	26,387	27,037	27,449	30,052	23,674
As a % of total enrolment	4.7	4.7	4.7	5.0	3.7

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

	NLD	BEL	DEU	FIN	FRA	GBR	SWE	EU-27
Intake from EU-27, EEA and EU candidates 2000	7.8	22.5	101.0i	2.2	38.0	113.4	14.2	371.0
2007	28.0	29.2	108.1	3.6	44.6	165.5	11.0	554.5
Outflow to EU-27 from EU, EEA and EU candidates 2000	9.3	7.8	34.1i	8.6	34.6	11.0	8.9	325.4
2008	12.9	9.1	71.7	8.2	45.4	10.6	11.7	497.2

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

	2003/04	2004/05	2005/06	2006/07	2007/08
Percentage of HE graduates	24.2	22.0	22.8	23.1	23.1
Percentage of HBO graduates	19.4	17.2	18.3	20.2	21.5
Percentage of WO graduates	36.0	31.6	31.3	29.1	26.6

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

	Incoming mobility	Outgoing mobility	
Germany	21,700	United Kingdom	5,000
China	5,100	Belgium	3,650
Belgium	2,550	Germany	1,950
Spain	2,000	United States	1,600
France	1,850	Sweden	1,15

### 3 | Education international

# 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

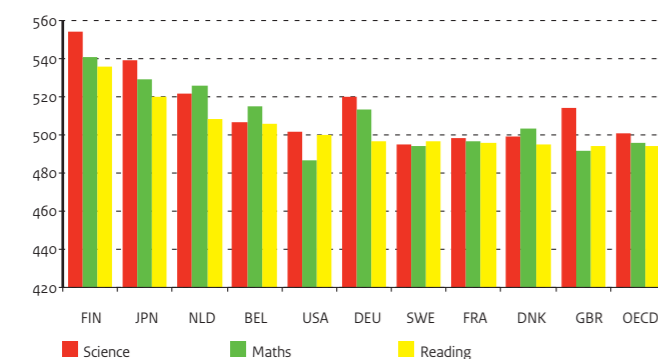
**Reading skills:** With an average reading skills score of 508 points in 2009, the Netherlands ranks second in the European rankings. Only Finland performs better. The Netherlands ranks seventh among the 35 countries in the OECD rankings and tenth among the 65 countries participating in PISA. The average 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.

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

Average scores attained in PISA 2009



#### Score distribution by gender

**Reading:** In all OECD countries, girls read better than boys. In the Netherlands, the score difference between girls and boys is smaller than in nearly all other OECD countries. This has also remained virtually constant since 2003.

**Natural sciences:** Dutch boys achieve a slightly higher (insignificant) average score than girls. This difference has changed little since 2003. The highest skills are found among boys.

**Mathematics:** In all OECD countries, boys perform better in mathematics than girls. Worthy of note is the increase in the score difference between Dutch boys and girls since 2003, particularly due to a sharp decline in the performance of the girls. This largely explains the decline of the average mathematics score achieved in the Netherlands.

#### 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. The scores in several subscales, for instance, were studied (including "accessing and retrieving", "integrating and interpreting", and "reflecting and evaluating"). Although the Netherlands ranks tenth internationally among all countries participating in PISA, based on the average score achieved, it seems that Dutch pupils perform better in relative terms when it comes to accessing and retrieving information in texts (fifth place) and perform relatively less well with respect to integrating and interpreting information (16th place). Dutch children do not generally do well in solving complex problems.

Data has also been collected 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).

It is noteworthy that the Dutch PISA scores show that Dutch pupils receive the lowest scores by far internationally for reading enjoyment, for the diversity in reading material and for the average time they spend each week reading (for pleasure). Also, pupils in VMBO basic vocational programmes achieve the lowest score for reading pleasure, while pupils in VWO achieve the highest score. The diversity in reading material also increases as the level of education increases.

#### Source

PISA 2009, OECD

#### Notes

Top 10 (of 65 countries participating in 2009)

**Table 3.16 | Trends in average reading skills scores, age 15, 2003 and 2009**

	Total		Girls		Boys	
Shanghai-China	--	556	--	576	--	536
Korea	534	539	547	558	525	523
Finland	543	536	565	563	521	508
Hong Kong-China	510	533	525	550	494	518
Singapore	--	526	--	542	--	511
Canada	528	524	546	542	514	507
New Zealand	522	521	535	544	508	499
Japan	498	520	509	540	487	501
Australia	525	515	545	533	506	496
The Netherlands	513	508	524	521	503	496

**Table 3.17 | Trends in average numeracy skills scores, age 15, 2003 and 2009**

	Total		Girls		Boys	
Shanghai-China	--	600	--	501	--	599
Singapore	--	562	--	559	525	565
Hong Kong-China	550	555	548	547	552	561
Korea	542	546	528	544	552	548
Chinese Taipei	--	543	--	541	--	546
Finland	544	541	541	539	548	542
Liechtenstein	536	536	521	523	550	547
Switzerland	527	534	518	524	535	544
Japan	534	529	530	524	539	534
Canada	532	527	530	521	541	533
The Netherlands	538	526	535	517	540	534

**Table 3.18 Trends in average science skills scores, age 15, 2003 and 2009**

	Total		Girls		Boys	
Shanghai-China	--	575	--	575	--	574
Finland	548	554	551	562	545	546
Hong Kong-China	539	549	541	548	538	550
Singapore	--	542	--	542	--	541
Japan	548	539	546	545	550	534
Korea	538	538	527	539	546	537
New Zealand	521	532	513	535	529	529
Canada	519	529	516	526	527	531
Estonia	--	528	--	528	--	527
Australia	525	527	525	528	525	527
The Netherlands	524	522	522	520	527	524

**Table 3.19 | PISA reading skills scores in various sub-domains**

	Access and retrieve	Integrate	Reflect	Continuous	Non-continuous
	and interpret	and evaluate	texts	texts	texts
Shanghai-China	549	558	557	564	539
Finland	532	538	536	535	535
Canada	517	522	535	524	527
Japan	530	520	521	520	518
The Netherlands	519	504	510	506	514

#### Source

PISA 2009, OECD

#### Notes

Top 11 (of 65 countries participating in 2009)

#### Source

PISA 2009, OECD

#### Notes

Top 11 (of 65 countries participating in 2009)

#### Source

PISA 2009, OECD

#### Notes

The Netherlands and some comparison countries from the top 10

### 3 | Education international

## Skills in the international perspective (2)

#### PISA skills scale

The PISA scores achieved are classified on a skills scale. There are 7 levels for reading (1a, 1b and 2 to 6). A comparable skills scale is used for mathematics and the natural sciences. Pupils that score under level 2 are functionally illiterate according to the OECD definitions. Pupils that achieve levels 5 or 6 are often called top performers. They are able to absorb and evaluate new information and are seen as the international knowledge workers of tomorrow.

#### Weak performers in PISA

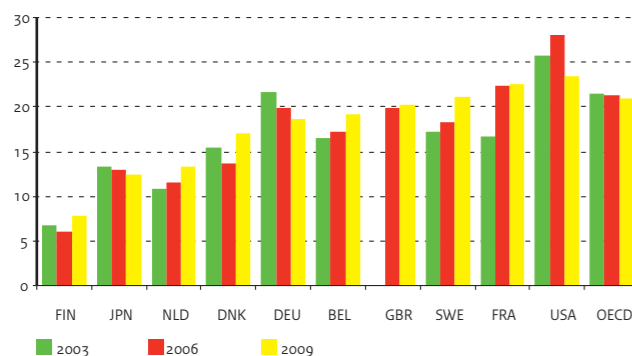
*Reading:* The percentage of functionally illiterate 15-year-olds in the Netherlands was 14.4 in 2009. That is lower than the OECD average of 18.8 per cent. The slight decrease in this percentage since 2006 is a positive development. Functionally illiterate pupils in the Netherlands are primarily found 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.

Figure 3.9 | Trends in numbers with weak maths skills

Percentage of all pupils attaining lowest score (< level 2)



#### Top Performers in PISA

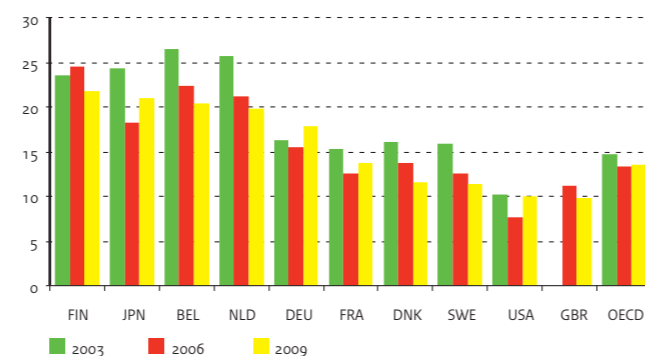
*Reading:* In 2009, top performers represented 9.8 per cent of Dutch 15-year-olds. This is higher than the OECD average of 7.6 per cent. The slight increase in this percentage in comparison with 2003 and 2006 is a positive development. Top performers in the area of reading in the Netherlands are primarily 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.

*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.

*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.

Figure 3.10 | Trends in numbers with excellent maths skills

Percentage of all pupils attaining highest score (level 5 or 6)



#### Source

PISA 2009, OECD

#### Notes

– Top 15 (of 65 countries participating in 2009)

#### Source

PISA 2009, OECD

#### Notes

– Top 15 (of 65 countries participating in 2009)

Table 3.20 | Percentage of low performers in PISA 2009: top 15 per category

	Reading	Mathematics	Science
Shanghai-China	4.1	Shanghai-China	4.8
Korea	5.8	Finland	7.8
Finland	8.1	Korea	8.1
Hong Kong-China	8.3	Hong Kong-China	8.8
Canada	10.3	Liechtenstein	9.5
Singapore	12.4	Singapore	9.8
Estonia	13.3	Macao-China	11.0
Japan	13.6	Canada	11.5
Australia	14.3	Japan	12.5
New Zealand	14.3	Estonia	12.6
<b>The Netherlands</b>	<b>14.4</b>	Chinese Taipei	12.8
Macao-China	14.9	<b>The Netherlands</b>	<b>13.4</b>
Norway	14.9	Switzerland	13.5
Poland	15.0	New Zealand	15.4
		<b>The Netherlands</b>	<b>13.2</b>

Table 3.21 | Percentage of excellent performers in PISA 2009: top 15 per category

	Reading	Mathematics	Science
Shanghai-China	19.4	Shanghai-China	50.4
New Zealand	15.8	Singapore	35.6
Singapore	15.7	Hong Kong-China	30.7
Finland	14.5	Chinese Taipei	28.4
Japan	13.4	Korea	25.6
Korea	12.9	Switzerland	24.2
Australia	12.8	Finland	21.7
Canada	12.8	Japan	20.9
Hong Kong-China	12.4	Belgium	20.4
Belgium	11.2	<b>The Netherlands</b>	<b>19.9</b>
USA	9.9	New Zealand	19.0
<b>The Netherlands</b>	<b>9.8</b>	Canada	18.4
France	9.6	Liechtenstein	18.0
Sweden	9.0	Germany	17.9
Iceland	8.5	Macao-China	17.1
		Shanghai-China	24.3
		Singapore	19.9
		Finland	18.7
		New Zealand	17.6
		Japan	16.9
		Hong Kong-China	16.2
		Australia	14.5
		Germany	12.8
		<b>The Netherlands</b>	<b>12.7</b>
		Canada	12.1
		Korea	11.6
		UK	11.4
		Switzerland	10.7
		Estonia	10.4
		Belgium	10.1

Table 3.22 | Average score per education level compared to OECD average

	PRO	VMBO1-2	VMBO BL	VMBO KL	VMBO GL+TL	HAVO	VWO	OECD average
<b>Reading skills</b>								
Average score	400	406	407	447	495	556	608	494
Girls' scores	417	429	416	456	503	563	614	--
Boys' scores	388	389	397	437	488	548	600	--
<b>Mathematics skills</b>								
Average score	391	408	416	472	515	576	623	496
Girls' scores	378	408	403	458	502	564	612	--
Boys' scores	400	407	428	486	528	589	636	--
<b>Science skills</b>								
Average score	335	419	417	459	514	572	627	501
Girls' scores	330	420	410	452	507	565	623	--
Boys' scores	338	419	424	467	521	578	631	--

#### Source

PISA 2009, OECD



# 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. In its coalition agreement, the Dutch cabinet expressed its ambition of ranking among the top knowledge-based economies in the Global Competitive Index (GCI).

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

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. 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.

## Performances achieved internationally

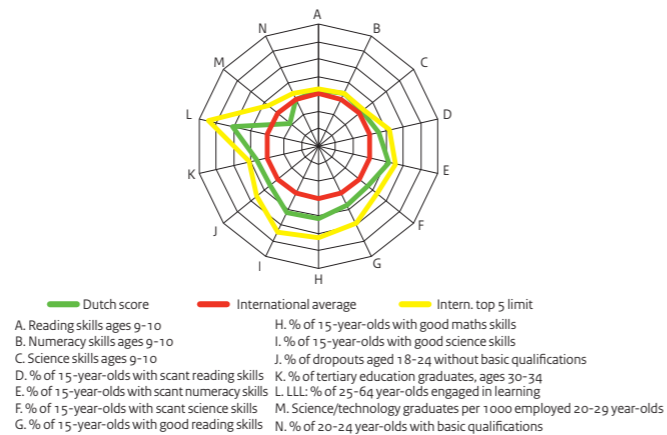
When it comes to basic skills, we see that from an international perspective Dutch education performs well above the average. However, the skills scores do show a slight decline over time. Also, the proportion of 15-year-old pupils with low reading, arithmetic and science skills increased between 2003 and 2009.

There is also 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 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, the values of these indicators are well above the international average.

Figure 3.12 | International educational achievement, 2009

Compared to international averages and top 5 in international rankings



Source

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

Table 3.23 | Educational achievement in international perspective (2003)

	NLD	Av.	Nr 5	1	2	3	4	5
Reading skills, ages 9-10 (2001)	554	500	545	Swe	Nld	Eng	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)	11,5	19,0	10,4	Fin	Kor	Can	M-Ch	Lie
% age 15 w. scant numeracy skills (2003)	10,9	21,4	10,9	Fin	Kor	Can	HK	Nld
% age 15 w. scant science skills (2003)	13,0	19,2	10,3	Fin	Est	HK	Can	M-Ch
% age 15 w. good reading skills (2003)	8,8	8,3	12,6	NZ	Fin	Aus	Lie	Can
% age 15 w. good numeracy skills (2003)	25,5	14,7	24,8	HK	Bel	Lie	Nld	Kor
% age 15 w. good science skills (2006)	14,6	9,0	14,6	Fin	NZ	HK	Jap	Ch. Tai
% dropouts, ages 18-24 (2003)	14,3	16,6	6,5	Slova	Slova	Pol	Nor	Cz
% HE graduates, ages 30-34 (2003)	31,7	25,0	38,2	Fin	Nor	Cyp	Dnk	Ice
% in learning activities, ages 25-64 (2003)	16,4	8,5	22,4	IJs	Gbr	Swi	Dnk	Fin
Science graduates per 1000 employed (2003)	7,3	12,3	16,3	Ire	Fra	Gbr	Fin	Lit
% ages 20-24 w. basic qualifications (2003)	75,0	76,9	90,8	Slova	Nor	Cz	Cro	Slov

Source

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

Table 3.24 | Educational achievement in international perspective (2009)

	NLD	Av.	Nr 5	1	2	3	4	5
Reading skills, ages 9-10 (2006)	547	506	558	Rus	HK	Can. Alb	Sin	Can. Br. Col.
Numeracy skills, ages 9-10 (2007)	535	473	549	HK	Sin	Ch. Tai	Jap	Kaz
Science skills, ages 9-10 (2007)	523	476	546	Sin	Ch. Tai	HK	Jap	Rus. Fed.
% age 15 w. scant reading skills (2009)	14,4	18,8	10,3	Shai	Kor	Fin	HK	Can
% age 15 w. scant numeracy skills (2009)	13,4	24,4	9,5	Shai	Fin	Kor	HK	Lie
% age 15 w. scant science skills (2009)	13,2	18,0	8,3	Shai	Fin	Kor	HK	Est
% age 15 w. good reading skills (2009)	9,8	7,6	13,4	Shai	NZ	Sin	Fin	Jap
% age 15 w. good numeracy skills (2009)	19,9	13,5	25,6	Shai	Sin	HK	Ch. Tai	Kor
% age 15 w. good science skills (2009)	12,7	8,5	16,9	Shai	Sin	Fin	NZ	Jap
% dropouts, ages 18-24 (2009)	10,9	13,9	5,4	Cro	Slova	Pol	Slov	Cz
% HE graduates, ages 30-34 (2009)	40,5	32,3	45,9	Ire	Den	Nor	Lux	Fin
% in learning activities, ages 25-64 (2009)	17,0	9,3	22,1	Dnk	Ice	Swi	Swe	Fin
Science graduates per 1000 employed (2009)	8,8	13,9	17,8	Fin	Por	Fra	Ire	Lit
% ages 20-24 w. basic qualifications (2009)	76,6	78,6	89,4	Cro	Slova	Cz	Pol	Slov

Table 3.25 | Global Competitive index ranking

Position	2005	2006	2007	2008	2009	2010
1	USA	Switzerland	USA	USA	Switzerland	Switzerland
2	Finland	Finland	Switzerland	Switzerland	USA	Sweden
3	Denmark	Sweden	Denmark	Denmark	Singapore	Singapore
4	Switzerland	Denmark	Sweden	Sweden	Sweden	USA
5	Singapore	Singapore	Germany	Singapore	Denmark	Germany
6	Germany	USA	Finland	Finland	Finland	Japan
7	Sweden	Japan	Singapore	Germany	Germany	Finland
8	Taiwan, China	Germany	Japan	The Netherlands	Japan	The Netherlands
9	UK	The Netherlands	UK	Japan	Canada	Denmark
10	Japan	UK	The Netherlands	Canada	The Netherlands	Canada

Source

World Economic Forum

### 3 | Education international

# 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 2008, 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 also slightly more than the average in OECD and EU countries. Compared to the surrounding nations, the Netherlands only outperforms the United Kingdom in the age group of 25 to 34. Sweden and Finland top the list.

#### Tertiary education

In 2008, 32 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 40 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 2008, 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. The United States, Sweden and Denmark score higher in comparison with the surrounding countries. Of Dutch residents aged 25 to 64 with no more than lower secondary education qualifications, two-thirds held a job in 2008. 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 3.13 | Educational level of the population

Proportion in age bracket 25-64 by highest qualifications attained, 2008

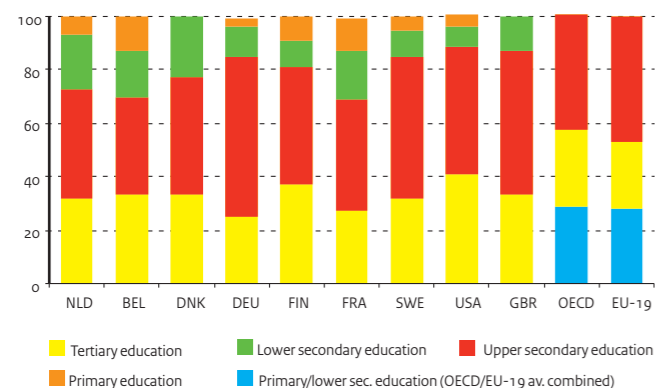
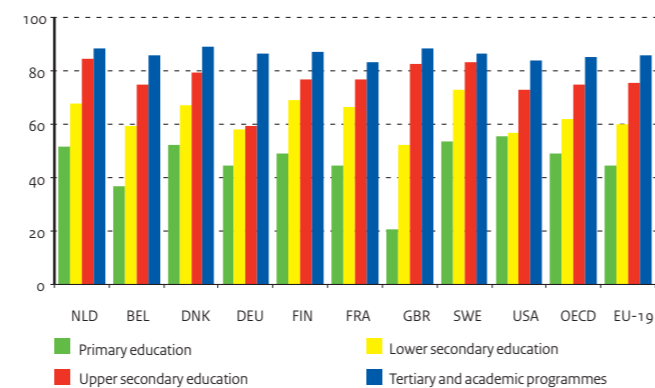


Figure 3.14 | Employment rates by educational level, 2008

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



#### Source

OECD, EAG 2010, table A1.2a, p. 35  
OECD, EAG 2010, table A1.3a, p. 36

#### 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.

#### Source

OECD, EAG 2010, table A6.1b (web)

Table 3.26 | Educational level of the population as a percentage of age bracket, 2008

	NLD	BEL	DNK	DEU	FIN	FRA	GBR	SWE	USA	OECD	EU-19
<b>A) At least upper secondary education</b>											
Ages 25-64	73	70	75	85	81	70	70	85	89	71	72
Ages 25-34	82	83	85	86	90	83	77	91	88	80	82
Ages 35-44	77	77	80	87	88	77	70	90	89	75	76
Ages 45-54	71	64	69	86	82	64	67	84	89	68	69
Ages 55-64	62	52	63	82	66	55	63	75	89	58	59
<b>B) Tertiary education: ISCED 5A+5B+6</b>											
Ages 25-64	32	32	34	25	37	27	33	32	41	28	27
Ages 25-34	40	42	43	24	38	41	38	41	42	35	34
Ages 35-44	33	35	37	27	44	31	33	33	43	29	26
Ages 45-54	31	29	32	26	37	20	30	28	40	25	22
Ages 55-64	26	22	26	24	29	17	27	26	40	20	18

Table 3.27 | Employment rates in 25-64 age bracket by educational level, 2008

	Primary education	Lower secondary educ.	Upper secondary educ.	Tertiary and academic educ.
The Netherlands	52	68	84	89
Belgium	37	59	75	86
Denmark	52	67	80	89
Germany	45	58	59	86
Finland	49	69	77	87
France	45	67	77	83
Greece	54	69	66	83
Ireland	47	65	75	87
Italy	30	61	75	81
Poland	--	43	68	85
Spain	48	68	75	84
United Kingdom	21	52	83	88
Sweden	54	73	83	87
United States	56	57	73	84
OECD	49	62	75	85
EU-19	45	60	75	86

### 3 | Education international

## 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 29.2 per cent in 2008 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.

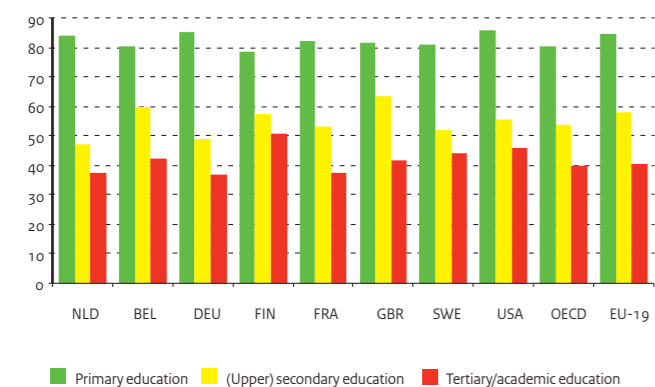
The Dutch share of teachers under 30 years of age (20.3 per cent) is well above the OECD and EU averages. In comparison with surrounding countries, the group of teachers younger than 30 is quite large in the Netherlands. It should be noted, however, that the countries with relatively long teacher training programmes will have a smaller number of young teachers.

The age distribution of secondary school teachers shows a different picture. At 37.3 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. Of the surrounding nations, the age structure of teachers compares particularly favourably in Belgium and the United Kingdom. Sweden, on the other hand, has a less positive distribution with a large share of older teachers.

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.

Figure 3.15 | Female teaching staff

In percentages of total, 2008



#### Female teaching staff

In 2008, women accounted for 83.8 per cent of primary school teachers (in terms of persons rather than full-time jobs / FTEs). This is on a par with 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. 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 a good one-third of teaching staff. This proportion is lower than the average for OECD and EU countries.

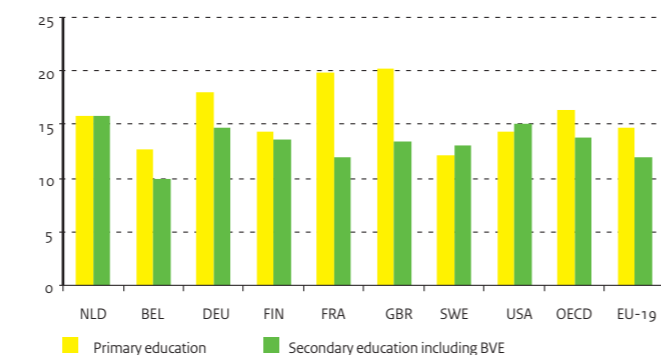
#### Pupil-teacher ratio

In the Netherlands, the average ratio of pupils to teachers in the primary education sector was 15.8 pupils to a teacher in 2008. In comparison to neighbouring countries, Germany (18.0), France (19.9) and the United Kingdom (20.2) have higher pupil-teacher ratios. Belgium and Sweden have slightly lower ratios with 12.6 and 12.2 pupils, respectively, to a teacher. With regard to secondary education, the Netherlands also attained a pupil-teacher ratio of 15.8 in 2008, which is higher than the OECD (13.7) and EU (12) 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 3.16 | Pupil-teacher ratio

In primary and secondary education, including BVE, 2008



#### Source

OECD, EAG 2010, Table D7.1 (web)

#### Notes

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

#### Source

OECD, EAG 2002, table D2.2, p. 293

OECD, EAG 2010, table D2.2, p. 387

#### 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 BVE.
- No data available for Denmark.

Table 3.28 | Age distribution of teachers in primary and (upper) secondary education 2008

	Primary education					Upper secondary education				
	< 30	30-39	40-49	50-59	>=60	< 30	30-39	40-49	50-59	>=60
The Netherlands	20.3	21.3	24.6	29.2	4.6	11.5	18.1	25.7	37.3	7.3
Belgium	23.1	28.9	27.6	18.7	1.6	15.7	23.8	27.5	29.7	3.3
Germany	6.1	22.3	21.3	41.8	8.5	2.4	22.4	28.8	38.4	8.1
Finland	10.4	30.8	30.6	25.8	2.4	5.8	21.7	30.8	31.3	10.4
France	15.8	35.8	28.5	19.4	0.5	6.6	28.1	29.6	32.3	3.4
Hungary	10.8	27.9	38.8	21.8	0.7	14.4	30.2	26.0	24.5	4.9
Ireland	26.2	24.8	21.7	22.6	4.7	13.4	29.5	25.0	26.3	5.8
Italy	1.4	19.1	37.5	37.5	4.5	0.5	9.0	37.1	46.5	7.0
Austria	8.3	21.4	35.6	33.4	1.3	5.7	21.5	37.1	32.8	2.9
Poland	16.4	32.4	39.4	10.7	1.1	16.7	32.8	26.2	19.9	4.4
Portugal	11.0	30.9	28.9	26.8	2.4	11.6	36.0	31.4	18.3	2.6
Spain	14.2	25.3	29.1	27.4	4.0	6.8	29.6	35.1	24.4	4.2
United Kingdom	24.6	26.7	21.3	25.8	1.6	16.9	25.2	26.0	26.6	5.3
Sweden	5.1	23.2	22.9	33.8	15.0	7.1	22.0	24.4	28.7	17.8
United States	19.0	25.3	24.1	25.7	5.8	16.2	26.1	23.2	26.4	8.1
OECD	15.3	26.7	27.6	26.2	4.2	10.5	24.2	29.4	28.9	7.0
EU-19	14.9	26.9	28.2	26.4	3.6	10.5	24.5	29.3	29.5	6.2

Table 3.29 | Pupil-teacher ratio

	Primary education		Secondary education	
	2000	2008	2000	2008
The Netherlands	16.8	15.8	17.1	15.8
Belgium	15.0	12.6	9.7	9.9
Germany	19.8	18.0	15.2	14.7
Finland	16.9	14.4	13.8	13.6
France	19.8	19.9	12.5	11.9
Hungary	10.9	10.6	11.2	11.6
Ireland	21.5	17.8	12.8	12.8
Italy	11.0	10.6	10.3	10.8
Austria	--	12.9	--	10.2
Poland	12.7	10.5	15.5	12.5
Portugal	12.1	11.3	9.0	7.7
Spain	14.9	13.1	11.9	9.8
Czech Republic	19.7	18.1	13.1	12.0
United Kingdom	21.2	20.2	14.8	13.4
Sweden	12.8	12.2	14.1	13.1
United States	15.8	14.3	15.2	15.1
OECD	17.9	16.4	14.3	13.7
EU-19	15.7	14.6	12.8	12.0

### 3 | Education international

## 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 2007, 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 17th 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 2007, Dutch spending on primary schools amounted to 5,700 euros per pupil, which is slightly less than the OECD and EU averages of 5,800 euros per pupil. Denmark, the United Kingdom, 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 2007, the Netherlands spent an average of 9,000 euros per secondary school pupil, which is well above the OECD and EU averages of 7,200 and 7,300 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 on a par with the OECD average, below France, the United States and Sweden but above Germany and Finland.

Spending per student in the tertiary education sector in the Netherlands, excluding Research & Development (R&D), amounted to 9,100 euros in 2007. The neighbouring countries, Germany, Finland and France, in particular, spent less per student.

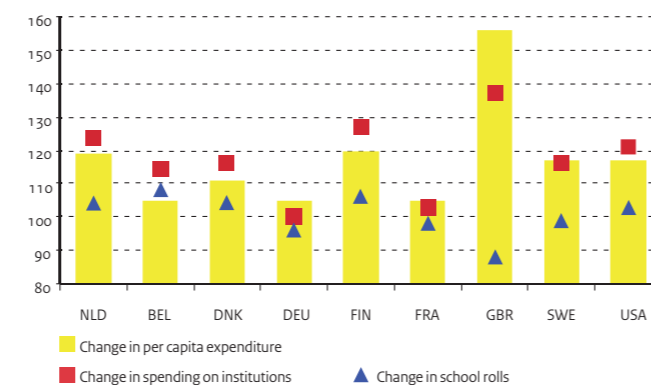
The Dutch spending per student in tertiary education including R&D is 14,000 euros, which is high in comparison with neighbouring countries and the OECD and EU averages. However, the international comparison is clouded by the fact that many countries conduct their R&D activities outside education establishments, which is not reflected in this indicator.

#### Trends in spending and school rolls

Between 2000 and 2007, absolute Dutch spending on primary and secondary schools rose by 24 per cent. In that same period, the number of pupils also increased but only by 4 per cent. Thus, the average spending per primary and secondary school pupil rose by 19 per cent between 2000 and 2007. In the United Kingdom, per capita spending rose even more quickly than in the Netherlands, as did the OECD and EU averages.

Figure 3.17 | Trends in education expenditure and school rolls

Primary and secondary education, 2007 (2000=100)



#### Source

OECD, EAG 2010, table B2.1, p. 217

OECD, EAG 2010, table B2.4, p. 220

Table 3.30 | Spending on educational establishments as a percentage of GDP

	1995	2000	2007		Total
	Total	Total	Public	Private	
The Netherlands	5.4	5.1	4.7	0.8	5.6
Belgium	--	6.1	5.9	0.2	6.1
Denmark	6.2	6.6	6.6	0.5	7.1
Germany	5.1	4.9	4.0	0.7	4.7
Finland	6.3	5.6	5.5	0.1	5.6
France	6.6	6.4	5.5	0.4	6.0
Greece	2.6	3.6	--	--	--
Hungary	5.3	4.9	4.9	--	--
Ireland	5.2	4.5	4.4	0.2	4.7
Italy	4.6	4.5	4.1	0.4	4.5
Austria	6.2	5.5	5.1	0.2	5.4
Poland	5.2	5.6	4.8	0.5	5.3
Portugal	5.0	5.4	5.1	0.5	5.6
Spain	5.3	4.8	4.2	0.6	4.8
Czech Republic	5.1	4.2	4.1	0.5	4.6
United Kingdom	5.2	4.9	5.2	0.6	5.8
Sweden	6.0	6.3	6.1	0.2	6.3
United States	6.6	7.0	5.0	2.6	7.6
OECD	--	--	4.8	0.9	5.7
EU-19	--	--	4.9	0.4	5.4

#### Source

OECD, EAG 2010, table B1.1a, p. 202

OECD, EAG 2010, table X2.2, p. 455

#### Notes

- Converted to euros by means of purchasing power parities for GDP.

- Both public and private spending.

Table 3.31 | Per capita spending on educational establishments, 2007 (x € 1000)

	Primary	Secondary	Tertiary	
			excl. R&D	incl. R&D
The Netherlands	5.7	9.0	9.1	14.0
Belgium	6.5	7.9	7.7	11.8
Denmark	8.0	8.5	--	14.4
Germany	4.9	6.9	7.5	12.1
Finland	5.5	6.9	7.2	11.9
France	5.3	8.4	7.9	11.2
Italy	6.5	7.0	4.8	7.6
Poland	3.6	3.1	4.1	4.9
Spain	5.7	7.7	7.9	11.0
Czech Republic	2.9	4.8	6.0	7.2
United Kingdom	7.2	7.8	7.9	13.6
Sweden	7.3	8.0	8.2	16.1
United States	9.0	9.9	21.2	23.7
OECD	5.9	7.2	7.9	11.3
EU-19	5.9	7.3	6.9	10.6

### 3 | Education international

# Tertiary education in the international context



#### Enrolment

In 2007/08, the number of students enrolled in tertiary education in the various countries of the EU ranged from 310 thousand in Finland to 2.3 million in the UK. In that same academic year in the Netherlands, 585 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 22.9 per cent, clearly deviates from this average; here, the major discipline is “engineering, manufacturing and construction” (24.9 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. 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 25 per cent of graduates overall, whereas its enrollees only make up 18.2 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 2007/08 academic year. Across the 27 countries of the EU, the average share of female students was nearly 60 per cent. The Netherlands lagged slightly behind with 57 per cent. In Finland and Sweden, with almost 64 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 3.18 | Success rates by discipline

In percentages, 2007/08

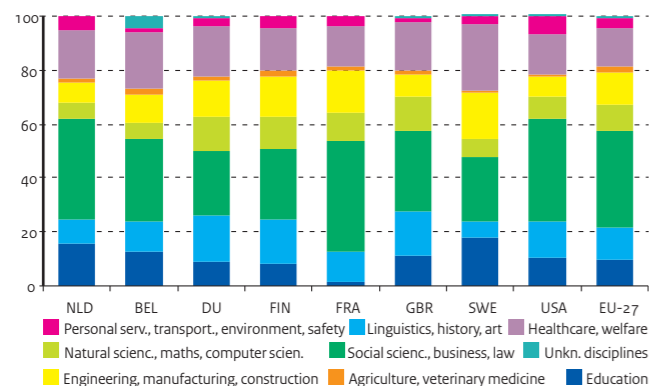
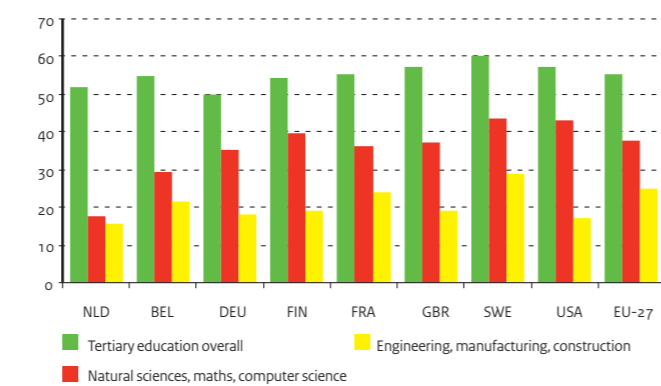


Figure 3.19 | Proportion of women in tertiary education

In percentages of total enrolment, 2007/08



#### Source

CBS and Eurostat

#### Notes

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

Table 3.32 | Enrolment in tertiary education by discipline, 2007/08

	NLD	BEL	DEU	FIN	FRA	GBR	SWE	USA	EU-27
<b>Number of students (x 1000)</b>	585	402	2245	310	2165	2329	407	18248	19040
<b>Percentage of total</b>									
Education	14.3	11.4	7.2	5.2	2.7	8.7	14.6	8.8	8.2
Linguistics, history, art	8.7	10.5	15.2	14.6	15.4	16.8	13.1	15.8	12.6
Social sciences, business, law	37.3	29.8	27.5	22.9	36.1	26.5	26.1	29.1	34.4
of which Social sciences	9.9	6.3	5.5	6.2	7.6	8.4	9.6	7.6	7.6
Journalism, documentation	0.8	3.0	1.1	1.0	1.4	2.1	1.8	2.5	1.5
Business administration, accounting	21.2	15.8	16.4	14.1	18.6	12.2	11.1	17.5	15.6
Law	5.4	4.7	4.3	1.5	7.6	3.8	3.6	1.5	5.0
Natural sciences, maths, computer science	6.4	6.6	15.2	10.9	12.3	12.9	8.9	9.0	10.3
Engineering, manufacturing, construction	8.3	9.4	15.8	24.9	13.0	8.2	15.8	7.7	14.1
Agriculture, veterinary medicine	1.1	2.5	1.5	2.3	1.2	1.0	1.0	0.7	1.9
Health care, welfare	17.4	19.7	14.4	14.2	15.6	18.2	18.2	15.8	13.0
Pers.services, transp., environment, safety	6.4	1.6	3.0	4.9	3.3	1.6	2.1	6.6	4.0
Unknown disciplines	0.0	8.5	0.2	0.0	0.4	6.1	0.2	6.7	1.5

#### 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

Table 3.33 | Success rates in tertiary education by discipline, in percentages, 2007/08

	NLD	BEL	DEU	FIN	FRA	GBR	SWE	USA	EU-27
Education	15.4	13.0	9.2	7.9	1.7	11.2	18.0	10.8	9.8
Linguistics, history, art	9.0	11.2	17.3	17.1	10.7	16.2	5.8	13.1	12.0
Social sciences, business, law	37.6	30.6	23.4	26.1	41.4	30.1	23.9	38.0	35.8
Natural sciences, maths, computer science	6.2	5.6	13.1	11.7	10.6	12.7	7.0	8.4	9.6
Engineering, manufacturing, construction	7.4	10.2	13.2	15.1	15.6	8.6	16.7	7.0	12.2
Agriculture, veterinary medicine	1.2	2.8	1.7	2.3	1.5	0.9	1.2	1.1	1.7
Health care, welfare	17.8	20.6	18.2	15.1	14.5	18.2	24.6	14.8	14.4
Pers.services, transp., environment, safety	5.3	1.4	3.4	4.8	4.0	1.3	2.8	6.8	4.0
Unknown disciplines	0.0	4.7	0.5	0.0	0.0	1.0	0.1	0.0	0.5

Table 3.34 | Proportion of women in total number of graduates, 2007/08

	NLD	BEL	DEU	FIN	FRA	GBR	SWE	USA	EU-27
Education	81.3	76.1	76.5	84.5	71.5	75.0	77.7	77.8	78.9
Linguistics, history, art	56.9	60.7	73.5	75.7	71.0	62.0	60.9	59.4	68.9
Social sciences, business, law	52.2	57.5	52.8	66.9	62.9	55.3	62.6	55.7	62.2
Natural sciences, maths, computer science	19.5	28.7	43.9	47.5	35.8	37.4	42.1	41.0	41.0
Engineering, manufacturing, construction	17.7	24.3	18.3	22.0	23.1	22.1	29.8	18.8	26.1
Agriculture, veterinary medicine	52.8	54.8	38.4	54.4	38.4	63.6	66.7	48.1	48.6
Health care, welfare	76.5	74.7	74.9	87.8	72.5	78.7	82.7	81.6	76.0
Pers.services, transp., environment, safety	55.6	56.3	55.6	74.7	47.3	58.6	66.3	54.7	52.4

#### 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



### Introduction

Eurydice is the information network for education in Europe that was set up by the European Commission in 1980. The network publishes comparative studies and analyses on education in Europe and provides descriptions of the education systems in Europe ([www.eurydice.org](http://www.eurydice.org)).

On this page and on the following one, a theme will be discussed into which Eurydice has conducted research: what differences are there in pupil performance in relation to gender (sex, as well as the entirety of social and cultural characteristics linked to a person's sex) and what policy has been or is being developed for this?

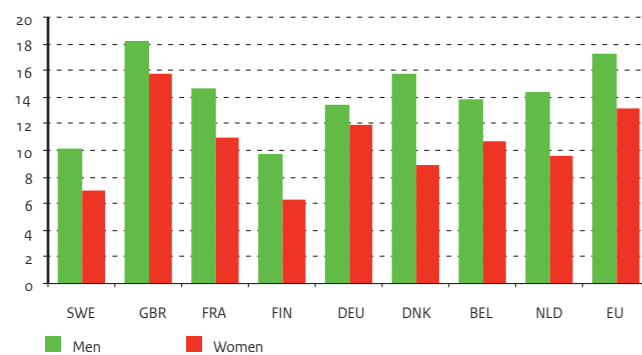
### Policy and gender equality

Most EU countries have a policy focused on gender equality in education or are developing plans in this area. The most important aim of this effort is to break through traditional roles and stereotypes. The countries within the EU are instituting different measures to achieve this, such as day release, education aimed at gender equality or the revision of the curricula. There are still few initiatives from the European government aimed at informing and involving the parents in the promotion of gender equality.

Guaranteeing and creating gender equality in the course programme and the school atmosphere is an important objective in Europe. Another objective is increasing the participation of women at the management level in the education sector.

Only a limited number of countries within the EU have set themselves the explicit goal of breaking through fixed patterns in gender-related areas.

**Figure 3.20 | Population with no more than lower secondary education qualifications** In age bracket 18-24, 2007



### Policy is primarily aimed at girls

Girls generally achieve higher scores and have higher percentages of passing exams in secondary education than boys. Dropout rates are higher among boys and boys are more often held back a year. Boys tend to be over-represented among poor readers, while girls tend to achieve lower scores in mathematics. Only a couple of countries see the poorer performance of boys as a policy priority (Belgium-Flanders, Ireland and the UK) and promote a different method and style of teaching in order to motivate boys. Austria and the UK have special programmes to improve the reading skills of boys and the performance of girls in the exact sciences. Policy focused on gender equality in most European countries is primarily aimed at girls. Encouraging girls to choose a career in technology is given particular attention. National policy in the area of breaking down gender stereotypes in the career choices of boys is lacking in EU countries, apart from a few individual projects and initiatives.

### Gender balance and the teaching profession

Belgium (French-speaking Community), Germany, Denmark, Lithuania, Finland and the UK recognise that the feminisation of the teaching profession is a problem. The lack of male role models and a threatening shortage of teachers are seen as particular points of concern. Only Ireland and the Netherlands have set up specific campaigns to interest more men in the teaching profession; the Netherlands launched the pilot projects *Paboy's gezocht: meer mannen in het onderwijs* [Men sought to train as primary school teachers: more men in education]. Few countries up to now have developed specific initiatives to increase the proportion of women in management. In the Netherlands, the programme *Meer vrouwen in het management* (More women in management) is aimed at increasing this proportion.

### Gender equality and tertiary education

Among the total number of students and graduates, women are in the majority in nearly all EU countries. They dominate in the areas of education, health and care, the social sciences and the arts. Men still dominate in engineering/technology and in business and construction-oriented studies. Approximately two-thirds of the countries have a policy focused on gender equality in higher education but these policies and the projects are almost all entirely aimed at women. The proportion of women holding job positions in tertiary education decreases as the level of the position increases. Yet only one-third of EU countries have a concrete policy to address this phenomenon. This support is primarily financial in nature by making extra resources available for universities to recruit female personnel and researchers. Young female university graduates are being offered career assistance and advice. Measures have also been taken to make it more attractive for women to return to work after an interruption (childcare, positive discrimination).

#### Source

Eurydice: gender differences in educational outcomes (2010)

Table 3.35   Female graduates (ISCED 5-6) in various disciplines as a percentage of total									
	NLD	BEL (FI)	DNK	DEU	FIN	FRA	GBR	SWE	EU
Social sciences, business, law	52	57.8	52.0	52.9	69.5	63.1	55.7	62.0	61.8
Health care and welfare	75.6	75.1	81.2	74.6	87.3	72.4	79.6	83.0	75.9
Engineering, manufacturing, construction	17.8	23.2	36.2	17.9	22.1	22.5	21.1	28.9	25.5
Humanities and arts	58.1	61.4	65.5	73.3	76.5	71.3	62.4	61.3	68.9
Education	80.9	75.2	73.3	77.8	84.1	71.8	74.8	80.6	78.3
Science and technology	20.2	32.9	35.7	42.5	44.5	36.1	37.5	42.9	40.2
Services	56	53.6	18.9	55.3	72.2	47.0	63.3	64.8	52.6
Agriculture and veterinary medicine	50.1	52	39.0	39.3	54.7	36.9	62.5	64.6	48.7

#### Source

Eurydice: gender differences in educational outcomes (2010)

Table 3.36   PhDs by gender, 2007									
	NLD	BEL (FI)	DNK	DEU	FIN	FRA	GBR	SWE	EU
Women	41.8	40.1	40.8	42.5	50.6	41.8	44.1	46.4	44.1
Men	58.2	59.9	59.2	57.5	49.4	58.2	55.9	53.6	55.9

#### Source

Eurydice: gender differences in educational outcomes (2010)

Table 3.37   Teachers / academic staff at ISCED levels 5 and 6, 2007									
	NLD	BEL (FI)	DNK	DEU	FIN	FRA	GBR	SWE	EU
Women	36.9	39.3	--	35.6	49.5	36.7	41.4	43.4	38.9
Men	63.1	60.7	--	64.4	50.5	63.3	58.6	56.6	61.1

#### Source

Eurydice: gender differences in educational outcomes (2010)

Table 3.38   Female teachers at ISCED levels 1, 2 and 3, 2007									
	NLD	BEL (FI)	DNK	DEU	FIN	FRA	GBR	SWE	EU
ISCED 1	83.1	80	67.6	84	77	82.1	81.3	81.2	79.8
ISCED 2	--	60.8	--	61.2	72.9	63.8	61.6	66.6	65.2
ISCED 3	46.4	60.4	--	48.2	57.5	53.9	62.8	51.1	53.8

#### Notes

- Public-authority education and privately-run schools combined.
- ISCED 1: including ISCED 0.

#### Source

Eurydice: gender differences in educational outcomes (2010)

Table 3.39   Female school heads at ISCED levels 1, 2 and 3, 2007									
	NLD	BEL (FI)	DNK	DEU	FIN	FRA	GBR	SWE	EU
ISCED 1	34.4	46.4	--	--	37.9	80.7	72.2	73.3	48.8
ISCED 2	--	--	--	--	41.6	45	42.8	55.6	44.2
ISCED 3	--	30.5	--	--	40.1	37.2	42.8	43.9	35.2

#### Notes

- Public-authority education and privately-run schools combined.
- ISCED 1: including ISCED 0.

## 4 | Childcare

# System and funding in childcare

### System

The Childcare Act, which took effect in 2005, regulates the funding and safeguards the quality of childcare. This system change was necessitated by the transition to demand-driven funding and the introduction of national uniform quality regulations.

As described in the Childcare Act, childcare concerns day care for children between the ages of 0 and 4 in day-care centres, out-of-school care (preschool and after-school care, holiday care) for children of primary school age and childminding via registered childminding agencies for children up to and including primary school age.

### Funding

The childcare sector has a system of demand-driven funding and tripartite funding (parents, employers and government). Parents receive a subsidy (childcare allowance) from the government and from employers (via the government) which they can use to pay for the childcare of their choice. The subsidy is provided only to parents that combine work (as an employee or as self-employed) or job training with care for their child(ren). The childcare allowance is paid out by the allowances department of the Tax Authorities. Local authorities can provide subsidies to cover the costs of childcare on social or medical grounds (involving either the parent or the child).

In 2010, the national government paid out 2,608 million euros in childcare allowances. After deduction of the contributions from government and employers (employer contributions: approximately 705 million euros), parents spent approximately 940 million euros on childcare.

### Hourly rates

The providers of childcare set the price of the childcare services. The parents' committees have a statutory advisory right in this regard. In 2010, the average hourly rate amounted to 5.87 euros for children aged 0 to 4 and 5.58 euros for children aged 4 and older. The amount of the childcare allowance is linked to a maximum hourly rate. In 2010, the maximum hourly rate for childminding was set at 5 euros, for day care at 6.25 euros and for out-of-school care at 5.82 euros.

### Government contribution

The Childcare Act is an "open-end scheme" in the sense that the expenditures for childcare ensue directly from the use of childcare services. The amount of the subsidy from the government depends on the joint assessed income of both parents. The subsidy pertains to a percentage of the actual costs up to a certain maximum hourly rate.

### Employer's contribution

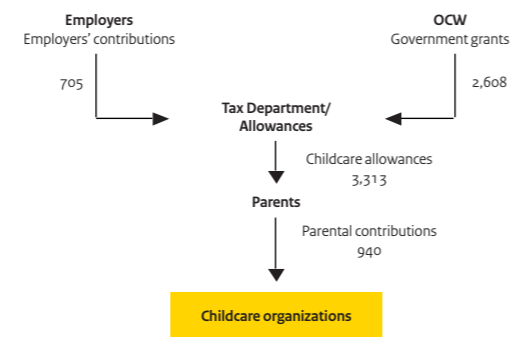
An employer's contribution has been mandatory since 2007 and is paid to the parents through the Tax Authorities, together with the government allowance. The Childcare Act seeks to establish an employer's contribution for each parent equal to one-sixth of the costs of childcare (up to the maximum hourly rate). In the case of single parent families, the national government pays the other (missing) one-sixth. For parents that are not employed but participate in some form of job training, the local authorities or the government body responsible for social insurance payments (UWV) pay one-sixth of the costs of childcare (up to the maximum hourly rate).

### Parental contribution

The parental contribution is the amount that parents must pay for childcare in addition to the childcare allowance. In 2010, depending on the family income, parental contributions for the first child ranged from 95.5 per cent to 33.3 per cent of the actual hourly rate, up to the statutory maximum hourly rate. For subsequent children, the maximum contribution in 2010 was 96.5 per cent and the minimum contribution 85.0 per cent of the actual hourly rate.

Figure 4.1 | Flows of funds in the childcare sector

Amounts for 2010 (x € 1 million)



### Source

SZW annual reports (2005, 2006), OCW annual reports (2007, 2008, 2009)

### Notes

- Figures for spending in 2006 and 2007 cannot be compared as such.
- Figures pertaining to spending in 2006 do not include employers' contributions.
- Including spending on childcare on socio-medical grounds.
- See Appendix Notes and Definitions, part F.

### Source

Policy information, Tax Authorities (adapted by OCW)

### Notes

- Calculating model, based on average hourly rates of 5.71 euros in 2007, 5.84 euros in 2008, 5.95 euros in 2009 and 6.05 euros in 2010.
- Fluctuations in average income may affect the allowance rate and thus the parental contributions.
- Gross average income for 2007, 2008, 2009 and 2010: 30,000, 31,500, 32,500 and 32,500 euros respectively (CPB).
- Figures for 2010 are provisional.

### Source

Policy information, Tax Authorities (adapted by OCW)

### Notes

- Maximum hourly rate: maximum hourly rate qualifying parents for childcare allowance.
- Average hourly rate based on actual prices.
- Rates for 2010 are provisional.

Table 4.1 | Childcare, key financial statistics (x € 1 million)

	2006	2007	2008	2009	2010
<b>Total spending on childcare</b>	<b>(931)</b>	<b>2,064.2</b>	<b>2,838.1</b>	<b>3,078.8</b>	<b>3,352.8</b>
Childcare Act	(921)	2,057.6	2825.1	3034.6	3312.6
Subsidies	(9)	5.5	11.8	36.6	35.9
Other	(1)	1.1	0.7	7.2	1.5
Overheads	--	0.0	0.4	0.4	2.8
<b>Total childcare revenue</b>	<b>(71)</b>	<b>517.4</b>	<b>736.0</b>	<b>802.3</b>	<b>1106.1</b>
Of which mandatory employers' contributions	--	469.2	658.9	683.5	704.7

Table 4.2 | Parental contribution per hour (in euros)

	2007	2008	2009	2010
<b>Parental contribution for first child</b>				
Assessment income: 130% x statutory minimum wages	0.32	0.33	0.43	0.44
Assessment income: 1.5 x average income	0.89	0.91	1.20	1.22
Assessment income: 3 x average income	2.39	2.53	3.33	3.27
Assessment income: more than 130,000 euros	3.81	3.81	3.97	4.03
<b>Parental contribution for subsequent children</b>				
Assessment income: 130% x statutory minimum wages	0.21	0.21	0.21	0.22
Assessment income: 1.5 x average income	0.30	0.31	0.32	0.32
Assessment income: 3 x average income	0.49	0.51	0.52	0.52
Assessment income: more than 130,000 euros	0.53	0.54	0.71	0.70

Table 4.3 | Hourly rates for childcare (in euros)

	2006	2007	2008	2009	2010
<b>Maximum hourly rate ages 0-4</b>	<b>5.72</b>	<b>5.86</b>	<b>6.10</b>	<b>6.10</b>	<b>6.25</b>
Maximum hourly rate ages 0-4, day care					6.25
Maximum hourly rate ages 0-4, childminding					5.00
Maximum hourly rate ages 4-12	6.03	6.02	6.10	6.10	
Maximum hourly rate ages 4-12, out-of-school care					5.82
Maximum hourly rate ages 4-12, childminding					5.00
<b>Average hourly rate ages 0-4</b>	<b>5.45</b>	<b>5.52</b>	<b>5.73</b>	<b>5.85</b>	<b>5.87</b>
Average hourly rate ages 0-4, day care					6.03
Average hourly rate ages 0-4, childminding					4.93
Average hourly rate ages 4-12	5.67	5.62	5.77	5.84	5.58
Average hourly rate ages 4-12, out-of-school care					5.71
Average hourly rate ages 4-12, childminding					4.95

## 4 | Childcare

# Quality and use of childcare

### Quality of childcare

Childcare involves the care and raising of young children. The Childcare Act provides safeguards for the quality of childcare services and sets requirements for the quality of formal childcare: general requirements (“responsible childcare”) and concrete requirements, e.g., a mandatory certificate of good conduct for staff, an assessment of safety and health risks, and the use of the Dutch language. The sector (enterprises and parents) has supplemented the general requirements through self-regulation in the form of national standards (last covenant on the quality of childcare; May 2009). The national government has adopted all of these standards in policy rules and – together with the concrete requirements contained in the Act – incorporated them into validation frameworks for the GGD [Municipal Health Authorities]. Under the Childcare Act, all formal childcare providers must register with the local government. The childcare is registered by the local authorities and inspected by the GGD.

Under the Childcare Act, municipal authorities are required to register all day-care centres, out-of-school care facilities, childminding agencies and childminders on the National Childcare Register (LRK). This register enables the tax authorities to check the legitimacy of applications for allowances. With effect from 1 January 2011, parents are only entitled to an allowance if the childcare facility is listed on this register.

The local authorities are responsible for the primary supervision of the quality of childcare services. The Inspectorate of Education, in its capacity as secondary supervisor, sees to it that the local authorities fulfil their responsibilities. In its report “The quality of municipal supervision of childcare, 2009 and 2010”, the Inspectorate of Education outlines how the municipal authorities and GGDs have carried out their supervision and enforcement tasks regarding childcare during 2009 and part of 2010. In the

municipal reports on 2009, 90 per cent of the municipalities indicated that their registers were up to date that year. In previous years, only one-third of municipalities turned out to have their registers up to date.

### The use of childcare

According to Tax Authorities data, 822 thousand children were registered in childcare in 2010, the majority of them in day care (451 thousand). In 2010, 315 thousand children went to out-of-school care, i.e., 14 per cent more than in 2009. In addition, 75 thousand children aged 0 to 4 and 56 thousand primary school children were registered with childminding agencies, a decrease of approximately 30 per cent for both age groups, compared to 2009. This decrease is caused by a reduction of the maximum hourly rate for childminding and the introduction of quality requirements for childminders.

### Use according to income class

In order to ensure financial accessibility, the distribution of the use of childcare across various income classes is monitored. With the introduction of the mandatory employer’s contribution in 2007, childcare has become less expensive for parents that, up until that date, did not receive any appreciable employer’s contribution. Parents now receive, without any special effort on their part, an employer’s contribution for each parent equal to one-sixth of the costs (up to the maximum hourly rate).

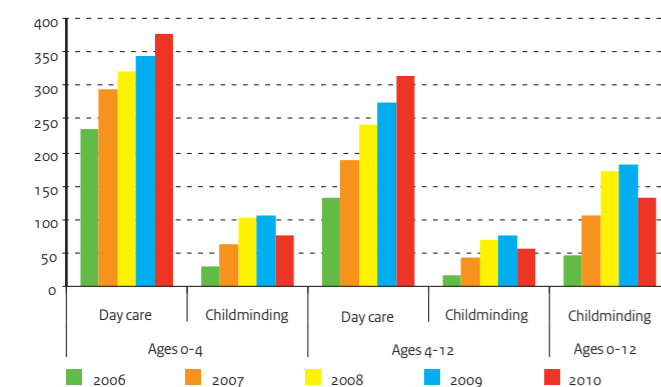
### Use according to source of income

To qualify for the childcare allowance, both parents must work (as employee or self-employed) or fall into a target group of the Childcare Act (such as parents that participate in some form of training aimed at future employment).

Out of the households that received a childcare allowance in 2010, 17 per cent were single-parent families. Among single-parent families, 76 per cent of parents were employed, 3 per cent were self-employed and 21 per cent fell within a target group of the Childcare Act. In 85 per cent of the two-parent families, both parents were employed. In 13 per cent of two-parent families, one or both parents were self-employed. Few two-parent families fall into the target groups. In only 2 per cent of two-parent families, one or both parents fell within a target group of the Childcare Act. The ratios have remained roughly the same over the years.

Figure 4.2 | Use of childcare facilities

Number of children (x 1 000)



### Source

Policy information, Tax Authorities (adapted by OCW)

### Notes

- Based on cumulative data, including data becoming available at the end of the calendar year.
- Figures for 2010 are provisional.
- See Appendix Notes and Definitions, part F.

### Source

Policy information, Tax Authorities (adapted by OCW)

### Notes

- Gross average income for 2006, 2007, 2008, 2009 and 2010: 29,500, 30,000, 31,500, 32,500 and 32,500 euros respectively (CPB).
- Figures for 2010 are provisional.
- See Appendix Notes and Definitions, part F.

### Source

Policy information, Tax Authorities (adapted by OCW)

### Notes

- Target group: municipal and national target groups as referred to in Childcare Act.
- Figures for 2010 are provisional.

### Source

Tax Authorities / Allowances, adapted by SZW

Table 4.4 | Use of childcare facilities (numbers x 1 000)

	2006	2007	2008	2009	2010
<b>Total number of children (ages 0-12)</b>	<b>413</b>	<b>587</b>	<b>733</b>	<b>802</b>	<b>822</b>
<b>Day care and childminding (ages 0-4)</b>	<b>264</b>	<b>357</b>	<b>421</b>	<b>449</b>	<b>451</b>
Day care only	234	293	320	343	376
Childminding only	30	64	101	106	75
<b>Out-of-school care and childminding (ages 4-12)</b>	<b>149</b>	<b>230</b>	<b>312</b>	<b>353</b>	<b>371</b>
Out-of-school care only	133	188	242	276	315
Childminding only	16	42	70	77	56
<b>Childminding (ages 0-12)</b>	<b>46</b>	<b>106</b>	<b>171</b>	<b>183</b>	<b>131</b>

Table 4.5 | Use of childcare facilities by income bracket (numbers x 1 000)

	2006	2007	2008	2009	2010
<b>Total number of children</b>	<b>413</b>	<b>587</b>	<b>733</b>	<b>802</b>	<b>822</b>
Income bracket < 130% statutory minimum wages	62	89	108	119	108
Income bracket 130% statutory minimum wages - 1.5 x aver. inc.	109	160	240	229	215
Income bracket between 1.5 x and 2 x average income	102	140	160	191	193
Income bracket > 2 x average income	140	198	224	264	306

Table 4.6 | Use of childcare facilities by source of income (numbers x 1 000)

	2006	2007	2008	2009	2010
<b>Total number of two-parent families</b>	<b>224</b>	<b>327</b>	<b>395</b>	<b>430</b>	<b>444</b>
Both parents employed	197	285	342	370	378
One parent employed, the other self-employed	19	31	39	43	46
One parent employed, the other in target group	4	5	6	8	9
Both parents self-employed	3	5	7	7	8
One parent self-employed, the other in target group	0	0	0	1	1
Both parents in target group	1	2	2	2	2
Total number of single-parent families	50	65	83	88	89
Employed	36	49	65	69	67
Self-employed	1	2	2	3	3
Target group	13	14	15	17	19

Table 4.7 | Use of childcare facilities in percentages

	2006	2007	2008	2009	2010
Children aged 0-4, with childcare allowance	34.0	45.0	55.6	60.8	61.2
Children aged 4-12, with childcare allowance	9.0	13.6	18.9	22.1	23.4



## 4 | Childcare

# Other aspects of childcare

### Introduction

Under the system of demand-driven funding and market mechanisms in childcare, the Ministry has no direct involvement in the number of childcare providers, the number of locations where childcare is provided or the number of people who work in childcare. Since the introduction of the national Childcare Register (LRK) in 2010, data has been available regarding the number of locations providing childcare. With effect from 1 January 2011, parents are required to place their child with LRK registered childcare providers to qualify for childcare allowances. The data up to 2009 included in this publication is based on incidental studies. Due in part to different research methods, figures for several years are not directly comparable.

### Number of organizations and locations

According to the LRK register, the number of out-of-school care locations at the end of 2010 totalled approximately 6,200, the number of day-care locations approximately 5,200 and the number of childminding agencies approximately 700. Data on the number of locations and organizations in 2010 is based on a Regioplan study (Monitor Childcare Capacity 2008-2011, capacity data for 2008 and 2009). According to this study, approximately 2 thousand organizations provided day care and/or out-of-school care at the end of 2009, while approximately 600 provided childminding services only. At the end of 2008, approximately 2,300 organizations provided childcare, of which 550 childminding services only.

### Free market and Staff in childcare

According to a study conducted by Regioplan (2009), commissioned by Nma, into market processes in childcare, the childcare sector is a dynamic market with a sharply rising number of providers, a large turnover of organizations and a sharp growth in capacity.

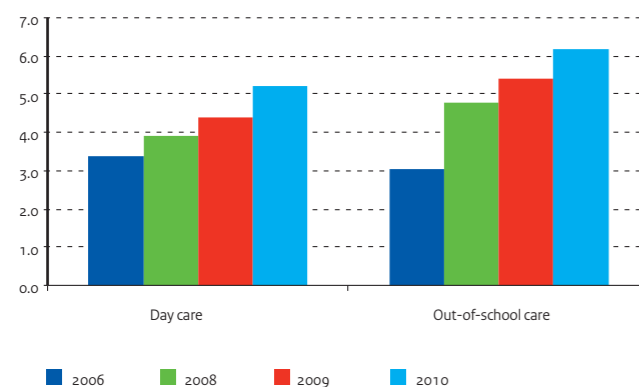
According to the data of the FCB report *Facts, figures and multi-year report on childcare, 2009*, 80,400 people were employed in childcare at the end of 2009. Almost all employees were female (96 per cent). The average part-time factor was 55.7 per cent and the average age of the employees was 35. The report on 2010 will be published in the course of 2011.

### Capacity

In 2010 the research organisation ITS conducted a broad-based study into the size of the waiting lists for childcare services. The study showed that the waiting lists are extremely regional in nature. The researchers were able to make reliable statements about the waiting lists for approximately 60% of the municipalities. Approximately half of these municipalities had no waiting lists. Seventy per cent of the municipalities that did have waiting lists have a waiting list with fewer than 20 places for children. This means that in a large part of the country there are no or limited waiting lists for childcare services. The waiting lists are primarily concentrated in medium-sized to large municipalities. In the western part of the country, the waiting lists are the longest. The capacity in childcare rose in 2010 from the capacity in 2009. Despite an increase of 22,400 places for children in day care, the waiting lists increased by 2,700 places to 16,200 places for children. The demand for day care has therefore outpaced or grown in other places than the supply. Due to the increase in the supply by 39,200 places for children in out-of-school care, the waiting lists have decreased by 1,700 to 10,400 places for children. The waiting lists in out-of-school care have never been this low since measurements began.

Figure 4.3 | Number of locations providing childcare

Differentiation by day care and out-of-school care (x 1 000)



### Source

Zorg en Welzijn pension fund  
Regioplan capacity in childcare monitor 2008-2011  
FCB report on absence due to illness, 2010  
FCB facts, figures and multi-year report on childcare, 2009

### Notes

- Adapted by "FCB Dienstverleners in Arbeidsmarktvoorzieningen".  
- Excluding organizations without staff.

Table 4.8 | Staff in the childcare sector

	2006	2007	2008	2009	2010
<b>Organizations (numbers)</b>					
Total	1,516	1,571	1,797	2013	--
<b>Employees (numbers x 1 000)</b>					
Total	63.3	64.0	74.0	80.4	--
In collective labour agreement	57.3	58.0	71.0	--	--
<b>Averages</b>					
Average part-time factor (in percentages)	57.7	57.7	57.2	55.7	--
Average age (in years)	35	36	36	35	--
<b>Composition by gender (in percentages)</b>					
Female	96.0	96.5	96.0	96.0	--
Male	4.0	3.5	4.0	4.0	--
<b>Absence due to illness</b>					
Absence due to illness excluding maternity leave (in percentages)	5.6	5.7	5.5	4.9	5.2
Reporting frequency per employee	1.3	.	.	1.0	1.3
Average duration of absence (in days)	9.0	.	.	13.0	13.9

# 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. Within primary education, separate arrangements are in place for children whose parents are itinerant workers and for hospitalized children.

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). SOVSO schools offer both forms of education. 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.

## Funding

In 2010, the government expenditure per pupil in mainstream primary education amounted to some 4,800 euros. The per capita expenditure in special primary education came to 9,700 euros and in (secondary) special education 22,100 euros.

Despite the decreasing per capita expenditure for special primary education and the rising per capita expenditure in (secondary) special education, the per capita expenditure for primary education overall stabilized to an average of 5,700 euros per pupil.

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. The school budgets encompass three flows of funds: the regular staff budget, funding for staff and labour market policies (the former school budget) and funding for running costs.

Until 1 August 2006, staff budgets were calculated in staff units of account (FREs). The bundling of funding flows has made it impossible to collect data on FRE transfers from consortiums to special primary schools. Consequently, a trend interruption can be observed with regard to the expenditure for special primary education.

Figure 5.1 | OCW expenditure per pupil

Amounts x € 1 000, price level 2010



## 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).

- See Appendix Notes and Definitions, Part B.

Table 5.1 | Financial key statistics for primary education

	2006	2007	2008	2009	2010
<b>A) Expenditure and revenue (x € 1 million)</b>					
<b>Total expenditure for primary education (PO)</b>	<b>8,315.0</b>	<b>8,599.8</b>	<b>8,981.0</b>	<b>9,567.4</b>	<b>9,471.2</b>
Staff	7,086.5	7,378.6	7,793.3	8,316.2	8,086.2
Non-staff costs	1,103.9	1,123.2	1,118.9	1,182.5	1,314.7
Support services	66.7	35.8	4.1	0.0	0.0
Other expenditure	13.1	6.8	17.2	16.0	22.1
<b>Total expenditure for mainstream primary education (BAO)</b>	<b>6,718.2</b>	<b>6,971.5</b>	<b>7,238.9</b>	<b>7,655.9</b>	<b>7,482.6</b>
Staff	5,689.6	5,960.3	6,257.7	6,629.3	6,323.3
Non-staff costs	952.0	969.3	961.4	1,011.9	1,139.1
Support services	66.7	35.8	4.1	0.0	0.0
Other expenditure	9.9	6.2	15.7	14.7	20.2
<b>Total expenditure for special primary education (SBAO)</b>	<b>444.7</b>	<b>354.9</b>	<b>361.4</b>	<b>375.0</b>	<b>416.1</b>
Staff	397.2	310.0	316.2	329.6	370.9
Non-staff costs	46.8	44.6	44.6	44.8	44.4
Other expenditure	0.6	0.2	0.6	0.6	0.8
<b>Total expenditure for (secondary) special education ((V)SO)</b>	<b>1,107.4</b>	<b>1,218.0</b>	<b>1,333.2</b>	<b>1,484.0</b>	<b>1,524.3</b>
Staff	999.7	1,108.3	1,219.5	1,357.3	1,392.0
Non-staff costs	105.1	109.3	112.9	125.8	131.2
Other expenditure	2.6	0.3	0.9	0.8	1.1
<b>Overhead costs</b>	<b>44.7</b>	<b>55.4</b>	<b>47.4</b>	<b>52.6</b>	<b>48.2</b>
Attributed to DUO	39.0	48.8	41.2	47.5	43.2
OCW overheads	5.8	6.6	6.2	5.1	5.0
<b>Total revenue in primary education</b>	<b>115.9</b>	<b>101.8</b>	<b>71.4</b>	<b>61.4</b>	<b>45.0</b>
Revenue in mainstream primary education	105.8	93.0	65.2	58.2	42.3
Revenue in special primary education	4.2	3.7	2.6	0.7	1.1
Revenue in (secondary) special education	5.9	5.2	3.6	2.6	1.6
<b>B) OCW expenditure per pupil (x € 1 000)</b>					
Primary education	4.9	5.1	5.3	5.7	5.7
Mainstream primary education	4.3	4.4	4.6	4.9	4.8
Special primary education	9.5	8.9	9.2	9.9	9.7
(Secondary) special education	17.8	18.8	20.1	21.9	22.1

# Primary schools: financial data

## Annual accounts of institutions

Until 1 August 2006, the primary education sector operated under a reimbursement system. With effect from calendar year 2006, schools' competent authorities were required to submit an annual report with a balance sheet and an operating account. In 2010, the boards submitted an annual report on calendar year 2009. The year 2009 is the fourth year on which the boards have submitted annual reports.

## Equity capital

The equity capital consists of the total of all assets, minus the debts and the provisions. The total equity capital amounted to 2,678.6 million euros on 31 December 2009: 32.9 million euros less than in 2008.

## Solvency and liquidity

Solvency is a measurement of the degree to which an institution can meet its financial obligations over the long term. The aggregate solvency of the institutions is good: 0.70.

The liquidity ratio indicates the degree to which an institution can access money in the short term to pay short-term debts. Liquidity stands at 2.25.

## Profitability and operating result

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. For 2009, the profitability was minus 0.14 per cent.

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 2009, the total operating result amounted to minus 14.2 million euros.

Figure 5.2 | Solvency of primary schools

Spread in solvency (including provisions)

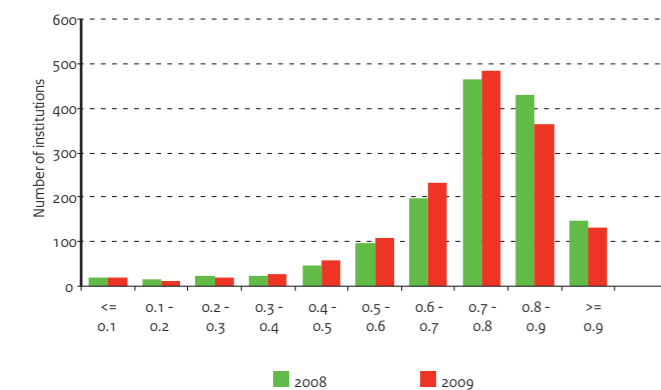
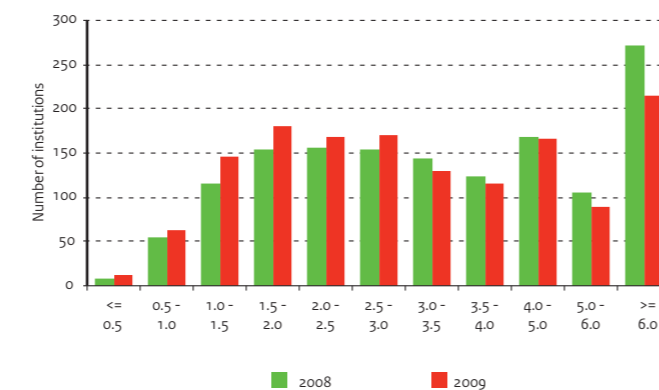


Figure 5.3 | Liquidity of primary schools

Spread in liquidity (current ratio)



## 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.

Table 5.2 | Balance sheet and operating data of primary schools

	2006	2007	2008	2009
<b>A) Financial indicators</b>				
Solvency (including provisions)	0.73	0.73	0.72	0.70
Liquidity (current ratio)	2.58	2.53	2.46	2.25
Profitability (in percentages)	1.7	2.0	0.6	-0.2
<b>B) Accumulated balance sheet (x € 1 million)</b>				
<b>Total assets</b>	<b>4,150.9</b>	<b>4,533.4</b>	<b>4,733.7</b>	<b>4,809.2</b>
Fixed assets	1,345.5	1,509.2	1,599.8	1,705.5
of which tangible fixed assets	833.4	923.1	1,062.2	1,189.5
Current assets	2,805.4	3,024.2	3,133.9	3,103.6
of which liquid assets	1,848.2	2,097.8	2,130.1	2,125.1
<b>Total liabilities</b>	<b>4,156.0</b>	<b>4,539.9</b>	<b>4,733.7</b>	<b>4,809.2</b>
Equity capital	2,531.7	2,733.8	2,711.5	2,678.6
Provisions	508.2	585.4	684.6	690.0
Long-term debts	26.7	23.2	63.1	61.4
Short-term debts	1,089.3	1,197.5	1,274.5	1,379.2
<b>C) Accumulated operating accounts (x 1 million)</b>				
Revenues	8,640.0	9,024.6	9,473.4	9,948.4
OCW grants	7,885.5	8,186.2	8,568.9	9,048.3
Other government grants	338.6	297.5	318.1	321.3
School fees	0.0	0.0	0.8	0.5
Revenue from contract work	1.5	5.6	7.0	10.7
Other revenues	414.4	535.1	578.6	567.6
<b>Expenses</b>	<b>8,546.9</b>	<b>8,924.9</b>	<b>9,482.7</b>	<b>10,063.4</b>
Staff costs	7,071.6	7,316.3	7,749.9	8,229.2
Depreciations	144.4	160.5	179.1	194.5
Accommodation expenses	557.8	582.0	554.0	634.7
Other institutional costs	773.1	866.1	999.8	1,005.0
<b>Revenues and expenses balance</b>	<b>93.1</b>	<b>99.6</b>	<b>-9.3</b>	<b>-115.0</b>
Financial revenues and expenses balance	57.8	80.1	69.3	96.8
<b>Result</b>	<b>150.9</b>	<b>179.7</b>	<b>60.1</b>	<b>-18.2</b>
Taxes	0.0	0.0	0.0	0.0
Participations	0.0	0.0	0.0	0.0
<b>Result after taxes</b>	<b>150.9</b>	<b>179.7</b>	<b>60.1</b>	<b>-18.2</b>
Third-party share in result	0.0	-0.3	0.0	0.0
<b>Net result</b>	<b>150.9</b>	<b>180.0</b>	<b>60.1</b>	<b>-18.2</b>
Extraordinary result	2.2	19.6	0.7	4.0
<b>Total result</b>	<b>153.0</b>	<b>199.6</b>	<b>60.8</b>	<b>-14.2</b>

## 5 | Primary education

# Pupils in primary education

### Numbers

In 2010, 1,653,300 pupils were enrolled in primary education, which is approximately 3,800 pupils down from 2006. Enrolment in mainstream primary education (BAO) fell by approximately 5,900 pupils in comparison with 2009. School rolls in special primary education (SBAO) fell by another 400 again in 2010 and now total 12,900, i.e., a decrease of some 3,400 pupils vis-à-vis 2006.

In 2010, the number of pupils enrolled in special schools increased by 200 to 34,400.

Enrolment in secondary special education has been on the rise for a number of years. In 2010, 34,600 pupils were enrolled in secondary special education, 1,200 more than in 2009. In part this can be attributed to the transfer of pupils aged 13 and older from special education to secondary special education: since 1 August 2008, special schools have been allowed to set up secondary special education departments. As a result, pupils aged 13 and older who used to be enrolled in special education are now enrolled in secondary special education. In addition, over recent years increasingly more secondary school pupils have been referred to secondary special education. The share of special primary education and special education in primary education for ages 4 to 12 has stabilised in recent years but fell from 5.0 to 4.8 per cent compared to 2006: a decrease of some 4,800 pupils.

### Weightings

In primary education, pupils with a potential educational disadvantage are given a weighting based on certain criteria. These weightings are taken into account in the funding schools receive.

Until August 2006, the following weighting system applied: 0.25 for Dutch pupils whose parents have a low level of education; 0.4 for bargees' children; 0.7 for caravan dwellers' and gypsies' children; and 0.9 for ethnic-minority pupils whose parents have a low level of education.

Since 1 August 2006, a new weighting system has taken effect for primary education in which only the parents' level of education counts. 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.

The new weighting system has been introduced in steps between 2006 and 2010. Every year, starting in 2006, two additional pupil age groups have been counted according to the new system to be included in the funding a year later. In 2006 the system covered ages 4 and 5, in 2007 ages 4 to 7, in 2008 ages 4 to 9 and in 2009 ages 4 to 12. The old weighting system was abolished in 2009.

In 2010, the number of 0.3 pupils totalled approximately 111,200, the number of 1.2 pupils approximately 84,800. As a result of the new weighting system, numbers in these groups increased by more than 4.8 per cent and 4.1 per cent, respectively, in comparison with 2006. In addition, the percentage of pupils without a weighting has increased sharply: by 7.7 per cent or some 111,800 pupils vis à vis 2006.

Figure 5.4 | Number of pupils in primary education

Index 2002 = 100

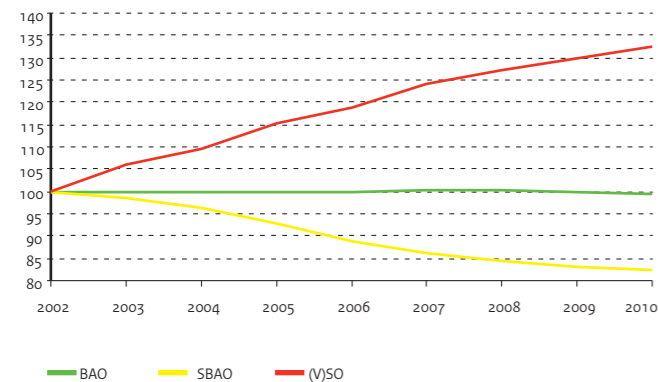


Figure 5.5 | Weighting averages in primary education

Per municipality, 2010

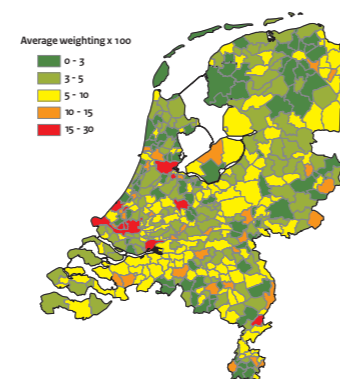


Table 5.3 | Key statistics for primary school pupils

	2006	2007	2008	2009	2010
<b>A) Number of pupils (x 1000)</b>					
<b>Primary education overall</b>	<b>1,657.1</b>	<b>1,661.8</b>	<b>1,663.8</b>	<b>1,659.2</b>	<b>1,653.3</b>
Total BAO + SBAO + (V)SO	1,656.6	1,661.3	1,663.4	1,658.7	1,652.9
BAO + SBAO + SO	1,630.5	1,633.1	1,631.5	1,625.3	1,618.3
Mainstream primary education	1,548.4	1,551.8	1,553.0	1,547.8	1,541.0
Special primary education	46.3	44.9	44.1	43.3	42.9
Special education	35.8	36.4	34.4	34.2	34.4
Secondary special education	26.1	28.2	31.9	33.4	34.6
<b>Highest daily rolls</b>					
Itinerants in mainstream primary education	0.5	0.5	0.4	0.5	0.4
<b>B) Proportion in percentages</b>					
Mainstream primary education	95.0	95.0	95.2	95.2	95.2
Special primary education	2.8	2.8	2.7	2.7	2.7
Special education	2.2	2.2	2.1	2.1	2.1
<b>C) Number of pupils in primary education by weighting (x 1000)</b>					
<b>Total</b>	<b>1,548.4</b>	<b>1,551.8</b>	<b>1,553.0</b>	<b>1,547.8</b>	<b>1,541.0</b>
No weighting	1,233.2	1,275.8	1,316.5	1,344.3	1,345.0
0.25	116.6	74.6	37.5		
0.3	36.5	66.0	89.0	117.2	111.2
0.4	1.0	0.7	0.4		
0.7	2.1	1.4	0.7		
0.9	137.2	89.8	47.3		
1.2	21.8	43.5	61.6	86.3	84.8
<b>D) Proportion of pupils in primary education by weighting (in percentages)</b>					
No weighting	79.6	82.2	84.8	86.9	87.3
0.25	7.5	4.8	2.4	.	.
0.3	2.4	4.3	5.7	7.6	7.2
0.4	0.1	.	.	.	.
0.7	0.1	0.1	.	.	.
0.9	8.9	5.8	3.0	.	.
1.2	1.4	2.8	4.0	5.6	5.5

### 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.

# Movements in primary education

## Movements

The numbers of pupils moving within and into primary education are stable. Demographic trends have resulted in minor fluctuations over the years. Every year, some 300 pupils transfer from special primary schools to mainstream primary schools. 2008 showed a peak of some 400 pupils. Intake from special education fluctuates between 700 to 800 pupils a year. The intake of pupils without previous schooling increased by 2,600 in 2010 compared to 2009 but is still 2,100 down from 2006.

Movements of pupils from mainstream primary schools to special primary schools fell again in 2010: by 400 pupils. In 2010, approximately 7,800 mainstream primary school pupils were referred to special primary schools. Most referrals take place in primary years 3, 4 and 5 (pupils aged 6 to 9).

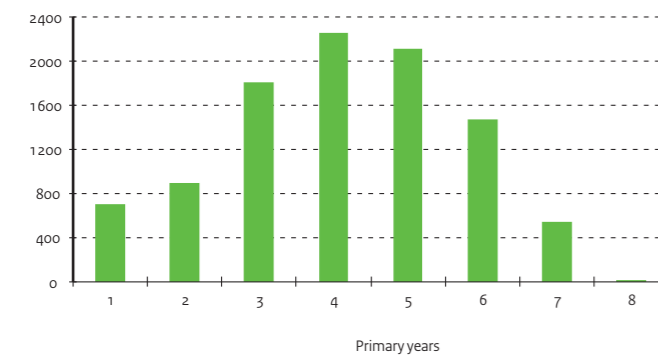
At some 4,300 pupils each year, the movements from mainstream primary schools to special education and secondary special education have remained fairly constant over the past few years. In 2010, this number of pupils fell by 100 to a total of 4,200 pupils.

The number of children being referred back from special schools to mainstream primary schools has remained fairly stable in recent years. In 2010, approximately 1,100 pupils were referred back to mainstream education.

Movements from special education to special secondary education fell by another 600 pupils in 2010, compared to 2009 and 2008, following an upward trend from 3,200 pupils in 2006 to 4,500 pupils in 2008. In 2009, a downward trend set in towards 3,300 pupils in 2010.

**Figure 5.6 | Referrals to special primary education**

By primary year, 2009



### Source

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

### 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.

**Table 5.4 | Movements in primary education by type of school (numbers x 1 000)**

Origin	Destination	2006	2007	2008	2009	2010
		<b>Special primary education (SBAO)</b>				
Special primary education (SBAO)	BAO	0.3	0.3	0.4	0.3	0.3
Special education (SO)		0.7	0.7	0.8	0.7	0.8
No form of education		204.4	205.7	199.5	199.7	202.3
<b>Mainstream primary education (BAO)</b>						
Mainstream primary education (BAO)	SBAO	8.5	8.6	8.4	8.2	7.8
Special education (SO)		0.7	0.6	0.8	0.8	0.7
No form of education		0.7	0.8	0.8	0.8	0.9
<b>Mainstream primary education (BAO)</b>						
Mainstream primary education (BAO)	SO	3.8	3.8	3.6	3.6	3.6
Special primary education (SBAO)		0.8	0.9	0.8	1.0	0.9
(Secondary) special education ((S)V0)		0.3	0.2	0.2	0.1	0.1
No form of education		2.8	2.8	2.7	2.5	2.5
<b>Mainstream primary education (BAO)</b>						
Mainstream primary education (BAO)	VSO	0.5	0.5	0.7	0.7	0.6
Special primary education (SBAO)		0.5	0.5	0.5	0.5	0.3
Special education (SO)		3.2	3.7	4.5	3.9	3.3
(Secondary) special education ((S)V0)		2.9	2.9	2.8	3.1	3.5
No form of education		0.9	0.7	0.3	0.4	0.6

### Source

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

### Notes

- Reference date: 1 October.
- Figures only include movements out of primary education.
- Movements within primary education can be derived from Table 5.4.
- See Appendix Notes and Definitions, Part C.

**Table 5.5 | Pupils leaving primary education by type of school (numbers x 1 000)**

Origin	Destination	2006	2007	2008	2009	2010
		<b>Mainstream primary education (BAO)</b>				
Mainstream primary education (BAO)	Secondary education	180.4	178.2	175.6	174.7	170.8
	No form of education	12.9	12.2	11.3	13.5	15.8
<b>Special primary education (SBAO)</b>						
Special primary education (SBAO)	Secondary education	9.7	8.8	8.9	8.6	8.1
	No form of education	0.5	0.6	0.5	0.5	0.5
<b>Special education (SO)</b>						
Special education (SO)	Secondary education	1.2	1.1	1.1	1.4	2.2
	No form of education	1.4	1.2	1.9	1.0	0.6
<b>Secondary special education (VSO)</b>						
Secondary special education (VSO)	Secondary education	2.1	2.3	2.6	2.8	4.5
	No form of education	3.4	3.3	3.4	3.9	3.4

## 5 | Primary education

# Primary schools

### Schools

Due to mergers, the number of primary schools continues to fall. Between 2006 and 2010, the number of mainstream primary schools fell from 6,929 to 6,848. During that same period, the number of special primary schools fell from 320 to 308. The number of special (secondary) schools showed a slight increase, from 323 to 324.

The average school size in primary education increased from 223 to 225 pupils between 2006 and 2010.

The average school size in special primary education (SBAO) decreased from 145 to 139 pupils, on a par with 2009.

The average school size across the entire primary education sector has remained stable since 2008 at 221 pupils.

Between 2006 and 2010, the average school size in special and secondary special education ((V)SO) rose from 192 to 213, due to an increase in the number of pupils.

### School boards

Scale expansion has reduced the number of school boards in the primary education sector. In 2010, the number of school boards totalled 1,212, which is 190 less than in 2006.

The proportion of governing bodies with ten or more schools has increased sharply. Factors influencing this trend were the policy encouraging school boards to join forces and the introduction of the 1998 Primary Education Act.

Between 2006 and 2010, the number of school boards governing ten or more schools increased by 11 to 291. The increase can primarily be attributed to the category responsible for more than twenty schools, which rose by 23. The number of school boards responsible for 10 to 19 schools fell by 14 during that period of time.

The number of school boards with less than ten schools fell between 2006 and 2010, from 1,221 to 909, which amounts to a total decrease of 213 school boards. The reduction is most marked among school boards with one school (109 fewer) and among boards with two to five schools (75 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.

### Source

OCW (DUO: BRIN registers, pupil surveys)

### Notes

- Reference date: 1 October.

- See Appendix Notes and Definitions, part D.

Table 5.6 | Primary schools

	2006	2007	2008	2009	2010
<b>A) Number of institutions</b>					
Primary school sites (schools + ancillary sites)	7,940	7,909	7,920	7,910	7,831
Primary schools	7,572	7,537	7,528	7,515	7,480
Mainstream primary schools	6,929	6,898	6,892	6,881	6,848
Mainstream primary schools, ancillary sites	164	160	163	166	138
Special primary schools	320	316	313	311	308
Special primary schools, ancillary sites	47	40	38	32	18
(Secondary) special schools	323	323	323	323	324
(Secondary) special schools, ancillary sites	157	172	191	197	195
<b>B) Average school size (number of pupils per school)</b>					
Mainstream primary education (BAO)	223	225	225	225	225
Special primary education (SBAO)	145	142	141	139	139
(Secondary) special education ((V)SO)	192	200	205	209	213
<b>C) Number of school boards</b>					
	1,402	1,341	1,284	1,236	1,212
<b>D) Distribution of primary schools and pupils across the denominations, in percentages</b>					
<b>a) Schools</b>					
Public schools	34	33	33	33	32
Protestant schools	30	30	30	30	29
Roman Catholic schools	30	31	30	30	29
Other private schools	7	6	7	7	10
<b>b) Pupils</b>					
Public schools	31	31	31	31	30
Protestant schools	28	28	28	28	27
Roman Catholic schools	34	34	34	34	33
Other private schools	7	7	7	7	10

Figure 5.7 | School boards by number of primary schools governed

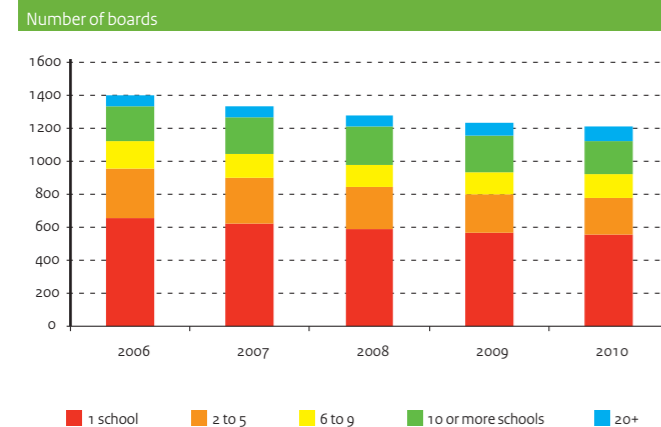
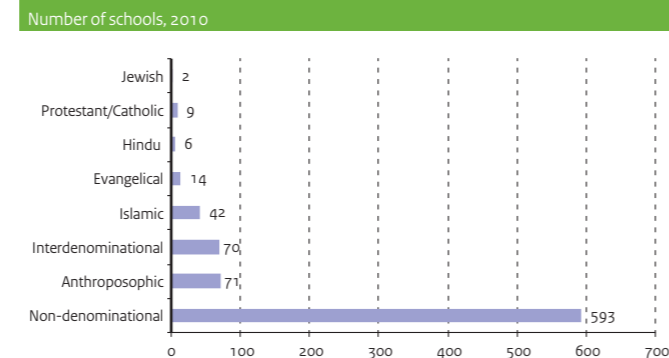


Figure 5.8 | Other private primary schools by denomination



## 5 | Primary education Staff and the labour market

### Employment

Employment in primary education fell by approximately 2 thousand full-time jobs last year: from nearly 135 thousand full-time jobs in 2009 to 133 thousand in 2010. This corresponds to some 180 thousand employees. Mainstream primary education accounts for more than 105 thousand full-time jobs, special primary education for 7 thousand and (secondary) special education for nearly 21 thousand. Employment in (secondary) special education, in particular, has risen sharply in recent years – from nearly 18 thousand full-time jobs in 2006 to almost 21 thousand in 2010.

### Age distribution of staff

The percentage of primary school teachers over 50 now remains fairly constant. In 2010, more than one-third of teachers were 50 or older (37 per cent). The percentage of teachers over 50 differs from region to region. In southern Limburg, the over 50s account for some 46 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 30 per cent, the proportion of over 50s is considerably lower.

### Female staff

The upward trend in the percentage of female teachers did not continue last year; the share of women seems to stabilize at 81 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 25 per cent in 2006 to 37 per cent in 2010. The proportion of female deputy school heads rose as well: from 45 per cent in 2006 to 57 per cent in 2010.

Figure 5.9 | Age distribution of primary school teachers

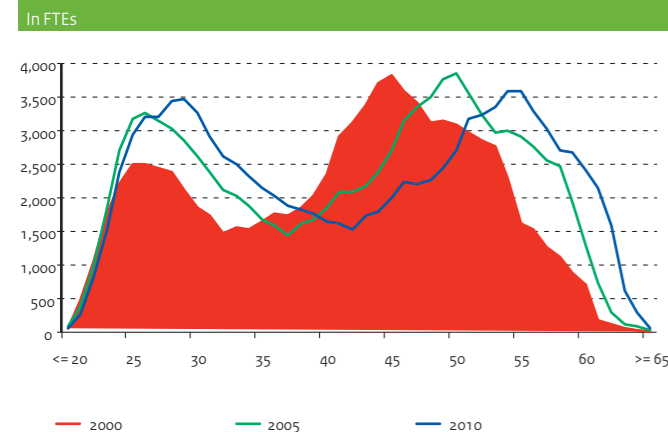


Figure 5.10 | Primary school staff aged 50 and older

Teachers and heads per district, in percentages, 2010

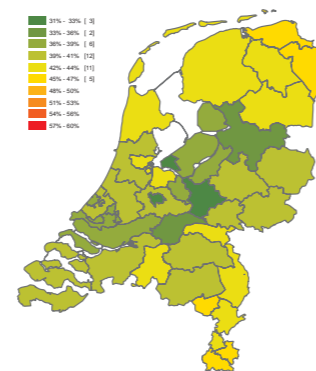


Table 5.7 | Labour market figures for the primary education sector

		2006	2007	2008	2009	2010
<b>A) Staff in numbers (x 1 000)</b>						
<b>Primary school staff in FTEs</b>						
<b>Primary school staff in numbers</b>						
<b>BAO staff in FTEs</b>		<b>Total</b>	<b>105.8</b>	<b>105.6</b>	<b>106.1</b>	<b>106.8</b>
	Heads	6.1	6.0	6.8	7.2	7.2
	Deputy heads	3.5	3.3	2.3	2.0	1.9
	Teachers	85.9	86.7	87.1	87.5	86.1
	Other staff	10.2	9.5	9.9	10.1	10.1
<b>BAO staff in numbers</b>		<b>Total</b>	<b>141.8</b>	<b>142.1</b>	<b>142.9</b>	<b>144.1</b>
	Heads	6.2	6.2	7.0	7.5	7.5
	Deputy heads	3.7	3.5	2.5	2.1	2.0
	Teachers	115.0	116.3	116.6	117.2	117.2
	Other staff	16.9	16.2	16.8	17.2	17.4
<b>SBAO staff in FTEs</b>		<b>Total</b>	<b>7.9</b>	<b>7.8</b>	<b>7.8</b>	<b>7.7</b>
	Heads	0.3	0.3	0.3	0.4	0.4
	Deputy heads	0.2	0.2	0.2	0.1	0.1
	Teachers	5.4	5.3	5.2	5.2	4.8
	Other staff	2.0	2.0	2.0	2.0	1.8
<b>SBAO staff in numbers</b>		<b>Total</b>	<b>10.8</b>	<b>10.6</b>	<b>10.7</b>	<b>10.5</b>
	Heads	0.3	0.3	0.4	0.4	0.4
	Deputy heads	0.3	0.2	0.2	0.1	0.1
	Teachers	6.9	6.8	6.8	6.7	6.3
	Other staff	3.3	3.3	3.3	3.3	3.0
<b>(V)SO staff in FTEs</b>		<b>Total</b>	<b>17.8</b>	<b>18.6</b>	<b>19.6</b>	<b>20.2</b>
	Heads	0.3	0.3	0.4	0.6	0.7
	Deputy heads	0.5	0.5	0.4	0.2	0.2
	Teachers	10.2	10.7	11.3	11.5	11.7
	Other staff	6.9	7.2	7.5	7.9	8.3
<b>(V)SO staff in numbers</b>		<b>Total</b>	<b>22.9</b>	<b>23.8</b>	<b>25.0</b>	<b>25.9</b>
	Heads	0.3	0.3	0.4	0.6	0.7
	Deputy heads	0.5	0.5	0.4	0.2	0.2
	Teachers	12.4	13.0	13.7	14.1	14.4
	Other staff	9.7	10.0	10.5	11.0	11.7
<b>B) Percentage of women (in FTEs)</b>						
Primary education		Heads	74	76	76	77
	Deputy heads	25	28	33	35	37
	Teachers	45	47	50	56	57
	Other staff	79	80	81	81	81
	Other staff	74	75	76	75	76
<b>C) Percentage of staff aged 50 and older (in FTEs)</b>						
Primary education		Heads	35	37	38	39
	Deputy heads	66	68	68	67	67
	Teachers	57	59	60	61	61
	Other staff	33	35	36	37	37
	Other staff	30	32	33	35	37

## Early childhood education (VVE)

### VVE

By offering early childhood education (VVE), language and/or educational disadvantages among children are addressed early.

Preschool education focuses on target group children aged 2.5 to 4 that attend childcare or preschool playgroups. The administrative and financial responsibility for preschool education rests with local governments. The criteria for the target groups are determined by the local authorities.

Early-school programmes focus on target group children aged 4 and 5 in primary years 1 and 2. School boards make the decisions that affect early childhood education. The target groups comprise children whose parents have a low level of education.

In the spring of 2010, on the instruction of the Ministry of Education (OCW), Sardes conducted a follow-up to the National VVE Monitor among the 216 municipalities that receive funds under the policy on educational disadvantages (OAB). The goal of the monitor is to clarify the state of affairs concerning early childhood education at the start of a new policy period. The first measurement of the monitor (2006/07 school year) serves as a benchmark for the results of the changing early childhood education policy in the coming years.

The policy success of early childhood education can be assessed from the proportion of the target group reached and the quality of the provision. The current policy objective is for all target group children to attend at least four half-days of early childhood education per week by 2011. On 1 August 2010, local authorities were charged with a legal task to that effect.

### Reaching the target group

In 2010, VVE programmes reached more than 90 per cent of the 2.5 to 4-year-olds in the target group and 58 per cent of the 4 and 5-year-olds in the early school target group (primary years 1 and 2). More than 17 per cent of target group children are offered preschool education at childcare. Across the board, early childhood education programmes in the large cities reach more children than is the case in smaller municipalities. In the four large cities (G4), the target group children that are reached already receive VVE for 4 half-days a week, versus usually 3 half-days or less in the smaller municipalities outside G4 and G27. The national average is 3.1 half-days per week.

### Quality of VVE

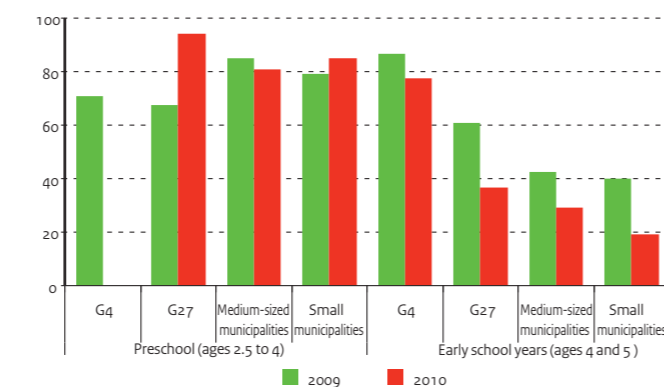
In 83 per cent of municipalities, (nearly) all playgroup leaders are trained in VVE. In the municipalities with a VVE policy, the majority of leaders at childcare centres still have to be trained in VVE. Primary school teachers are trained in VVE to a somewhat lesser extent than the leaders of preschool playgroups. Leaders of day care centres and preschool playgroups are often trained at MBO level; HBO graduates are rare.

Vversterk is a national project that aims to reinforce the quality of early childhood education by providing training and support to education professionals that are directly or indirectly involved in VVE: leaders in preschool playgroups and day care centres, teachers in primary years 1 and 2, managers of institutions, policy-makers in local governments, staff at teacher-training institutes and teachers themselves. From March 2007 up to and including December 2008, 4,762 playgroup leaders, 2,299 day care leaders and 2,951 primary school teachers participated in Vversterk training programmes, i.e., a total of 10,012. These participants came from 2,490 playgroups, 1,322 day care centres and 1,259 primary schools. Thus, the Vversterk project has currently reached 89 per cent of playgroups in the Netherlands (a total of 2,796), 41 per cent of day care centres (a total of 3,237) and 18 per cent of primary schools (a total of 6,887).

In 70 per cent of municipalities, (nearly) all the preschool playgroups put in extra staff hours for VVE. Three-quarters 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 5.11 | Provision of early childhood education to target group

As a percentage of the total target group



### Source

National VVE monitor, Sardes 2010

### Notes

- Number in target group and numbers reached: calculated on the basis of number of primary school pupils with a weighting; survey October 2009 (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.

### Source

National VVE monitor, Sardes 2010

### Notes

- hd/w = half-days per week.

### Source

National VVE monitor, Sardes 2010

### Notes

- The first survey was conducted in the spring of 2007.

- The second survey was conducted in the spring of 2008.

- The third survey was conducted in the spring of 2009.

- The fourth survey was conducted in the spring of 2010.

Table 5.8 | Provision of early childhood education to target group, 2010

Municipalities	Preschool (ages 2.5 to 4) (playgroups and day care)			Early school years (ages 4 and 5) (primary schools)		
	Numbers reached	Perc. reached	Target group	Numbers reached	Perc. reached	Target group
G4	.	.	.	8,427	78	10,843
G32	8,070	94	8,602	4,364	37	11,800
Medium-sized (> 30,000 inhabitants)	6,757	81	8,321	3,500	29	11,880
Small (< 30,000 inhabitants), OAB	3,468	85	4,064	1,639	19	8,412
<b>Total</b>	<b>18,295</b>	<b>87</b>	<b>20,987</b>	<b>17,930</b>	<b>42</b>	<b>42,935</b>

Table 5.9 | Municipalities by VVE provision per week, in percentages, 2010

Municipalities	<= 2 hd/w	3 hd/w	>= 4 hd/w
G4	1	11	88
G32	7	34	59
Medium-sized municipalities (> 30,000 inhabitants)	12	57	31
Small municipalities (< 30,000 inhabitants), OAB	27	47	26
Small municipalities (< 30,000 inhabitants), non-OAB	45	35	20
<b>Total</b>	<b>30</b>	<b>47</b>	<b>30</b>

Table 5.10 | Average number of half-days of VVE per week (playgroups)

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



# 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.

## 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 2006 and 2010, OCW expenditure for secondary education rose by more than 1,223 million euros, i.e., an increase of over 21 per cent.

The main reasons for this increase are:

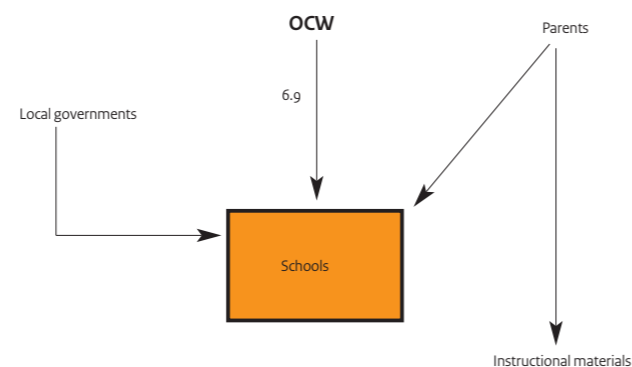
- the collective labour agreements in the education sector and the general wage and price adjustments;
- the expenditure for information and communication technology;
- additional compensations for maintenance, equipment, replacing stock and the internal renovation of school buildings, the practice-oriented 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 7,550 euros in 2010. 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 6.1 | Flows of funds in secondary education**

Amounts for 2010 (x € 1 billion)



## 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.
- B) School fees were abolished in 2005. The figures for school fees received in 2006 pertain to payments relating to earlier years.
- See Appendix Notes and Definitions, Part B.

## Source

Adapted OCW budget 2010

## 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.

**Table 6.1 | Financial key statistics for secondary education**

	2006	2007	2008	2009	2010
<b>A) Expenditure and revenue (x € 1 million)</b>					
<b>Total expenditure</b>	<b>5,735.3</b>	<b>5,999.0</b>	<b>6,484.9</b>	<b>6,788.3</b>	<b>6,958.0</b>
Staff and non-staff costs	5,634.7	5,904.1	6,352.5	6,650.6	6,823.6
Support services	51.0	51.0	50.6	51.8	51.8
Other expenditure	18.4	14.9	51.6	53.2	49.2
<b>Overhead costs</b>					
Attributed to DUO	25.6	23.4	24.7	26.8	25.4
OCW overheads	5.7	5.7	5.6	5.8	8.0
<b>Total revenue</b>	<b>99.7</b>	<b>123.0</b>	<b>67.7</b>	<b>63.7</b>	<b>62.5</b>
<b>B) Associated expenditure and revenue (x € 1 million)</b>					
School fees received	1.0	0.0	0.0	0.0	0.0
<b>C) OCW expenditure per pupil (x € 1000)</b>					
Secondary education overall	6.3	6.5	7.1	7.4	7.5

**Table 6.2 | Per pupil expenditure (x € 1000) by type of school, 2010**

	Total	of which for staff	of which non-staff costs
Average across all types of schools	7.6	6.4	1.2
VO common (course years 1 + 2)	7.0	5.9	1.1
VMBO (course years 3 + 4)	7.4	6.0	1.4
HAVO/VWO (course year 3)	6.8	5.8	1.0
HAVO/VWO (course years 4 + 5 + 6)	6.8	5.8	1.0
LWOO/PRO	11.9	10.3	1.7
VAVO	5.0	4.2	0.8

# Secondary schools: financial data

## Financial position

The annual accounts submitted by the secondary education institutions show that the financial position of the entire sector remained fairly stable in 2009 compared with 2008. The key figures for solvency, liquidity and productivity remained constant or showed a slight decline. The overall result decreased sharply, however, from 62.3 million euros to 29.9 million euros. Consequently, profitability also decreased.

## Solvency

At a value of 0.59, solvency (including provisions) remained on a par with 2008. Equity increased by 0.4 per cent. The equity capital share in the total capital, however, fell from 43.6 per cent to 42.7 per cent. Provisions picked up compared to 2008, resulting in an increased share of provisions in the total capital. The capital base – borrowed capital ratio remained unchanged, due to a slight increase in both long-term and short-term debts.

## Liquidity

The liquidity value decreased from 1.37 to 1.31. The current assets fell by 2.5 per cent in 2009 to 1,722.0 million euros. In addition, short-term debts rose by 2.2 per cent. The downward trend in liquidity, which set in during 2005, continued in 2009 as a result of the decline in current assets and short-term debts. Over that period of time, the liquidity decreased in value from 1.76 in 2005 to 1.31 in 2009.

## Profitability

Profitability also shows a downward trend. The value decreased from 2.1 per cent in 2006 to 0.3 per cent in 2009. The overall result fell sharply in 2009: by 52 per cent. Total assets increased by 8.4 per cent in 2009, while total liabilities increased by 9.2 per cent.

Figure 6.2 | Solvency of secondary schools

Spread in solvency (including provisions)

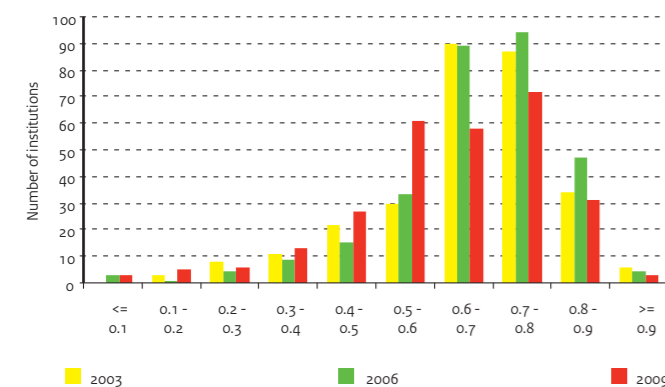
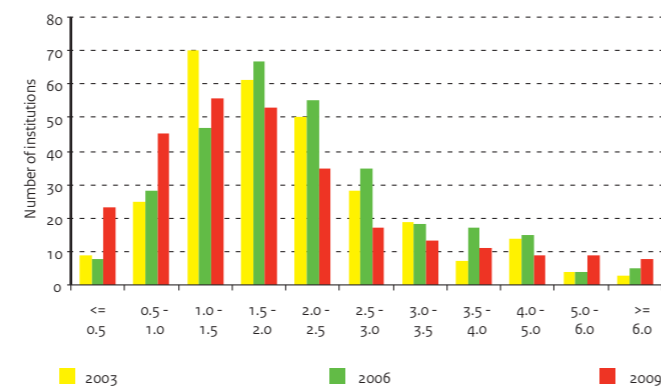


Figure 6.3 | Liquidity of secondary schools

Spread in liquidity (current ratio)



## 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.

Table 6.3 | Balance sheet and operating data of secondary schools

	2005	2006	2007	2008	2009
<b>A) Financial indicators</b>					
<b>Financial resilience</b>	<b>29.0</b>	<b>29.7</b>	<b>30.0</b>	<b>26.3</b>	<b>24.3</b>
Solvency (including provisions)	0.68	0.67	0.66	0.59	0.59
Liquidity (current ratio)	1.76	1.69	1.59	1.37	1.31
Profitability (in percentages)	2.0	2.1	1.5	1.0	0.3
<b>B) Accumulated balance sheet for secondary schools (x € 1 million)</b>					
<b>Total assets</b>	<b>3,249.3</b>	<b>3,581.3</b>	<b>3,829.0</b>	<b>3,933.3</b>	<b>4,029.5</b>
Fixed assets	1,686.7	1,894.1	2,072.3	2,165.7	2,307.5
of which tangible fixed assets	1,222.6	1,431.3	1,618.8	1,768.7	1,927.7
Current assets	1,562.5	1,687.2	1,756.7	1,767.7	1,722.0
of which liquid assets	1,001.6	1,144.1	1,222.6	1,247.0	1,230.6
<b>Total liabilities</b>	<b>3,249.3</b>	<b>3,581.3</b>	<b>3,829.0</b>	<b>3,933.3</b>	<b>4,029.5</b>
Equity capital	1,623.2	1,767.7	1,871.0	1,715.1	1,721.0
Provisions	582.2	631.6	645.5	619.2	663.1
Long-term debts	156.7	183.9	209.8	309.7	327.0
Short-term debts	887.2	998.1	1,102.6	1,289.4	1,318.5
<b>C) Accumulated operating accounts for secondary schools (x € 1 million)</b>					
<b>Revenues</b>	<b>5,558.0</b>	<b>5,902.3</b>	<b>6,184.9</b>	<b>6,485.3</b>	<b>7,031.2</b>
OCW grants	5,053.0	5,356.7	5,639.3	5,884.5	6,453.8
Other government grants	124.6	140.2	115.1	126.8	135.8
School fees	2.5	3.0	4.3	20.0	12.0
Revenue from contract work	9.8	17.3	15.5	12.2	15.6
Other revenues	368.1	385.1	410.7	441.8	414.0
<b>Expenses</b>	<b>5,489.2</b>	<b>5,820.6</b>	<b>6,139.0</b>	<b>6,459.6</b>	<b>7,055.2</b>
Staff	4,391.2	4,575.1	4,800.2	5,069.8	5,453.4
Depreciations	165.8	180.8	195.2	222.2	236.3
Accommodation	404.8	445.0	474.2	438.2	505.0
Other institutional expenses	527.4	619.8	669.4	729.4	860.5
<b>Revenues and expenses balance</b>	<b>68.8</b>	<b>81.7</b>	<b>45.9</b>	<b>25.7</b>	<b>-24.0</b>
Financial revenues and expenses balance	42.2	40.2	46.9	37.7	47.9
<b>Result</b>	<b>110.9</b>	<b>121.9</b>	<b>92.8</b>	<b>63.4</b>	<b>23.9</b>
Taxes	0.0	0.0	0.0	0.0	0.0
Participations	0.0	0.0	0.0	0.0	0.2
<b>Result after taxes</b>	<b>110.9</b>	<b>121.9</b>	<b>92.8</b>	<b>63.4</b>	<b>24.1</b>
Third-party share in result	0.0	0.0	0.0	0.0	0.0
<b>Net result</b>	<b>110.9</b>	<b>121.9</b>	<b>92.8</b>	<b>63.4</b>	<b>24.1</b>
Extraordinary result	1.9	-9.9	2.1	-1.0	5.8
<b>Total result</b>	<b>112.8</b>	<b>112.0</b>	<b>94.9</b>	<b>62.4</b>	<b>29.9</b>

# Pupils in secondary education

### Numbers

Enrolment in secondary education overall increased again in 2010/11, compared with the previous school year. After a decline of 6 thousand pupils in 2008/09, the number of pupils enrolled at schools funded by OCW totalled well over 900 thousand in 2009/10. This trend continued in 2010/11; school rolls have now reached the highest level since eight school years.

### Distribution across different types of education

In the 2010/11 school year, more than 42 per cent of pupils with special needs were enrolled in the first two course years of secondary education, versus more than 43 per cent of pupils without special needs. The slight increase in these percentages illustrates the growth in secondary education. Of the pupils without special needs, 18 per cent attended VMBO (course years 3 and 4) and 40 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. The share of pupils enrolled in HAVO or VWO rose again in 2010 compared to 2007. This warrants the conclusion that the average level of education in the Netherlands is rising. 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 6.5, 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 2010 shows a decrease of more than 6 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 13 thousand pupils are enrolled in intrasectoral programmes with a technological component.

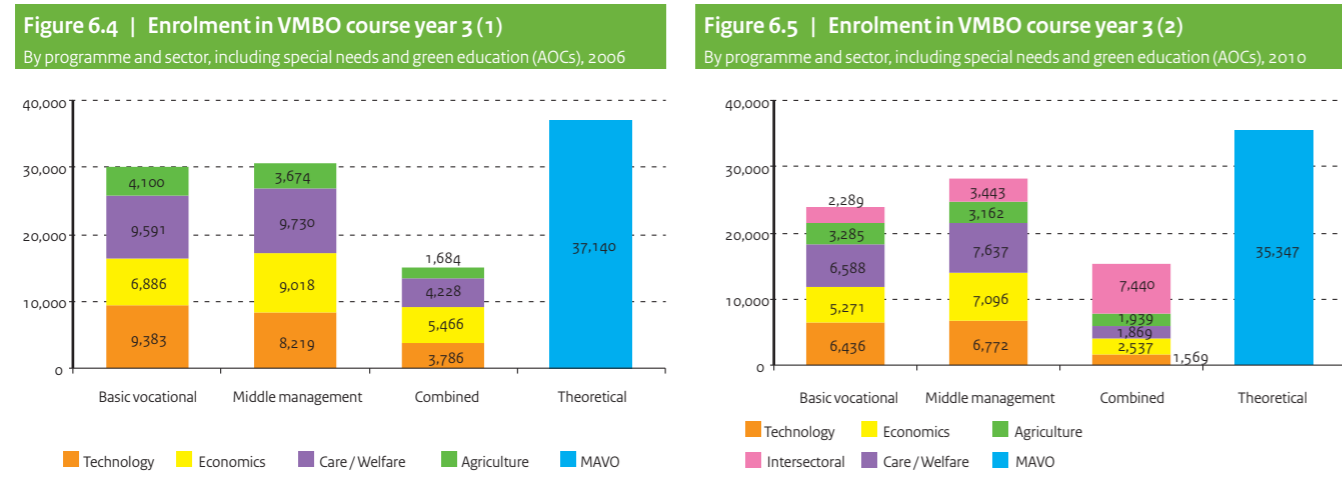


Table 6.4 | Enrolment per type of school and course year (numbers x 1000)

	2006		2007		2008		2009		2010	
	Pupils	Repeaters	Pupils	Repeaters	Pupils	Repeaters	Pupils	Repeaters	Pupils	Repeaters
<b>VO overall (OCW)</b>	<b>906.0</b>	<b>40.5</b>	<b>905.9</b>	<b>42.2</b>	<b>900.2</b>	<b>39.6</b>	<b>901.7</b>	<b>43.9</b>	<b>908.4</b>	<b>49.7</b>
<b>Total VO excl. special needs (OCW)</b>	<b>793.7</b>	<b>37.0</b>	<b>792.1</b>	<b>38.2</b>	<b>787.6</b>	<b>35.5</b>	<b>789.8</b>	<b>38.9</b>	<b>796.7</b>	<b>44.5</b>
VO 1	160.8	1.4	158.5	1.9	157.8	1.8	161.9	2.3	165.1	3.0
VO 2	162.6	5.3	162.0	5.4	159.9	5.5	158.7	5.5	162.8	6.4
VO 3 (undivided)	6.3	0.4	6.4	0.4	6.6	0.4	6.8	0.4	5.9	0.4
VMBO-MBO 2 learning routes	.	.	.	.	0.8	0.0	2.2	0.1	2.2	0.1
VMBO BL 3	11.8	0.7	10.1	0.6	8.9	0.6	7.4	0.5	7.4	0.6
VMBO BL 4	12.5	0.2	10.6	0.2	9.1	0.1	8.1	0.1	7.1	0.2
VMBO KL 3	22.0	1.3	20.6	1.3	19.8	1.2	18.7	1.2	18.7	1.2
VMBO KL 4	22.1	0.4	20.9	0.5	19.7	0.4	19.0	0.6	18.1	0.5
VMBO GL 3	12.9	0.6	13.0	0.6	13.2	0.6	12.8	0.7	12.6	0.6
VMBO GL 4	6.3	0.2	6.8	0.2	6.8	0.2	7.1	0.2	7.2	0.3
VMBO TL 3	36.0	2.5	34.7	2.4	34.2	2.4	34.0	2.5	33.8	2.6
VMBO TL 4	42.6	1.7	42.0	1.9	40.7	1.9	40.0	1.7	39.9	1.8
HAVO 3	40.5	3.3	40.0	3.4	39.7	3.4	40.6	3.3	40.9	3.7
HAVO 4	55.6	9.0	58.0	9.2	58.1	9.0	58.3	9.2	59.3	10.2
HAVO 5	45.7	3.3	47.4	3.5	47.9	1.9	50.5	4.3	50.9	5.1
VWO 3	41.7	1.0	41.8	1.0	42.8	1.0	42.8	1.0	42.7	1.1
VWO 4	41.6	2.4	42.8	2.6	42.7	2.4	43.2	2.5	42.7	2.7
VWO 5	39.0	2.2	40.7	2.2	40.8	1.5	41.6	2.5	41.6	2.6
VWO 6	33.6	1.2	35.8	1.1	38.1	1.1	36.1	0.3	37.7	1.5
<b>Total VO special needs (OCW)</b>	<b>112.4</b>	<b>3.5</b>	<b>113.8</b>	<b>3.9</b>	<b>112.6</b>	<b>4.1</b>	<b>111.9</b>	<b>5.0</b>	<b>111.7</b>	<b>5.2</b>
LWOO 1	22.6	0.8	23.0	1.1	21.7	0.9	22.0	1.2	21.9	1.4
LWOO 2	23.5	0.9	23.1	1.0	23.3	0.9	22.6	1.1	22.5	1.1
LWOO VMBO-MBO 2 learning routes	.	.	.	.	.	.	.	.	1.1	0.0
LWOO BL 3	14.1	0.6	13.8	0.7	12.8	0.6	12.2	0.6	11.4	0.7
LWOO BL 4	12.8	0.2	12.6	0.2	12.3	0.2	11.8	0.2	11.0	0.3
LWOO KL 3	5.0	0.1	5.8	0.1	6.1	0.1	6.4	0.2	6.3	0.2
LWOO KL 4	4.0	0.1	4.9	0.1	5.7	0.1	6.1	0.2	6.3	0.2
LWOO GL 3	0.6	0.0	0.7	0.0	0.8	0.0	0.9	0.0	0.8	0.0
LWOO GL 4	0.3	0.0	0.4	0.0	0.5	0.0	0.5	0.0	0.5	0.0
LWOO TL 3	1.1	0.1	1.3	0.1	1.3	0.1	1.6	0.1	1.6	0.1
LWOO TL 4	0.9	0.1	1.2	0.1	1.3	0.1	1.5	0.1	1.7	0.1
PRO - first year of stay	6.2	0.2	5.9	0.3	5.5	0.4	5.3	0.5	5.4	0.4
PRO - subsequent years	21.3	0.4	21.2	0.3	21.3	0.6	21.2	0.7	21.3	0.7
<b>VO overall (EL&amp;I)</b>	<b>36.7</b>	<b>0.6</b>	<b>35.4</b>	<b>0.7</b>	<b>34.4</b>	<b>0.7</b>	<b>33.0</b>	<b>0.7</b>	<b>31.8</b>	<b>1.0</b>
VMBO 1	4.9	0.0	4.2	0.0	4.4	0.0	4.2	0.0	4.4	0.1
VMBO 2	5.2	0.1	5.0	0.1	4.5	0.1	4.6	0.1	4.4	0.1
VMBO 3	5.8	0.2	5.6	0.2	5.3	0.2	4.8	0.2	5.0	0.3
VMBO 4	5.7	0.1	5.4	0.1	5.3	0.1	5.1	0.1	4.4	0.1
VMBO-MBO 2 learning routes	.	.	.	.	0.2	0.0	0.4	0.0	0.5	0.0
LWOO 1	4.1	0.0	3.7	0.0	3.5	0.0	3.4	0.0	3.3	0.1
LWOO 2	4.0	0.1	4.1	0.1	3.7	0.1	3.5	0.0	3.4	0.1
LWOO 3	3.7	0.1	3.9	0.1	3.8	0.1	3.5	0.1	3.0	0.2
LWOO 4	3.3	0.0	3.5	0.0	3.7	0.1	3.6	0.1	3.2	0.1
LWOO VMBO-MBO 2 learning routes	.	.	.	.	.	.	.	.	0.3	0.0

## 6 | Secondary education

# 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. 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 2010 graduates is, obviously, not yet available.

In 2007, more than 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 OCW or EL&I. In 2010, 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 2007. In 2009, however, a slight upward trend set in.

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; 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 2009, over 8 per cent of HAVO certificate holders and 11 per cent of VWO certificate holders did not enrol in a further study programme until a year later. After one year, approximately 95 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, 78 per cent were enrolled in tertiary education in 2010, over 3 per cent are enrolled in secondary vocational education and 4 per cent are enrolled in secondary education. In 2010, 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 6.6 | Qualified leavers by destination (1)

As a percentage of total qualified outflow per type of school, 2006

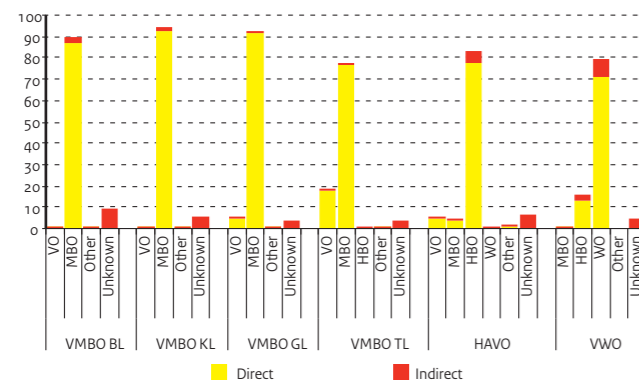
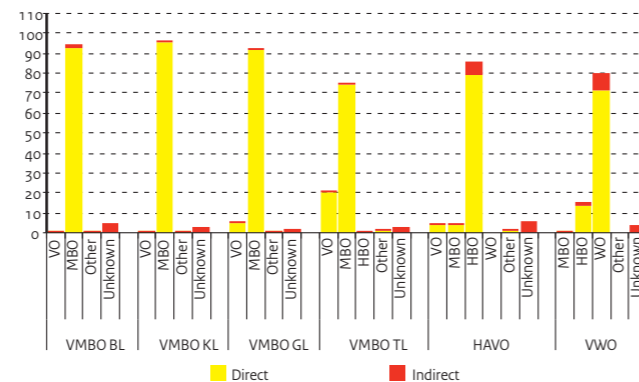


Figure 6.7 | Qualified leavers by destination (2)

As a percentage of total qualified outflow per type of school, 2009



### 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 2010 will not become available until early 2012.
- Total comprises direct + indirect transfers.
- See Appendix Notes and Definitions, Part C.

Table 6.5 | Qualified school-leavers by destination (numbers x 1000)

Origin	Destination	2007		2008		2009		2010		
		Direct	Indirect	Direct	Indirect	Direct	Indirect	Direct		
VMBO BL	VO	0.1	0.0	0.1	0.0	0.1	0.0	0.5		
	MBO	23.4	0.8	22.3	0.6	21.2	0.6	20.2		
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
	Unknown	0.0	1.9	0.0	1.3	0.0	1.1	1.3		
<b>Total</b>		<b>26.2</b>		<b>24.3</b>		<b>23.0</b>		<b>22.0</b>		
VMBO KL	VO	0.0	0.0	0.0	0.0	0.0	0.0	0.1		
	MBO	26.0	0.5	26.0	0.4	25.3	0.3	24.9		
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
	Unknown	0.0	1.1	0.0	0.8	0.0	0.7	0.8		
<b>Total</b>		<b>27.7</b>		<b>27.3</b>		<b>26.4</b>		<b>25.9</b>		
VMBO GL	VO	0.4	0.0	0.3	0.0	0.3	0.0	0.3		
	MBO	5.5	0.0	5.7	0.0	5.5	0.1	5.4		
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
	Unknown	0.0	0.2	0.0	0.1	0.0	0.1	0.1		
<b>Total</b>		<b>6.1</b>		<b>6.2</b>		<b>6.0</b>		<b>5.8</b>		
VMBO TL	VO	8.6	0.0	8.7	0.0	8.6	0.0	8.1		
	MBO	31.0	0.5	31.4	0.4	31.3	0.3	31.5		
	HBO	0.0	0.1	0.0	0.1	0.0	0.0	0.0		
	Other	0.2	0.0	0.3	0.1	0.2	0.0	0.3		
	Unknown	0.0	1.5	0.0	1.3	0.0	1.3	1.2		
<b>Total</b>		<b>41.9</b>		<b>42.2</b>		<b>41.9</b>		<b>41.0</b>		
HAVO	VO	2.0	0.0	1.7	0.0	1.6	0.0	1.6		
	MBO	1.5	0.2	1.5	0.2	1.4	0.2	1.4		
	HBO	31.0	2.4	32.2	2.9	32.0	2.9	33.0		
	WO	.	0.1	.	0.1	.	0.0	.		
	Other	0.2	0.0	0.2	0.0	0.3	0.0	0.3		
Unknown	.	2.4	0.0	2.2	0.0	2.2	5.7			
<b>Total</b>		<b>39.8</b>		<b>41.2</b>		<b>40.7</b>		<b>42.1</b>		
VWO	MBO	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
	HBO	4.0	0.6	4.1	0.8	4.5	0.8	3.9		
	WO	21.7	2.5	22.9	3.0	24.2	3.1	22.5		
	Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
	Unknown	0.0	1.4	0.0	1.6	0.0	1.5	5.1		
<b>Total</b>		<b>30.3</b>		<b>32.4</b>		<b>34.1</b>		<b>31.6</b>		
<b>Total numbers with VO qualifications</b>				<b>172.0</b>		<b>173.6</b>		<b>172.1</b>		<b>168.4</b>

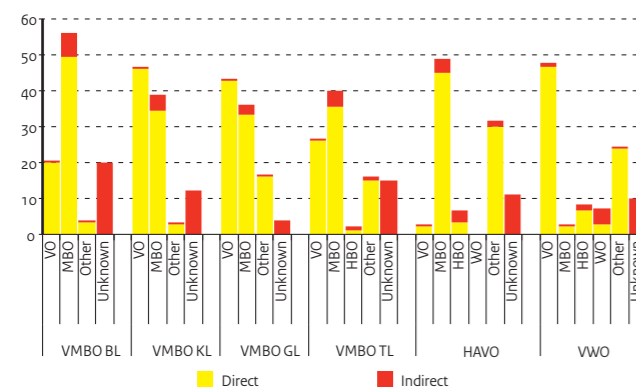
## 6 | Secondary education

# 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 2010. Across the board, every year some 330 thousand pupils change course, for example basic vocational programme pupils transferring to a middle-management programme during the school year, VMBO pupils transferring mid-year to the theoretical programme or senior secondary vocational education (MBO), pupils transferring from the theoretical programme to general secondary education (HAVO) and HAVO pupils transferring mid-year 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.

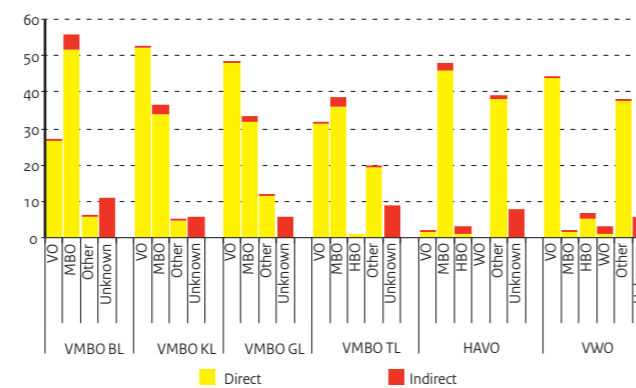
**Figure 6.8 | Unqualified leavers by destination (1)**

As a percentage of total unqualified outflow per type of school, 2006



**Figure 6.9 | Unqualified leavers by destination (2)**

As a percentage of total unqualified outflow per type of school, 2009



### Source

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

### Notes

- Including green education, excluding VAVO; VMBO including LWO.
- 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 2010 will not become available until early 2012.
- Total comprises direct + indirect transfers.
- See Appendix Notes and Definitions, Part C.

**Table 6.6 | Unqualified school-leavers by destination (numbers x 1 000)**

Origin	Destination	2007		2008		2009		2010
		Direct	Indirect	Direct	Indirect	Direct	Indirect	Direct
VMBO BL yrs 3-4	VO	1.7	0.0	1.8	0.0	1.6	0.0	1.6
	MBO	3.6	0.5	3.4	0.3	3.1	0.3	3.0
	Other	0.3	0.0	0.3	0.1	0.4	0.0	0.4
	Unknown	.	1.2	.	0.9	.	0.6	0.8
<b>Total</b>		<b>7.3</b>		<b>6.9</b>		<b>6.0</b>		<b>5.7</b>
VMBO KL yrs 3-4	VO	2.3	0.0	2.1	0.0	2.3	0.0	2.3
	MBO	1.5	0.2	1.6	0.2	1.5	0.1	1.5
	Other	0.2	0.0	0.2	0.0	0.2	0.0	0.2
	Unknown	.	0.4	.	0.3	.	0.3	0.4
<b>Total</b>		<b>4.7</b>		<b>4.4</b>		<b>4.4</b>		<b>4.3</b>
VMBO GL yrs 3-4	VO	0.5	0.0	0.5	0.0	0.5	0.0	0.6
	MBO	0.3	0.0	0.3	0.0	0.3	0.0	0.3
	Other	0.1	0.0	0.1	0.0	0.1	0.0	0.1
	Unknown	.	0.0	.	0.1	.	0.1	0.1
<b>Total</b>		<b>1.1</b>		<b>1.0</b>		<b>1.1</b>		<b>1.2</b>
VMBO TL yrs 3-4	VO	0.9	0.0	1.0	0.0	1.1	0.0	1.1
	MBO	1.5	0.2	1.5	0.1	1.3	0.1	1.4
	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	0.7
	Unknown	.	0.5	.	0.4	.	0.3	0.5
<b>Total</b>		<b>3.9</b>		<b>3.8</b>		<b>3.6</b>		<b>3.7</b>
HAVO yrs 4-5	VO	0.1	0.0	0.2	0.0	0.1	0.0	0.1
	MBO	3.6	0.3	4.3	0.3	4.3	0.2	4.8
	HBO	0.2	0.2	0.2	0.3	0.1	0.2	0.2
	WO	.	0.0	.	0.0	.	0.0	.
	Other	2.6	0.1	4.1	0.1	3.6	0.1	3.9
	Unknown	.	0.9	.	1.0	.	0.8	1.3
<b>Total</b>		<b>8.0</b>		<b>10.4</b>		<b>9.4</b>		<b>10.2</b>
VWO yrs 4-6	VO	3.3	0.1	3.6	0.0	4.1	0.0	4.7
	MBO	0.1	0.0	0.2	0.0	0.1	0.0	0.1
	HBO	0.5	0.1	0.5	0.1	0.5	0.1	0.4
	WO	0.1	0.3	0.1	0.3	0.1	0.2	0.1
	Other	1.9	0.1	2.3	0.1	3.5	0.1	3.0
Unknown	.	0.6	.	0.6	.	0.5	1.0	
<b>Total</b>		<b>7.1</b>		<b>7.8</b>		<b>9.3</b>		<b>9.3</b>
<b>Total numbers without VO qualifications</b>		<b>32.1</b>		<b>34.4</b>		<b>33.9</b>		<b>34.5</b>

## 6 | Secondary education Institutions and staff

### Schools

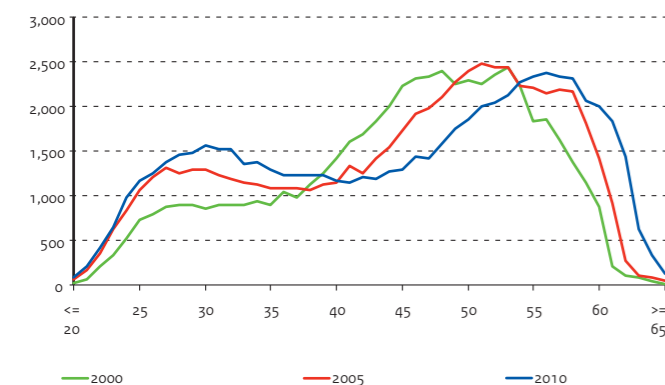
In the 2010/11 school year, the secondary education sector had a total of 646 schools. Forty-four per cent of them are broad-based combined schools, offering VMBO, HAVO, VWO and – in 8 per cent – elementary vocational training. The broad-based combined schools accommodate 71 per cent of the pupils. Of the total number of schools, 27 per cent are narrow-based combined schools, providing VMBO, HAVO or VWO and/or elementary vocational training. 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 2010/11 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 schools are located in medium-sized or smaller municipalities.

Figure 6.10 | Age distribution of secondary school teachers

In FTEs, excluding green education



### Employment

Employment in secondary education grew very slightly last year: from 87.7 thousand full-time jobs in 2009 to 88.0 thousand in 2010. This corresponds to nearly 109 thousand employees.

### Female staff

The share of female teachers grew very slightly as well: from 43 per cent in 2009 to 44 per cent in 2010. The proportion of women in management positions remained stable last year at 26 per cent.

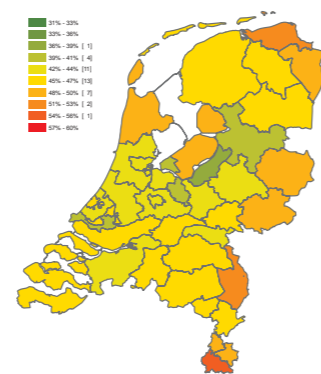
### Age

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 and southern Limburg have a significantly higher proportion of over 50s: nearly 55 per cent. In Almere, Rotterdam and the Eemland region, on the other hand, only some 41 per cent of staff were older than 50 in 2010.

Figure 6.11 | Secondary school staff aged 50 and older

Teachers and heads by district, in percentages, 2010



### 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.

### 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.

### 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.

Table 6.7 | Schools and pupils by type of school (in percentages)

	2006		2007		2008		2009		2010	
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
<b>VO overall (pupils x 1000)</b>	<b>650</b>	<b>908</b>	<b>645</b>	<b>907</b>	<b>647</b>	<b>902</b>	<b>644</b>	<b>904</b>	<b>646</b>	<b>909</b>
Elementary vocational training (PRO)	17	2	17	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	3	1	2	1	2	1	2	1	2	1
VWO	6	3	6	3	6	3	6	3	6	3
AVO combined school	22	19	21	19	21	19	21	19	21	19
AVO/VBO (narrow-based)	5	3	5	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)	35	52	36	53	36	54	35	54	36	54
AVO/VBO with PRO (broad-based)	9	18	9	17	8	16	8	17	8	17
Vertical schools	2	1	2	1	2	1	2	1	2	1

Table 6.8 | Schools with and without additional funding facilities, 2010 (in percentages)

	Schools	Pupils
<b>Secondary education overall (schools x 1; pupils x 1000)</b>	<b>646</b>	<b>910</b>
<b>With additional funding facilities</b>	<b>4</b>	<b>3</b>
G4	2	1
G27	2	1
Other	0	1
<b>Without additional funding facilities</b>	<b>12</b>	<b>8</b>
G4	1	0
G27	3	2
Other	8	6

Table 6.9 | Staff in secondary education, key statistics

	2006	2007	2008	2009	2010
<b>A) Staff in FTEs (x 1000)</b>	<b>84.2</b>	<b>85.6</b>	<b>85.6</b>	<b>87.7</b>	<b>88.0</b>
School management	4.0	3.9	4.1	4.6	4.6
Teachers	63.0	64.0	63.2	64.1	64.2
Other staff	17.2	17.7	18.4	19.0	19.3
<b>B) Staff in numbers (x 1000)</b>	<b>102.3</b>	<b>104.3</b>	<b>104.5</b>	<b>107.7</b>	<b>108.6</b>
School management	4.1	3.9	4.2	4.7	4.7
Teachers	75.4	76.8	76.0	77.4	77.9
Other staff	23.0	23.7	24.5	25.7	26.1
<b>C) Percentage of women (in FTEs)</b>	<b>41</b>	<b>43</b>	<b>42</b>	<b>44</b>	<b>45</b>
School management	19	21	21	26	26
Teachers	41	42	42	43	44
Other staff	48	49	49	50	51
<b>D) Percentage of staff aged 50 and older (in FTEs)</b>	<b>43</b>	<b>44</b>	<b>44</b>	<b>46</b>	<b>46</b>
School management	70	71	69	69	70
Teachers	41	42	42	44	44
Other staff	43	44	45	47	48

## 6 | Secondary education

# 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 6.10.

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. This trend continued in 2010; this group increased by 1 per cent to a total of 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 2010 it totalled 11 per cent. In the fourth year of VWO, one-quarter of students opted for double clusters. In the final course year, this proportion fell by a few per cent. This is a considerable increase from the 6 per cent in 2008. In the final year, students probably seek greater safety in their double clusters, due to the stricter regulations regarding clusters that were implemented in 2008.

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 2009 and 2010; the spread seems to stabilize.

In 2010, 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 VWO percentage was slightly lower (54 per cent). In HAVO, the percentage remained the same (35 per cent).

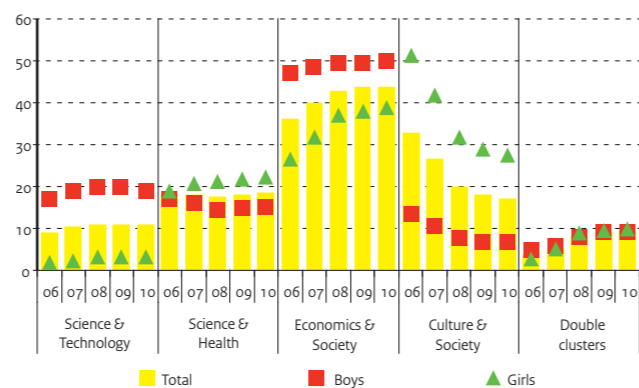
### Differences in choices between boys and girls

The difference in choices between boys and girls still turns out to be clearly noticeable. In the fourth course year of HAVO, 42 per cent of boys and 28 per cent of girls chose one of the exact clusters in 2010. Within VWO, these proportions were 60 per cent for boys and 51 per cent for girls. The Science and Technology cluster seemed to score a little better among VWO girls: at 8 per cent, the percentage of girls opting for this cluster doubled compared to last year. A small proportion of boys opt for the Culture and Society cluster, on a par with 2009, both within HAVO and within VWO.

**Figure 6.12 | VWO pupils in the subject clusters**  
As a percentage of all VWO pupils in the subject clusters, course years 4, 5 and 6



**Figure 6.13 | HAVO pupils in the subject clusters**  
As a percentage of all HAVO pupils in the subject clusters, course years 4, 5 and 6



**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.

Table 6.10   HAVO and VWO pupils in the subject clusters (numbers x 1000)										
	2006		2007		2008		2009		2010	
	Number	%	Number	%	Number	%	Number	%	Number	%
<b>HAVO 4 overall</b>	55	100	58	100	58	100	58	100	59	100
Science & Technology (ST)	5	9	7	11	7	12	7	12	6	11
Science & Health (SH)	10	18	10	18	10	18	11	19	11	19
Economics & Society (ES)	20	36	24	42	25	44	26	44	26	44
Culture & Society (CS)	18	32	12	21	11	19	10	17	10	17
Combined cluster ST/SH	1	2	2	4	3	5	3	5	3	6
Combined cluster ES/CS	1	2	2	3	2	3	2	3	2	3
<b>HAVO 5 overall</b>	45	100	47	100	48	100	50	100	51	100
Science & Technology (ST)	4	9	4	9	5	10	5	11	5	10
Science & Health (SH)	8	18	9	19	8	17	9	18	9	18
Economics & Society (ES)	17	37	17	37	20	42	22	43	22	43
Culture & Society (CS)	15	34	15	33	10	21	9	19	9	17
Combined cluster ST/SH	1	2	1	2	3	6	3	7	3	7
Combined cluster ES/CS	0	1	0	1	2	3	2	3	2	4
<b>VWO 4 overall</b>	41	100	43	100	42	100	43	100	43	100
Science & Technology (ST)	4	10	7	16	7	17	7	17	7	16
Science & Health (SH)	9	22	10	22	9	22	9	22	9	22
Economics & Society (ES)	9	21	11	25	11	25	11	26	11	26
Culture & Society (CS)	5	12	5	12	4	10	4	10	4	10
Combined cluster ST/SH	9	21	7	16	7	17	7	17	7	17
Combined cluster ES/CS	6	15	4	8	4	9	4	8	4	9
<b>VWO 5 overall</b>	39	100	40	100	40	100	41	100	41	100
Science & Technology (ST)	5	14	6	14	7	17	7	18	7	17
Science & Health (SH)	12	32	13	32	9	22	9	22	9	22
Economics & Society (ES)	12	31	13	32	11	28	11	27	11	27
Culture & Society (CS)	7	19	7	18	6	14	5	12	5	12
Combined cluster ST/SH	2	4	2	4	5	13	6	15	6	15
Combined cluster ES/CS	0	1	0	1	2	5	2	6	3	6
<b>VWO 6 overall</b>	33	100	36	100	38	100	36	100	37	100
Science & Technology (ST)	4	13	5	13	5	13	6	16	6	16
Science & Health (SH)	10	31	11	32	12	32	7	20	8	20
Economics & Society (ES)	10	31	11	31	12	32	10	27	10	26
Culture & Society (CS)	7	20	7	19	7	18	5	14	5	13
Combined cluster ST/SH	1	4	2	4	2	5	6	17	7	18
Combined cluster ES/CS	0	1	0	1	0	1	2	6	3	7

## 6 | Secondary education

# Movements in light of pupils' home situation



### Study progress in secondary education

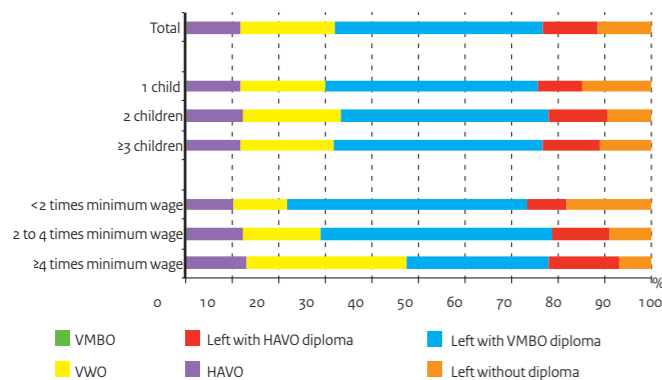
Not every pupil follows the regular route in secondary education. Numerous individual careers through secondary education are possible. Pupils from different backgrounds require different school careers. According to data on the pupils who were enrolled in the first year of secondary education in the 2004/05 school year, nearly 12 per cent of them were enrolled in general secondary education (HAVO) in 2009/10, while one-fifth were attending pre-university education (VWO). After six years, nearly 45 per cent had left secondary education with a diploma at the VMBO level; 12 per cent had completed HAVO and more than 11 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, in the sixth year monitored, pupils who are an only child appeared to attend VWO less often than do pupils who have one or two siblings. Children from a family with two parents or carers attended the higher levels of secondary education significantly more often than children from a one-parent family.

### HAVO examinations

HAVO pupils who progress through secondary education without delays sit for exams at the end of their fifth year, in this case in 2008/09. Approximately 13 per cent of the first-year secondary school pupils monitored earned their HAVO diploma in that year. In the following school year, 2009/10, 12 per cent were still enrolled in a HAVO programme (either with or without VMBO qualifications). A scant 6 per cent of HAVO certificate holders continued in VWO.

**Figure 6.14 | Position of entrants after five years**

Position in 2009/10 by number of children in the family and income, first-year cohort 2004/05



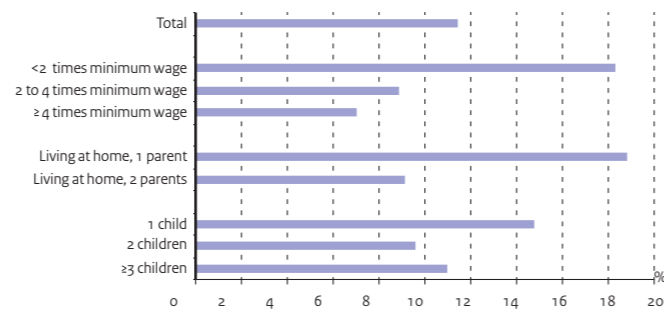
### Unqualified transfers to MBO

Of the pupils that entered secondary year 1 in 2004/05, more than 11 per cent left government-funded secondary education without a diploma up until the beginning of the 2009/10 school year. Nearly half of these pupils were enrolled in MBO programmes in 2009/10. The largest group in MBO (22 per cent) was enrolled in a level 2 programme (basic vocational training); 13 per cent were enrolled at level 4 (middle management / specialized training). More than 6 per cent were enrolled in MBO level 1 programmes (assistant worker) and 7 per cent in level 3 programmes (professional training). More than 4 per cent of the unqualified leavers were not enrolled in MBO in 2009/10 but had earned an MBO certificate in the years before. The other unqualified leavers transferred to, for example, elementary vocational training, 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: nearly one in four 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 19 per cent left secondary school without qualifications, versus 9 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 6.15 | Unqualified leavers**

Numbers leaving VO without diploma until start of 2009/10, first-year cohort 2004/05



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 2009/10 are provisional.

**Table 6.11 | Unqualified leavers in 2004/05 entrance cohort and position in MBO in 2008/09**

	Total		of which leaving VO without qualifications in 2008/09					
	x 1000	%	of which enrolled in MBO in 2008/09					Completed MBO
			Total	Level 1	Level 2	Level 3	Level 4	
<b>Total</b>	<b>185.6</b>	<b>11.4</b>	<b>48.4</b>	<b>6.3</b>	<b>22.1</b>	<b>6.9</b>	<b>13.2</b>	<b>4.5</b>
<b>Gender</b>								
Boys	94.3	12.9	49.1	7.2	24.3	6.2	11.3	4.9
Girls	91.3	9.9	47.6	5.0	19.2	7.7	15.7	3.8
<b>Ethnic background</b>								
Native Dutch	144.0	8.6	52.6	5.5	22.3	7.7	17.1	4.3
Western immigrants	11.7	15.4	38.8	4.1	18.5	6.2	10.0	3.9
Non-Western immigrants	28.7	22.1	46.5	8.7	24.4	5.9	7.5	5.2
of which								
Turks	6.7	22.5	55.8	8.9	33.0	6.1	7.7	5.5
Moroccans	5.7	23.0	57.3	11.1	30.8	6.8	8.7	5.6
Surinamese	4.9	16.5	53.3	10.4	25.7	7.1	10.0	4.8
Antilleans and Arubans	2.1	24.2	43.5	15.0	21.1	2.8	4.5	3.8
Other non-Western immigrants	9.3	23.7	31.8	5.1	15.1	5.4	6.3	5.3
<b>Number of children in the family</b>								
1 child	18.5	14.8	47.6	7.2	23.0	6.9	10.6	5.0
2 children	87.3	9.6	52.2	6.2	23.8	7.0	15.1	4.4
3 children	52.2	9.8	50.7	5.8	22.0	7.0	15.8	4.0
4 or more children	24.2	13.5	50.3	7.4	23.4	7.7	11.8	5.1
<b>Type of family</b>								
Living at home, 2 parents	154.0	9.1	52.0	5.4	22.8	7.4	16.4	4.0
Living at home, 1 parent	27.2	18.8	48.4	9.2	24.6	6.2	8.4	5.9
Other	0.4	44.0	27.2	4.2	10.5	6.8	5.8	9.9
<b>Family income level</b>								
< 2 times minimum wage	45.9	18.3	48.9	8.7	24.7	6.5	9.0	5.8
2 to 4 times minimum wage	85.9	8.9	55.4	5.8	25.1	7.6	16.9	4.0
≥ 4 times minimum wage	50.4	7.0	44.8	2.4	14.7	7.6	20.1	2.7



# 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 2009/10 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 32 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. The majority, however, favour "Care and Welfare", as do native Dutch girls. 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 6.16 | Native and non-native pupils in secondary education  
Secondary year 3, distribution across school types, 2009/10

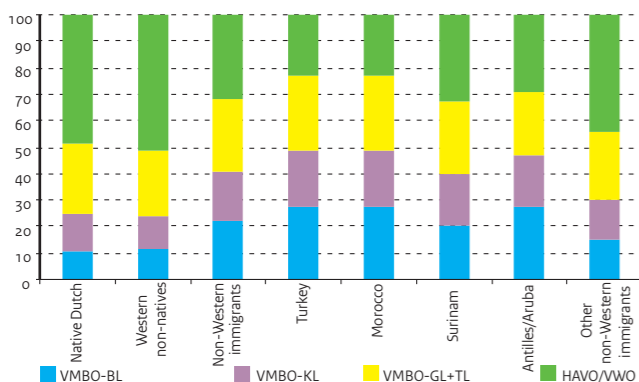
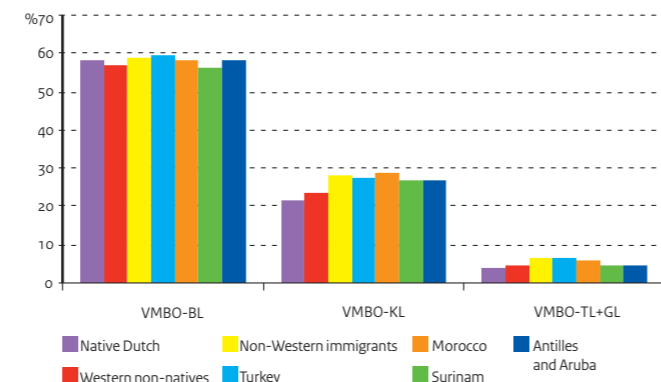


Figure 6.17 | Native and non-native pupils with LWOO indication  
In percentages of total enrolment in VMBO per programme, 2009/10



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 2009/10 are provisional.

Source  
http://statline.cbs.nl

### Notes

- VMBO without theoretical programmes.

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 2009/10 are provisional.

	Total	VMBO programmes				General undivided	HAVO	VWO	LWOO %	LWOO %
	Course year 3 x 1 000					in VMBO		VMBO-BL		
		BL	KL	GL	TL	overall				
Native Dutch	152.2	11	14	9	18	3	22	23	22	59
Western non-natives	12.2	11	12	6	19	4	22	26	23	59
Non-Western immigrants	29.0	22	19	6	22	3	16	13	30	58
Turkey	6.6	28	21	7	21	3	13	7	32	59
Morocco	5.8	27	21	5	23	2	13	8	32	56
Surinam	4.9	20	19	5	23	4	16	13	27	56
Antilles / Aruba	2.2	27	20	5	18	2	14	14	33	62
Other non-Western immigrants	9.4	15	15	5	21	4	20	21	28	56

	Boys						Girls						
	Total	Agricult. & Nat. Env.	Care & Welfare	Econ.	Techn.	Combi.	Total	Agricult. & Nat. Env.	Care & Welfare	Econ.	Techn.	Combi.	
	x 1000							x 1000					
Native Dutch	52.7	14	6	21	48	10	45.0	18	52	19	4	8	
Non-Western imm.	13.2	3	6	48	36	8	12.3	4	46	43	4	4	
Turkey	3.6	2	4	52	34	8	3.4	2	46	45	3	4	
Morocco	3.1	2	4	52	36	6	2.9	3	45	45	4	3	
Surinam	2.2	3	7	44	38	8	2.0	5	42	44	5	3	
Antilles / Aruba	1.0	4	9	36	40	10	1.0	5	50	36	4	5	
Other non-West. imm.	3.4	3	7	46	35	9	2.9	5	47	39	5	5	

	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	43.7	28	23	50	8	29.9	44	32	35	9
Native Dutch girls	45.0	7	27	42	33	34.7	23	40	31	27
<b>Non-Western immigrants</b>										
Boys	6.0	21	19	58	9	3.1	42	36	34	8
Girls	6.6	7	22	48	31	3.7	24	41	33	22
<b>Boys</b>										
Turkey	1.2	19	16	62	8	0.4	35	35	38	8
Morocco	1.0	14	14	69	8	0.3	34	31	43	10
Surinam	1.0	19	18	57	11	0.5	41	30	36	8
Antilles / Aruba	0.4	26	25	49	10	0.2	36	30	42	13
Other non-Western immigrants	2.4	26	21	53	9	1.5	46	40	29	7
<b>Girls</b>										
Turkey	1.3	9	25	49	28	0.5	23	43	34	23
Morocco	1.1	5	15	51	35	0.5	18	34	39	24
Surinam	1.2	6	18	50	33	0.6	22	34	39	22
Antilles / Aruba	0.4	5	23	44	35	0.3	30	37	30	27
Other non-Western immigrants	2.5	8	25	46	31	1.8	26	45	30	21

## 7 | Vocational and adult education

# 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 2010, the Ministry of OCW provided the vocational/adult education sector with more than 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 2010, 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 2010, the KBBs received 77 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 7.1 | Types of vocational and adult education courses

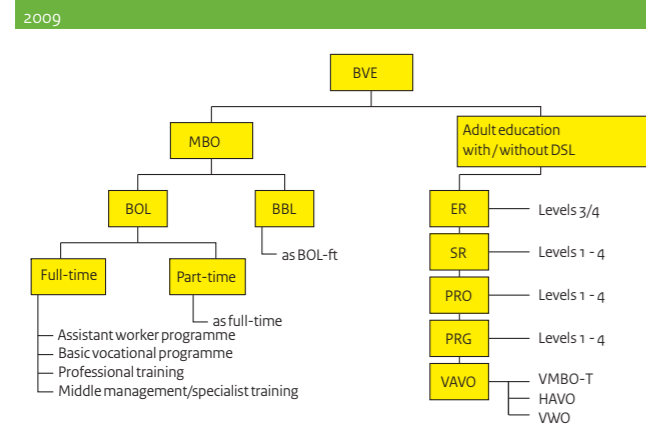


Figure 7.2 | Flows of funds in vocational and adult education

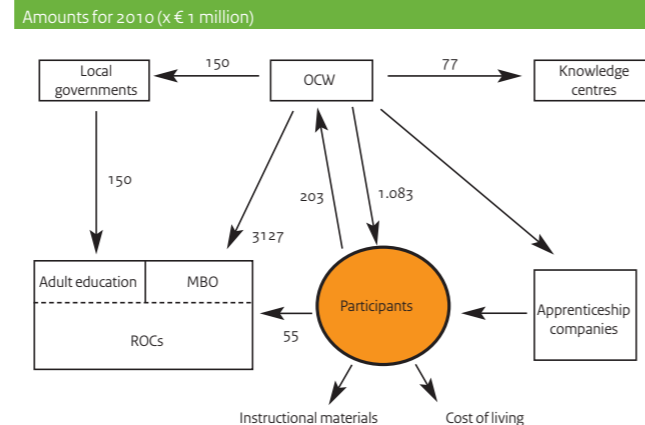


Table 7.1 | Financial key statistics for vocational and adult education

	2006	2007	2008	2009	2010
<b>A) Expenditure and revenue (x € 1 million)</b>					
<b>Total expenditure</b>	<b>3,147.2</b>	<b>3,204.3</b>	<b>3,345.2</b>	<b>3,517.5</b>	<b>3,512.5</b>
Secondary vocational education	2,751.3	2,865.0	2,973.8	3,108.9	3,127.3
Adult education	248.5	189.8	197.6	202.4	150.4
Specific promotion / VSV	.	.	27.4	45.0	103.3
Knowledge centres	92.4	97.9	104.1	111.4	77.5
Learning and working	24.9	25.9	16.1	22.4	22.9
Technocentres	9.0	9.0	9.0	10.2	10.0
<b>Overhead costs</b>	<b>21.0</b>	<b>16.7</b>	<b>17.2</b>	<b>17.2</b>	<b>21.0</b>
Attributed to DUO	17.4	13.1	13.9	13.3	17.2
OCW overheads	3.6	3.6	3.3	3.9	3.8
Total revenue (incl. Technocentres)	106.8	99.4	88.5	33.9	24.8
<b>B) Associated expenditure and revenue (x € 1 million)</b>					
Course fees received	180.0	188.7	179.9	187.2	202.6
<b>C) OCW expenditure per participant (x € 1 000)</b>					
Secondary vocational education (MBO)	6.1	6.3	6.4	6.6	6.5
BBL	4.5	4.6	4.8	4.9	4.8
BOL-ft	6.9	7.1	7.4	7.6	7.4
BOL-pt	3.1	3.2	3.3	3.4	3.3
<b>Adult education</b>					
Spending on gov.-funded adult education per adult citizen (18-64)	0.02	0.02	0.02	0.02	0.01

Source

OCW

CBS: population forecast

### Notes

- B) In 2005, school fees were abolished for participants up to and including the age of 17.

- C) 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.

- C) Per capita expenditure has been calculated on the basis of weightings per school type.

- See Appendix Notes and Definitions, Part B.

Table 7.2 | Vocational and adult education institutions, key statistics

	2006	2007	2008	2009	2010
<b>Total number of educational establishments</b>	<b>61</b>	<b>61</b>	<b>60</b>	<b>59</b>	<b>59</b>
ROCs	44	44	43	43	45
Specialist trade colleges	13	13	13	12	12
Other WEB institutions	4	4	4	4	2
<b>Knowledge centres</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>16</b>

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 only reflect the data from the annual accounts provided by the boards of ROCs and specialist training colleges. The overall result increased from minus 33.2 million euros to 34.0 million euros. The financial indicators for solvency and liquidity remained fairly constant; profitability increased.

## Solvency

Solvency (including provisions) fell very slightly, from 0.52 to 0.51. Solvency has been on the decrease since 2005. The equity capital increased by 3.5 per cent to 1,544.0 million euros. The provisions fell by 4.5 per cent; thus, the proportion of the provisions in terms of total resources decreased by 1 per cent. The long-term debts grew by 7.5 per cent to 1,080.6 million euros, which pushed up their share in terms of total resources by nearly 1 per cent. The short-term debts remained fairly stable, with an increase of 1.5 per cent to 941.9 million euros.

## Liquidity

The liquidity ratio indicates the degree to which an institution can pay its short-term debts. Liquidity fell from 0.87 to 0.86. With an increase of 0.4 per cent, the current assets remained virtually on a par with 2008. An increase in short-term debts has further reduced the joint working capital (current assets minus short-term debts) of the ROCs and specialist trade colleges from minus 123 million euros to minus 134.7 million euros.

## Profitability

The profitability of the ROCs and specialist trade colleges went up from minus 0.9 per cent to 0.7 per cent. The result went up from minus 35.9 million euros to 27.9 million euros. A substantial increase in the extraordinary result boosted the overall result over 2009 to 34.0 million euros. The total result of the ROCs increased from minus 36.9 million euros to 26.9 million euros. After a 92 per cent increase in 2009, the total result of the specialist trade colleges amounted to 7.1 million euros.

## 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).

Table 7.3 | Balance sheet and operating data of vocational and adult education institutions

	2005	2006	2007	2008	2009
<b>A) Financial indicators</b>					
Solvency (including provisions)	0.60	0.57	0.46	0.37	0.38
Liquidity	1.50	1.23	1.00	0.80	0.75
Profitability (in percentages)	2.2	1.9	-0.1	-0.9	0.7
<b>B) Accumulated balance sheet (x € 1 million)</b>					
<b>Total assets</b>	<b>3,327.8</b>	<b>3,636.2</b>	<b>3,766.6</b>	<b>3,999.3</b>	<b>4,108.7</b>
Fixed assets	2,418.5	2,683.2	2,942.1	3,190.9	3,301.6
of which tangible fixed assets	2,347.4	2,619.4	2,887.3	3,121.5	3,226.0
Current assets	909.3	953.1	824.5	808.4	807.2
of which liquid assets	588.3	648.3	490.0	484.8	470.8
<b>Total liabilities</b>	<b>3,327.8</b>	<b>3,636.2</b>	<b>3,766.6</b>	<b>3,999.3</b>	<b>4,108.7</b>
Equity capital	1,672.5	1,735.9	1,715.9	1,494.5	1,544.0
Provisions	315.2	335.6	355.4	568.3	542.2
Long-term debts	734.5	789.4	828.0	1,005.5	1,080.6
Short-term debts	605.6	775.4	867.4	930.9	941.9
<b>C) Accumulated operating accounts (x € 1 million)</b>					
<b>Revenues</b>	<b>3,405.5</b>	<b>3,495.3</b>	<b>3,750.3</b>	<b>3,889.8</b>	<b>4,097.6</b>
OCW grants	2,621.8	2,757.0	3,014.0	3,123.6	3,290.2
Other government grants	433.6	368.9	287.8	264.1	297.8
Examination fees	1.7	1.8	1.7	42.3	49.4
Revenues from contract work	128.0	138.2	191.9	209.9	227.3
Other revenues	220.4	229.4	254.9	250.0	233.0
<b>Expenses</b>	<b>3,307.0</b>	<b>3,411.7</b>	<b>3,738.8</b>	<b>3,904.7</b>	<b>4,036.4</b>
Staff costs	2,432.9	2,452.7	2,690.4	2,826.3	2,930.8
Depreciations	193.9	204.3	211.0	232.2	244.2
Accommodation	238.9	267.1	281.0	285.2	310.9
Other institutional expenses	441.2	487.6	556.4	560.9	550.5
<b>Revenues and expenses balance</b>	<b>98.5</b>	<b>83.6</b>	<b>11.6</b>	<b>-14.8</b>	<b>61.2</b>
Actual revaluation	0.0	0.0	0.0	0.0	2.7
Financial revenues and expenses balance	-21.9	-17.5	-16.2	-21.3	-35.9
<b>Result</b>	<b>76.6</b>	<b>66.0</b>	<b>-4.7</b>	<b>-36.1</b>	<b>27.9</b>
Taxes	0.0	0.0	0.0	0.0	1.8
Participations	0.0	0.0	0.0	1.0	0.8
<b>Result after taxes</b>	<b>76.6</b>	<b>66.0</b>	<b>-4.7</b>	<b>-35.2</b>	<b>27.0</b>
Third-party share in result	0.0	0.0	0.0	0.0	0.0
<b>Net result</b>	<b>76.6</b>	<b>66.0</b>	<b>-4.7</b>	<b>-35.2</b>	<b>27.0</b>
Extraordinary result	34.3	-10.5	9.4	1.7	7.0
<b>Total result</b>	<b>110.9</b>	<b>55.5</b>	<b>4.7</b>	<b>-33.5</b>	<b>34.0</b>

Figure 7.3 | Solvency of vocational /adult education institutions

Spread in solvency (including provisions)

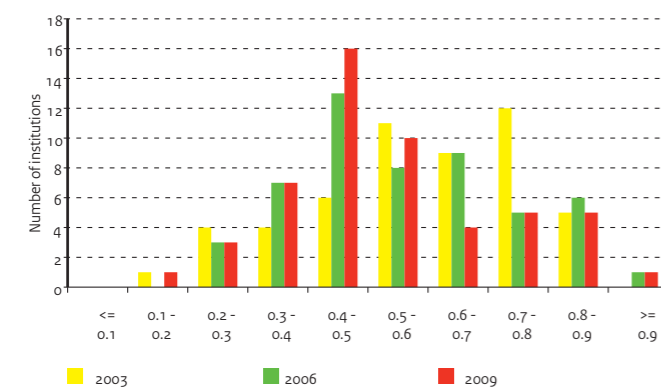
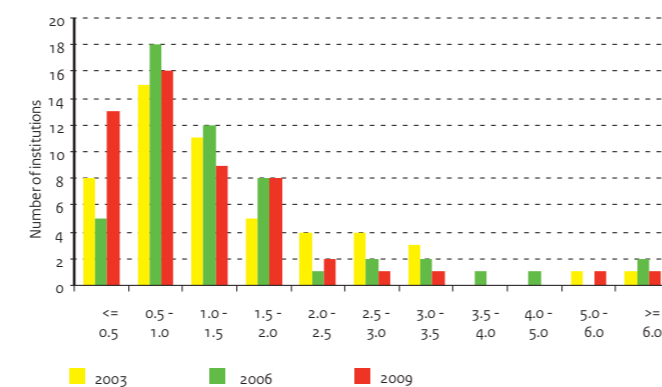


Figure 7.4 | Liquidity of vocational /adult education institutions

Spread in solvency (current ratio)



# Students in vocational and adult education

## Students in MBO

In 2010, enrolment in MBO rose by 2 per cent, in comparison with 2009, to 495 thousand (based on the preliminary surveys for 2010). The largest of the three educational routes is full-time vocational training (BOL-ft), with 329 thousand students (66 per cent of total enrolment). The majority of the students in BOL-ft take courses at levels 3 or 4 (78.5 per cent). Enrolment in block or day-release programmes (BBL; 158 thousand) went up slightly compared with 2009 (by 1.5 per cent). Numbers in part-time vocational training (BOL-pt) grew by a scant 2 per cent to 9 thousand.

At 53 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 (51.9 and 60.6 per cent, respectively).

In 2010, the average age of MBO students was 18.8 in BOL-ft, 28.3 in BBL and 32.5 in BOL-pt. The proportion of students aged 18 or older in MBO amounted to 76 per cent.

Of all the students in MBO, 34 per cent took courses in the sector of economics in 2010, 33 per cent were enrolled in the sector of technology and another 33 per cent in the sector of personal and social services/healthcare (DGO).

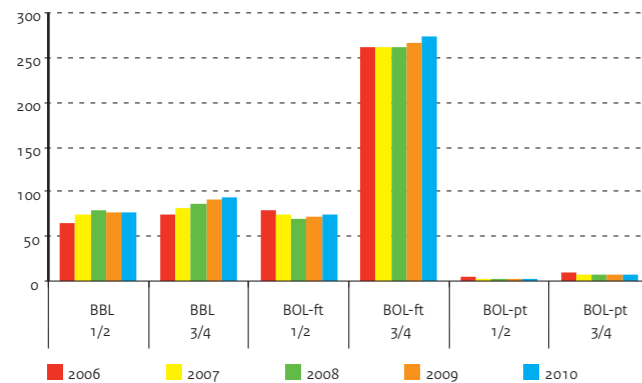
In the technology sector, 48 per cent of students were enrolled in BBL courses, which was significantly more than in the DGO sector (24 per cent) or the economics sector (also 24 per cent). The overwhelming majority of students in the DGO sector opt for levels 3 or 4 (83 per cent); this concentration 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; 16.8 thousand) fell by almost 2 per cent compared to 2009. The majority of the students (61 per cent) attend general secondary education courses (HAVO).

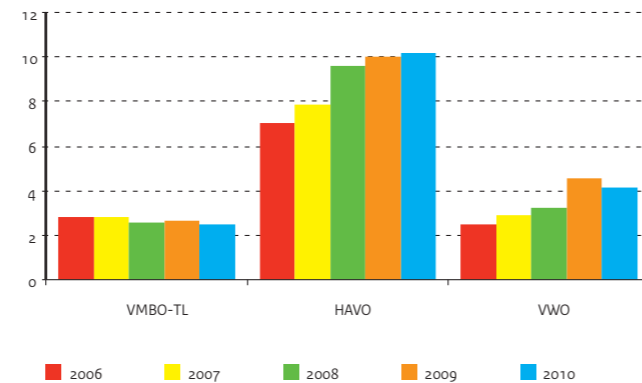
**Figure 7.5 | Enrolment in vocational education (MBO)**

Numbers (x 1 000), by programme and level (incl. green education)



**Figure 7.6 | Enrolment in adult education**

Number of participants (x 1 000)



**Source**

OCW (DUO)

EL&I: Information Department

**Notes**

- Reference date: 1 October.

- See Appendix Notes and Definitions, Part C.

**Source**

OCW (DUO)

**Notes**

- Excluding green education.

- See Appendix Notes and Definitions, Part C.

**Table 7.4 | Enrolment in vocational and adult education (numbers x 1 000)**

	2006	2007	2008	2009	2010
<b>Vocational education (MBO) overall (OCW)</b>	<b>464.4</b>	<b>477.1</b>	<b>479.6</b>	<b>486.1</b>	<b>495.2</b>
BBL	129.4	147.0	156.8	155.4	157.6
BOL-ft	322.0	319.0	313.2	322.0	328.7
BOL-pt	13.0	11.1	9.6	8.7	8.9
<b>MBO green overall</b>	<b>25.8</b>	<b>26.2</b>	<b>27.1</b>	<b>29.4</b>	<b>30.2</b>
BBL-green	8.8	9.2	10.2	11.7	11.5
BOL-green	17.0	17.0	16.9	17.7	18.7
<b>VAVO overall</b>	<b>12.3</b>	<b>13.5</b>	<b>15.4</b>	<b>17.1</b>	<b>16.8</b>
VAVO (ages 16-17)	2.5	2.8	3.9	3.4	3.4
VAVO (other)	9.8	10.7	11.5	13.7	13.4

**Table 7.5 | Students in vocational and adult education by level (numbers x 1 000)**

	2006	2007	2008	2009	2010
<b>Vocational education (MBO) overall (OCW)</b>	<b>464.4</b>	<b>477.1</b>	<b>479.6</b>	<b>486.1</b>	<b>495.2</b>
<b>BBL</b>					
Level 1	6.7	8.4	8.5	9.9	11.1
Level 2	51.9	60.5	65.0	59.2	58.7
Level 3	46.5	50.0	53.8	54.9	55.8
Level 4	24.3	28.1	29.5	31.4	32.0
<b>BOL-ft</b>					
Level 1	12.1	10.3	9.3	9.5	9.6
Level 2	63.6	60.5	57.9	60.5	61.2
Level 3	70.0	70.8	70.5	74.7	77.1
Level 4	176.3	177.4	175.5	177.3	180.8
<b>BOL-pt</b>					
Level 1	1.3	0.9	0.9	0.9	0.7
Level 2	2.8	2.1	1.7	1.5	1.7
Level 3	3.9	3.5	2.7	2.5	2.5
Level 4	5.0	4.5	4.2	3.8	4.0
<b>VAVO overall</b>	<b>12.3</b>	<b>13.5</b>	<b>15.4</b>	<b>17.2</b>	<b>16.8</b>
VMBO/TL	2.8	2.8	2.5	2.6	2.5
HAVO	7.1	7.8	9.6	10.0	10.2
VWO	2.5	2.9	3.2	4.6	4.1

**Table 7.6 | Students in vocational and adult education by age bracket (numbers x 1 000)**

	<24	24-30	>30	Total
BBL	82,719	23,977	50,820	157,516
BOL-pt	2,157	2,409	4,423	8,989
BOL-ft	316,708	10,675	1,292	328,675
<b>Total</b>	<b>401,584</b>	<b>37,061</b>	<b>56,535</b>	<b>495,180</b>

**Source**

OCW (DUO)

## 7 | Vocational and adult education

# Movements and success rates

### Intake

In 2010, 179 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.

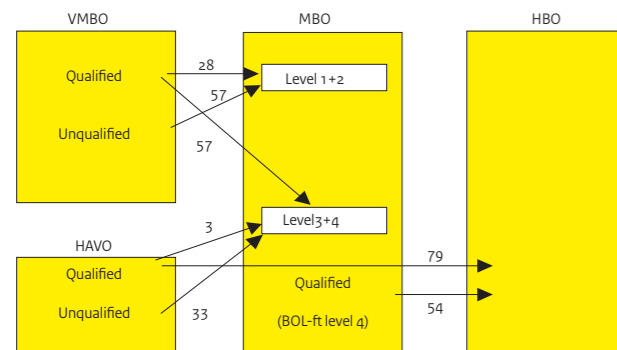
Of the students entering full-time vocational training programmes (BOL-ft) in 2010, 68 per cent were VMBO certificate holders, 19 per cent did not come directly from any form of education and 13 per cent transferred from elsewhere. Of those entering part-time vocational training programmes (BOL-pt), 83 per cent did not come directly from other types of education. In block/day-release programmes (BBL), 68 per cent of students came from outside the education system, 13 per cent were VMBO certificate holders, 15 per cent transferred from other MBO courses (BOL-ft and BOL-pt) and 4 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 34 per cent in 2009, which is on a par with the year before. Of this group, 85 per cent left the education system altogether. Therefore, MBO is largely regarded as final education. The proportion moving on to HBO amounted to 14 per cent in 2009, one percentage point more compared to 2008. Virtually all this flow was composed of students who had completed a full-time BOL programme at level 4. Well over half of these graduates (54 per cent) transferred directly to an HBO programme.

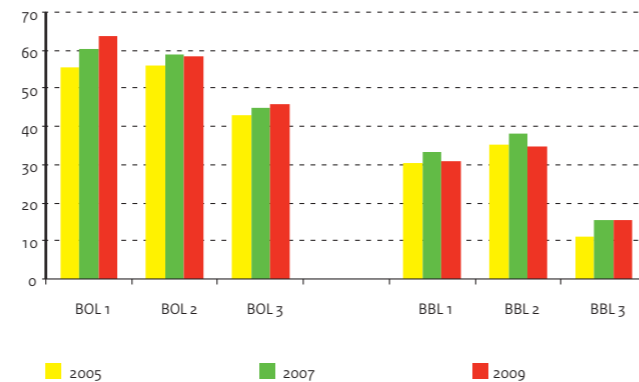
**Figure 7.7 | Transfers within the vocational sector**

As a percentage of outflow (qualified / unqualified, incl. green), 2009



**Figure 7.8 | 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.

**Table 7.7 | Numbers entering and leaving MBO by background and destination**

	2005	2006	2007	2008	2009
<b>New entrants as a percentage of total enrolment</b>	<b>33</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>
<b>Educational backgrounds in percentages</b>					
VMBO (unqualified)	5	4	4	3	3
VMBO (qualified)	51	50	49	48	47
HAVO (qualified)	1	1	1	1	1
No form of education / other	42	45	47	47	49
<b>Transfers of qualified MBO leavers to higher level as a percentage of origin</b>					
From BOL 1 to MBO 2 or higher	55	61	60	61	64
From BOL 2 to MBO 3 or higher	56	61	59	57	58
From BOL 3 to MBO 4	43	46	45	44	46
From BBL 1 to MBO 2 or higher	30	33	34	34	31
From BBL 2 to MBO 3 or higher	35	39	38	36	35
From BBL 3 to MBO 4	11	14	15	16	16
<b>Outflow as a percentage of total enrolment</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>34</b>	<b>34</b>
<b>Destination of school-leavers in percentages</b>					
HBO	14	14	14	13	14
Other	1	1	1	1	1
Leaving education	85	85	85	86	85

**Table 7.8 | Success rates in MBO and adult education (numbers x 1 000)**

	2006	2007	2008	2009	2010
<b>MBO overall (OCW)</b>	<b>138.2</b>	<b>141.7</b>	<b>146.9</b>	<b>152.4</b>	<b>159.0</b>
of which external students	13.5	14.9	17.4	19.1	21.0
<b>BBL</b>	<b>49.4</b>	<b>49.5</b>	<b>54.9</b>	<b>60.7</b>	<b>65.4</b>
Level 1	3.3	3.7	4.5	4.6	6.0
Level 2	20.5	20.8	24.2	26.5	26.7
Level 3	17.1	16.7	17.3	19.3	20.4
Level 4	8.5	8.3	8.9	10.3	12.2
<b>BOL-ft</b>	<b>84.7</b>	<b>88.2</b>	<b>87.9</b>	<b>87.8</b>	<b>89.5</b>
Level 1	7.4	7.5	7.0	6.2	7.0
Level 2	20.4	21.5	20.7	20.8	20.9
Level 3	16.6	17.7	18.2	18.2	18.9
Level 4	40.2	41.6	42.0	42.6	42.8
<b>BOL-pt</b>	<b>4.1</b>	<b>4.0</b>	<b>4.1</b>	<b>3.9</b>	<b>4.1</b>
Level 1	0.6	0.6	0.5	0.6	0.5
Level 2	0.9	0.9	0.9	0.9	1.3
Level 3	0.9	1.0	1.1	0.9	0.9
Level 4	1.7	1.5	1.5	1.5	1.4
<b>Adult education overall</b>	<b>4.8</b>	<b>4.6</b>	<b>5.2</b>	<b>6.5</b>	<b>7.0</b>
VMBO-TL	1.1	0.9	1.1	1.0	1.0
HAVO	2.5	2.5	2.7	4.0	3.6
VWO	1.2	1.2	1.4	1.5	2.4

### 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.

## 7 | Vocational and adult education Institutions and staff

### Institutions

In 2009, the vocational and adult education (BVE) sector comprised 43 Regional Training Centres (ROCs; not including green education), 13 specialist trade colleges and 4 “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 17 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 grew very slightly, by 600 full-time jobs. In this sector, more than 48 thousand people fill nearly 39 thousand full-time jobs.

### Age

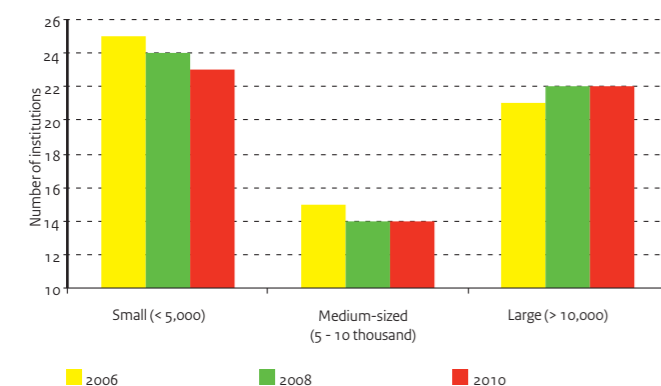
Staff in the BVE sector has aged considerably over recent years. The proportion of staff over 50 among teachers rose from 52 per cent in 2006 to 57 per cent in 2010.

### 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 grew slightly: from 31 per cent in 2006 to 37 per cent in 2010.

**Figure 7.9 | Vocational /adult education institutions by size**

By number of participants (excluding AOCs)



**Figure 7.10 | Age distribution of teachers in the BVE sector**

In FTEs (excluding green education)



### Source

www.colo.nl

OCW (DUO: funding surveys)

### Notes

- Reference date: 1 October.

- Excluding Aequor (Agriculture).

- DGO: Personal/social services and health care.

**Table 7.9 | Sectors of education, knowledge centres, branches of industry and participants (x 1000)**

Sector	Knowledge centre	Branch of industry	2005	2006	2007	2008	2009
<b>Total</b>			<b>454</b>	<b>464</b>	<b>477</b>	<b>480</b>	<b>486</b>
<b>DGO</b>	KOC Nederland	Beauty care, hairdressing	14	14	14	14	14
	Calibris	Health care, services, welfare, sports <sup>1</sup> 33	139	143	143	146	
	Kenwerk	Catering, tourism, food	3	4	3	2	1
<b>Economics</b>	Ecabo	Economics, office work	84	80	82	83	84
	KC Handel	Distribution, wholesale	44	44	42	40	40
	Kenwerk	Catering, tourism	35	37	37	38	39
	SVO	Meat sector	2	2	2	2	3
	Combined sector of industry		0	1	1	1	2
<b>Technology</b>	KC Handel	Distribution, wholesale	3	3	3	3	3
	Fundeon	Construction, development, civil engin.	21	21	22	23	22
	GOC	Graphics industry	8	9	10	12	15
	Innovam Groep	Motor vehicles, bicycles, car trade	16	15	15	14	14
	Kenteq	Metal, electrical engineering, fitting	42	42	43	44	42
	Savantis	Decorators, advertising	8	8	8	9	9
	SH&M	Wood and furniture	4	4	4	4	4
	SVGB	Health technology	2	2	2	2	3
	PMLF	Process industry	12	13	13	13	15
	VOC	Body works, car repairs	2	2	2	2	2
	Combined sector of industry		10	10	11	12	13
<b>Combination</b>	Comb. knowl. centres	Combined sector	7	10	11	12	11

**Table 7.10 | Staff in vocational and adult education, key statistics (excluding green education)**

	2006	2007	2008	2009	2010
<b>A) Staff in FTEs (x 1000)</b>	<b>36.8</b>	<b>38.4</b>	<b>38.1</b>	<b>38.3</b>	<b>38.9</b>
Management	0.4	0.3	0.5	0.6	0.7
Teachers	23.2	23.9	23.3	20.9	21.4
Other staff	13.2	14.2	14.2	16.9	16.7
<b>B) Staff in numbers (x 1000)</b>	<b>46.0</b>	<b>47.9</b>	<b>47.7</b>	<b>47.9</b>	<b>48.3</b>
Management	0.4	0.3	0.5	0.6	0.8
Teachers	29.2	29.9	29.2	26.3	26.9
Other staff	16.5	17.7	17.9	21.0	20.7
<b>C) Percentage of women (in FTEs)</b>	<b>48</b>	<b>49</b>	<b>49</b>	<b>49</b>	<b>50</b>
Management	31	31	33	34	37
Teachers	43	44	44	45	45
Other staff	57	57	58	55	56
<b>D) Percentage of staff aged 50 and older (in FTEs)</b>	<b>47</b>	<b>47</b>	<b>49</b>	<b>51</b>	<b>52</b>
Management	77	79	72	63	65
Teachers	52	53	54	56	57
Other staff	36	37	39	44	43

### 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.

# 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 2009, the study showed that more than half of BOL graduates (53 per cent) continue studying, versus only 26 per cent of BBL graduates. More than one-fourth of the total group of BOL graduates opt for professional higher education, while 17 per cent continue within BOL. Some 63 per cent of 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), especially taking into account that some people can be temporarily unemployed as they are changing jobs. This is the same for the entire range of programme levels, with the exception of level 3 economics programmes; here, the unemployment rate is 10 per cent.

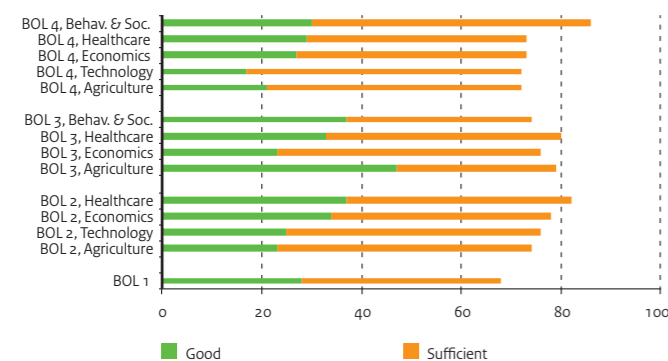
The statistics for BOL graduates clearly demonstrate that job opportunities increase with the level of programmes. The level 1 study programmes hold out relatively little promise with respect to job opportunities.

Unemployment rates are relatively high for level 2 programmes too: 12 per cent. Here, the situation is particularly difficult for those leaving the Agriculture sector. With an unemployment rate of 18 per cent, the level 3 Economics programmes also differ from the other sectors in terms of job security.

The average time school-leavers need to find a job (initial unemployment) amounted to two weeks for BOL programmes and less than a working week for BBL programmes. With 1.7 months, 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 10.04 euros and for level 4 10.36 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 11.72 euros and for level 4 even 13.13 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.

**Figure 7.11 | Opinion on alignment of education and employment**  
Percentage judging alignment as good or sufficient, 2009



**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.

**Source**

ROA: School-leavers between education and the labour market

**Source**

<http://statline.cbs.nl>

	2005	2006	2007	2008	2009
BOL level 1	1.8	2.9	1.9	1.9	1.7
BOL level 2	1.9	1.0	1.2	0.8	0.4
BOL level 3	1.5	1.1	0.6	0.3	0.6
BOL level 4	1.3	0.8	0.4	0.2	0.4
BBL level 1	--	--	0.7	0.5	0.1
BBL level 2	--	--	0.3	0.1	0.1
BBL level 3	--	--	0.3	0.1	0.2
BBL level 4	--	--	0.1	0.1	0.1

	BOL 1	BOL 2	BOL 3	BOL 4	BBL 1	BBL 2	BBL 3	BBL 4
Initial unemployment (in months)	1.7	0.4	0.6	0.4	0.1	0.1	0.2	0.1
Unemployment (in percentages)	16.4	7.9	4.7	2.7	1.1	1	1.1	0.9
Flexible employment (in percentages)	61	54	43	44	20	30	25	13
Subsequent study programme (in percentages)	51	59	43	55	25	33	21	18
Same/related discipline (in percentages)	54	58	76	76	41	61	78	83
Would select same study programme again (in percentages)	68	73	77	79	87	84	83	84
Developing knowledge and skills (in percentages)	61	60	60	58	56	66	68	69
Utilizing knowledge and skills (in percentages)	44	64	66	64	46	66	71	76
Knowledge and skills are insufficient (in percentages)	20	11	9	13	3	11	11	12

Total	Total outflow with MBO qualifications	Level 1	Level 2	Level 3	Level 4
<b>Labour market positions overall</b>	<b>74,740</b>	<b>5,000</b>	<b>20,620</b>	<b>21,040</b>	<b>28,080</b>
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
<b>Labour market positions overall, men</b>	<b>36,370</b>	<b>2,890</b>	<b>12,440</b>	<b>9,250</b>	<b>11,790</b>
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
<b>Labour market positions overall, women</b>	<b>38,360</b>	<b>2,100</b>	<b>8,170</b>	<b>11,790</b>	<b>16,290</b>
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

## 7 | Vocational and adult education

# 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 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 2009/10. 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 37 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 hardly more than the national figure of 62 per cent. 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 73 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 2009/10, 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 2009/10, 58 per cent of men with a Turkish background in MBO were enrolled in an economics programme, versus 30 per cent of native Dutch men. Students from an Antillean/Aruban background occupied a middle position in this respect with 37 per cent for both men and women. For non-Western ethnic-minority men, the Economics sector tops the list (52 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 48 per cent and 42 per cent respectively. Enrolment in green programmes is low yet lowest among non-Western ethnic minorities.

Figure 7.12 | MBO participants by ethnic background (1)

Differentiation by programme and level in percentages, 2009/10

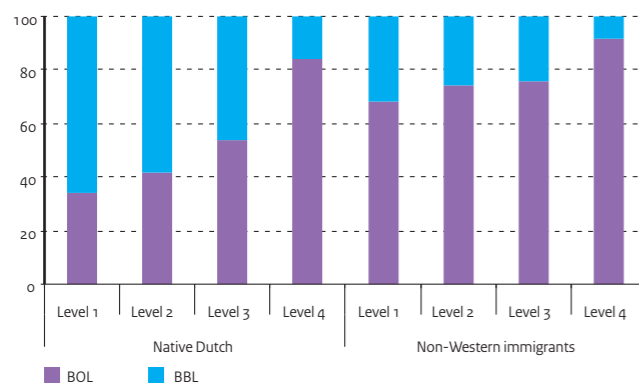
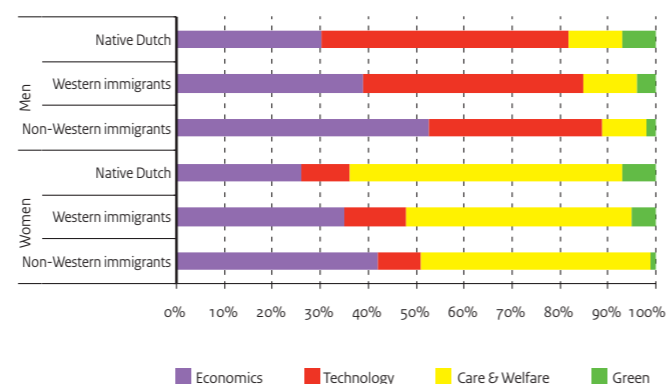


Figure 7.13 | MBO participants by ethnic background (2)

Differentiation by sector and gender in percentages, 2009/10



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 2112 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 2009/10 are provisional.

Table 7.14 | MBO participants by ethnic background and gender, 2009/10

	Total x 1000	By programme		By level			
		In percentages of total		In percentages of total			
		BOL	BBL	1	2	3	4
<b>Total men and women</b>							
Native Dutch	383.9	64	36	3	23	28	45
Western non-natives	32.6	66	34	6	26	26	42
Non-Western immigrants	105.2	80	20	8	30	25	37
Turkey	23.5	83	17	7	32	24	36
Morocco	21.4	84	16	7	31	23	39
Surinam	19.7	76	24	5	26	28	40
Antilles and Aruba	10.7	79	21	10	32	26	33
Other non-Western countries	29.9	80	20	11	30	24	36
<b>Men</b>							
Native Dutch	205.3	57	43	4	29	25	42
Western non-natives	17.1	61	39	7	31	24	39
Non-Western immigrants	52.4	75	25	10	34	22	34
Turkey	12.0	76	24	10	36	22	32
Morocco	10.8	79	21	9	36	20	35
Surinam	9.3	72	28	8	32	24	37
Antilles and Aruba	5.0	72	28	14	36	20	30
Other non-Western countries	15.5	75	25	13	33	22	33
<b>Women</b>							
Native Dutch	178.6	72	28	2	17	31	49
Western non-natives	15.5	72	28	5	21	29	45
Non-Western immigrants	52.8	86	14	5	27	28	40
Turkey	11.5	90	10	5	29	27	40
Morocco	10.7	90	10	4	27	26	43
Surinam	10.5	79	21	4	22	32	43
Antilles and Aruba	5.7	85	15	6	28	30	35
Other non-Western countries	14.5	85	15	8	27	26	38

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 2112 participants.
- Including non-government-funded participants and excluding participants sitting for exams.
- Figures for 2009/10 are provisional.

Table 7.15 | MBO participants in the sectors, by ethnic background and gender, 2008/09

	Men					Women				
	Total	Econ.	Techn.	Care	Green	Total	Econ.	Techn.	Care	Green
	x 1000	In percentages of total				x 1000	In percentages of total			
<b>Native Dutch</b>	205.3	30	51	11	7	178.6	26	10	57	7
<b>Western non-natives</b>	17.1	39	46	11	4	15.5	35	13	47	5
<b>Non-Western immigrants</b>	52.4	52	36	9	2	52.8	42	9	48	1
Turkey	12.0	58	34	5	1	11.5	45	7	46	0
Morocco	10.8	55	30	12	1	10.7	41	5	53	0
Surinam	9.3	52	35	10	1	10.5	44	9	46	1
Antilles and Aruba	5.0	37	47	13	2	5.7	37	11	51	1
Other non-Western countries	15.5	48	40	9	2	14.5	39	13	46	1



# System and funding in professional higher education

## System

Tertiary education in the Netherlands is composed of professional higher education (HBO) and academic higher education (WO). Since 1993, the universities of applied sciences or *hogescholen* (HBO institutions) and research universities have been governed by the same legislation: the Higher Education and Research Act (WHW). This Act permits the institutions a large measure of freedom in the way they organize their teaching and other matters to meet changing demands.

The universities of applied sciences are responsible for the programming and quality of the courses they provide. Quality control is exercised by the institutions themselves and by external experts. With effect from 1 September 2003, the Education Inspectorate's external quality assurance dossier has been transferred to the Accreditation Organisation of the Netherlands and Flanders (NVAO). The NVAO took over two tasks of the Education Inspectorate:

- a) the follow-up to old-style reviews previously approved by the Education Inspectorate, the so-called evaluation of quality improvement;
- b) the follow-up to reviews conducted from 2003 on.

In order to be able to link up with international developments, the bachelor's - master's degree structure was introduced in the 2002/03 academic year.

Professional higher education is extremely diverse: some 350 courses prepare students for a wide range of occupations in various areas of society. There are both broad and specialist courses. There are large HBO institutions offering a wide variety of courses in many different sectors but also medium-sized and small colleges offering a small assortment in one sector only. Administrative mergers have reduced the number of HBO institutions from almost 350 in the mid-1980s to 36 in 2010. Programmes are divided into

eight sectors: Education, Engineering & Technology, Health, Economics, Behaviour & Society, Language & Culture, Cross-sector programmes and Agriculture & the Natural Environment. The last sector falls under the Ministry of Economic Affairs, Agriculture and Innovation (EL&I).

## Funding

The overall budget for professional higher education is allocated to the individual institutions on the basis of a set formula. Since 1994, HBO institutions have received a block grant, which is adjusted to reflect wage and price rises. In addition, the budget is reviewed each year on the basis of the latest data with regard to student numbers.

Apart from the central government grant, the HBO institutions receive income from a variety of sources, including tuition fees and income from services to third parties (mainly contract teaching).

Since 1994, the central government grant has included expenditure for statutory benefits and accommodation. Over 96 per cent is paid directly to the institutions in the form of a block grant. Since 2001, the institutions have been required to use these funds to pay the statutory benefits (redundancy pay). The institutions themselves are responsible for the most effective distribution over staff, non-staff and accommodation costs. The remainder of the government grant consists of funds earmarked for specific policy objectives such as internationalization, lecturers and knowledge networks, strengthening the vocational sector and funding information and communication technology.

In 2012, a new funding system will be implemented involving different funding regulations.

## Source

- A) and B) OCW annual reports
- C) Turnover according to institutions' annual accounts

## Notes

- B) 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.
- B) Tuition fees per student: revenue from tuition fees divided by calculated number of students per calendar year.
- C) Turnover of institutions per student: total running costs divided by calculated number of students per calendar year.
- See Appendix Notes and Definitions, Part B.

Table 8.1 | Financial key statistics for professional higher education

	2006	2007	2008	2009	2010
<b>A) Expenditure and revenue (x € 1 million)</b>					
<b>Total expenditure</b>	<b>1,881.8</b>	<b>2,030.9</b>	<b>2,158.9</b>	<b>2,323.7</b>	<b>2,495.1</b>
Central government grant	1,776.1	1,927.7	2,064.4	2,219.0	2,388.3
Other	85.4	85.4	75.3	84.0	83.5
<b>Overhead costs</b>					
Attributed to DUO	15.3	12.7	14.1	14.6	17.4
OCW overheads	5.0	5.1	5.1	6.0	5.9
<b>Total revenue</b>	<b>46.8</b>	<b>7.0</b>	<b>9.6</b>	<b>11.4</b>	<b>3.5</b>
<b>B) Expenditure per student (x € 1000)</b>					
OCW expenditure per student	5.4	5.6	5.8	6.0	6.2
of which project expenditure	0.2	0.2	0.2	0.2	0.2
Tuition fees per student	1.4	1.4	1.5	1.5	1.5
Grants to institutions per student	6.8	7.1	7.3	7.6	7.8
<b>C) Turnover of HBO institutions per student (x € 1000)</b>					
	<b>7.5</b>	<b>7.9</b>	<b>8.3</b>	<b>8.4</b>	<b>--</b>

Figure 8.1 | Flows of funds in professional higher education

Amounts for 2009 (x € 1 million)

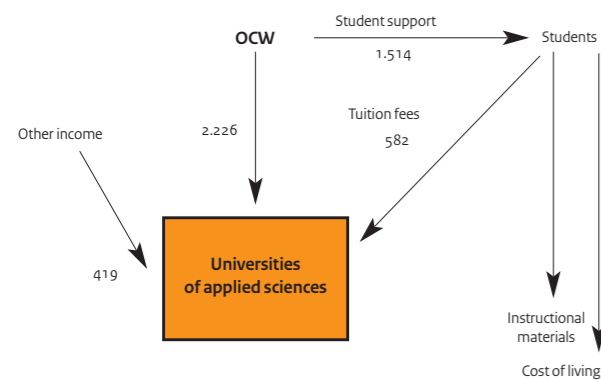
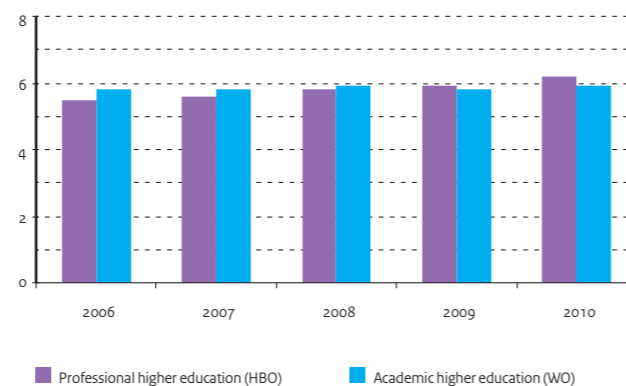


Figure 8.2 | OCW expenditure per HBO and WO student

Price level 2010, based on actual wage and price adjustments (x € 1000)



## 8 | Professional higher education

# HBO institutions: financial data

### Financial position

The annual accounts submitted by HBO institutions for 2009 show that the financial position of this sector as a whole has improved slightly. Compared to 2008, solvency fell slightly but liquidity and profitability are on the increase.

The operating result for 2009 amounted to 47.5 million euros and thus increased from 2008.

### Solvency and liquidity

The operating result increased significantly compared to 2008. that was attributed to the equity capital. Even though this positive operating result was attributed to the equity capital, the increase in the equity capital (including provisions) did not keep pace with the growth in the loan capital. The shift within the loan capital from long-term to short-term debts continued in 2009. The liquidity of the HBO sector picked up again compared to 2008.

### Profitability

In the period of 2005 to 2009, profitability dropped sharply to below the level of 2004. The positive operating result increased in 2009 vis-à-vis 2008. This is in part due to increases in the government grant and income from tuition fees. The proceeds of work commissioned by third parties and other revenues fell slightly. Staff costs, on the other hand, continued to rise in 2009.

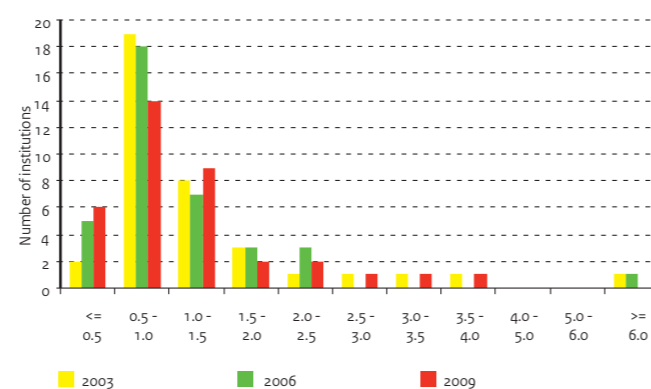
Figure 8.3 | Solvency of HBO institutions

Spread in solvency (including provisions)



Figure 8.4 | Liquidity of HBO institutions

Spread in liquidity (current ratio)



### 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.

Table 8.2 | Balance sheet and operating data of HBO institutions

	2005	2006	2007	2008	2009
<b>A) Financial indicators</b>					
Solvency (including provisions)	0.44	0.45	0.45	0.43	0.41
Liquidity	0.96	0.80	0.74	0.70	0.76
Profitability (in percentages)	3.2	2.3	2.0	0.8	1.3
<b>B) Accumulated balance sheet (x € 1 million)</b>					
<b>Total assets</b>	<b>2,614.2</b>	<b>2,585.5</b>	<b>2,700.3</b>	<b>2,859.0</b>	<b>3,077.4</b>
Fixed assets	1,797.1	1,882.6	2,016.8	2,168.6	2,291.1
of which tangible fixed assets	1,643.5	1,761.9	1,928.7	2,124.6	2,247.6
Current assets	817.1	703.0	683.5	690.4	786.4
of which liquid assets	515.7	373.4	357.0	371.0	451.1
<b>Total liabilities</b>	<b>2,614.2</b>	<b>2,585.5</b>	<b>2,700.3</b>	<b>2,859.0</b>	<b>3,077.4</b>
Equity capital	947.6	1,003.8	1,040.3	1,044.1	1,093.2
Provisions	198.5	156.0	165.0	171.7	161.3
Long-term debts	620.0	548.7	570.0	655.8	789.9
Short-term debts	848.1	877.0	925.1	987.4	1,033.0
<b>C) Accumulated operating accounts (x 1 million)</b>					
<b>Revenues</b>	<b>2,593.4</b>	<b>2,647.4</b>	<b>2,868.9</b>	<b>3,068.1</b>	<b>3,227.6</b>
OCW grants	1,753.2	1,779.0	1,947.3	2,088.6	2,226.3
Other government grants	15.3	3.3	4.3	28.6	32.6
Tuition fees	471.5	496.0	520.1	546.4	582.4
Revenue from contract work	184.4	187.6	204.3	216.8	203.6
Other revenues	168.9	181.5	192.9	187.7	182.7
<b>Expenses</b>	<b>2,483.2</b>	<b>2,575.2</b>	<b>2,799.4</b>	<b>3,030.3</b>	<b>3,163.1</b>
Staff costs	1,748.9	1,814.1	2,012.1	2,178.8	2,296.9
Depreciations	171.0	167.0	164.8	180.3	186.5
Accommodation expenses	217.6	223.1	225.3	214.3	210.6
Other institutional costs	345.8	371.0	397.1	456.9	469.1
<b>Revenues and expenses balance</b>	<b>110.1</b>	<b>72.2</b>	<b>69.6</b>	<b>37.8</b>	<b>64.5</b>
Financial revenues and expenses balance	-26.6	-12.6	-13.1	-14.2	-23.6
<b>Result</b>	<b>83.5</b>	<b>59.6</b>	<b>56.5</b>	<b>23.6</b>	<b>41.0</b>
Taxes	0.0	0.0	0.0	0.7	0.6
Participations	0.0	0.0	0.0	0.0	7.2
<b>Result after taxes</b>	<b>83.5</b>	<b>59.6</b>	<b>56.5</b>	<b>22.9</b>	<b>47.6</b>
Third-party share in result	0.0	0.0	0.4	0.2	0.1
<b>Net result</b>	<b>83.5</b>	<b>59.6</b>	<b>56.1</b>	<b>22.7</b>	<b>47.5</b>
Extraordinary result	3.5	3.4	-19.4	0.0	0.0
<b>Total result</b>	<b>87.0</b>	<b>63.0</b>	<b>36.7</b>	<b>22.7</b>	<b>47.5</b>

# Enrolment in professional higher education

## Student numbers

Professional higher education (HBO) continued to grow in 2010. On 1 October 2010, the number of students totalled more than 407 thousand (excluding Agriculture). In absolute terms, the increase can primarily be attributed to full-time education. In part-time education, student numbers have remained fairly constant in recent years: 64.3 thousand in 2010.

## 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. Intake in the Education sector (teacher-training courses) rose slightly in 2010. After continued growth, intake in the Economics sector fell to a good 37 thousand students in 2010. After a fairly constant intake in earlier years, enrolment in the Engineering & Technology sector picked up in 2008 and 2009, but stabilized in 2010. Behaviour & Society and HBO-green show a slight increase. The Health sector picked up again. The intake figures in part-time education fell slightly again, according to the new measurement; the number of new enrollees totalled less than 10 thousand in 2010.

## 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 2010 the number of entrants equalled that of 2009. The number of first-year students entering a dual study programme increased from some 200 in 1992/93 to 2,400 in 2009/10, while the total number of enrolled students increased from 200 in 1992/93 to nearly 13 thousand in 2009/10.

## Graduates

Over recent years, the number of graduates has gradually increased, which is in keeping – albeit with a delay of four to five years – with the increase in entrance figures. Compared to 2008, graduation rates are increasing in the sectors of Health, Behaviour & Society, and Language & Culture. Education and Engineering & Technology show a minor decrease, while HBO-green remains unchanged. Since 1995, students have been graduating in dual education. In 2010, some 2.1 thousand students completed a dual programme.

Figure 8.5 | Enrolment in professional higher education

Number of students enrolled x 1 000, including green education

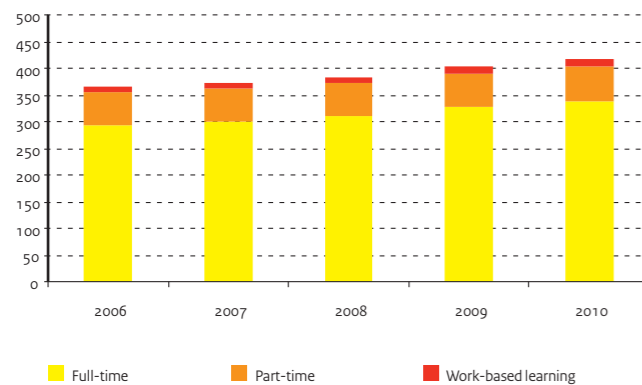
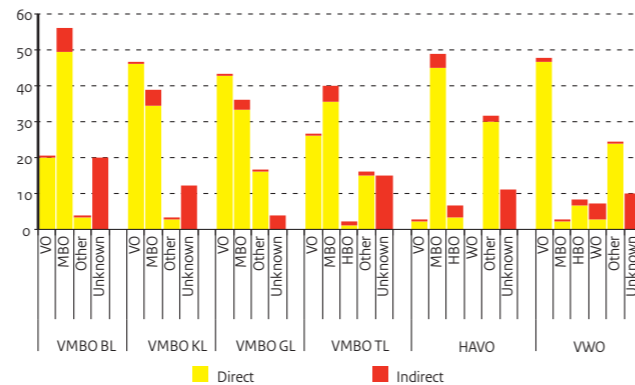


Figure 8.6 | HBO bachelor's degrees by sector

In percentages of total (full-time + dual + part-time), 2010



## Source

OCW (DUO: 1 HE Figure 2010)

## 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.

## Source

OCW (DUO: 1 HE Figure 2010)

## 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.

## Source

OCW (DUO: 1 HE Figure 2010)

## 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.

Table 8.3 | First-year students in professional higher education (numbers x 1 000)

	2006	2007	2008	2009	2010
<b>Overall excluding green education</b>	<b>86.9</b>	<b>89.3</b>	<b>91.2</b>	<b>96.6</b>	<b>96.6</b>
Education	14.0	13.2	12.3	12.6	12.7
Engineering & Technology	14.7	15.1	15.8	17.0	17.1
Health	8.3	8.6	9.4	9.4	10.0
Economics	32.9	34.7	35.9	38.2	37.2
Behaviour & Society	13.3	14.1	14.0	15.5	15.8
Language & Culture	3.7	3.7	3.8	3.9	3.8
<b>HBO-green overall</b>	<b>2.1</b>	<b>2.1</b>	<b>2.1</b>	<b>2.3</b>	<b>2.4</b>
<b>Per type of programme (including HBO-green)</b>					
Full-time	77.0	79.3	81.1	86.5	86.9
Part-time	9.5	9.7	9.8	10.0	9.7
Work-based learning programmes	2.5	2.3	2.3	2.4	2.4

Table 8.4 | Enrolment in professional higher education (numbers x 1 000)

	2006	2007	2008	2009	2010
<b>Overall excluding green education</b>	<b>357.5</b>	<b>365.9</b>	<b>374.9</b>	<b>393.9</b>	<b>407.3</b>
Education	69.7	67.3	64.8	66.7	67.8
Engineering & Technology	58.4	59.4	61.0	64.0	66.0
Health	31.3	32.3	34.3	35.7	37.7
Economics	129.1	134.8	140.0	147.8	152.7
Behaviour & Society	52.3	55.2	57.5	62.0	65.4
Language & Culture	16.7	17.0	17.4	17.8	17.7
<b>HBO-green overall</b>	<b>8.3</b>	<b>8.0</b>	<b>8.0</b>	<b>8.5</b>	<b>8.9</b>
<b>Per type of programme (including HBO-green)</b>					
Full-time	292.2	301.0	309.2	326.3	339.1
Part-time	61.8	61.1	61.5	63.8	64.3
Work-based learning programmes	11.8	11.8	12.2	12.4	12.8

Table 8.5 | Professional higher education graduates (numbers x 1 000)

	2006	2007	2008	2009	2010
<b>Bachelors</b>					
<b>Overall excluding green education</b>	<b>57.7</b>	<b>58.2</b>	<b>58.8</b>	<b>60.1</b>	<b>60.3</b>
Education	11.3	11.2	10.6	10.1	9.8
Engineering & Technology	10.5	10.2	10.1	10.2	10.1
Health	5.7	6.0	6.0	6.5	6.6
Economics	19.2	19.3	20.4	21.0	21.0
Behaviour & Society	8.4	8.8	9.1	9.5	9.9
Language & Culture	2.7	2.6	2.7	2.7	2.9
<b>HBO-green overall</b>	<b>1.9</b>	<b>1.8</b>	<b>1.6</b>	<b>1.5</b>	<b>1.5</b>
<b>Per type of programme (including HBO-green)</b>					
Full-time	46.0	48.0	48.7	49.9	50.3
Part-time	11.3	9.9	9.7	9.6	9.4
<b>Work-based learning programmes</b>	<b>2.3</b>	<b>2.1</b>	<b>2.0</b>	<b>2.0</b>	<b>2.1</b>
<b>Masters</b>					
<b>Overall excluding green education</b>	<b>4.5</b>	<b>4.8</b>	<b>5.0</b>	<b>4.0</b>	<b>4.0</b>

# Duration of study and success rates

## 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 4.7 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. In 2008 and 2009 the figure went up but in 2010 it fell slightly again.

## 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 2010 fell by 3 per cent compared to 2009.

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 highest for Health, followed by Language & Culture, Behaviour & Society and Agriculture & the Natural Environment.

### Source

OCW (DUO: 1 HE Figure 2010)

### Notes

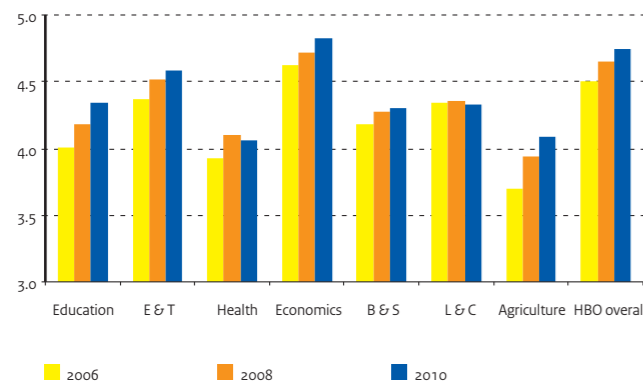
- Disciplines in accordance with HOOP categories.
- C) and D): in percentages of cohort entering.
- The success rates for HBO overall are higher than the success rates in each of the sectors, as some students graduate in a sector other than the one they started in. For the same reason, the overall duration of study is longer than the average of the durations per sector.
- See Appendix Notes and Definitions, Part C.

**Table 8.6 | Duration of study and success rates in professional higher education**

	2006	2007	2008	2009	2010
<b>A) Expected duration of study for graduates by sector, in years</b>					
Education	4.0	4.1	4.2	4.3	4.3
Engineering & Technology	4.4	4.4	4.5	4.5	4.6
Health	3.9	4.0	4.1	4.0	4.1
Economics	4.6	4.7	4.7	4.8	4.8
Behaviour & Society	4.2	4.2	4.3	4.3	4.3
Language & Culture	4.3	4.4	4.4	4.4	4.3
Agriculture & the Natural Environment	3.7	3.8	3.9	4.2	4.1
<b>B) Expected duration of study for HBO graduates (in years)</b>					
	<b>4.5</b>	<b>4.6</b>	<b>4.6</b>	<b>4.7</b>	<b>4.7</b>
<b>C) Expected success rates by sector, in percentages</b>					
Education	60	55	53	59	56
Engineering & Technology	64	63	63	64	60
Health	66	63	63	66	66
Economics	63	61	61	63	60
Behaviour & Society	60	61	60	64	62
Language & Culture	67	66	65	66	63
Agriculture & the Natural Environment	69	64	63	66	62
<b>D) Expected success rates for HBO programmes</b>					
	<b>72</b>	<b>70</b>	<b>69</b>	<b>73</b>	<b>70</b>

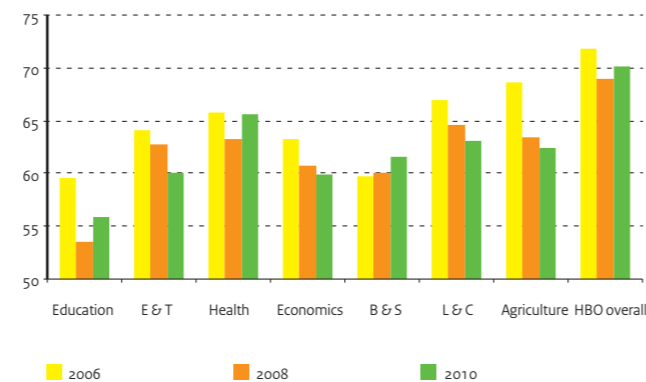
**Figure 8.7 | Expected duration of study for graduates**

In years, by HOOP category



**Figure 8.8 | Expected success rates**

In percentages of cohort entering, by HOOP category



## 8 | Professional higher education Institutions and staff

### Institutions

The process of scale expansion that began in the mid 1980s is still underway and is resulting in an ever smaller number of universities of applied sciences. In 2010, only 36 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 11,640 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 2006 to 2009, the total number of staff (expressed in FTEs) increased. In addition to the increase in teaching staff numbers, the figures on 2010 show that support staff numbers are on the rise as well. From 2006 to 2009, the total number of teaching staff rose from 14,100 to 16,900 FTEs. Support staff numbers increased from 11,600 FTEs in 2006 to 12,400 FTEs in 2009 (42 per cent of the total number of staff). As a result, the overall number of staff rose to 29,400 FTEs in 2009.

The student-staff ratio (number of students per teacher) rose to 23.3 in 2009, a slight increase from 2008.

Over recent years, the proportion of women in the total number of staff has gradually increased to 49.3 per cent in 2009. The majority of the support staff are women (2009: 54 per cent). Among teaching staff, the proportion of women rose to nearly 46 per cent.

Almost 7 per cent of HBO staff hold posts above salary scale 12, which is on a par with 2008. Women account for nearly 40 per cent of this category of staff, i.e., a clear increase vis-à-vis 2008 (30 per cent).

The proportion of women among staff above salary scale 12 is gradually rising: women accounted for more than 38 per cent in 2009.

The average age of staff has increased slightly over the past three years and now stands at more than 45. The number of staff aged 50 and older has increased slightly as well; in 2008, the over-50s accounted for 41.8 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 8.9 | Universities of applied sciences by size

Number of HBO institutions by size (number of students)

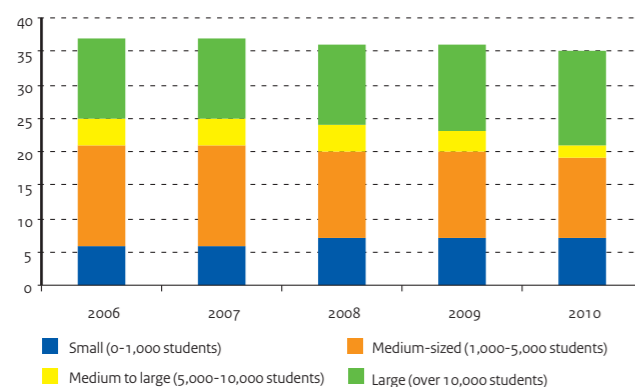
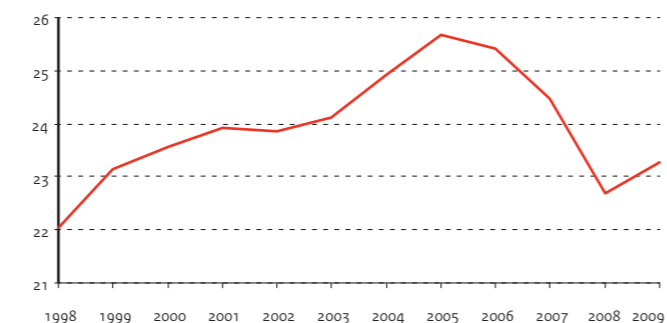


Figure 8.10 | Student-staff ratio in HBO

Number of students per member of the teaching staff



### Source

OCW (DUO: CRIHO, situation as of December)  
RAHO (excl. EL&I)

### Notes

- C) to G) inclusive: based on number of FTEs.
- Staff: numbers per school year, excluding green education.
- See Appendix Notes and Definitions, Part D.

Table 8.7 | Institutions and staff in professional higher education, key statistics

	2006	2007	2008	2009	2010
<b>A) Number of institutions</b>	<b>37</b>	<b>37</b>	<b>36</b>	<b>36</b>	<b>35</b>
Small institutions (0-1,000 students)	6	6	7	7	7
Medium-sized institutions (1,000-5,000 students)	15	15	13	13	12
Medium to large institutions (5,000-10,000 students)	4	4	4	3	2
Large institutions (over 10,000 students)	12	12	12	13	14
<b>B) Number of staff in FTEs (x 1000)</b>					
<b>Total</b>	<b>25.6</b>	<b>27.4</b>	<b>28.6</b>	<b>29.4</b>	
Teaching staff	14.1	14.9	16.5	16.9	
Support staff	11.6	12.5	12.1	12.4	
<b>C) Percentage of women (in FTEs)</b>					
<b>Total</b>	<b>46.1</b>	<b>47.3</b>	<b>48.5</b>	<b>49.3</b>	
Teaching staff	38.7	40.3	42.8	45.8	
Support staff	54.9	55.8	56.4	54.1	
<b>D) Percentage of staff aged 50 and older</b>					
<b>Total</b>	<b>39.6</b>	<b>39.8</b>	<b>40.5</b>	<b>41.8</b>	
Teaching staff	46.8	46.2	45.5	47.1	
Support staff	31.6	32.1	33.6	34.7	
Men	48.4	49.0	50.1	48.5	
Women	29.2	29.5	30.3	35.0	
<b>E) Average age in years</b>	<b>45.2</b>	<b>45.1</b>	<b>45.3</b>	<b>45.6</b>	
<b>F) Percentage in salary scales 12 and higher (in FTEs)</b>					
<b>Total</b>	<b>6.2</b>	<b>6.1</b>	<b>6.9</b>	<b>6.9</b>	
Men	8.3	8.4	9.4	8.5	
Women	3.7	3.7	4.3	5.2	
<b>G) Percentage in salary scales 12 and higher (in FTEs)</b>					
<b>Total (number x 1000)</b>	<b>1.5</b>	<b>1.6</b>	<b>2.0</b>	<b>2.0</b>	
	27.6	28.6	30.3	37.6	
<b>H) Ratios</b>					
Student - staff	13.9	13.4	13.1	13.4	
Student - teaching staff	25.4	24.5	22.7	23.3	
Support staff as a percentage of total staff	45.1	45.5	42.2	42.4	

# 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 2009, the increase can be attributed entirely to an increase in the number of students entering an HBO study programme immediately after completing VWO or MBO. The number of students enrolling after earning a HAVO certificate declined slightly in 2009. At 35,300, the number of indirect entrants picked up compared to 2008.

In recent years, hardly any shifts have taken place within the direct transfers. The proportion of students with HAVO qualifications started to fall last year, while the proportion of students with a pre-university education (VWO) rose slightly to 5 per cent.

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 2009.

## 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 8.11 | Educational backgrounds in first year of HBO

First-year HBO students by previous education (numbers x 1 000)

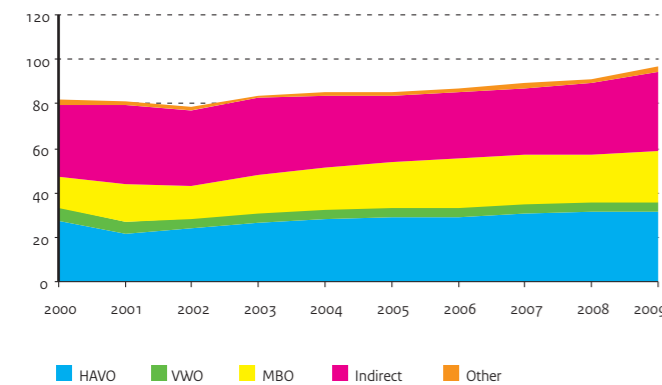
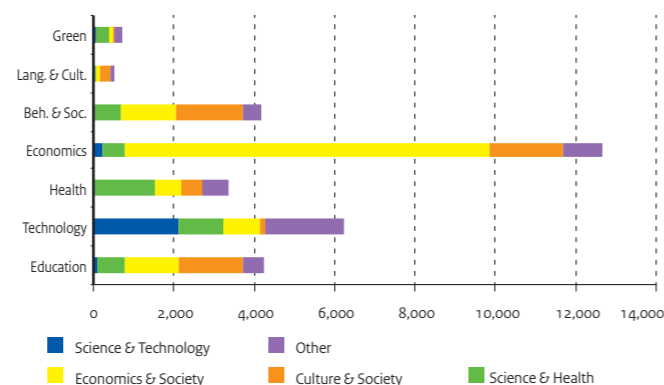


Figure 8.12 | Alignment of HAVO clusters and HBO

Direct enrolments in HBO, by sector and HAVO subject cluster, 2009



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 programmes.
- 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.

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.

Table 8.8 | First-year HBO students by previous education

	2005	2006	2007	2008	2009
<b>A) Absolute numbers (x 1 000)</b>					
Total number of entrants	85.2	87.3	89.2	91.3	96.9
Total direct entrance	55.4	57.4	58.8	59.6	61.7
HAVO	29.1	29.3	30.4	31.3	31.2
VWO	4.1	3.9	4.0	4.0	4.4
MBO	20.6	22.3	22.5	22.1	23.2
Other	1.7	1.9	1.9	2.1	2.8
Total indirect entrance	29.8	29.8	30.4	31.7	35.3
<b>B) In percentages</b>					
Total	100	100	100	100	100
Total direct entrance	65	66	66	65	64
HAVO	34	34	34	34	32
VWO	5	4	4	4	5
MBO	24	26	25	24	24
Other	2	2	2	2	3
Total indirect entrance	35	34	34	35	36

Table 8.9 | Alignment of HAVO subject clusters and HBO sectors, 2008

	Education	Technology	Health	Economics	Beh. & Soc.	Lang. & Cult.	Green
<b>A) Absolute numbers</b>							
Total	4,256	6,238	3,367	12,647	4,167	522	718
Science & Technology	109	2,118	46	239	30	17	53
Science & Health	667	1,126	1,501	541	645	46	332
Economics & Society	1,354	907	626	9,062	1,394	94	116
Culture & Society	1,594	132	524	1,831	1,638	272	22
Other	532	1,955	670	974	460	93	195
<b>B) Proportion of HAVO clusters in percentages</b>							
Total	100	100	100	100	100	100	100
Science & Technology	3	34	1	2	1	3	7
Science & Health	16	18	45	4	15	9	46
Economics & Society	32	15	19	72	33	18	16
Culture & Society	37	2	16	14	39	52	3
Other	13	31	20	8	11	18	27

# 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 organization of the research universities. The tasks of these universities are to teach, to conduct research, to transfer knowledge and to provide services to the community. The Netherlands has fourteen research universities, including three technical universities, the Open University for distance learning and the Agricultural University in Wageningen. The latter is funded by the Ministry of Economic Affairs, Agriculture and Innovation (EL&I). In order to maintain the high standard of university teaching and research, a quality assurance system is in operation. All programmes are assessed by the Accreditation Organisation of the Netherlands and Flanders (NVAO), resulting in an open report and an accreditation decision.

## Funding

The OCW budget for the thirteen research universities (first flow of funds, direct funding) is fixed without reference to performance indicators. The budget is only adjusted in line with wage and price rises and, if necessary, adjustments are made to accommodate policy changes. In addition, the budget is reviewed each year based on the latest views with regard to trends in student numbers.

The distribution of the central government grant is partially dependent on performance indicators, such as the number of graduates, the number of first-year students and the number of doctorates awarded.

Important aspects of direct government funding are:

- the freedom of the universities to decide their own spending priorities and how resources are split between teaching and research, provided they stay within their statutory terms of reference;
- the decentralized responsibility for accommodation: the universities must allocate part of their budgets to accommodation and infrastructure;
- the decentralized responsibility for the formation of terms of employment for university staff;
- a certain proportion of the overall central government grant to the universities is earmarked for the teaching hospitals.

The combination of funding based on performance indicators and quality assurance promotes the effectiveness of the system and provides guarantees to students and potential employers.

In 2012, a new funding system will be implemented with different funding regulations.

## Research

University research is financed via three different flows of funds. The central government grant includes a certain sum for research (direct government funding; the first flow of funds). The Netherlands Organization for Scientific Research (NWO) allocates funds on behalf of government to specific research projects (indirect government funding; the second flow of funds). Thirdly, the universities can apply for subsidies and conduct contract research outside these two main funding mechanisms. This third flow of funds consists, to a large extent, of resources from international and national government bodies and research funding from non-profit institutions. The private sector's share in the third flow of funds amounts to approximately 10 per cent. Knowledge transfer takes place in part via contract research, but also through, for example, postgraduate education.

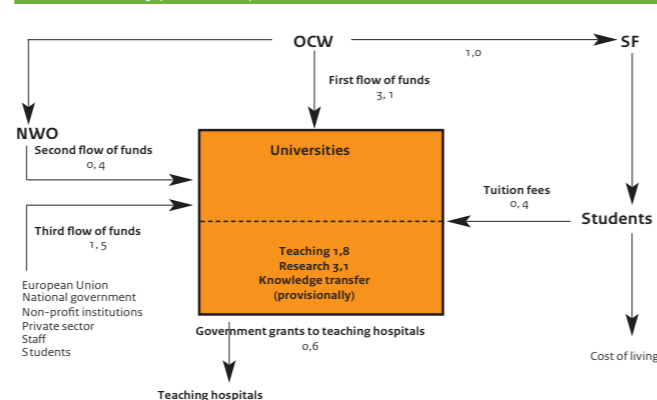
## Teaching hospitals

An exercise took place in 1996 to clarify the relationship between tasks and funding of the teaching hospitals. This resulted in a 115 million euro reduction in central government funding and a simultaneous increase in the proportion of costs met from social insurance contributions.

The distinguishing feature of the teaching hospitals is the workplace function they offer to the university medical faculties. In the workplace, the prospective doctors can experience the day-to-day practice of medicine. The teaching hospitals also work with the medical faculties to conduct research.

**Figure 9.1 | Flows of funds in academic higher education**

Amounts for 2009 (x € 1 million)



## Source

A), B): OCW annual reports  
C), D): university annual reports

## Notes

- B) 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. Annual grants have been calculated on the basis of price level for the year concerned.
- B) Tuition fees per student: tuition fees received divided by calculated number of students per calendar year.
- 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 9.1 | Financial key statistics for academic higher education**

	2006	2007	2008	2009	2010
<b>A) Expenditure and revenue (x € 1 million)</b>					
<b>Total expenditure</b>	<b>3,396.6</b>	<b>3,511.5</b>	<b>3,676.7</b>	<b>3,781.8</b>	<b>3,822.9</b>
Central government grant to universities	3,310.7	3,427.6	3,615.6	3,719.2	3,758.1
of which for teaching hospitals	513.4	527.6	545.8	573.1	556.9
Funding of other institutions	67.7	67.8	49.6	49.7	35.8
Other expenditure	18.2	16.1	11.5	12.9	29.0
<b>Overhead costs</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>Total revenue</b>	<b>1.5</b>	<b>11.5</b>	<b>11.6</b>	<b>13.9</b>	<b>13.9</b>
<b>B) Amounts converted into student years (x € 1000)</b>					
OCW expenditure per student	5.6	5.6	5.8	5.9	5.9
Tuition fees per student	1.5	1.6	1.6	1.6	1.6
Institutional grant per student	7.1	7.2	7.4	7.5	7.5
<b>C) Actual costs according to annual accounts (x € 1 million)</b>					
Research	2,512.8	2,620.4	3,034.3	3,242.2	--
Teaching	1,449.6	1,511.7	1,750.4	1,870.4	--
Medical care	191.0	199.2	230.7	246.5	--
<b>D) Educational resources per student according to annual accounts (x € 1000)</b>					
	<b>6.7</b>	<b>6.9</b>	<b>7.9</b>	<b>8.1</b>	<b>--</b>

**Table 9.2 | Key statistics for teaching hospitals**

	2005	2006	2007	2008	2009
<b>A) Financial data (x € 1 million)</b>					
<b>Total operating costs</b>	<b>4,490.4</b>	<b>4,717.4</b>	<b>5,258.0</b>	<b>5,841.2</b>	<b>6,264.4</b>
<b>B) Data on medical degrees</b>					
(Gross) number of medical students enrolled	16,578	17,281	17,812	18,388	18,626
Admissions quota (medical degrees)	2,850	2,850	2,850	2,850	2,850
Postgraduate degrees awarded (qualified trainee doctor)	1,756	1,842	2,019	1,995	2,000
Clinical technology (numbers enrolled)	187	256	320	389	441

## 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 2009 submitted by the research universities show that the financial position of the sector as a whole has stabilized at a decent level. Solvency (including provisions) fell slightly last year to 0.58. In the years prior to 2002, liquidity presented a highly negative trend, but now seems to stabilize just below 1. Profitability dropped significantly, from 2.8 in 2008 to 0.5 per cent in 2009.

## Solvency and liquidity

The equity capital, excluding provisions, presents an upward trend: from approximately 2,700 million euros in 2008 to 2,740 million euros in 2009. Since 2004, trends in short-term and long-term debts have been gradually increasing to a level of over 1,800 million euros. Provisions are on the decrease: from well over 400 million euros in 2004 to well below that amount in 2009. On balance, this results in an even solvency trend, which fell slightly in 2009 (0.58).

The current assets grew in 2009, to just above 1,600 million euros.

Short-term debts rose again as well, to nearly 1,750 million euros in 2009. As a result, liquidity fell slightly to 0.92.

## Profitability

Profitability from ordinary operations went up steeply in 2006 and levelled off in 2007. In 2009, it fell to 0.5. Other expenses (including accommodation costs) continued to rise. Staff costs also rose in 2009. After a peak in 2006, the revenue and expenses balance plummeted in 2009.

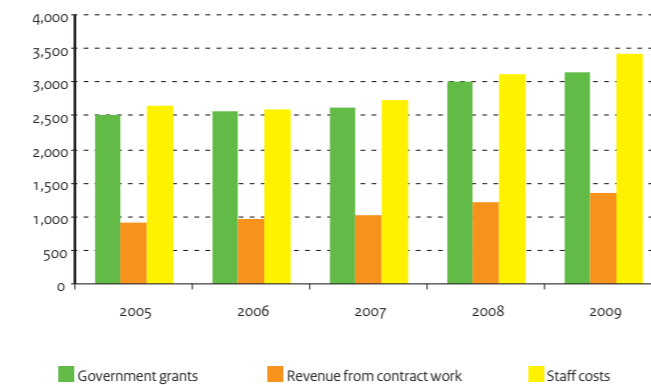
Figure 9.2 | Research universities, balance sheet data

Summed total for all the universities (excluding WU en OU), x € 1 million



Figure 9.3 | Research universities, operating data

Summed total for all the universities (excluding WU en OU), x € 1 million



## 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).

Table 9.3 | Balance sheet and operating data of the research universities

	2005	2006	2007	2008	2009
<b>A) Financial indicators</b>					
Solvency (including provisions)	0.66	0.66	0.66	0.62	0.58
Liquidity	0.93	0.92	0.98	0.94	0.92
Profitability (in percentages)	1.2	3.5	3.3	2.8	0.5
<b>B) Accumulated balance sheet (x € 1 million)</b>					
<b>Total assets</b>	<b>4,129.3</b>	<b>4,313.9</b>	<b>4,490.1</b>	<b>4,928.8</b>	<b>5,328.7</b>
Fixed assets	3,026.6	3,153.5	3,238.6	3,451.4	3,720.0
of which tangible fixed assets	2,839.0	2,927.4	3,079.3	3,292.1	3,555.2
Current assets	1,102.7	1,160.4	1,251.5	1,477.4	1,608.6
of which liquid assets	608.5	603.7	671.1	610.7	670.9
<b>Total liabilities</b>	<b>4,129.3</b>	<b>4,313.9</b>	<b>4,490.1</b>	<b>4,928.8</b>	<b>5,328.7</b>
Equity capital	2,316.6	2,466.5	2,611.9	2,705.7	2,739.5
Provisions	389.8	384.5	357.4	352.1	365.8
Long-term debts	241.7	205.0	243.8	293.1	478.6
Short-term debts	1,181.2	1,258.0	1,277.0	1,577.9	1,744.7
<b>C) Accumulated operating accounts (x € 1 million)</b>					
<b>Revenues</b>	<b>4,130.6</b>	<b>4,281.7</b>	<b>4,451.6</b>	<b>5,146.5</b>	<b>5,382.3</b>
OCW central government grants	2,496.6	2,563.0	2,624.7	3,008.0	3,141.8
Other government grants	7.6	7.2	7.1	7.3	8.5
Tuition fees	288.1	305.3	318.7	333.8	395.0
Revenues from contract work	912.5	955.6	1,012.0	1,214.1	1,339.6
Other revenues	425.7	450.6	489.1	583.3	497.5
<b>Expenses</b>	<b>4,090.3</b>	<b>4,153.5</b>	<b>4,331.3</b>	<b>5,015.4</b>	<b>5,359.1</b>
Staff costs	2,647.5	2,593.3	2,732.4	3,106.3	3,428.8
Depreciations	252.0	261.1	254.6	311.4	294.2
Accommodation costs	.	.	.	396.6	418.5
Other institutional expenses	1,190.8	1,299.1	1,344.3	1,201.1	1,217.6
<b>Revenues and expenses balance</b>	<b>40.3</b>	<b>128.2</b>	<b>120.3</b>	<b>131.1</b>	<b>23.2</b>
Financial revenues and expenses balance	11.1	20.2	27.6	16.3	3.9
<b>Result</b>	<b>51.4</b>	<b>148.4</b>	<b>147.9</b>	<b>147.4</b>	<b>27.1</b>
Taxes	0.0	0.0	0.0	0.3	-0.1
Participations	0.0	0.0	0.0	1.7	1.4
Result after taxes	51.4	148.4	147.9	148.8	28.7
Third-party share in result	7.3	8.2	13.2	23.1	11.3
<b>Net result</b>	<b>44.1</b>	<b>140.3</b>	<b>134.7</b>	<b>125.7</b>	<b>17.4</b>
Extraordinary result	-4.1	-1.2	-0.1	0.0	1.2
<b>Total result</b>	<b>40.0</b>	<b>139.1</b>	<b>134.6</b>	<b>125.7</b>	<b>18.6</b>



# 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 did not continue in the 2009/10 academic year. Intake figures fell by some 600 students compared to the academic year before.

Interest is still growing in the Health, Science and Agriculture disciplines. Behaviour & Society remained stable. In the other disciplines, Economics, Law, Language & Culture and Engineering & Technology, entrance fell vis-à-vis 2009.

## 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.

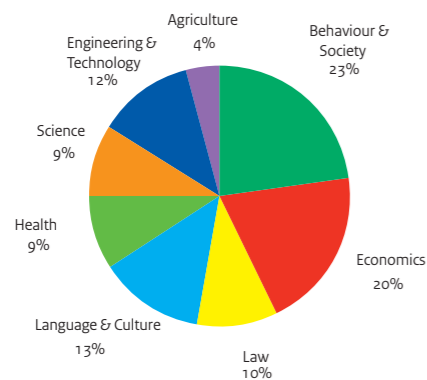
For 2010, the average expected duration of study is approximately 5.4 years.

## 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 9.4C 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 9.7 shows that the number of bachelors, at 26,500 in 2010, is still lower than the total number of graduates under the old degree system and new masters (31,400).

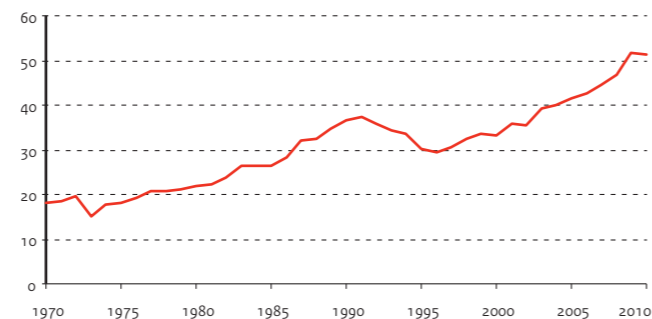
**Figure 9.4 | First-year WO students by discipline**

First enrolments in percentages of total, 2010



**Figure 9.5 | Number of first-year WO students**

Including green education, numbers x 1 000



## Source

OCW (DUO: 1 HE Figure 2010)

## 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.
- C) Excluding graduates in professional stage.
- See Appendix Notes and Definitions, Part C.

**Table 9.4 | Academic higher education: intake, enrolment and graduates**

	2006	2007	2008	2009	2010
<b>A) First enrolments, including external students (x 1000)</b>					
<b>Total excluding Agriculture</b>	<b>41.5</b>	<b>43.4</b>	<b>45.5</b>	<b>50.1</b>	<b>49.5</b>
Cross-sector	0.6	0.7	0.7	0.9	1.2
Science	3.6	3.7	3.8	4.2	4.3
Engineering & Technology	5.0	5.6	5.9	6.5	6.1
Health	4.7	4.5	4.6	4.7	4.8
Economics	7.4	8.2	8.8	10.0	9.9
Law	4.9	5.1	5.2	5.6	5.3
Behaviour & Society	9.2	9.8	10.1	11.4	11.4
Language & Culture	6.0	6.0	6.2	6.8	6.6
University teacher-training courses	(0.0)	(0.1)	(0.1)	(0.0)	(0.1)
<b>WO-green overall</b>	<b>1.1</b>	<b>1.3</b>	<b>1.4</b>	<b>1.6</b>	<b>1.8</b>
<b>Educational background in percentages</b>					
VWO - d direct	52.1	51.2	52.0	49.9	48.2
VWO - d indirect	7.5	7.2	7.6	8.1	8.5
HBO - d direct	12.6	12.0	10.4	11.6	10.5
HBO - d indirect	5.2	5.2	5.1	5.4	5.4
HBO propaedeutic course	6.9	6.6	5.7	5.4	5.6
Other	15.8	17.8	19.2	19.6	21.9
<b>B) Enrolled university students, including external students (x 1000)</b>					
<b>Total excluding Agriculture</b>	<b>202.7</b>	<b>206.7</b>	<b>214.0</b>	<b>226.0</b>	<b>233.8</b>
Cross-sector	1.6	1.8	2.0	2.4	3.1
Science	15.3	16.1	16.9	18.1	18.9
Engineering & Technology	26.2	26.7	27.7	29.2	29.9
Health	27.9	28.5	29.5	30.3	30.8
Economics	31.8	32.2	34.0	36.8	38.9
Law	26.2	26.5	27.0	28.2	28.3
Behaviour & Society	43.0	43.7	44.6	47.3	49.2
Language & Culture	29.6	30.1	31.0	32.5	33.1
University teacher-training courses	1.0	1.1	1.1	1.3	1.6
<b>WO-green overall</b>	<b>4.5</b>	<b>4.7</b>	<b>5.2</b>	<b>5.7</b>	<b>6.4</b>
<b>C) Master's degrees awarded (x 1000)</b>					
<b>Total excluding Agriculture</b>	<b>29.0</b>	<b>30.9</b>	<b>28.6</b>	<b>29.1</b>	<b>31.4</b>
Science	1.8	1.9	1.9	1.9	2.1
Engineering & Technology	3.3	3.4	3.2	3.3	3.4
Health	3.3	3.8	3.7	3.7	4.3
Economics	5.8	5.7	5.1	5.2	5.5
Law	3.3	3.8	3.6	3.8	4.1
Behaviour & Society	7.3	7.4	7.1	7.1	7.4
Language & Culture	3.5	4.1	3.4	3.6	3.9
University teacher-training courses	0.7	0.6	0.6	0.6	0.7
<b>WO-green overall</b>	<b>1.0</b>	<b>1.0</b>	<b>0.9</b>	<b>1.0</b>	<b>1.0</b>

## Source

Open University

## Notes

- See Appendix Notes and Definitions, Part C.

**Table 9.5 | Open University, students and degrees (numbers x 1000)**

	2005	2006	2007	2008	2009
<b>Total number of active students</b>	<b>16.9</b>	<b>16.3</b>	<b>15.2</b>	<b>13.7</b>	<b>13.1</b>
First-year students	5.6	5.5	5.5	5.1	5.0
University degrees	463	592	869	485	562

# 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.

## Old degree programmes and master's programmes

In recent years, the average duration of study has gradually decreased to approximately 5.4 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 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 Engineering & Technology sector, success rates have dropped to below 50 per cent, while the other disciplines have remained fairly constant. In 2010, the academic higher education sector had an overall success rate 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: 78 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 9.6 | Expected duration of study for graduates

In years, by HOOP category

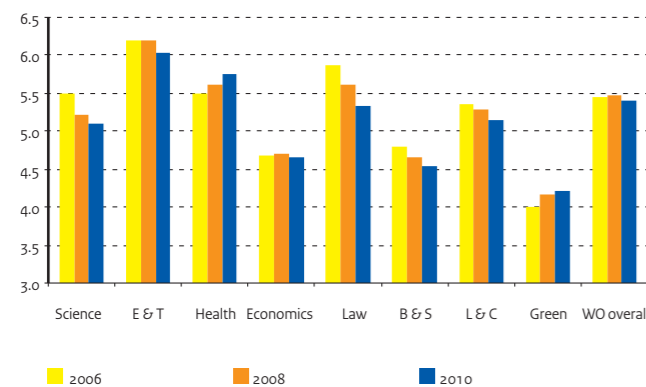
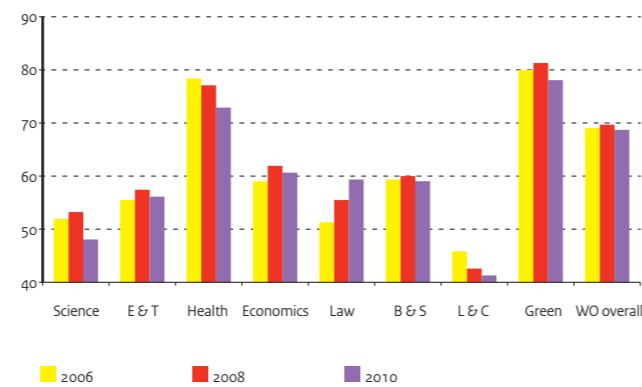


Figure 9.7 | Expected success rates

In percentages of cohort entering, by HOOP category



## Source

OCW (DUO: 1 HE Figure 2010)

## 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.

Table 9.6 | Expected duration of study and expected success rates at the research universities

	2006	2007	2008	2009	2010
<b>A) Expected duration of study for graduates per sector (in years)</b>					
Science	5.5	5.3	5.2	5.2	5.1
Engineering & Technology	6.2	6.1	6.2	6.1	6.0
Health	5.5	5.5	5.6	5.7	5.8
Economics	4.7	4.6	4.7	4.6	4.6
Law	5.9	5.7	5.6	5.4	5.3
Behaviour & Society	4.8	4.7	4.6	4.6	4.5
Language & Culture	5.4	5.3	5.3	5.2	5.2
Agriculture & the Natural Environment	4.0	4.1	4.2	4.1	4.2
<b>B) Expected duration of study for WO graduates (in years)</b>					
	5.5	5.4	5.5	5.4	5.4
<b>C) Expected success rates by sector, in percentages</b>					
Science	52	55	53	52	48
Engineering & Technology	55	58	58	59	56
Health	78	79	77	73	73
Economics	59	60	62	60	60
Law	51	55	56	58	59
Behaviour & Society	59	62	60	59	59
Language & Culture	46	48	43	43	41
Agriculture & the Natural Environment	80	82	81	81	78
<b>D) Expected success rates for WO programmes</b>					
	69	72	70	70	69

Table 9.7 | Bachelor's degrees awarded at the research universities (numbers x 1000)

	2006	2007	2008	2009	2010
<b>Total excluding Agriculture</b>					
	18.9	22.3	24.2	25.7	26.5
Cross-sector	0.2	0.4	0.4	0.5	0.6
Science	1.4	1.7	1.9	2.0	2.0
Engineering & Technology	2.1	2.3	2.7	2.4	2.5
Health	1.0	1.5	2.2	2.6	3.0
Economics	3.6	4.0	3.9	3.9	4.1
Law	2.4	3.0	3.1	3.8	3.5
Behaviour & Society	5.0	5.8	6.1	6.3	6.6
Language & Culture	3.2	3.5	3.8	4.2	4.2
<b>WO-green overall</b>	<b>0.4</b>	<b>0.3</b>	<b>0.4</b>	<b>0.5</b>	<b>0.6</b>

## Source

OCW (DUO: 1 HE Figure 2010)

## Notes

- WO bachelors: bachelor's degrees awarded between 1 October of the year stated and 1 October of the year before.

## 9 | Academic higher education 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 include several theological colleges, the University for Humanist Studies and 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 2009, staff establishment totalled 39,100 FTEs, an increase of more than 2000 FTEs from 2005. In 2005 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 7,400 in 2009.

### Female staff

Expressed in FTEs, women represent 42 per cent of university staff. A break-down shows that after an initial decline to less than 30 per cent among academic staff, the proportion of women grew to 35 per cent in 2009. Women accounted for 51 per cent of support and administrative staff in 2009.

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 12 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.

Table 9.8 | Key statistics for institutions and staff in academic higher education

	2005	2006	2007	2008	2009
<b>A) Number of institutions</b>	12	12	12	12	12
<b>B) Number of staff (FTEs (x 1000))</b>					
<b>Total</b>	36.9	36.6	36.9	37.7	39.1
Support staff	16.5	16.2	16.3	16.5	17.1
Academic staff	20.3	20.4	20.7	21.2	22.0
Professors	2.1	2.1	2.2	2.3	2.4
Senior university lecturers	1.9	1.9	1.9	2.0	2.0
University lecturers	3.8	3.9	3.9	4.0	4.1
Other academic staff	5.5	5.5	5.7	5.8	6.1
Trainee research assistants	7.0	7.0	6.9	7.2	7.4
<b>C) Percentage of female staff</b>					
<b>Total</b>	39	39	40	41	42
Academic staff	27	33	33	34	35
Senior university lecturers	16	17	17	18	19
Professors	10	10	11	12	12
<b>D) Age structure</b>					
Percentage <30	23	23	23	23	23
Percentage 30-39	25	26	26	26	26
Percentage 40-49	24	23	23	22	22
Percentage 50-59	23	22	22	22	22
Percentage 60+	4	5	6	7	7
<b>E) Ratios</b>					
Students - academic staff	9.8	9.9	10.0	10.1	10.3
Students - total staff	5.4	5.5	5.6	5.7	5.8

### 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.

Figure 9.8 | Female academic staff

In percentages of total, as of 31 December 2009 (including WU and OU)

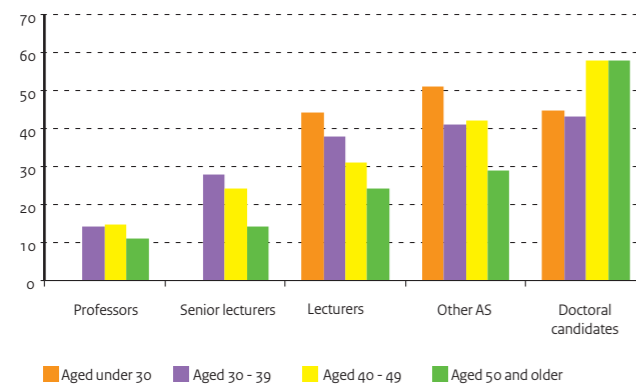
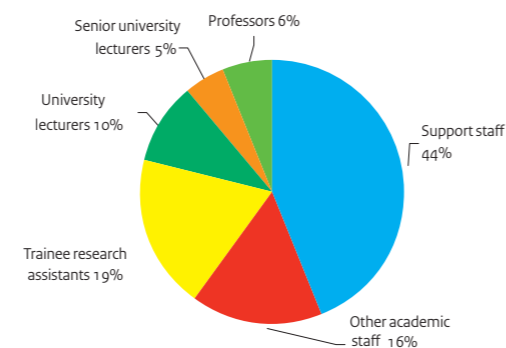


Figure 9.9 | Composition of university staff

In percentages of total, as of 31 December 2009



# 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 2006 to 2010, the proportion of (Western and non-Western) ethnic-minority students entering tertiary education rose slightly, to approximately 30 per cent of the total number of first-year students. In academic higher education, this figure is a few percentage points higher; at the universities of applied sciences it is slightly less.

### 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. Enrolment by students originating from Turkey fell slightly in 2010.

The group of non-Western students from Asia and Morocco is the only one to show a slight increase in 2010 compared to 2009. 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 fell in 2010, compared to 2009, except for the students originating from Latin America. Enrolment in this group has been on the increase since 2009.

### Source

OCW (DUO: 1 HE Figure 2010)

### Notes

- First enrolments: students enrolled for the first time in tertiary education in the Netherlands on the reference date, 1 October.

Table 9.9 | Ethnic minorities entering tertiary education

	2006	2007	2008	2009	2010
<b>A) Total intake into professional higher education</b>	<b>85,819</b>	<b>87,902</b>	<b>89,721</b>	<b>95,013</b>	<b>94,416</b>
Total native Dutch students	62,658	63,599	64,307	67,746	67,655
Total non-native students	23,109	24,272	25,407	27,221	26,483
<b>Total number of Western non-native students</b>	<b>10,913</b>	<b>11,370</b>	<b>11,859</b>	<b>12,324</b>	<b>12,059</b>
Europe	8,373	8,857	9,507	9,988	9,919
North America	400	398	434	429	401
Asia	1,936	1,872	1,685	1,644	1,488
Australia / New Zealand	195	241	230	261	248
Oceania	9	2	3	2	3
<b>Total number of non-Western minorities</b>	<b>12,196</b>	<b>12,902</b>	<b>13,548</b>	<b>14,897</b>	<b>14,424</b>
Turkey	1,958	2,080	2,379	2,554	2,539
Surinam	2,483	2,525	2,463	2,764	2,485
Antilles / Aruba	1,255	1,365	1,495	1,616	1,488
Morocco	1,962	2,170	2,131	2,269	2,308
Latin America	537	590	594	685	660
Asia	2,776	2,950	3,166	3,516	3,545
Africa	1,225	1,222	1,320	1,493	1,399
Unknown	52	31	7	46	278
<b>B) Total intake into academic higher education</b>	<b>31,866</b>	<b>33,844</b>	<b>36,592</b>	<b>39,729</b>	<b>39,753</b>
Total native Dutch students	21,493	22,114	23,536	25,193	24,555
Total non-native students	10,360	11,713	13,054	14,509	14,507
<b>Total number of Western non-native students</b>	<b>6,232</b>	<b>7,028</b>	<b>7,999</b>	<b>8,912</b>	<b>9,074</b>
Europe	4,823	5,568	6,542	7,427	7,658
North America	384	416	435	514	479
Asia	916	942	906	847	806
Australia / New Zealand	107	101	113	123	129
Oceania	2	1	3	1	2
<b>Total number of non-Western minorities</b>	<b>4,128</b>	<b>4,685</b>	<b>5,055</b>	<b>5,597</b>	<b>5,433</b>
Turkey	377	463	521	571	518
Surinam	557	573	666	646	615
Antilles / Aruba	324	406	404	409	404
Morocco	264	291	281	358	302
Latin America	423	468	479	547	618
Asia	1,674	1,894	2,041	2,331	2,284
Africa	509	590	663	735	692
Unknown	13	17	2	27	691

Figure 9.10 | Intake of ethnic minorities in HBO

By background, 2010

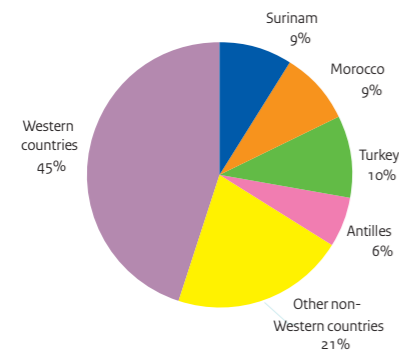
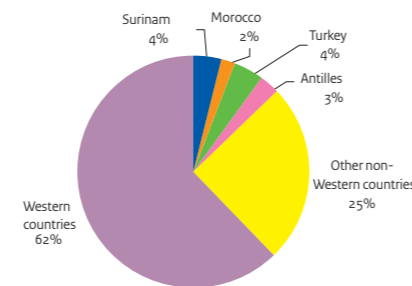


Figure 9.11 | Intake of ethnic minorities in WO

By background, 2010



# 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 a public transport pass. With regard to students in tertiary education and (from the academic year 2005/06 onwards for new students in) BOL levels 3 and 4, the grants and the value of the public transport pass 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

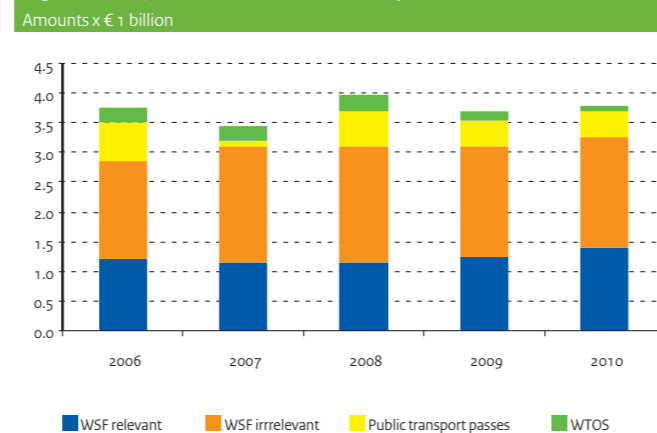
The School and Course Fees Act (LCW) specifies when school and course fees have to be paid. The manner in which the amount of the school fees due is determined, is also laid down in this Act (see *Revenue from school fees*).

## 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 growth in irrelevant expenditure is primarily caused by the introduction of the performance-related grants system for BOL levels 3 and 4 (with effect from the 2005/06 academic year) and the increase in interest-bearing loans taken up (cf. Table 10.7 under B). The fluctuations in the expenditure for public transport passes in the period from 2006 to 2010 is primarily due to advance payments to the joint public transport companies in those years.

Figure 10.1 | Total student finance expenditure



## Source

OCW annual reports

## Notes

- Expenditure for public transport passes 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. As the school fees were abolished in 2005, per capita expenditures in VO and BOL go down from that year on.
- C) In 2006 and 2008, per capita expenditure for WSF claimants is substantially higher; this is due to an advance payment of € 300 million for public transport passes.

## Source

OCW annual reports

## Notes

- Total expenditure for WSF and public transport passes (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 2006 and 2008, per capita expenditure for WSF claimants is substantially higher due to advance payments for public transport passes.
- C) BOL: full-time participants 18 and over only.

Table 10.1 | Financial key statistics for student finance / WTOS

	2006	2007	2008	2009	2010
<b>A) Expenditure and revenue (x € 1 million)</b>					
<b>Total expenditure</b>	<b>3,864.6</b>	<b>3,550.2</b>	<b>4,060.1</b>	<b>3,786.8</b>	<b>3,917.4</b>
WSF and public transport passes overall	3,500.1	3,189.1	3,703.1	3,541.2	3,698.4
of which irrelevant	1,643.7	1,962.0	1,957.1	1,863.5	1,838.3
public transport passes	638.4	88.2	596.6	440.6	450.8
WTOS	269.2	267.6	254.0	145.5	100.4
Overhead costs	95.4	93.5	103.0	100.1	118.7
Attributed to DUO (including cost of collecting school fees)	94.3	92.4	102.1	100.1	118.7
OCW overheads	1.0	1.1	0.9	.	.
<b>Revenue (repayments + interest)</b>	<b>352.5</b>	<b>412.6</b>	<b>490.9</b>	<b>557.4</b>	<b>643.2</b>
<b>B) Expenditure per sector (x € 1 million)</b>					
<b>WSF / WTOS expenditure overall</b>	<b>3,769.3</b>	<b>3,456.7</b>	<b>3,957.1</b>	<b>3,686.7</b>	<b>3,798.8</b>
Secondary education	211.2	212.6	199.8	95.5	68.9
Vocational and adult education (BOL)	1,168.1	1,033.3	1,146.4	1,075.6	1,083.3
Professional higher education	1,415.5	1,303.8	1,572.4	1,514.2	1,561.0
Academic higher education	974.5	907.0	1,038.5	1,001.4	1,085.6
<b>C) Per capita expenditure WSF/WTOS (x € 1)</b>					
Secondary education	220	230	210	100	70
Vocational and adult education (BOL)	3,450	3,080	3,470	3,170	3,120
Professional higher education	4,640	4,150	4,880	4,460	4,420
Academic higher education	4,700	4,290	4,740	4,320	4,520

Table 10.2 | Financial key statistics for WSF (x € 1 million, unless stated otherwise)

	2006	2007	2008	2009	2010
<b>A) WSF expenditure overall (incl. transport pass), by sector</b>					
<b>WSF expenditure overall</b>	<b>3,500.1</b>	<b>3,189.1</b>	<b>3,703.1</b>	<b>3,541.2</b>	<b>3,698.4</b>
Vocational and adult education (BOL)	1,110.1	978.3	1,092.2	1,025.7	1,051.8
Professional higher education	1,415.5	1,303.8	1,572.4	1,514.2	1,561.0
Academic higher education	974.5	907.0	1,038.5	1,001.4	1,085.6
<b>B) WSF expenditure overall (incl. transport pass), by type</b>					
<b>WSF expenditure overall</b>	<b>608.8</b>	<b>603.3</b>	<b>630.7</b>	<b>707.0</b>	<b>808.1</b>
Basic grants (relevant)	559.5	508.5	471.2	473.5	523.7
Supplementary grants (relevant)	638.4	88.2	596.6	440.6	450.8
Travel expenses (relevant)	49.6	37.4	47.6	56.6	77.4
Other	1,643.7	1,962.0	1,957.1	1,863.5	1,838.3
Interest-bearing loans	942.9	1,124.7	1,193.5	1,187.9	1,207.5
Regular loans	700.8	826.9	737.8	608.5	544.3
Performance-related grants	--	10.3	25.8	67.2	86.6
Tuition fees credit					
<b>C) WSF &amp; transport pass expenditure per WSF claimant per year (x € 1)</b>					
Vocational training (BOL)	5,190	4,470	5,200	4,870	4,800
Professional higher education	6,090	5,430	6,470	6,070	5,990
Academic higher education	9,080	8,150	8,990	8,300	8,560

# Grants and loans for vocational and tertiary education

## Performance-related grants in tertiary education

The government provides students in tertiary education with a basic grant (2010: 96 euros for students living at home, 266 euros for those living away from home) and a public transport pass. Some of the students, depending on parental income, receive an additional grant.

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 performance-related grants system also covers the public transport pass for students. Starting in this academic year, the supplementary grant for the first year is always provided directly as a non-repayable grant. With effect from the academic year 2010/11, the supplementary grant for tertiary education students will be covered by the performance-related grants scheme after the first five months.

## 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

Across all types of education, the average supplementary grant generally shows 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 will not be indexed in 2011 and 2012.

## Conversion of performance-related grants

In 2001, the performance-based loans for the first cohort (1996/97) of students receiving performance-related grants were converted into non-repayable grants on the basis of the qualifications obtained. In subsequent years, the amount of loans converted into non-repayable grants increased, because an increasing number of cohorts graduated under the performance-related grant regime. Since 2004, the number of conversions has increased even further, as the first cohort whose performance-related grant also covers a public transport pass has now graduated as well. The first effects of the abolishment of automatic conversions to a non-repayable grant after the first year of study are visible in 2006. For the cohorts of 1996/97 up to and including 2002/03, who by now have (almost) all graduated, at least 83 per cent of the performance-related grants have been converted into non-repayable grants.

Figure 10.2 | Students receiving grants

Basic grants (numbers x 1,000)

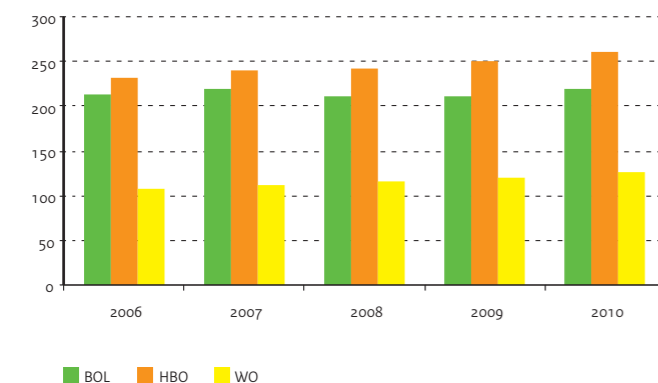
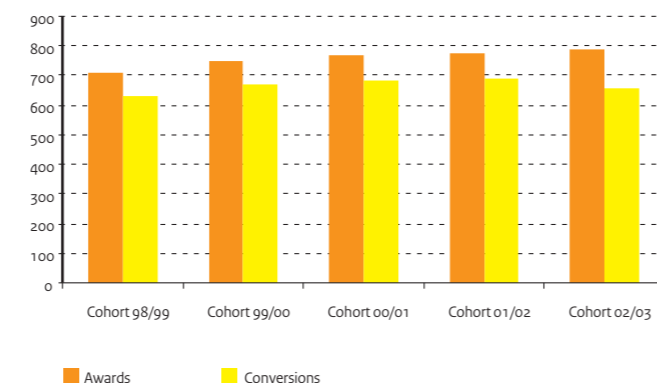


Figure 10.3 | Conversions of performance-related grants

Per cohort (x € 1 million)



Source

OCW budgets

Notes

- The differences in the standard basic and supplementary grants for 2007 vis-à-vis 2006 are partly caused by the introduction of the new health care system in 2006.

- All amounts have been rounded off to the nearest euro.

Table 10.3 | Standard WSF amounts per month (in euros)

		2006	2007	2008	2009	2010
<b>A) Basic grant</b>						
Living away from home	Vocational training	230	234	236	240	246
	Tertiary education	248	253	256	260	266
Living at home	Vocational training	70	72	72	74	75
	Tertiary education	89	91	92	93	96
<b>B) Maximum supplementary grant</b>						
Living away from home	Vocational training	311	310	314	319	327
	Tertiary education	226	224	228	231	239
Living at home	Vocational training	293	291	295	300	307
	Tertiary education	207	205	209	212	219
<b>C) Maximum interest-bearing loan</b>						
Living away from home	Vocational training	147	156	158	160	164
	Tertiary education	266	277	280	284	289
Living at home	Vocational training	147	156	158	160	164
	Tertiary education	266	277	280	284	289

Table 10.4 | Average supplementary grant per month (in euros)

	2006	2007	2008	2009	2010
Vocational training (BOL)	268	281	287	283	292
Professional higher education (HBO)	187	188	181	182	193
Academic higher education (WO)	195	187	177	180	189

Source

OCW annual surveys (DUO)

Source

OCW national budgets and actual figures (DUO)

Notes

- A) Figures from 2006 pertain to diploma conversions only; first-year conversions were abolished with effect from that year.

- B) Conversions into non-repayable grants for cohorts 00/01 and 01/02 are partly based on estimates, as the ten-year term has not expired yet.

Even in 2010, changes have taken place in the data pertaining to cohorts 96/97 - 99/00, with regard to both awards and conversions.

Table 10.5 | Diploma conversions of performance-related grants

	2006	2007	2008	2009	2010
<b>A) Converted into non-repayable grant based on progress monitoring</b>					
Amounts (x € 1 million)	626.6	711.3	881.7	1,099.0	1,311.8
Claimants (x 1,000)	76.5	90.9	114.7	134.9	152.5
<b>B) Conversions of performance-related grants per cohort</b>					
Total awards (x € 1 million)	707.8	752.0	767.9	774.0	788.7
Total number converted into non-repayable grant (x € 1 million)	629.9	669.3	683.4	688.9	654.5
Percentage of conversions	89	89	89	89	83

# Students entitled to grants and loans

## 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, 95 per cent of students were entitled to a grant in 2010; in professional higher education 80 per cent and in academic higher education 63 per cent.

## Number of WSF claimants

The number of students entitled to a basic grant has been on the increase since 2003, in particular in vocational training and professional higher education. Over the period from 2006 to 2010, 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.

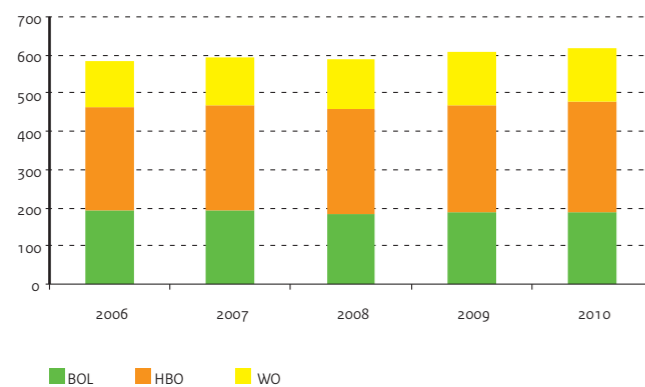
The first effect of the introduction of performance-related grants for BOL levels 3 and 4 as of 1 August 2005 was visible in the 2006 calendar year. The effects manifest themselves more clearly in subsequent years.

## Public transport passes

Over the period from 2006 to 2010, the number of students entitled to a public transport pass showed an upward trend. Their number keeps pace with the number of students who qualify for student aid. This number is lower than the number of students entitled to a grant. Some of the students do not use the public transport pass and students studying abroad receive a travel cost allowance.

Figure 10.4 | Students with a public transport pass

By type of education (numbers x 1 000)



## Source

National budgets and OCW annual reports

## Notes

- Reference date 1 October.
- Performance-related grants in BOL, figures from 2005/06 relate to participants aged 18 in BOL full-time.
- In 1996/97, performance-related grants were introduced for new tertiary education students.
- C) Figures cannot be itemized for BOL, HBO and VO.
- Percentage of WSF claimants in relation to age bracket: for BOL 17-30, for HE 18-30.

Table 10.6 | WSF claimants (numbers x 1 000 and percentages)

	2006	2007	2008	2009	2010
<b>A) Basic grant: numbers by type of education</b>					
<b>Total</b>	<b>553.5</b>	<b>570.5</b>	<b>568.5</b>	<b>580.8</b>	<b>606.4</b>
Vocational training (BOL)	153.2	108.7	74.1	61.8	59.9
Vocational training: performance-related grant	60.6	110.3	136.1	148.9	159.2
Professional higher education (HBO): progress-related grant	0.6	0.4	0.0	0.0	0.0
Professional higher education (HBO): performance-related grant	231.8	239.7	242.9	249.4	260.4
Academic higher education (WO): progress-related grant	1.1	1.0	0.0	0.0	0.0
Academic higher education (WO): performance-related grant	106.3	110.4	115.5	120.7	126.8
<b>B) Supplementary grant: numbers by type of education</b>					
<b>Total</b>	<b>227.6</b>	<b>223.3</b>	<b>210.6</b>	<b>204.5</b>	<b>211.6</b>
Vocational training (BOL)	118.4	114.1	104.4	100.5	103.5
Professional higher education (HBO)	83.3	83.5	81.0	79.3	82.1
Academic higher education (WO)	25.9	25.7	25.3	24.7	26.0
In percentages as compared to numbers receiving basic grants	41	39	37	35	35
<b>C) Portable grants</b>					
<b>Total</b>	<b>--</b>	<b>5.1</b>	<b>6.4</b>	<b>7.5</b>	<b>8.0</b>
<b>D) Tuition fees credit</b>					
<b>Total</b>	<b>0.0</b>	<b>103.0</b>	<b>44.6</b>	<b>67.2</b>	<b>86.6</b>
Professional higher education (HBO)	0.0	64.9	16.4	42.6	45.4
Academic higher education (WO)	0.0	38.1	28.2	24.5	41.1
<b>E) Students receiving financial aid, by type of education (percentages)</b>					
<b>Total</b>	<b>81</b>	<b>82</b>	<b>82</b>	<b>80</b>	<b>80</b>
Vocational training (BOL)	94	98	95	97	95
Professional higher education (HBO)	82	82	80	79	80
Academic higher education (WO)	61	62	63	61	63
<b>F) Basic grant: percentage of students living away from home, by type of education</b>					
<b>Total</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>47</b>	<b>46</b>
Vocational training (BOL)	31	33	34	32	32
Professional higher education (HBO)	46	46	47	47	47
Academic higher education (WO)	72	72	72	72	71
<b>G) Students entitled to public transport passes (numbers)</b>					
<b>Total</b>	<b>586.1</b>	<b>595.4</b>	<b>589.7</b>	<b>607.1</b>	<b>618.3</b>
Vocational training (BOL)	192.9	195.1	185.5	188.1	186.2
Professional higher education (HBO)	269.0	273.5	273.9	282.3	290.5
Academic higher education (WO)	124.3	126.8	130.2	136.6	141.5

# 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 public transport pass, 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. Subsequently, 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. Supposedly there is a group of students, particularly among first-year students, that are 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.

### Source

OCW national budgets and actual figures (DUO)

### Notes

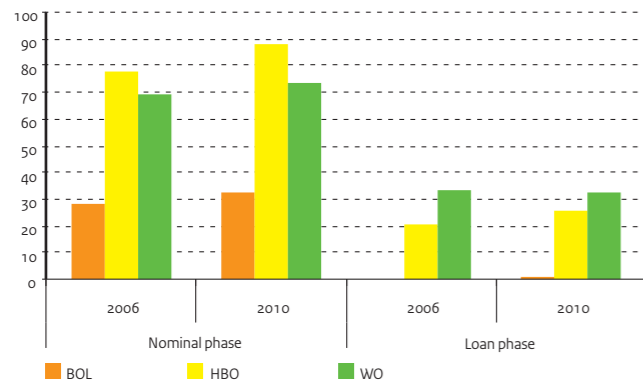
- A) Prior to 2009, BOL students without a basic grant were not permitted to take out a loan. For BOL 3 + 4, the performance-related grants scheme was introduced in 2005/06.

- B) From 2007, figures pertaining to expenditure comprise spending on tuition fees credit.

**Table 10.7 | Key statistics for loans taken out**

	2006	2007	2008	2009	2010
<b>A) Number of students with a loan (x 1000)</b>					
<b>Total</b>	<b>175.3</b>	<b>191.3</b>	<b>191.7</b>	<b>188.0</b>	<b>193.8</b>
Vocational training (BOL)	28.4	32.5	30.4	29.4	32.4
of whom without basic grant	.	.	.	1.0	1.0
Professional higher education (HBO)	77.5	85.3	86.9	85.7	87.9
of whom without basic grant	20.6	20.9	23.4	24.0	25.8
Academic higher education (WO)	69.4	73.5	74.4	72.9	73.5
of whom without basic grant	33.2	31.7	32.7	32.1	32.8
<b>B) Expenditure for interest-bearing loans (x € 1 million)</b>					
<b>Total</b>	<b>942.9</b>	<b>1,124.7</b>	<b>1,219.3</b>	<b>1,255.0</b>	<b>1,294.1</b>
Vocational training (BOL)	110.7	166.3	175.2	157.9	172.1
Professional higher education (HBO)	417.2	494.4	552.0	586.2	593.3
Academic higher education (WO)	415.0	463.9	492.1	510.9	528.6

**Figure 10.5 | Students with a loan**  
Numbers x 1000





# 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 is fully integrated into the personal budgets. Numbers in the WTOS18+ category have been decreasing in the period from 2006 to 2010, 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.

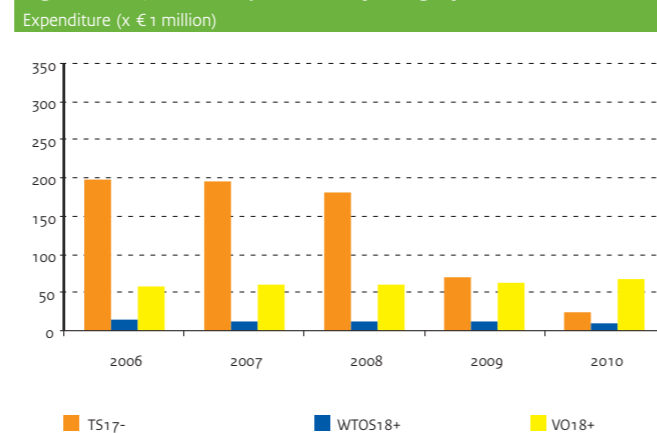
## Expenditure under the WTOS

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 fell during the 2009/10 school year, 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 10.6 | WTOS expenditure by category



## Source

OCW annual reports

## Notes

- WTOS18+: including VAVO.
- A) and C): Expenditures went down considerably in 2005, as school fees in secondary education and for BOL students aged 16 and 17 were abolished as of the 2005/2006 school year.
- With effect from 1 January 2010, expenditures went down even more as WTOS grants were integrated into the personal budgets.

Table 10.8 | Key statistics for WTOS by type of education

	2006	2007	2008	2009	2010
<b>A) WTOS expenditure (x € 1 million)</b>					
<b>Total</b>	<b>269.2</b>	<b>267.6</b>	<b>254.0</b>	<b>145.5</b>	<b>100.4</b>
Expenditure TS17-	197.1	195.5	180.4	71.0	24.7
Secondary education	151.7	150.8	137.1	30.7	0.6
Vocational training + tertiary education	45.4	44.7	43.2	40.3	24.0
Expenditure WTOS18+	14.0	11.2	12.2	11.0	9.1
Secondary education	1.4	0.9	1.3	1.4	1.6
Tertiary education	12.6	10.3	11.0	9.6	7.5
Expenditure VO18+	58.1	60.9	61.4	63.4	66.6
<b>B) Number of WTOS claimants (x 1000)</b>					
TS 17-	338.3	321.8	299.8	235.9	148.1
Secondary education	271.3	259.8	240.2	182.7	102.2
Vocational training + tertiary education	66.9	62.0	59.6	53.2	45.9
WTOS18+	13.6	11.1	10.9	10.3	8.5
Secondary education	2.8	1.9	2.4	2.6	2.6
Tertiary education	10.8	9.1	8.5	7.7	5.8
VO18+	30.5	31.5	31.9	33.7	34.3
<b>C) Expenditure per WTOS claimant per year (x € 1)</b>					
TS17-	583	608	602	301	167
Secondary education	559	580	571	168	6
Vocational training + tertiary education	678	721	726	758	523
WTOS18+	1,028	1,012	1,126	1,071	1,081
Secondary education	491	488	541	546	613
Tertiary education	1,165	1,123	1,290	1,245	1,293
VO18+	1,904	1,929	1,926	1,885	1,939

Table 10.9 | Standard WTOS amounts (in euros)

	2006	2007	2008	2009	2010
<b>TS 17- per year</b>					
School costs in lower secondary education	578	588	283	287	0
School costs in upper secondary education	656	667	363	369	0
School costs in vocational training	968	985	996	1,012	659
School fees in secondary education and vocational training	963	975	993	1,013	1,031
<b>WTOS 18+ per year</b>					
Maximum total allowance in secondary education	567	576	584	593	605
Total allowance in tertiary education	1,196	1,207	1,214	1,225	1,241
<b>VO 18+ per month</b>					
Basic allowance for students living away from home	226	230	232	236	242
Basic allowance for students living at home	97	99	100	101	104
School fees in VO and BOL	80	81	83	84	86
School costs	55	56	30	31	80

## 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.

# 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

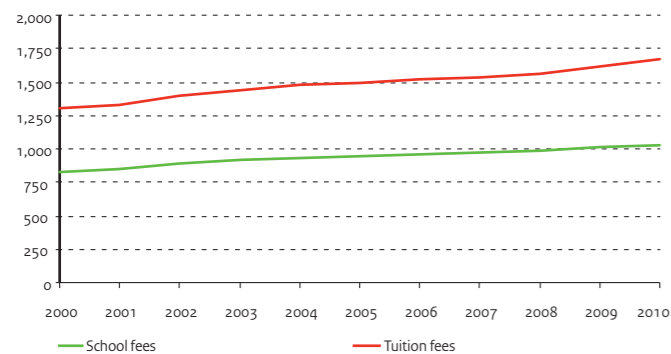
At the start of the 2005/06 school year, school fees were abolished for all 16 and 17-year-old students in BOL and adult general secondary education (VAVO), and for all pupils in full-time secondary education (VMBO, HAVO, VWO), special education (SO) and secondary special education (VSO).

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. Receipts after 2005 have more or less followed the decline in the numbers required to pay school fees from the 2005/06 school year. The possibility of paying in instalments was expanded from three to six instalments at the start of the 2004/05 school year. Some 120 thousand people are taking advantage of this option. For comparison, tuition fees due are also presented in the table opposite.

Figure 10.7 | 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 10.10 | School fees and tuition fees

	2006	2007	2008	2009	2010
<b>A) Revenue (school fees) (x € 1 million)</b>					
<b>Total</b>	<b>181.0</b>	<b>188.7</b>	<b>179.9</b>	<b>187.2</b>	<b>202.6</b>
(Secondary) special education, secondary education	1.0	0.0	0.0	0.0	0.0
Vocational training (BOL)	180.0	188.7	179.9	187.2	202.6
<b>B) Numbers obliged to pay school fees, per school year (x 1000)</b>					
<b>Total</b>	<b>193</b>	<b>192</b>	<b>189</b>	<b>197</b>	<b>205</b>
Secondary education, (secondary) special education	0	0	0	0	0
Vocational training (BOL)	193	192	189	197	205
<b>C) Standard school fees and tuition fees per school year (x € 1)</b>					
School fees	963	975	993	1,013	1,031
Tuition fees	1,519	1,538	1,565	1,620	1,672

# 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 2008 Media Act covers the responsibilities and tasks of the government with regard to public broadcasting, commercial broadcasting and the press.

The government aims to promote quality and diversity in the programmes on offer by, for example, supporting institutions and infrastructure 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), Literature, Libraries and the Media (in particular the broadcasting system). In addition to subsidies for institutions and infrastructure, the policy takes shape in a range of specific measures aimed at promoting excellence, innovation, cultural entrepreneurship and participation in culture (for example, by way of programmes such as International Culture Policy and Culture and School).

Advice on the policy to be pursued and the subsidies for institutions is sought from the Council for Culture. In 2009 a new subsidy system was introduced. The Ministry of OCW now maintains direct subsidy relations with institutions that are active in the so-called basic infrastructure (BIS). In 2009, a substantial part of the subsidy relations and the responsibility for pension schemes have been transferred to the national culture funds established by the Ministry.

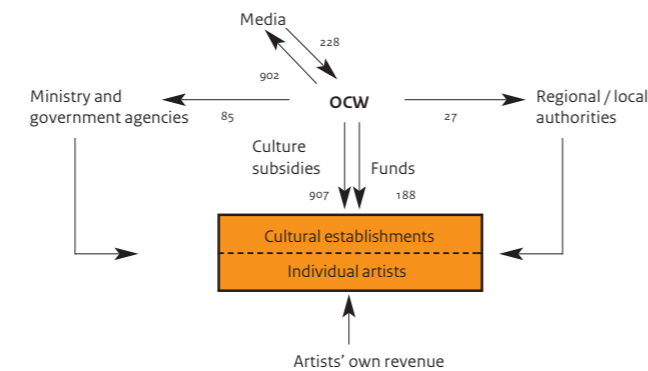
## Funding

Funding is governed by the Cultural Policy Special-Purpose Funding Act (WSC), the 1988 Historic Buildings and Monuments Act, the 1995 Archives Act and the 2008 Media 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. 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.

**Figure 11.1 | Flows of funds in the culture and media sector**

Amounts for 2010 (x € 1 million)



## Source

Annual reports OCW

## Notes

- A3) With effect from 2006, the regional broadcasting services budget has been included under the Provincial Fund. The actual figures for 2005 have been included under "Other expenditure".
- 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 11.1 | Financial key statistics with regard to culture and the media (x € 1 million)**

Expenditure and revenue in the culture and media sector	2006	2007	2008	2009	2010
<b>A) Total expenditure for culture and the media</b>	<b>1,691.3</b>	<b>1,657.6</b>	<b>1,834.9</b>	<b>1,836.8</b>	<b>1,892.9</b>
<b>A1) Total expenditure for the arts</b>	<b>387.2</b>	<b>409.0</b>	<b>425.1</b>	<b>438.9</b>	<b>449.3</b>
<b>&gt; Total expenditure for the arts, excl. Funds</b>	<b>313.0</b>	<b>314.5</b>	<b>325.9</b>	<b>271.0</b>	<b>275.6</b>
Visual arts, architecture and design	51.5	45.8	55.7	33.8	37.9
Film	24.0	10.8	10.9	13.4	14.2
Performing arts	176.7	192.3	191.9	184.9	179.3
Amateur arts and art education (incl. Culture and School project)	26.9	27.6	22.8	25.7	17.6
Other subsidies (until 2008, incl. Cultural Outreach Action Plan)	33.9	38.0	44.6	13.2	26.7
<b>&gt; Total Funds expenditure for the arts</b>	<b>74.2</b>	<b>94.5</b>	<b>99.2</b>	<b>167.9</b>	<b>173.7</b>
Visual Arts Funds (incl. Heritage)	28.0	29.2	29.0	45.0	44.9
Architecture Fund	2.0	2.0	2.1	8.8	9.1
Performing Arts Fund	32.0	32.7	35.3	64.3	64.2
Film Fund	12.2	30.6	32.8	37.1	37.1
Participation Fund	.	.	.	12.6	18.4
<b>A2) Total expenditure for literature and libraries</b>	<b>53.5</b>	<b>79.8</b>	<b>87.2</b>	<b>87.0</b>	<b>111.6</b>
Libraries	35.6	47.2	40.6	37.7	36.7
Literature	8.3	10.3	10.9	12.9	15.7
Images for the Future	.	12.5	25.6	24.6	46.9
Dutch Language Union	1.3	1.3	1.3	1.4	1.4
Literature and Libraries Fund	8.3	8.5	8.8	10.4	10.9
<b>A3) Total expenditure for the media</b>	<b>758.5</b>	<b>783.5</b>	<b>887.9</b>	<b>902.1</b>	<b>901.8</b>
Dutch World Service	43.2	42.8	44.4	46.8	46.5
Other expenditure	114.9	16.8	137.4	128.1	99.8
National broadcasting services	600.4	723.9	706.1	727.2	755.5
Broadcasting corporations and NPS	252.2	341.2	289.9	306.6	305.0
NOS RTV	95.3	98.6	105.7	103.7	112.8
NOS services	62.5	74.9	76.9	89.5	101.3
Other broadcasting services	38.7	39.7	39.1	46.3	48.8
Incentive funds to boost programmes	128.3	130.6	144.5	143.1	187.6
Development of new services	23.4	38.9	50.0	38.0	.
<b>A4) Total expenditure for culture management</b>	<b>396.8</b>	<b>296.2</b>	<b>347.9</b>	<b>314.3</b>	<b>342.2</b>
Museums	152.5	186.1	178.0	196.0	200.5
Historic buildings and sites	213.1	77.6	134.7	90.4	110.7
Archaeology	3.3	2.8	3.5	0.7	1.1
Public records	27.9	29.7	31.7	27.2	29.9
<b>A5) Other expenditure</b>	<b>25.6</b>	<b>4.0</b>	<b>7.6</b>	<b>3.3</b>	<b>3.5</b>
<b>A6) Overhead costs</b>	<b>69.7</b>	<b>85.1</b>	<b>79.1</b>	<b>91.3</b>	<b>84.5</b>
National Archives	15.3	27.9	19.4	22.7	22.2
Other overheads / RCE / ICN	54.4	57.2	59.7	68.6	62.3
<b>B) Total revenue in the culture and media sector</b>	<b>265.0</b>	<b>276.0</b>	<b>287.2</b>	<b>283.4</b>	<b>264.4</b>
<b>B1) Culture management revenue</b>	<b>8.7</b>	<b>10.4</b>	<b>8.4</b>	<b>9.1</b>	<b>11.1</b>
<b>B2) Media revenue: origin of broadcasting funds</b>	<b>252.9</b>	<b>251.2</b>	<b>252.0</b>	<b>247.6</b>	<b>228.2</b>
Revenue from radio/TV advertisements	194.0	188.0	220.0	209.0	197.0
Revenue from interest	0.9	1.5	1.4	2.0	2.0
Other revenue	20.0	30.0	0.0	6.8	-0.3
Revenue from distribution of radio frequencies	38.0	31.7	30.6	29.8	29.5
<b>B3) Other revenue</b>	<b>3.4</b>	<b>14.4</b>	<b>26.8</b>	<b>26.7</b>	<b>25.1</b>

**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 (formerly contained in the Policy Document on Culture). 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 2010: 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 *Cultuurprofijs* [Cultural benefit], aimed at expanding the social basis of the culture sector and encouraging the sector to generate more income.

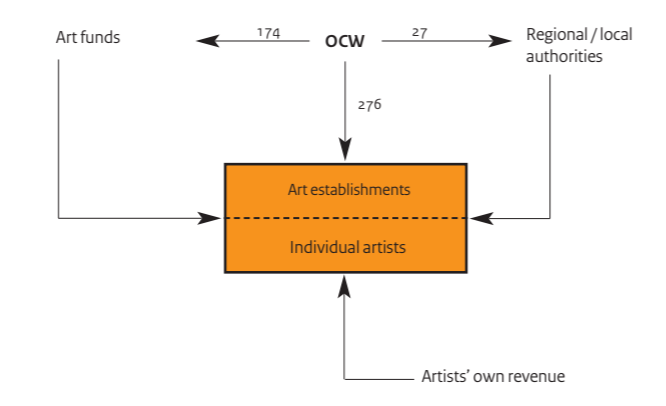
In addition to the implementation of the new subsidy plan, a number of policy programmes were launched, revised and continued in the period from 2009 to 2012. The Ministries of Foreign Affairs, Economic Affairs and Education, Culture and Science have jointly set up the DutchDFA programme for this period, focusing on design and architecture. In order to bolster international top talents, the Ministry of OCW will be investing an annual additional sum of 4 million euros in three top institutions for that same period: the Royal Concertgebouw Orchestra, the Mauritshuis and the Design Academy. In 2010, the Johannes Vermeer Award, a state prize to honour and enhance outstanding artistic talents, was awarded for the second time. This

year it went to Alex van Warmerdam, for his entire work comprising films, plays, works of literature and a large number of works of visual art in a range of techniques.

**Performances and visits**

Table 11.2 shows the trends in performances and attendance of the performing arts for the period from 2005 to 2009. 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 by this new selection of OCW-subsidized institutions fell by some 10 per cent from 2008, to a good 13 thousand. Remarkably, the domestic attendance figures rose by approximately 8 per cent (to more than 3.3 million) in 2009, which is an increase of 5 per cent vis-à-vis 2005. This increase can in part be attributed to the new subsidy system and incentives to boost outreach; another contributing factor is the new performance justification system. The performance and attendance figures abroad showed a reverse trend in 2009. Last year, attendance of Dutch performances in the performing arts rose again by some 7 per cent. After a sharp decline in 2007, the figures are now almost back to the level of 2005). The number of people attending professional performances in the performing arts abroad, on the other hand, fell by 3 per cent (after an increase of nearly 9 per cent in 2008).

**Figure 11.2 | Flows of funds in the arts sector**  
Amounts for 2010 (x € 1 million)



**Table 11.2 | Performances and ticket sales by OCW-subsidized performing arts companies**

		2005	2006	2007	2008	2009
<b>A) Number of performances</b>						
<b>Total</b>	<b>The Netherlands</b>	<b>14,508</b>	<b>14,745</b>	<b>14,722</b>	<b>14,776</b>	<b>13,154</b>
Ballet and dance		1,949	1,964	1,941	1,906	1,365
Ensembles		1,287	1,279	1,253	1,190	1,856
Children's theatre		2,779	3,061	3,002	3,107	985
Musical theatre		628	607	676	609	1,058
Orchestras		667	660	693	687	689
Theatre		7,198	7,174	7,157	7,277	7,201
<b>Total</b>	<b>Abroad</b>	<b>2,365</b>	<b>2,239</b>	<b>2,161</b>	<b>2,181</b>	<b>2,325</b>
Ballet and dance		382	387	342	304	314
Ensembles		551	526	476	438	476
Children's theatre		641	488	393	498	121
Musical theatre		36	29	45	17	63
Orchestras		65	82	72	78	77
Theatre		690	727	833	846	1,274
<b>B) Number of tickets sold (x 1000)</b>						
<b>Total</b>	<b>The Netherlands</b>	<b>3,177</b>	<b>3,202</b>	<b>3,330</b>	<b>3,085</b>	<b>3,340</b>
Ballet and dance		495	543	585	447	399
Ensembles		448	477	423	390	809
Children's theatre		296	304	375	331	109
Musical theatre		254	286	302	283	308
Orchestras		681	662	711	697	686
Theatre		1,002	930	934	937	1,029
<b>Total</b>	<b>Abroad</b>	<b>761</b>	<b>856</b>	<b>697</b>	<b>759</b>	<b>738</b>
Ballet and dance		184	161	158	126	110
Ensembles		250	308	198	213	278
Children's theatre		100	109	77	102	16
Musical theatre		11	17	8	3	23
Orchestras		103	139	114	142	140
Theatre		113	122	142	173	171

**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.
- Figures for performances do not include 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.

### Film policy

The Film Budget for 2006 heralded a change in course for film policy. Spearheads of the policy include a clearer focus on originality, a stronger international orientation, the continued stimulation of entrepreneurship among producers, a better co-ordination between film funds and public broadcasting and the reinforcement of the sector through a film institute. The Culture Agenda once again highlighted the significance of cultural entrepreneurship and improved harmonization. It also outlined points for attention for the Dutch film sector, such as the quality of Dutch film projects, development of talent, improvement of the assessment system and more transparent regulations (*Art for Life's Sake*, 2007).

Since 2010, commercial trade parties have also provided significant financial support to the Dutch film sector, including the Film Fund and the EYE Film Institute). The EYE Film Institute Nederland, the Dutch centre for film culture and heritage, is the result of a merger in 2009 between the Film Museum, the Education & Film Institute Netherlands, Holland Film and the Filmbank. The development of the Dutch film sector still benefits from the introduction of the Supplementation Scheme in 2009 (which replaced the existing tax incentives for film). This scheme stimulates the production of films for a general public.

In 2009, the number of feature films produced in the Netherlands rose once more. These films determine the market share of Dutch feature films in the cinema, which seems to have stabilized at a scant 10 per cent. Cinema attendance in the Netherlands continues to rise; in 2010, the number of tickets sold totalled more than 28 million. This represents an increase of more than 20 per cent from 2006 (23.4 million). Attendance figures for Dutch films levelled off to nearly 16 per cent in 2010. This means that the number of tickets sold for Dutch films has risen by more than two-thirds in the past five years. The share of Dutch films in gross receipts fell from 17.1 to 14.8 per cent in 2010.

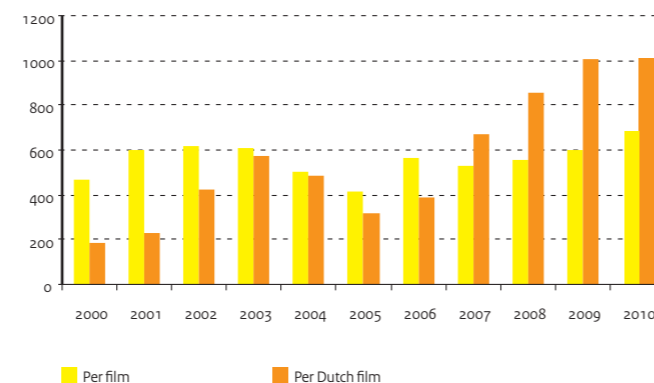
Figure 11.3 | Cinema attendance

Number of tickets sold (x 1 million)



Figure 11.4 | Receipts per film distributed

Amounts (x € 1 000)



### Source

Film Facts and Figures of the Netherlands (Netherlands Film Fund) [www.filmfonds.nl](http://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).

### Source

Annual reports by the Dutch Association of Cinema Owners ([www.nvbinfocentrum.nl](http://www.nvbinfocentrum.nl)) [www.nvbinfocentrum.nl](http://www.nvbinfocentrum.nl)

### Notes

- Including co-productions.
- Figures pertaining to 2010 are based on provisional NVB data (as of 2010).
- Gross receipts per film distributed: figures are obtained by dividing the total gross receipts by the number of new releases in the year concerned.

Table 11.3 | Grants from (semi-) government funds to funding of film productions

	2005	2006	2007	2008	2009
<b>Number of feature films</b>	<b>31</b>	<b>21</b>	<b>28</b>	<b>28</b>	<b>42</b>
Number of films supported by Film Fund	20	17	21	21	33
Number of co-productions with public broadcasting services	17	14	22	17	7
Number of films subsidized under CV scheme	3	4	7	--	--
Number of films without subsidy from (semi-) public funds	10	4	3	4	3
<b>Number of documentaries</b>	<b>24</b>	<b>17</b>	<b>8</b>	<b>17</b>	<b>11</b>
Number of documentaries supported by Film Fund	19	17	8	15	7
Total subsidy from Film Fund (x € 1 000)	2,049	2,271	656	1,665	763
<b>Number of animated films</b>	<b>14</b>	<b>9</b>	<b>3</b>	<b>5</b>	<b>7</b>
Total subsidy from Film Fund (x € 1 000)	355	698	108	260	406
<b>Number of experimental films</b>	<b>24</b>	<b>21</b>	<b>18</b>	<b>18</b>	<b>24</b>
Total subsidy from Film Fund (x € 1 000)	648	529	604	432	672

Table 11.4 | Proportion of Dutch feature films in the cinema

	2006	2007	2008	2009	2010
<b>Number of tickets sold (x 1 million)</b>	<b>23.4</b>	<b>23.1</b>	<b>23.5</b>	<b>27.2</b>	<b>28.2</b>
of which to all Dutch films in circulation (%)	11.3	13.5	17.6	17.4	15.8
<b>Number of films released</b>	<b>278</b>	<b>291</b>	<b>296</b>	<b>334</b>	<b>325</b>
of which Dutch feature films	29	20	30	37	32
<b>Gross receipts (x € 1 million)</b>	<b>155.9</b>	<b>159.7</b>	<b>164.6</b>	<b>200.4</b>	<b>219.3</b>
of which from all Dutch films in circulation	11.2	13.4	25.8	34.3	32.5
<b>Gross receipts per film distributed (x € 1 000)</b>	<b>561</b>	<b>529</b>	<b>556</b>	<b>600</b>	<b>675</b>
<b>Gross receipts per Dutch film (x € 1 000)</b>	<b>384</b>	<b>671</b>	<b>859</b>	<b>1,009</b>	<b>1,014</b>

### 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). From 2006 on, the regional broadcasting services have been 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 main indicators for public broadcasting are its share of viewing time and its 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. In 2010, the public broadcasters had a share of viewing time of 37.6 per cent. Viewing figures rose particularly sharply for *Nederland 1*.

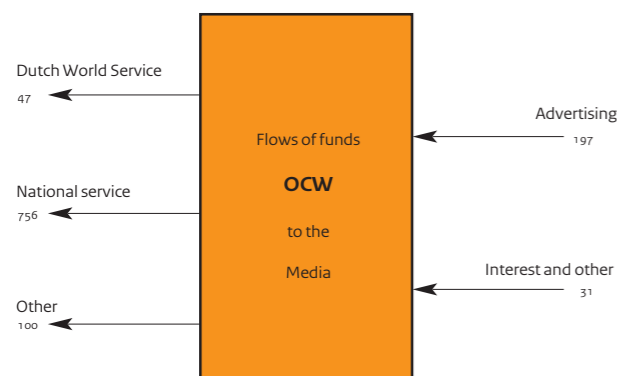
### Daily papers

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: <I>De volgende editie<P>[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. Dozens of journalist organizations submitted applications to the Dutch Press Fund. A total of more than 6.1 million euros was awarded to 36 innovative projects.

Figure 11.5 | Flows of funds in the media sector

Amounts for 2010 (x € 1 million)



### Source

PersMediaMonitor Dagbladen  
From 2007 on: www.hoi-online.nl

### Notes

- Figures relate to domestic circulation.

Table 11.5 | Circulation figures for national and regional daily papers (x 1000)

	2005		2006		2007		2008		2009	
	Number	%	Number	%	Number	%	Number	%	Number	%
<b>Total circulation</b>	<b>4,664</b>	<b>100</b>	<b>4,613</b>	<b>100</b>	<b>5,494</b>	<b>100</b>	<b>5,381</b>	<b>100</b>	<b>4,630</b>	<b>100</b>
<b>National daily papers overall</b>	<b>1,715</b>	<b>37</b>	<b>1,956</b>	<b>42</b>	<b>1,931</b>	<b>35</b>	<b>1,881</b>	<b>35</b>	<b>1,821</b>	<b>39</b>
Regional daily papers	2,095	45	1,703	37	1,739	32	1,696	32	1,578	34
Specialist papers	90	2	89	2	93	2	96	2	91	2
Free daily papers	764	16	865	19	1,731	32	1,708	32	1,140	25
<b>National daily papers overall</b>	<b>1,715</b>	<b>100</b>	<b>1,956</b>	<b>100</b>	<b>1,931</b>	<b>100</b>	<b>1,881</b>	<b>100</b>	<b>1,821</b>	<b>100</b>
De Telegraaf	705	41	696	36	675	35	667	35	644	35
Algemeen Dagblad	269	16	538	28	476	25	458	24	441	24
De Volkskrant	293	17	284	15	271	14	261	14	256	14
NRC Handelsblad	246	14	239	12	227	12	216	11	205	11
Trouw	108	6	108	6	109	6	108	6	107	6
Reformatorisch Dagblad	59	3	58	3	57	3	56	3	55	3
Nederlands Dagblad	35	2	33	2	33	2	32	2	30	2
NRC next					83	4	83	4	83	5

Table 11.6 | Viewing figures per television channel (in percentages)

	2006	2007	2008	2009	2010
Total	100	100	100	100	100
Ned1	14.0	19.0	22.5	21.9	23.3
Ned2	13.2	6.8	7.1	6.9	7.3
Ned3	6.7	7.3	7.7	8.0	7.0
RTL4	14.7	14.1	14.2	15.1	16.2
RTL5	7.1	6.5	5.7	5.5	5.0
RTL7	4.2	4.8	4.7	4.6	4.9
RTL8	6.2	4.7	2.3	2.2	2.2
Net5	4.7	5.2	5.2	4.7	4.0
SBS6	11.5	11.8	12.5	12.6	11.3
Veronica	4.3	4.9	4.7	4.3	4.4
Other (foreign/regional/video channels)	13.4	14.9	13.4	14.2	14.4

### Source

Annual reports Rating Foundation

### Notes

- From 18.00 to 24.00 hrs, among Dutch population aged 6 and older.

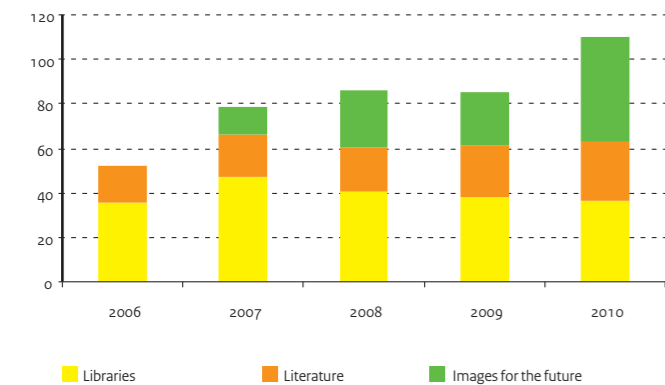
**The public library system**

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. 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 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. Virtually all the library organizations (156, approximately 90 per cent of the library sector) submitted applications. This shows that the digital public library has a broad support base in the library sector. In 2011, the scheme will be continued to connect the remaining libraries.

**Figure 11.6 | OCW spending on literature and libraries**  
Amounts (x € 1 million)



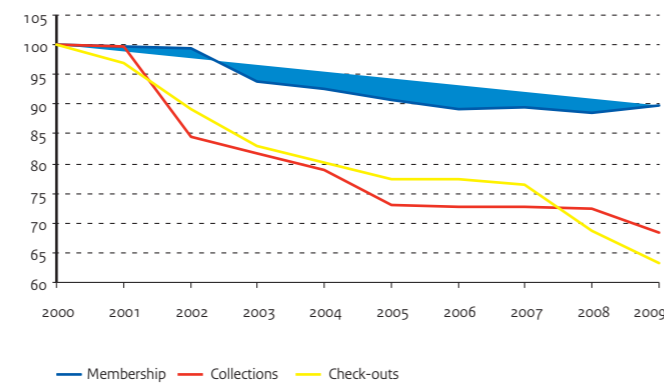
**Strengthening the system**

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. In 2009, the *Stichting Bibliotheek.nl* was established 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 11.7 | Public libraries**  
Branches, membership, collections and check-outs; 2000=100



**Source**  
Association of Public Libraries,  
December 2005  
www.bibliotheekonderzoek.nl  
CBS: adaptation of data on 2005-2007

**Notes**  
- Total revenues: excluding reserves and provisions.  
- Figures relating to 2005-2007 have been adapted based on CBS report published in June 2009.

	2005	2006	2007	2008	2009
<b>A) Organization</b>					
Number of institutions	351	238	202	194	171
<b>B) Collections (x 1000)</b>					
<b>Total collections</b>	<b>31,269</b>	<b>31,159</b>	<b>31,211</b>	<b>31,047</b>	<b>29,299</b>
<b>Total numbers of books for adults</b>	<b>19,078</b>	<b>18,792</b>	<b>18,764</b>	<b>18,382</b>	<b>16,782</b>
Fiction	9,712	9,647	9,660	9,524	8,999
Non-fiction	9,366	9,145	9,104	8,858	7,783
<b>Total numbers of children's books</b>	<b>12,191</b>	<b>12,367</b>	<b>12,447</b>	<b>12,665</b>	<b>12,517</b>
Fiction	8,678	8,762	8,895	9,052	8,954
Non-fiction	3,513	3,605	3,552	3,613	3,563
<b>C) Memberships (x 1000)</b>					
<b>Total number (including mobile libraries)</b>	<b>4,070</b>	<b>4,001</b>	<b>4,011</b>	<b>3,969</b>	<b>4,027</b>
Children under 18	2,000	2,003	2,053	2,052	2,079
Adults 18 and older	2,070	1,998	1,958	1,917	1,948
<b>D) Check-outs (x 1000)</b>					
<b>Total number (including mobile libraries)</b>	<b>120,100</b>	<b>120,520</b>	<b>118,673</b>	<b>106,789</b>	<b>98,342</b>
<b>Total numbers of books for adults</b>	<b>66,806</b>	<b>65,768</b>	<b>63,885</b>	<b>57,731</b>	<b>52,251</b>
Fiction	48,452	47,212	46,715	42,554	39,737
Non-fiction	18,354	18,556	17,170	15,177	12,514
<b>Total numbers of children's books</b>	<b>53,294</b>	<b>54,752</b>	<b>54,788</b>	<b>49,058</b>	<b>46,091</b>
Fiction	44,265	45,366	45,587	40,676	38,344
Non-fiction	9,029	9,386	9,201	8,382	7,747
<b>E) Financial data (x € 1 million)</b>					
<b>Total revenues</b>	<b>492.8</b>	<b>504.0</b>	<b>518.6</b>	<b>544.5</b>	<b>568.6</b>
Revenue from users	72.7	71.3	71.4	71.1	72.3
Total subsidies	395.7	409.0	424.8	445.8	463.6
Municipal subsidies	380.1	388.5	401.9	422.9	445.7
Regional subsidies	9.9	14.1	16.4	15.7	14.2
Other subsidies	5.7	6.4	6.5	7.2	3.7
Other revenues	24.4	23.7	22.4	27.6	32.7

**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). Its main instruments are the subsidies for restoration and maintenance work under the Monuments and Historic Buildings Act of 1988. 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 July 2011. 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.

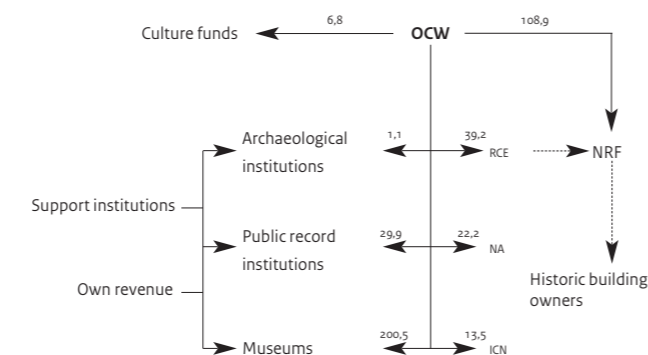
In the public records sector, the principal responsibility of the Ministry of OCW is to manage the records of central government and to ensure public access. This task is undertaken by the National Archives (NA) and eleven regional historic centres (RHCs). The RHCs preserve the national archives of the province in question, the provincial archives and those of specific municipalities 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 addition, the Ministry of OCW and the Ministry of the Interior (BZK) are jointly developing the cabinet memorandum *Informatie op Orde* [Information in Order], which aims to improve the traceability and accessibility of government information of the present and the past. 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 three central government services (ICN, RCE and 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 11.8 | Flows of funds in the cultural heritage sector**

Amounts for 2010 (x € 1 million)



**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; part of the collection is on display at other locations.

**Table 11.8 | Visits to subsidized museums (x 1000)**

		2005	2006	2007	2008	2009
<b>Museums overall</b>	<b>Location</b>	<b>5,285</b>	<b>5,925</b>	<b>5,684</b>	<b>5,522</b>	<b>5,556</b>
Afrika Museum	Berg en Dal	59	79	80	67	71
Nederlands Filmmuseum	Amsterdam	178	120	95	86	84
Nederlands Fotomuseum	Rotterdam	35	35	52	52	51
Geld- en Bankmuseum (1)	Utrecht	0	0	33	48	55
Gevangenpoort	The Hague	45	50	47	45	4
Hollandsche Schouwburg	Amsterdam	37	34	40	36	38
Huis Doorn	Doorn	28	29	27	25	25
Jewish Historical Museum	Amsterdam	90	82	134	115	177
Keramiekmuseum Het Princessehof	Leeuwarden	21	25	31	24	39
Kröller-Müller Museum	Otterlo	262	275	263	252	258
Nederlands Letterkundig Museum	The Hague	28	28	25	9	7
Mauritshuis	The Hague	249	265	244	232	206
Museum Meermanno	The Hague	14	15	15	16	12
Museum Boerhaave	Leiden	34	35	32	42	42
Museum Catharijneconvent	Utrecht	38	43	76	81	83
Museum Slot Loevestein	Poederroijen	102	103	108	101	122
Natuurhistorisch Museum Naturalis	Leiden	247	249	244	245	267
Netherlands Open Air Museum	Arnhem	373	393	454	451	462
Netherlands Maritime Museum	Amsterdam	169	185	92	115	101
Paleis Het Loo Nationaal Museum	Apeldoorn	316	359	317	316	355
Persmuseum (2)	Amsterdam	6	7	17	11	8
Netherlands Institute for Art History	The Hague	6	4	5	5	5
Rijksmuseum (3)	Amsterdam	843	1,142	970	976	876
Rijksmuseum Muiderslot	Muiden	130	151	151	131	119
Rijksmuseum Twenthe	Enschede	42	43	41	41	46
National Museum of Antiquities	Leiden	78	94	123	120	134
Museum of Ethnology	Leiden	86	89	78	76	95
Teylers Museum	Haarlem	145	95	78	90	119
Van Gogh Museum	Amsterdam	1,417	1,677	1,560	1,475	1,451
Zuiderzeemuseum	Enkhuizen	207	219	252	239	244

**Source**

- A) RACM / RCE annual reports
- B) NA annual reports

**Notes**

- GenLias is a national genealogy database.

**Table 11.9 | Historic buildings and state archives**

	2005	2006	2007	2008	2009
<b>A) Listed historic buildings (x 1000)</b>	<b>50.9</b>	<b>52.0</b>	<b>50.9</b>	<b>50.8</b>	<b>50.8</b>
<b>B) Number of visits to state archives via the Internet (x 1000)</b>					
GenLias visits	2,156	2,543	3,368	4,232	21,946
Visits to Regional Historical Centres (excluding GenLias)	2,146	3,488	4,685	7,827	8,729
Visits to National Archives (excluding GenLias)	565	618	649	704	1,215



# System and funding of the science sector

## Research in the Netherlands overall

The aggregate research and development work performed in the Netherlands in 2009 involved a sum of 10.4 billion euros, which is more than the figures for Dutch R&D published earlier. This increase is the result of an updated revision by Statistics Netherlands during the period from 1999 to 2008. This led to an increase in the expenditure in the tertiary education sector, which also comprises the university medical centres and universities of applied sciences. Between 2009 and 2008, expenditures fell by 105 million euros as a result of an increase of 189 million euros in 2009 in expenditures for tertiary education and a decrease of 363 million euros in private sector expenditures ensuing from the crisis. The R&D scale in 2009 corresponds with 1.82 per cent of GDP, i.e., a slight increase in comparison with the 1.76 per cent of 2008, which is primarily caused by a decrease in GDP.

## 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). Government funding accounted for a share of 40 per cent in 2009, 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, providing approximately two-thirds of the financing (comprising both university research under Article 7 and the organizations under Article 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 2010 only 63 per cent. At 41 per cent, NWO tops the list when it comes to utilizing fixed grants, followed by TNO with 25 per cent. The budget for specific policy items (Economic Structural Reinforcement (FES) funds and programmes focusing on researchers, such as the Innovational Research Incentives Scheme) went up significantly in recent years: from 52 million in 2003 to 440 million in 2010. A considerable proportion of the funds for specific policy items (the programmes focusing on researchers) also goes to NWO.

## Intermediary organizations

Part of the OCW budget for research is allocated by the intermediary organizations NWO and KNAW. The bulk of this money goes to the universities and to the NWO and KNAW institutes. Other ministries also have intermediary organizations, such as NL Agency for the Ministry of Economic Affairs, Agriculture and Innovation.

## Implementing (research) institutes

### Tertiary education

In 2009, the research universities, university medical centres and universities of applied sciences were responsible for 40 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 the Ministry of Health, Welfare and Sport (VWS) and social insurance contributions. The bulk of funds comes either directly or indirectly from the central government.

### (Semi-)public research institutes

In 2009, this diverse group of institutes conducted 13 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. This group of institutes depends on the government for some two-thirds of its financing, although the share varies per institute.

### Companies

Companies are responsible for conducting the bulk of research in the Netherlands: 47 per cent in 2009. Their share has declined slightly, however, over recent years. 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 12.1 | Flows of funds to R&D, 2009**

Amounts for 2009 (x € 1 billion)

Source	Amount (€ 1 billion)	Source	Amount (€ 1 billion)	Source	Amount (€ 1 billion)
Government	3,3	Government	0,7	Government	0,2
Companies	0,3	Companies	0,4	Companies	3,9
Private non-profit	0,4	Private non-profit	0,1	Private non-profit	0,0
Abroad	0,2	Abroad	0,1	Abroad	0,8

Destination	Amount (€ 1 billion)
Tertiary education	4,2
Research institutes	1,3
Companies	4,9

### Source

OCW annual reports

### Notes

- The OCW budget amount for TNO includes contributions from all other Ministries.
- Specific policy themes: FES, Genomics, Vernieuwingsimpuls, Verkenningen, Aspasia, EET.

**Table 12.1 | Financial key statistics for research and science (x € 1 million)**

	2006	2007	2008	2009	2010
<b>Expenditure and revenue (x € 1 million)</b>					
<b>Total expenditure</b>	<b>926.2</b>	<b>971.9</b>	<b>1,018.3</b>	<b>1,167.4</b>	<b>1,235.0</b>
National and international co-ordination	7.4	11.9	18.4	12.8	10.3
<b>Research institutes</b>	<b>737.0</b>	<b>742.5</b>	<b>772.2</b>	<b>797.3</b>	<b>781.4</b>
a) KNAW	87.8	90.2	91.7	94.1	90.8
b) NWO	308.1	311.1	315.6	325.6	317.5
c) TNO	197.3	194.4	198.7	199.8	192.8
d) BPRC (Primates centre) / Foundation AAP	13.3	11.8	9.5	9.6	9.6
e) National Herbarium	1.1	1.1	1.2	1.1	1.1
f) GTIs	3.8	3.8	3.9	4.0	4.7
g) Academic libraries	47.9	52.1	55.1	56.6	56.5
h) Other institutions	5.6	6.6	18.3	19.0	19.1
i) International institutions	70.1	69.1	74.3	81.5	82.5
j) Advisory councils (COS and STT)	0.2	0.2	0.2	0.2	0.2
k) Public information	1.9	2.0	3.6	3.8	3.8
l) Measures relating to statutory benefits	0.1	0.1	0.0	2.0	2.8
Specific policy issues	178.3	213.9	224.0	353.2	439.7
Attributed to DUO	0.3	0.3	0.3	0.5	0.3
OCW overheads	3.3	3.2	3.5	3.5	3.3
<b>Total revenue</b>	<b>204.0</b>	<b>189.4</b>	<b>178.1</b>	<b>186.9</b>	<b>174.6</b>

**Table 12.2 | Dutch R&D by source of funding and sector of implementation (x € 1 billion)**

	2005	2006	2007	2008	2009
<b>A) Source of funding</b>					
<b>Total</b>	<b>9.8</b>	<b>10.2</b>	<b>10.3</b>	<b>10.5</b>	<b>10.4</b>
Government (in % of total)	37.6	--	36.8	--	39.6
Companies' own funds (in % of total)	46.3	--	48.8	--	45.1
Research organizations' own funds (in % of total)	4.1	--	3.8	--	4.4
Abroad (in % of total)	12.0	--	10.7	--	10.9
<b>B) Sector of implementation</b>					
<b>Total</b>	<b>9.8</b>	<b>10.2</b>	<b>10.3</b>	<b>10.5</b>	<b>10.4</b>
Companies	5.2	5.5	5.5	5.3	4.9
<b>Research institutes</b>	<b>1.2</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>	<b>1.3</b>
Research institutes	1.0	1.0	1.0	1.1	1.1
Government institutions	0.1	0.1	0.1	0.1	0.1
Care and welfare institutions	0.1	0.1	0.1	0.1	0.1
Other institutions	0.0	0.0	0.0	0.0	0.0
<b>Tertiary education establishments and UMCs</b>	<b>3.4</b>	<b>3.4</b>	<b>3.6</b>	<b>4.0</b>	<b>4.2</b>

### 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.

### Source

CBS

### Notes

- Figures for R&D spending by universities and UMCs in 2007-2008 are based on CBS revision.

**Table 12.3 | R&D expenditure in the Netherlands as a percentage of GDP, by sector**

	2005	2006	2007	2008	2009
<b>Total</b>	<b>1.90</b>	<b>1.88</b>	<b>1.81</b>	<b>1.76</b>	<b>1.82</b>
Private sector (companies)	1.01	1.01	0.96	0.88	0.86
Public sector (universities and research institutes)	0.89	0.87	0.85	0.88	0.96

# Government spending on R&D, science

Data on the R&D funded by the government can be collected in two ways: by asking those who conduct R&D to reveal their funding sources (including the government), the method used by Statistics Netherlands, or by asking the funding parties – the Ministries – to specify their R&D resources, the method traditionally employed by the Ministry of OCW.

## Government expenditures on R&D

Although the absolute expenditures on government-funded R&D rose by an average of 2.5 per cent between 1990 and 2000 and even by an average of 4 per cent between 2000 and 2010, government expenditures on R&D as a percentage of total government spending fell between 2000 and 2008. The Dutch share is on a par with the average across the 27 EU countries. The Scandinavian countries, in particular, spend a greater proportion of their government funds on R&D, as do France and the US. It must be noted in this regard, however, that a number of these countries fund a comparatively large proportion of defence research.

Some of the government funds go to companies. This flow can be divided into direct funding through the funding of programmes and indirect funding through, in particular, tax schemes. The scope of government funding for private sector R&D varies from one country to another. In the Netherlands, the proportion of indirect funding is quite large in comparison with direct funding; in some countries the situation is reversed, while some countries have no indirect funding whatsoever.

## Distribution of Dutch R&D by Ministry

The Ministry of OCW still is the largest funder of research within the government. Its share has risen by 12 per cent from 1990. Second largest was

the Ministry of EZ with a share of 15 per cent, followed by the Ministry of LNV at a good 4 per cent (excluding the contribution made to Wageningen University). The other ministries represent shares of less than 4 per cent. Together, the three ministries fund nearly 90 per cent of total government-funded research.

## Goals of government-funded research

The government expenditure on R&D can be broken down further according to the socio-economic objectives that the government has for its financial resources (see Table 12.5). The spending patterns of the different national governments are divergent. On average, the category “non-specific research” is the largest item in most countries, with the exception of the US, followed by technological goals.

## Government research by type of research

The government expenditures can also be classed by the type of research funded, such as project funding and institutional or basic funding. Project funding concerns the funding of temporary programmes or projects. Institutional funding concerns multi-year funding in which the receiving institute is free to spend the funds more or less as it chooses. Examples of this latter category include the first flow funding to universities and the specific funding of the Netherlands Organization for Applied Scientific Research (TNO) and the large technological institutes.

The funding provided by the Ministry of OCW largely involves institutional funding, with a share of 79 per cent in 2010, most of which constituted first flow funding to the universities. The Ministry of Economic Affairs spends its budget mainly on project funding. The budgets of the other ministries, taken together, are more evenly allocated.

Figure 12.2 | Government spending on R&D

As a percentage of total government spending

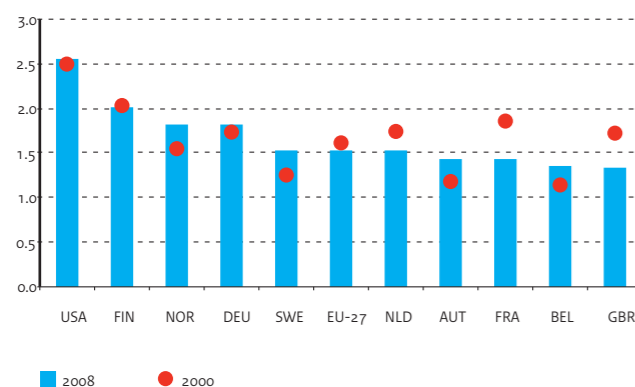
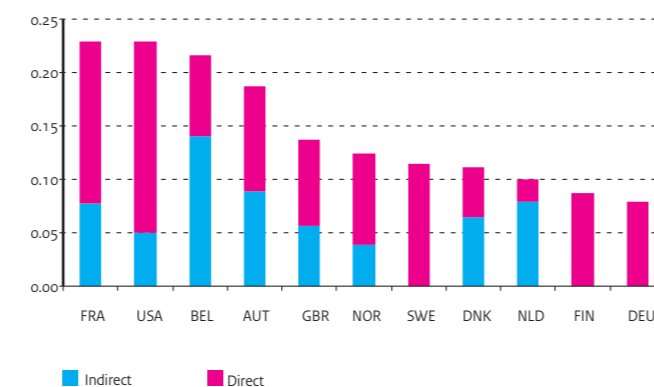


Figure 12.3 | Government funding in the private sector

As a percentage of GDP, 2007



## Source

TOF figures OCW

## Notes

- Figures differ from CBS figures on government funding.
- Figures include funding of research (organizations) abroad.

## Source

EUROSTAT

Table 12.4 | Government spending on R&D by Ministry (absolute values and percentages of total)

	In millions of euros			In percentages		
	1990	2000	2010	1990	2000	2010
<b>Total</b>	<b>2,590</b>	<b>3,226</b>	<b>4,518</b>	<b>100</b>	<b>100</b>	<b>100</b>
General Affairs	1	1	1	0.03	0.03	0.02
Foreign Affairs and Development Cooperation	60	69	107	2.3	2.2	2.4
Justice	4	12	24	0.2	0.4	0.5
Interior and Kingdom Relations	1	2	7	0.0	0.1	0.1
Education, Culture and Science	1,474	2,042	3,120	56.9	63.3	69.1
Defence	70	72	74	2.7	2.2	1.6
Housing, Spatial Planning and the Environment	65	38	68	2.5	1.2	1.5
Transport, Public Works and Water Management	90	147	86	3.5	4.6	1.9
Economic Affairs	587	572	689	22.7	17.7	15.2
Agriculture, Nature and Food Quality	154	208	199	6.0	6.5	4.4
Social Affairs and Employment	13	12	3	0.5	0.4	0.1
Health, Welfare and Sport	71	51	139	2.7	1.6	3.1

Table 12.5 | Government spending by socio-economic target sector (in % of total), 2008

	Industrial	Other	Health	Society	Non-	Defence
	production	technology			specific	
EU-27	9.7	21.5	8.2	5.1	49.3	6.2
Belgium	34.6	15.5	1.8	5.9	42.0	0.2
Denmark	9.4	12.2	7.9	7.1	62.9	0.5
Germany	12.7	19.0	4.7	4.0	54.6	5.7
France	2.0	34.6	7.4	1.7	44.2	6.8
Netherlands	10.8	16.6	4.2	4.3	62.4	1.8
Austria	14.5	9.2	3.2	3.1	69.9	0.0
Finland	23.0	21.6	5.8	5.4	42.4	1.8
Sweden	4.3	14.6	0.9	2.8	67.7	8.4
United Kingdom	0.6	12.4	17.4	4.6	43.6	21.4
Norway	7.6	20.3	14.5	6.4	46.6	4.5
United States (2008)	0.4	13.8	22.2	0.8	6.1	56.6

Table 12.6 | Government spending by type of expenditure (in percentages of total)

	1990	2005		2010		
	Project	Basic	Project	Basic	Project	Basic
<b>Total</b>	<b>26.9</b>	<b>73.1</b>	<b>22.6</b>	<b>77.4</b>	<b>31.7</b>	<b>68.3</b>
Education, Culture and Science	8.6	91.4	11.0	89.0	20.9	79.1
Economic Affairs	84.2	15.8	64.7	35.3	72.5	27.5
Other Ministries	18.6	81.4	34.5	65.5	44.6	55.4

## Source

Rathenau Institute (figures for 1990 and 2005), OCW (figures for 2010)

## Notes

- Based on OCW TOF figures.
- Project (funding): short-term funding.
- Basic (funding): long-term funding.

## Science institutes: financial data

The operating result from ordinary operations of the four largest science institutes (NWO, KNAW, TNO and KB), after a sharp decline between 2002 and 2003, has increased again since 2004, moving from a negative result to a positive one of 106.8 million euros in 2008. Between 2008 and 2009 the result dropped to 56.4 million euros but it can still be regarded as good. The overall financial position of the four largest science institutes is sufficient. The capital base of the institutes has been increasing for a number of years.

### Solvency, liquidity and profitability

The solvency of the joint institutes (both excluding and including provisions) can be classified as “good”. Solvency including provisions rose from 0.61 in 2008 to 0.62 in 2009. After an increase between 2007 and 2008, liquidity fell slightly, from 1.78 to 1.71. Profitability has fallen in comparison with 2008.

### Operating data for each institute

The financial position of NWO was “good” at the end of 2009. Solvency and the capital base grew. Liquidity remained stable; profitability fell considerably but can still be considered quite high. The operating result decreased. In the next few years, prefinancing will cause expenditures to outpace revenues, which must be funded from the capital base and future OCW contributions.

The financial position of the KNAW is “good”. Solvency remained more or less constant; liquidity fell slightly. Profitability fell considerably. The operating result dropped to 4.4 million euros in 2009 but is still positive. The capital base has increased.

After the decline of 2008, the financial position of TNO remained stable in 2009. The economic crisis had a distinct impact on TNO because two-thirds of its turnover comprises contract income from public and private sources. The operating result fell again, from minus 5.7 million euros to minus 14.2 million euros. Both forms of solvency have remained virtually on a par with 2008. The capital base decreased. Points for concern are liquidity (“mediocre/sufficient”) and profitability “poor”.

The financial position of the KB declined slightly compared to 2008. The operating result fell to 1.2 million euros but is still positive. Solvency decreased. Liquidity picked up slightly, while profitability fell. Accommodation costs weighed heavily on the budget; in 2008, however, the government accommodation budget was boosted by a structural increase.

### External funding at institutions

TNO and the GTIs are largely dependent on income from market parties for their funding. In 2009, the proportion of income from orders ranged from 59 to 89 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.

The largest proportion of the funding of the Netherlands Organization for Scientific Research (NWO) and the Royal Netherlands Academy of Arts and Sciences (KNAW) comes from government grants and specific subsidies provided by the Ministry of OCW: 86 and 63 per cent, respectively.

Figure 12.4 | TNO and GTIs turnover by source of funding

In percentage of total, 2009

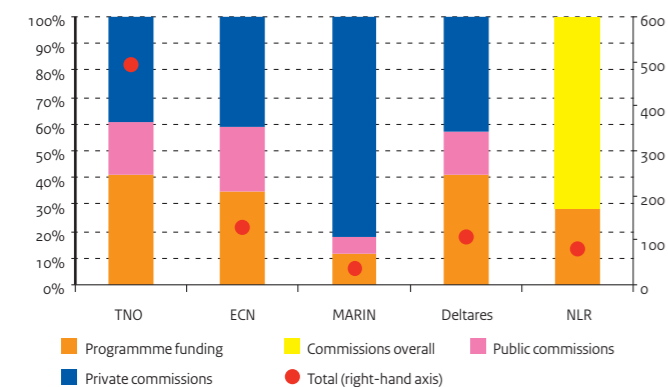


Figure 12.5 | Sources of funding, NWO and KNAW

Absolute values (x € 1 million) and in percentages of total

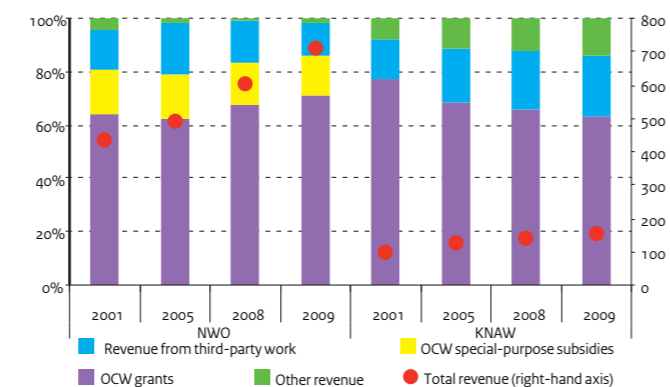


Table 12.7 | Balance sheet and operating data of the science institutes (x € 1 million)

	2005	2006	2007	2008	2009
<b>A) Accumulated balance sheet</b>					
<b>Total assets</b>	<b>971.4</b>	<b>1,076.8</b>	<b>1,152.2</b>	<b>1,304.1</b>	<b>1,381.4</b>
Fixed assets	403.4	397.9	428.2	454.2	495.2
of which tangible fixed assets	300.8	343.5	375.6	406.0	441.7
Current assets	568.0	678.9	724.0	849.9	886.2
of which liquid assets	337.2	476.8	491.1	591.4	660.4
<b>Total liabilities</b>	<b>971.4</b>	<b>1,076.8</b>	<b>1,152.2</b>	<b>1,304.1</b>	<b>1,381.4</b>
Equity capital	499.4	517.4	617.3	741.3	801.3
Provisions	71.0	68.1	58.3	56.5	48.9
Long-term debts	2.1	12.3	29.7	28.3	11.6
Short-term debts	399.0	479.0	446.9	478.0	519.6
<b>B) Accumulated operating accounts (x € 1 million)</b>					
Revenues	1,163.6	1,256.1	1,345.1	1,406.4	1,493.5
OCW grants	797.9	815.2	886.5	928.6	1,043.4
Other revenues	365.7	440.9	458.6	477.8	450.1
<b>Expenses</b>	<b>1,183.4</b>	<b>1,261.5</b>	<b>1,293.9</b>	<b>1,322.7</b>	<b>1,451.2</b>
Staff costs	547.8	564.8	576.4	593.1	654.6
Depreciations	38.3	43.5	42.0	49.8	48.7
Accommodation costs	30.4	70.4	107.7	124.0	112.7
Other institutional expenses	566.9	582.7	567.8	555.8	635.3
<b>Revenues and expenses balance</b>	<b>-19.8</b>	<b>-5.4</b>	<b>51.2</b>	<b>83.7</b>	<b>42.3</b>
Financial revenues and expenses balance	13.0	11.8	17.8	22.4	13.9
<b>Result</b>	<b>-6.8</b>	<b>6.4</b>	<b>69.0</b>	<b>106.1</b>	<b>56.2</b>
Taxes	0.0	0.0	0.0	0.6	-0.1
Participations	0.0	0.0	0.0	1.4	0.1
<b>Result after taxes</b>	<b>-6.8</b>	<b>6.4</b>	<b>69.0</b>	<b>106.9</b>	<b>56.4</b>
Third-party share in result	0.0	0.0	0.0	-0.2	0.0
<b>Net result</b>	<b>-6.8</b>	<b>6.4</b>	<b>69.0</b>	<b>107.1</b>	<b>56.4</b>
Extraordinary result	0.0	0.6	-0.4	-0.3	0.0
<b>Total result</b>	<b>-6.8</b>	<b>7.0</b>	<b>68.6</b>	<b>106.8</b>	<b>56.4</b>

Source

OCW (DUO: institutions' annual accounts)

Table 12.8 Balance sheet and operating data per institute, 2009 (x € 1 million)

	NWO	KNAW	TNO	KB	Total
Balance sheet total	579.3	325.3	437.4	39.3	1,381.4
Total revenues	707.4	145.0	586.7	54.5	1,493.5
Result from ordinary operations	65.1	4.4	-14.4	1.2	56.2
Result from extraordinary operations	0.0	0.0	0.0	0.0	0.0

Source

OCW (DUO: institutions' annual accounts)

Table 12.9 | Trends in solvency and liquidity of science institutes

	2005		2006		2007		2008		2009	
	Solv.	Liq.	Solv.	Liq.	Solv.	Liq.	Solv.	Liq.	Solv.	Liq.
NWO	0,58	1,79	0,52	1,61	0,58	2,11	0,68	2,70	0,71	2,64
KNAW	0,50	1,25	0,52	1,37	0,56	1,59	0,54	1,62	0,53	1,49
TNO	0,66	1,15	0,59	1,28	0,63	1,22	0,62	1,19	0,60	1,06
KB	0,46	1,32	0,36	1,00	0,22	0,85	0,22	1,00	0,18	1,04

Source

OCW (DUO: institutions' annual accounts)

Notes

- Solvency: equity capital (including provisions) / total capital.  
- Liquidity (current ratio): current assets / short-term debts.

# Staff and researchers in the science sector

## Science is people work

Research requires the presence of qualified, committed staff, distinguished into researchers conducting research activities and other staff. In the Netherlands, the proportion of R&D staff within the labour force is low, compared to other countries. The Scandinavian countries in particular perform quite well in this respect, but other Western European countries also outstrip the Netherlands.

Researchers play a crucial role within the total staff involved in R&D activities. In this respect, too, the Netherlands scores low in comparison with other countries. In 2009, the proportion of researchers fell slightly, mainly because of a decrease in the share of researchers within the private sector.

## R&D staff by sector

Trends in the total number of R&D staff fluctuate, particularly in the private sector. These are largely connected to the trends in the extent of R&D expenditure, because staff costs account for a significant part of this expenditure. Within the commercial sector, the proportion of R&D staff in the service sector has fallen slightly since 2007, while the proportion in industry shows a slight rise. Also of note is the gradual decline in R&D staff at research institutes, whereas R&D expenditure remained fairly stable and even increased by 5.5 per cent in 2009.

Over the years, a slightly upward trend can be observed in the share of women researchers in the various sectors. Among the universities, the share of women varies according to job category. In addition, the share of women varies from one discipline to another.

## 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. In 2009, however, a slight increase set in. Overall, the proportion of academic staff at NWO decreased from 63 per cent in 2000 to 48 per cent in 2009. The bulk of the staff are employed by the NWO institutes: 83 per cent. The other staff work at the NWO office. The overall picture is different: 70 per cent of all staff funded by NWO work at the universities and 20 per cent at the NWO institutes (5 per cent at other institutes and 5 per cent at the office).

KNAW staff numbers rose by 5.6 per cent in 2009, compared to 2008. The life sciences institutes employ 52 per cent of staff; 38 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 comparison with 2000, staff numbers fell by 15 per cent in 2009. Staff numbers at the GTIs grew slightly in 2009. The figures for Deltares exceed the aggregate figure for Geodelft and WL | Hydraulics, because they also cover some departments of TNO and Rijkswaterstaat [DG for Public Works and Water Management]. The proportion of female academic staff at the GTIs remained on a par with that of 2008.

Figure 12.6 | R&D staff in the Netherlands

As a percentage of the labour force, 2009

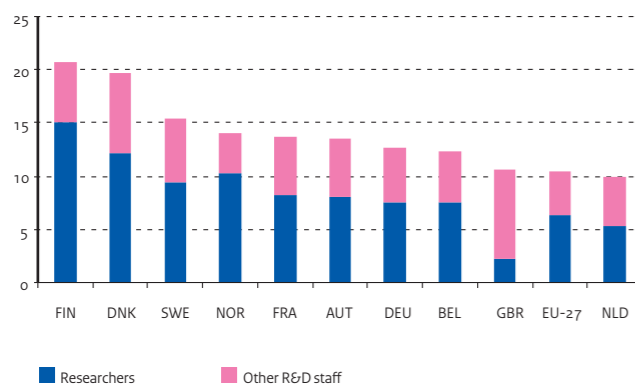
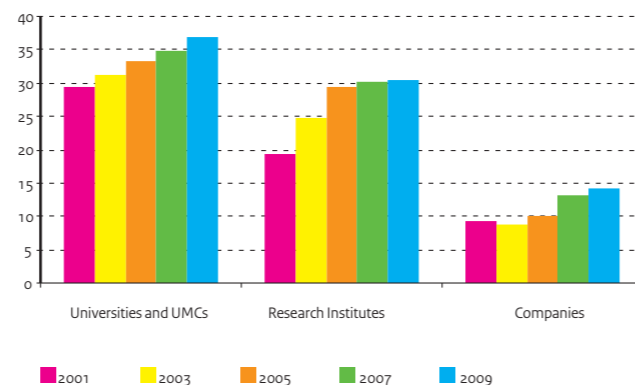


Figure 12.7 | Female researchers

Per sector, as a proportion of total number of researchers



## 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.

## 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.

## Source

VSNU/WOPI

## Notes

- Due to insufficient coverage, the Health domain has not been included.
- Reference date: December 2009.

Table 12.10 | R&D staff in the Netherlands (in 1000 FTEs and percentages)

	2005	2006	2007	2008	2009
<b>Total R&amp;D staff (in FTEs)</b>	<b>93.6</b>	<b>97.8</b>	<b>93.8</b>	<b>93.4</b>	<b>87.9</b>
<b>R&amp;D staff at universities and UMCs (in FTEs)</b>	<b>32.3</b>	<b>32.2</b>	<b>32.4</b>	<b>33.2</b>	<b>34.1</b>
<b>R&amp;D staff at research institutes (in FTEs)</b>	<b>12.7</b>	<b>12.8</b>	<b>12.1</b>	<b>12.2</b>	<b>11.4</b>
Research institutes (in percentages)	79.4	76.2	77.6	80.7	80.5
Government services (in percentages)	8.7	10.0	9.8	8.0	9.0
Care and welfare institutions (in percentages)	10.9	11.4	10.0	9.4	8.8
Other (in percentages)	1.0	2.4	2.5	1.9	1.7
<b>R&amp;D staff at companies (in FTEs)</b>	<b>48.6</b>	<b>52.8</b>	<b>49.2</b>	<b>48.0</b>	<b>42.3</b>
Industry (in percentages)	69.3	62.6	64.0	66.1	67.5
Services (in percentages)	27.1	33.0	31.5	29.9	28.9
Other (in percentages)	3.6	4.4	4.5	3.9	3.6
<b>Percentage of researchers per sector</b>					
All sectors	51.1	54.3	54.4	54.3	53.4
Tertiary education	55.4	55.9	55.9	56.6	57.6
Research institutes	55.3	55.9	57.5	57.4	59.7
Companies	47.1	53.0	52.7	51.9	48.4

Table 12.11 | Staffing at research institutes

	Number			Percentage 2009		
	2007	2008	2009	Academic staff	Women	Female ac. staff
NWO (FTEs)	1,991	1,957	2,080	48	27	20
KNAW (FTEs)	1,126	1,223	1,291	53	43	45
TNO (numbers)	4,348	4,251	4,063	64	31	--
ECN (FTEs)	566	622	688	48	21	17
MARIN (numbers)	287	298	305	35	11	8
GeoDelft (FTEs)	231	--	--	--	--	--
WL (FTEs)	330	--	--	--	--	--
Deltares	--	709	722	61	26	21
NLR (numbers)	690	684	693	50	13	7

Table 12.12 | Proportion of female staff at the universities, by sector and position, 2009

	AS overall	Professors	Sen. lecturers	Lecturers	Other AS	Doct. st.
<b>Total</b>	<b>35.7</b>	<b>12.3</b>	<b>19.2</b>	<b>32.2</b>	<b>41.2</b>	<b>45.0</b>
Agriculture	39.4	10.0	12.6	28.1	40.4	54.7
Science	29.2	7.8	12.5	21.1	31.9	38.7
Engineering & Technology	22.7	6.1	6.1	20.1	25.2	28.2
Economics	24.4	7.9	12.0	25.5	30.9	33.1
Law	45.7	16.8	38.7	43.4	58.8	57.2
Behaviour & Society	49.5	18.1	27.8	43.7	55.3	66.4
Language & Culture	42.1	19.4	32.5	37.3	50.4	57.5

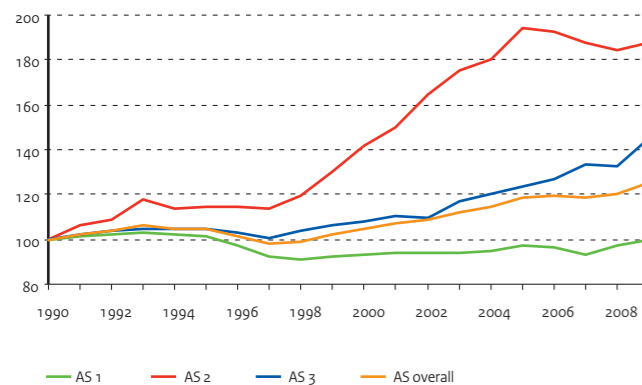
University input

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 2007, the first flow of funds slumped under the level of 1990. The figures for 2008 and 2009, however, show a 2.2 per cent increase. The third flow of funds also increased between 2008 and 2009 (by 9.6 per cent), but this flow has been gradually rising for years. After a slight decline in the second flow of funds between 2007 and 2008, this flow picked up again in 2009 (by 1.8 per cent). Overall, the second flow of funds shows the largest growth. The overall increase in flows of funds amounted to 4.3 per cent in 2009. 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 46 per cent in 2008. This primarily benefited the second flow of funds, which grew from 15 per cent in 1990 to 25 per cent in 2006, yet fell slightly to 23 per cent in 2009. The share of the third flow of funds rose slightly, from 27 per cent in 1990 to 31 per cent in 2009.

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 34 to 65 per cent), the proportion of female professors (ranging from 3.4 to 17.3 per cent), and female PhD students (ranging from 29 to 59 per cent).

Figure 12.8 | Trends in university research

Academic staff by flow of funds, 1990 = 100



Trends in output

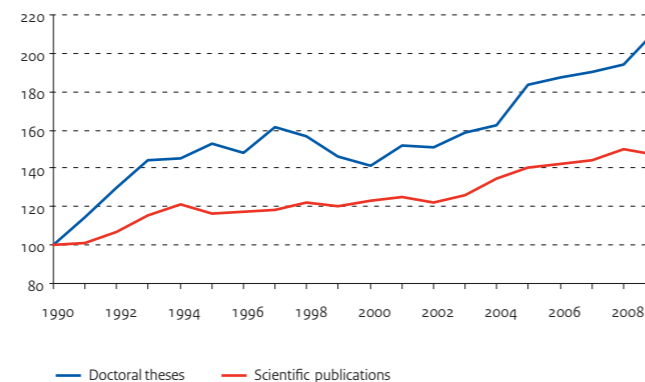
The output also shows a diverse growth: between 1990 and 2009, the number of academic publications rose by 47 per cent (on average: 2.5 per cent annually). The number of doctoral theses rose by 111 per cent (on average: 5.8 per cent annually). The distribution of doctoral theses across the disciplines 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 *Vernieuwingsimpuls* [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 2,300 grants were already awarded, i.e., an average of some 200 grants per year. More than 2,000 of these grants were awarded to universities. The majority of grants (54 per cent) go to VENI. VIDI receives 34 per cent and VICI 12 per cent.

Figure 12.9 | Trends in university output

Scientific publications and doctoral theses, 1990 = 100



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.

Source

VSNU (KUOZ database)

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.

Table 12.13 | Research capacities in tertiary education (in FTEs)

	2005	2006	2007	2008	2009
<b>Total</b>	<b>16,579</b>	<b>16,647</b>	<b>16,511</b>	<b>16,730</b>	<b>17,445</b>
First flow of funds (in percentages)	47.3	46.9	45.6	47.0	46.0
Second flow of funds (in percentages)	24.9	24.6	24.2	23.5	22.9
Third flow of funds (in percentages)	27.7	28.5	30.2	29.5	31.0

Table 12.14 | Output of the universities

	2005	2006	2007	2008	2009
Scientific publications excl. doctoral theses	58 953	59 875	60 862	63 026	61 824
Doctoral theses	3,070	3,140	3,187	3,254	3,537
Specialist publications	13,529	13,212	12,959	13,378	13,561

Table 12.15 | University indicators per university (national), 2009 (total and in percentages)

	AS overall (in FTEs)	AS 1 (% of tot.)	2nd flow (x € 1 m)	Sc. publ. (x 1)	Professors % women	Doctoral st. % women
<b>Total</b>	<b>17,445</b>	<b>46.0</b>	<b>376.4</b>	<b>61,428</b>	<b>12.3</b>	<b>45</b>
Leiden University	1,067	43.2	47	4,664	16.5	48
Utrecht University	2,419	47.8	54	7,067	15.7	54
University of Groningen	1,481	47.9	33	5,083	14.5	46
Erasmus University Rotterdam	1,408	63.5	19	4,795	8.8	38
Maastricht University	1,309	53.6	12	3,424	13.9	59
University of Amsterdam	1,227	52.9	40	7,605	14.9	51
Vrije Universiteit Amsterdam	1,585	43.5	27	5,971	10.4	53
Radboud University Nijmegen	1,905	38.3	42	5,334	17.3	53
Tilburg University	445	65.1	8	1,857	9.9	54
Delft University of Technology	1,599	33.8	28	6,670	8.3	29
Eindhoven Technical University	1,081	37.9	18	3,401	3.4	29
University of Twente	985	45.9	23	2,764	7.9	31
Wageningen University	934	37.0	24	2,793	10.0	55

Table 12.16 | Results of Innovational Research Incentives Scheme across the universities 2000-2009

	Grants					Total
	2000/2001	VENI	VIDI	VICI	Total	%
<b>Total</b>	<b>96</b>	<b>1,063</b>	<b>659</b>	<b>239</b>	<b>2,057</b>	<b>100</b>
Leiden University (LEI)	11	123	81	24	239	12
Utrecht University (UU)	14	192	106	41	353	17
University of Groningen (RUG)	6	89	66	21	182	9
Erasmus University Rotterdam (EUR)	4	68	52	15	139	7
Maastricht University (UM)	4	63	28	10	105	5
University of Amsterdam (UvA)	15	145	85	30	275	13
Vrije Universiteit Amsterdam (VU)	11	100	47	19	177	9
Radboud University Nijmegen (RU)	10	98	63	15	186	9
Tilburg University (UvT)	6	25	16	8	55	3
Delft University of Technology (TUD)	3	66	42	16	127	6
Eindhoven Technical University (TU/e)	4	31	28	23	86	4
University of Twente (UT)	5	27	26	12	70	3
Wageningen University (WU)	3	36	19	5	63	3

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.

# Science in an international perspective

## 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, which involves collaboration with researchers from other countries. Halfway through this programme nearly 20 billion euros has been allocated, with a Dutch share of 1.3 billion euros (versus 1 billion euros for the period 2007-2009). This makes the Netherlands the fifth-ranked country in terms of funding received, after Germany, the United Kingdom, France and Italy. For the period 2007-2009, the Dutch share is 6.6 per cent. Compared with its contribution of nearly five per cent to the Framework Programme, this is a more than 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 25 per cent. Companies receive 20 per cent and the category “other” receives five per cent.

## Performance on components of the Framework Programme

A large part of the Framework Programme (approximately two-thirds) subsidies is allocated to research programmes and projects in specific areas within “Cooperation”. 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 food, agriculture

and fisheries (11.4 per cent), the environment (9.9 per cent), the socio-economic sciences and the humanities (9.0 per cent).

The programme “Ideas”, which is being carried out by the European Research Council, 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 7.8 per cent, a sign of the quality of Dutch researchers.

The Netherlands is participating in 20 per cent of the nearly 10 thousand awarded projects during the period 2007-2009, as a coordinator in many cases. Dutch researchers collaborate most often with researchers in Germany and the United Kingdom, followed by France, Italy, Spain and Belgium.

## (International co-)publications

Publication in scientific journals does not happen in equal measure in all scientific fields. Most of the publications can be found in the fields of science and health. These fields produce a large number of publications in which researchers have collaborated internationally, the so-called co-publications (see also NOWT 2008, p. 67). The increase in the number of international co-publications also varies per field, such that the fields of behaviour & society, economics, language & culture and law have seen the greatest increase. If we then look at the citation impact of international co-publications, we can see growth in the fields of natural sciences, behaviour & society, economics, language & culture and law. In the other fields the citation impact is decreasing.

Figure 12.10 | The Netherlands in the 7th Framework Programme

Revenue in millions of euros and percentages by category, 2007-2009

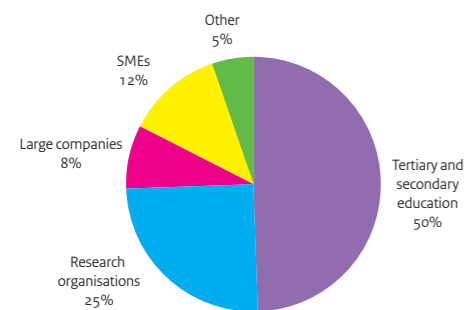
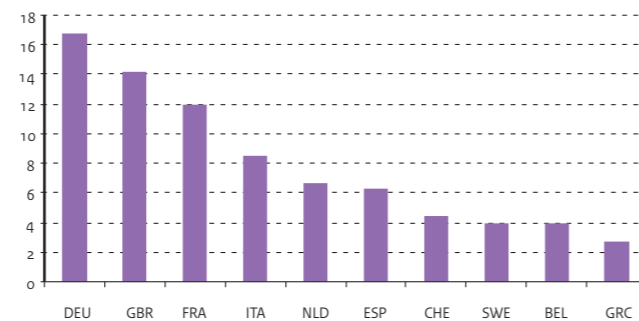


Figure 12.11 | Distribution of subsidies in the 7th FP

Main receiving countries, in percentages of total, 2007-2009



## Source

NL Agency / EC Liaison

## Notes

- Public = VO, HE and research institutes
- Private = SMEs and large companies

## Source

VSNU / WOPI

## Notes

- Table presents top 5 of countries in terms of subsidies received.

## Source

NOWT-2010

## Notes

- B&S = Behaviour and Society
- L&C = Language and Culture

Table 12.17 | Financial key statistics for FP7 themes, period 2007-2009

	FP budget	Budget NLD	Dutch part. Distribution of Dutch budget across sectors			
	(x 1 M€)	(x 1 M€)	%	% public	% private	% other
<b>Total</b>	<b>15,928.9</b>	<b>1,045.7</b>	<b>6.6</b>	<b>74.5</b>	<b>20.3</b>	<b>5.2</b>
Cooperation	10,819.7	716.8	6.6	73.3	23.5	3.2
- Health	1,863.4	167.9	9.0	89.3	7.4	3.3
- Food, agriculture and fisheries, biotechnology	622.7	71.2	11.4	83.7	13.9	2.4
- Information and communication technologies	3,755.7	201.7	5.4	67.0	31.4	1.6
- Nanosciences, nanotechnologies, materials	1,403.3	67.7	4.8	57.3	41.4	1.3
- Energy	707.8	47.8	6.8	56.2	40.1	3.8
- Environment	648.9	64.3	9.9	83.0	13.8	3.1
- Transport	1,061.9	56.0	5.3	53.6	36.8	9.6
- Socio-economic sciences and humanities	208.4	16.7	8.0	85.5	6.6	7.8
- Space	244.0	6.3	2.6	82.3	16.1	1.6
- Security	303.6	17.2	5.7	69.9	23.7	6.4
Ideas / European Research Council	1,716.6	133.5	7.8	87.9	0.0	12.1
People	1,091.1	74.3	6.8	84.9	14.5	0.5
Capacities	1,994.1	111.6	5.6	59.9	27.5	12.6
General activities	146.7	2.3	1.6	--	--	--
EURATOM	160.7	7.2	4.5	--	--	--

Table 12.18 | Proportion of subsidies received per FP theme, 2007-2009

	DEU	GBR	FRA	ITA	NLD	Dutch pos. in top 10
	<b>Total</b>	<b>16.8</b>	<b>14.2</b>	<b>12.0</b>	<b>8.5</b>	<b>6.6</b>
Cooperation themes						
- Health	17.1	17.4	10.7	7.7	9.0	4
- Food, agriculture and fisheries, biotechnology	10.6	13.1	10.7	7.3	11.4	2
- Information and communication technologies	21.9	11.2	10.2	10.0	5.4	6
- Nanosciences, nanotechnologies, materials	21.8	10.2	8.5	10.2	4.8	7
- Energy	13.8	9.1	7.9	7.8	6.8	7
- Environment	14.3	13.1	8.2	7.0	9.9	3
- Transport	18.7	12.1	16.8	10.8	5.3	6
- Socio-economic sciences and humanities	12.0	17.0	7.9	8.7	8.0	4
- Space	11.0	9.2	39.3	9.8	2.6	9
- Security	9.8	12.6	16.9	9.4	5.7	7
Ideas / European Research Council	12.0	20.9	13.3	6.3	7.8	5
People	14.5	21.2	11.5	5.9	6.8	4
Capacities	13.7	15.4	10.2	8.7	5.6	6

Table 12.19 | Dutch (international co-)publications by discipline

	Science	Health	E & T	Agri.	B&S/ Econ.	L&C/ Law
	Spread in scientific publications, in % of total, 2008	37.8	40.2	6.2	10.1	3.0
Increase in international co-publications between 2000 and 2008	52	98	100	71	192	158
Increase in citation impact of international co-publications (2000/03-2005/08)	102	99	92	97	102	110

# Science in an international perspective

## R&D expenditure as a percentage of GDP

In 2009, the Netherlands spent 1.82 per cent of its GDP on research and development, which is 0.06 per cent more than in 2008. 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. At 1.92 per cent in 2009, the EU average was slightly higher than that of the Netherlands. The OECD average has been well higher than that of the Netherlands for years.

## R&D funding

In most countries by far, companies are the leading sponsors of R&D. The EU average is 54 per cent, the OECD average even 65 per cent. Government funding averages 34 per cent for the EU and 28 per cent for the OECD. In the Netherlands, too, companies are the largest financiers, although the respective funding levels of government (40 per cent) and companies (45 per cent) are much closer than in most other countries. At a level of 0.7, the Dutch government expenditure as a proportion of GDP is slightly higher than the EU and OECD averages. In this respect, governments in Finland, France, Germany and Sweden spend more than the Netherlands.

## Implementation of R&D

The overall position of the Netherlands is largely determined by the comparatively low R&D expenditures in the commercial sector. In the public sector, the Netherlands performs quite well. In 2009, Dutch R&D expenditures in this sector amounted to 0.96 per cent of GDP, which is higher than the EU average (0.73) and the OECD average (0.71). Among the EU countries, only Sweden, Finland and Denmark outstrip the Netherlands

with regard to R&D spending by the public sector.

The Dutch private sector R&D expenditures as a percentage of GDP amounted to 0.86 in 2009, versus 1.18 for the EU and 1.63 for the OECD.

## Output and quality of academic research

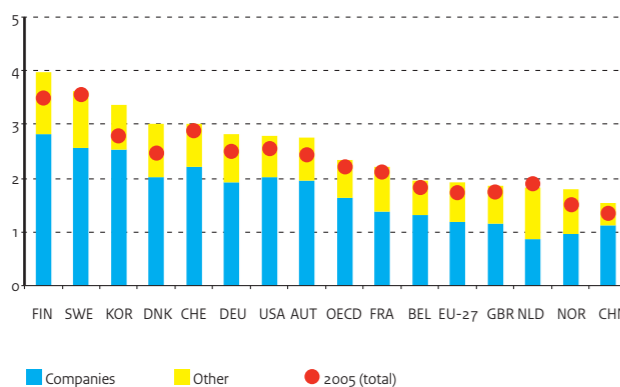
The output of academic publications is strongly related to a country's size. The Netherlands produces only 2.5 per cent of the world total. Adjusted for population figure (for the Netherlands, only 0.8 per cent), however, the majority of smaller countries perform better than the larger ones. The annual number of academic publications produced in the Netherlands totals nearly 30 thousand (published in internationally refereed journals). Countries with a sharp growth in publication output over the period from 2000 to 2008 are China, South-Korea and Ireland, with growth rates of more than 100 per cent (in China even 277 per cent). The Dutch growth over that same period amounted to 47 per cent.

In most countries, some 50 per cent of these publications are written in collaboration with researchers from other countries. In the Netherlands, this is 48 per cent. Worldwide, the share of these international co-publications has been rising sharply over the years.

The quality of academic research is partially measured by the citations received by the publications arising from research. In this respect, the Netherlands ranks among the top in the world, after Switzerland, Denmark and the US. The Netherlands scores 33 per cent above the world average. Worldwide, the citation scores of international co-publications are higher than the overall citation scores.

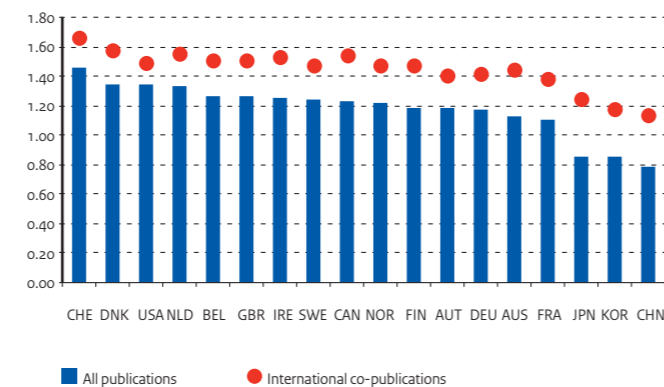
**Figure 12.12 | R&D spending as a percentage of GDP**

By sector of implementation, 2005 (total) and 2009



**Figure 12.13 | Citation impact scores**

All publications and international co-publications, 2005-2008



Source  
OECD/MSTI

Notes  
- Summed totals for government sector, private sector and other sectors.

Source  
OECD/MSTI

**Table 12.20 | R&D expenditure as a percentage of GDP**

	2005	2006	2007	2008	2009
Belgium	1.83	1.86	1.90	1.96	1.96
Denmark	2.46	2.48	2.58	2.87	3.02
Finland	3.48	3.48	3.47	3.72	3.96
France	2.10	2.10	2.07	2.11	2.21
Germany	2.49	2.53	2.53	2.68	2.82
The Netherlands	1.90	1.88	1.81	1.76	1.82
Sweden	3.56	3.68	3.40	3.70	3.62
United Kingdom	1.73	1.75	1.78	1.77	1.87
United States	2.57	2.61	2.67	2.70	--
OECD	2.21	2.24	2.28	2.34	--
EU-27	1.74	1.77	1.77	1.84	1.91

**Table 12.21 | Government-funded R&D expenditure as a percentage of GDP**

	2004	2005	2006	2007	2008
Belgium	0.45	0.45	0.42	0.42	--
Denmark	--	0.68	--	0.67	--
Finland	0.91	0.89	0.87	0.84	0.81
France	0.83	0.81	0.81	0.79	0.82
Germany	0.76	0.71	0.70	0.70	0.76
The Netherlands	--	0.72	--	0.67	--
Sweden	--	0.87	--	0.85	--
United Kingdom	0.55	0.57	0.56	0.55	0.54
United States	0.79	0.78	0.76	0.76	0.75
OECD	0.66	0.65	0.64	0.64	0.65
EU-27	0.62	0.61	0.60	0.60	0.63

**Table 12.22 | Indicators relating to scientific publications**

	All publications	Co-publications		Citation impact	
	Number in 2008 (x 1)	Growth % 2000-2008	Share in total	Growth % 2000-2008	Overall score (2005-2008)
Belgium	16,593	58%	55	187%	1.27
Denmark	11,099	36%	54	166%	1.35
Germany	88,971	27%	44	165%	1.17
Finland	9,928	29%	47	153%	1.19
France	65,979	30%	46	164%	1.10
The Netherlands	29,445	47%	48	176%	1.33
Norway	8,878	75%	51	223%	1.22
United Kingdom	96,047	20%	44	175%	1.26
United States	350,607	29%	26	179%	1.34
Sweden	19,471	26%	51	160%	1.24
Switzerland	21,561	47%	59	186%	1.46

Source  
NOWT-2010

Notes  
- Based on Thomson Reuters/CWTS Web of Science. Adaptation: CWTS.  
- Standardized citation impact scores per country (global average = 1.0).

# Gender equality and sexual diversity

Since 2007, the Ministry of OCW has coordinated both the gay liberation policy and the women's liberation policy. Policy plans for both areas have been laid down in the Cabinet memorandums that were published in 2007: *Just plain gay; liberation policy for lesbians and gays, 2008-2011* and *More opportunities for women; liberation policy for 2008-2011*.

## Gay liberation

In 2010, the motto "Just plain gay" continues to express the key goal of this Cabinet's gay liberation policy: to promote the social acceptance of gays and lesbians among the Dutch population. Significant progress has been made regarding the aim of opening the subject of homosexuality to discussion among groups of young people and in the circle of ethnic minorities, for example by dialogue and public debate, with attention specifically focused on ideological groups. Various organizations such as COC, LOM [National Minorities Consultation Agency] and regular interest groups have joined forces to that end. Gay and hetero alliances have been established in the sectors of education, sports, labour and services for the elderly, in order to make homosexuality a subject that is open to discussion.

In 2010, the Cabinet specifically targeted the improvement of the school climate for gays. The school occupies an important place in the daily lives of almost all young people. During this important phase in their lives, young people focus on their social career. They develop a sense of social values such as having respect for other people and the right not to be discriminated against because of one's sexual orientation. Schools have been encouraged to speak to students and their environment about homosexual and heterosexual orientations. Parents fill an important role in this regard. The (lack of) safety of gays and lesbians continues to require attention. In 2009, reports of discrimination against gays and lesbians accounted for some 5.7 per cent of the reports submitted to Anti Discrimination Agencies. The total of 336 reports received represents an increase of well over on-third compared to the year before.

More than 123 municipalities pursued an active gay policy in 2010 and 18 vanguard municipalities put in extra efforts in this area. According to the Register Office, 1,358 same-sex marriages were performed in 2009, i.e., a stabilization compared to the two years before.

## Women's liberation

The 2010 Cabinet policy aims to promote equal rights for both sexes. A spearhead is the recognition and combat of unequal opportunities between men and women, for example when it comes to being promoted into top management positions. The policy is aimed at improving the position of women and encouraging the participation of women in society. Here, freedoms and social responsibility go hand in hand.

## Increasing economic independence

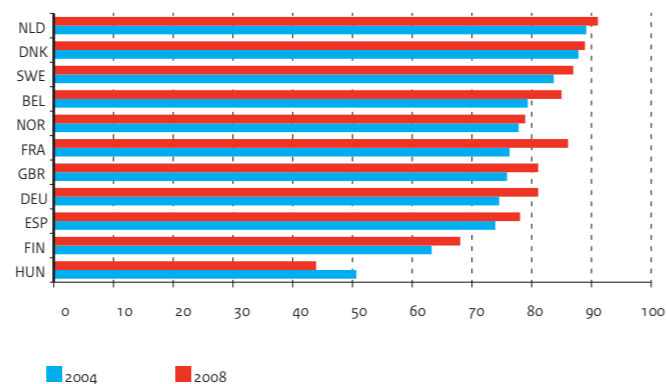
Many equal opportunity themes rely on economic independence: the ability to provide a livelihood for oneself in a job. A lower limit has been established in the equal opportunities policy at the subsistence level established for a single person (approximately 70 per cent of the net minimum wage). Paid employment is an important gateway to self-determination and self-development. The impending demographic labour shortage is another reason for increasing labour market participation among women. In the Cabinet memorandum *More opportunities for women; liberation policy for 2008-2011*, the following goals were ratified for 2010:

- economic independence for 60 per cent of women;
- boost net labour market participation among women to 65 per cent.

These two goals were established in 2000. In that year, 39 per cent of women aged 15 to 64 were economically independent. Recent data (2009) indicate that their share has meanwhile increased to 48 per cent. Still, we have a long way to go to attain the goal of 60 per cent. This can largely be explained by high economic dependence among the older generations of women. Among Dutch women aged 25 to 34, 69 per cent are now economically independent. In 2010, net labour participation among women (aged 15 to 64) comes out at exactly the same level as a year before: 59.7 per cent were employed for 12 hours or more a week, versus only 52 per cent in 2000. The goal set in 2000 has not been attained here either, but employment rates among women have not decreased despite the economic rough patch. Among men, they clearly have. Focusing on the younger generations makes this even more manifest: since 2007, the share of men (ages 25-34) with a job of 12 hours or more has dropped from 91 per cent to 87.7 per cent. Among their female peers, by contrast, a slight rise can be observed: from 77.1 percent in 2007 to 79.2 percent in 2010.

**Figure 13.1 | Attitude towards homosexuality**

Proportion believing homosexuals should be able to live the life they choose



### Source

SCP (CV'o6); SCP (SLI'o8)

### 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.

### Source

Anti Discrimination Agencies

### Source

CBS <http://statline.cbs.nl>

### Source

CBS (income statistics)

### Notes

- Someone is considered economically independent when he/she earns 70% of the net minimum wages.
- Figures for 2009 are provisional.
- In percentages of the total group.
- See appendix Notes and Definitions, part G.

### Source

CBS (Labour Force Survey 2008)

### 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 13.1 | Attitude of the population towards homosexuality, 2008 (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

**Table 13.2 | Reports to anti-discrimination agencies of discrimination against homosexuals**

	2005	2006	2007	2008	2009
Number	158	176	257	236	336
Percentage in relation to total number of reports	3.6	4.1	6.1	4.9	5.7

**Table 13.3 | Number of same-sex marriages**

	2005	2006	2007	2008	2009
<b>Total</b>	<b>1,150</b>	<b>1,212</b>	<b>1,371</b>	<b>1,408</b>	<b>1,358</b>
Two men	570	579	663	656	573
Two women	580	633	708	752	785

**Table 13.4 | Economic independence by gender and age (in percentages)**

	2005	2006	2007	2008	2009
Women (age group 15-64)	42	44	46	47	48
Women (age group 25-34)	63	65	68	69	69
Men (age group 15-64)	69	69	70	70	69
Men (age group 25-34)	82	83	84	85	82

**Table 13.5 | Net labour market participation by couples with children, by level of education, 2009**

	PO	VBO/MAVO	HAVO/VWO/MBO	HBO	WO	Total
<b>Women overall</b>	<b>37</b>	<b>53</b>	<b>72</b>	<b>83</b>	<b>82</b>	<b>69</b>
Youngest child aged 0-5	29	48	73	85	83	72
Youngest child aged 6-11	36	53	71	83	85	69
Youngest child aged 12-17	44	60	76	80	78	71
<b>Men overall</b>	<b>78</b>	<b>89</b>	<b>94</b>	<b>96</b>	<b>95</b>	<b>92</b>
Youngest child aged 0-5	82	90	96	98	97	95
Youngest child aged 6-11	78	91	96	97	95	94
Youngest child aged 12-17	73	92	94	97	95	93



# Gender equality and sexual diversity

Women's economic independence lags behind their participation in the labour market. The first gains in labour market participation were made among women with tertiary education qualifications: by now, more than three-quarters of this group are employed. The same must now be won for women with no more than secondary or primary education. Owing to their lower earning capacity, the degree of economic independence will not increase proportionately with a growing participation in the labour market. The fact that economic independence lags behind is also due to the exceptionally high rate of part-time employment in the Netherlands. Within Europe, the total number of female workers expressed in hours is lower only in Italy and Malta. The staff shortages expected for the near future, for example in healthcare and the education sector, could be filled if women with a part-time job started to work more hours. Unfortunately, the equal positions of women gained in their initial education are not converted into equal positions on the labour market. The proportion of women in top positions in companies almost never corresponds with the overall proportion of women in the sector concerned. The Balkenende IV cabinet appears to have attained its goal of having at least one-quarter of the highest civil servant jobs filled by women before their term of office expired. In the private sector, the picture is less rosy. According to the *Emancipatiemonitor* [Liberation Monitor] 2010, women account for no more than 11 per cent in Executive Boards and only 7 per cent in Supervisory Boards of the 250 largest companies in the Netherlands. The proportion of women professors is not increasing fast enough either: in 2010, a good 12 per cent of professors were women, whereas women outnumber men among university graduates.

### Everyone takes part (m&f)

In 2010, the Balkenende IV cabinet supported the Socio-Economic Council (SER) in its endeavour to achieve a gross participation in the labour market of 80 per cent by 2016 in order to cover the costs of the ageing population. This objective focuses on the workers aged 20 to 65 that are immediately available. As participation among men is fairly high in the Netherlands – in international terms as well –, achieving this goal will largely depend on the gain made in the participation of women. In an illustrative calculation made by the Netherlands Bureau for Economic Policy Analysis (CPB) regarding the SER recommendation, the 80 per cent mark will be achieved in 2016, provided at least 74 per cent of women enter the labour market and at least 85 per cent of men continue to work. In 2010, the gross labour market participation among women was 68 per cent, versus 86 per cent among men.

### EU objective

The European Social Council has set various goals in the so-called Lisbon process: to promote Europe becoming the most competitive (knowledge) economy in the world. By means of the "open coordination method", the progress of the objectives will be monitored. An important objective of the Lisbon process is achieving a net participation by women in the labour market of at least 60 per cent by 2010. For this indicator, small jobs involving less than 12 hours a week also count. Thus, the Netherlands scores very well on achieving this objective: despite a minor decline vis-à-vis the year before, labour participation among women according to this definition amounted to 69 per cent.

Figure 13.2 | Net labour market participation

By age and gender (in percentages)

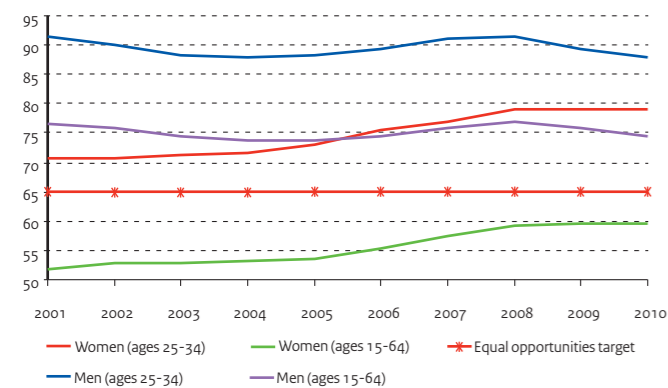
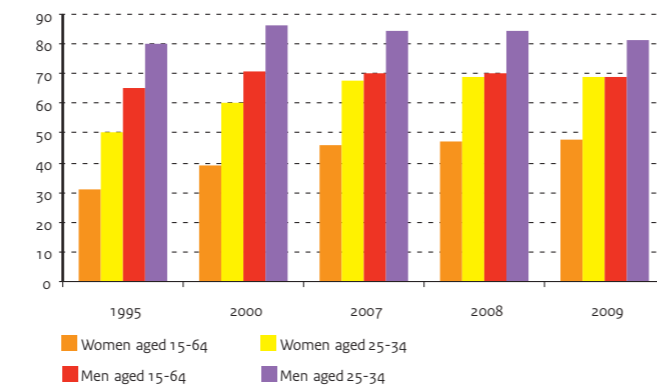


Figure 13.3 | Economic independence

By age and gender (in percentages)



Source

CBS (Labour Force Survey 2008)

Notes

- Average working hours of people working 1 hour or more per week.

Source

ABD 2010

Notes

- ABD = Algemene Bestuursdienst (General Government Administration Service).  
- The aggregate of positions from manager (starting in salary scale 15) up to secretary-general.

Source

Emancipatiemonitor 2010, Table 7.4, p. 190

Source

CBS (Labour Force Survey)

Notes

- Among age group 15-64.  
- The Lisbon target has been formulated on the basis of the European definition of labour market participation.  
- See appendix Notes and Definitions, part G.

Source

CBS (Labour Force Survey)

Notes

- SER target: labour market participation of 80% among the age group 20-64 by 2016.  
- Gross labour market participation: total labour force in percentages of the population.

Table 13.6 | Average working hours per week, employed labour force aged 15 to 64

	2001	2003	2005	2007	2009
Women	24.8	24.7	24.5	25.1	25.3
Men	37.8	37.4	37.4	37.3	37.0

Table 13.7 | Proportion of women in leading positions with the central government (in percentages)

	2006	2007	2008	2009	2010
Proportion of women in ABD positions	16.7	18.2	19.7	24.9	25.9

Table 13.8 | Proportion of women in leading positions with the 25 and 500 largest companies

	Top 25			Top 500		
	2005	2007	2009	2005	2007	2009
Boards of Commissioners	8.7	13.9	14.4	5.5	7.6	9.0
Boards of Directors	1.8	0.0	5.6	3.0	3.4	4.3

Table 13.9 | Net labour market participation in accordance with Lisbon target (60% by 2010)

	2006	2007	2008	2009	2010
Women	65	67	69	70	69

Table 13.10 | Gross labour market participation among women and men (80% by 2016)

	2006	2007	2008	2009	2010
Total	74	75	76	77	77
Women	63	65	66	67	68
Men	85	85	87	87	86

# Gender equality and sexual diversity

## Gender equality in incomes

Although from an EU perspective, the Netherlands performs well in achieving the Lisbon objective, we are at the bottom of the list when it comes to the contribution of women to national incomes. Because Dutch women often work part-time and because the pay gap between men and women here is relatively high at 21 per cent, Dutch men in total earn nearly twice as much as Dutch women; a good reflection of the one-and-a-half income model. When it comes to income equality, the Netherlands is second to last in the EU, just ahead of Malta; although Malta has a very small pay gap, only 37 per cent of the women participate in the labour market (see Figure 13.4).

## Women and girls from ethnic-minority groups

Ethnic-minority groups in the Netherlands comprise a comparatively large number of women that are not actively participating in society. They have not mastered the Dutch language and have few contacts with people outside their own ethnic group, which constitutes a direct impediment to their participation and liberation.

In 2010, the Netherlands had 920 thousand non-Western immigrant women, i.e., nearly 11 per cent of the total female population in the Netherlands. Turkish, Moroccan, Surinamese and Antillean/Aruban women represent the largest groups among non-Western immigrant women (some two-thirds of the total).

The ethnic-minority groups differ widely with regard to participation in the labour process. Figures pertaining to 2009 show that at 62 per cent, net participation by Surinamese women is on a par with that of native Dutch women. At 39 and 42 per cent respectively, net participation among

Moroccan and Turkish women lags far behind. Inhibiting factors include the level of education, views about the role of women, the fact that women from ethnic minorities tend to start a family at a younger age and on average have more children, and discrimination on the labour market. In addition, the position of ethnic-minority women in the labour market tends to be weaker (more flexible and temporary contracts).

## Educational level

Ethnic-minority women have a markedly lower level of education than native Dutch women and men from their own ethnic group. In the age group over 40, 80 per cent of Turkish women and 90 per cent of Moroccan women have had no more than a primary education. A large proportion of these women have never learnt to read and write. Surinamese and Antillean women are considerably better educated than Turkish and Moroccan women, but do not achieve the level of education achieved by native Dutch women.

In terms of education level, the generation born and bred in the Netherlands has done some remarkable catching up. In 2010, nearly 50 per cent of Surinamese and Antillean women aged between 18 and 23 were enrolled in tertiary education (HBO and WO), versus some 42 per cent among native Dutch women in that age group. Enrolment in tertiary education among Turkish and Moroccan women is increasing; currently, it is around 30 per cent.

An earlier stage in educational careers, secondary year three presents the following picture: in the 2009/10 school year, 49 per cent of native Dutch girls were enrolled in HAVO or VWO, 33 per cent of the Surinamese and Antillean girls, versus 25 and 26 per cent, respectively, of the Turkish and Moroccan girls.

Figure 13.4 | Income equality m/f in the EU

Women's average contribution to GNP in percentages (men = 100%), 2008

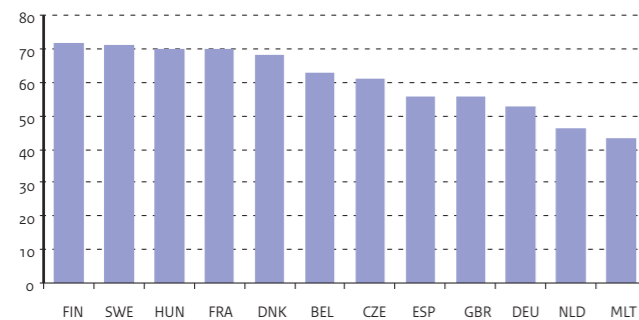
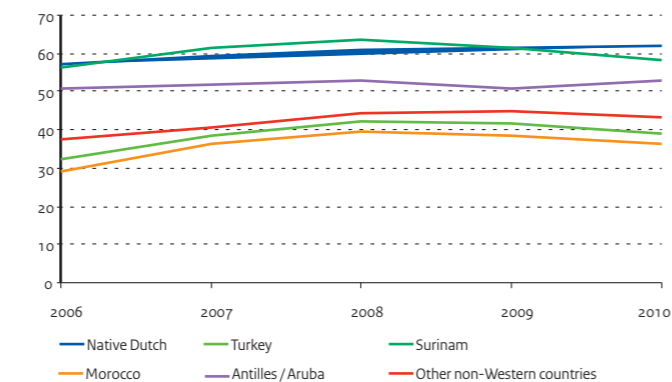


Figure 13.5 | Net labour market participation among women

By background, in percentages of population in age bracket 15-64



## Source

CBS (Labour Force Survey, 2009)

## Notes

- Net labour market participation: employed labour force (in numbers) in percentages of the population.

## Source

CBS (income statistics)

## Notes

- Someone is considered economically independent when he/she earns 70% of the net minimum wages.  
 - Figures for 2009 are provisional.  
 - In percentages of the total group.  
 - See appendix Notes and Definitions, part G.

## Source

CBS (Labour Force Survey)

Table 13.11 | Net labour market participation among women, by background and age, 2009 (%)

	15-24	25-34	35-44	45-54	55-64	Totaal
<b>Overall</b>	<b>39</b>	<b>79</b>	<b>74</b>	<b>68</b>	<b>34</b>	<b>60</b>
Native Dutch	41	85	78	70	34	62
Turkey	29	54	47	33	.	42
Morocco	31	53	41	20	.	39
Surinam	34	76	79	70	40	62
Antilles/Aruba	24	64	77	60	33	51

Table 13.12 | Economic independence among women (ages 15-64), by background (in %)

	2005	2006	2007	2008	2009
<b>Overall</b>	<b>42</b>	<b>44</b>	<b>46</b>	<b>47</b>	<b>48</b>
Native Dutch	44	46	48	49	50
Turkey	19	21	23	23	24
Morocco	21	21	24	25	24
Surinam	46	49	51	52	52
Antilles/Aruba	36	37	39	39	40

Table 13.13 | Educational level among women (age bracket 25-35), 2009 (x 1000)

	PO	VMBO / MBO 1	HAVO/VWO/MBO2-4	HBO/ WO Bachelor's	WO	Unknown
<b>Overall</b>	<b>33</b>	<b>124</b>	<b>421</b>	<b>261</b>	<b>147</b>	<b>13</b>
Native Dutch	11	74	314	215	105	.
Turkey	5	14	14	4	.	.
Morocco	5	10	17	5	2	.
Surinam	.	4	11	6	2	.
Antilles/Aruba	.	2	5	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.

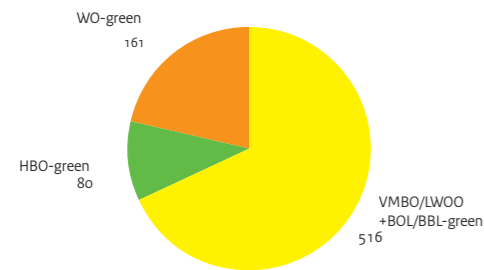
Via *Groen Kennisnet* (Green Knowledge Network), relevant knowledge tailored to the various target groups is made available, focusing on knowledge (co) funded by EL&I.

## 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.

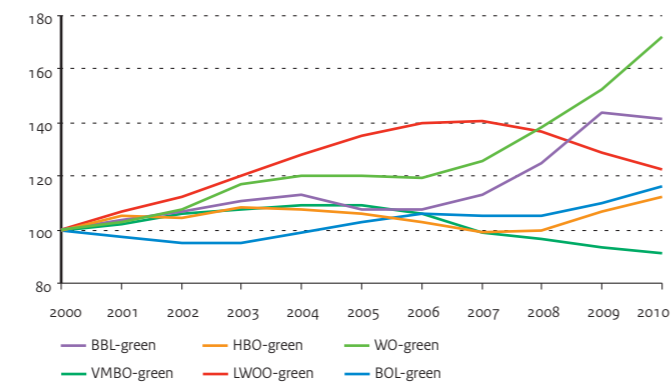
**Figure 14.1 | EL&I spending on green education**

Actual expenditure per type of education (x € 1 million), 2010



**Figure 14.2 | Enrolment in green education**

Index: 2000 = 100



## Source

EL&I annual reports

## Notes

- Total actual expenditure: including redundancy payments.

## Source

EL&I (DU)

## 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.

**Table 14.1 | EL&I financial key statistics with regard to green education**

	2006	2007	2008	2009	2010
<b>A) Expenditure and revenue (x € 1 million)</b>					
<b>Total actual expenditure</b>	<b>660.3</b>	<b>691.5</b>	<b>723.9</b>	<b>755.7</b>	<b>756.3</b>
VMBO/LWOO-green, BOL-green, BBL-green	459.5	476.7	499.6	511.6	515.8
HBO-green	59.5	63.3	67.5	76.0	79.8
WO-green	141.3	151.5	156.8	168.1	160.7
<b>Total revenue</b>	<b>13.0</b>	<b>9.0</b>	<b>2.5</b>	<b>1.1</b>	<b>0.2</b>
<b>B) Per capita expenditure for education by type of school (x € 1000)</b>					
LWOO-green	9.5	8.9	10.3	10.6	10.6
VMBO-green	6.6	5.9	6.7	6.9	7.0
BOL-green	6.1	6.3	6.8	7.1	7.3
BBL-green	3.8	3.7	4.0	4.1	4.2
HBO-green	7.1	7.2	7.7	8.2	8.1
WO-green	8.3	8.7	9.0	8.1	8.7

**Table 14.2 | Expenditure and revenue, 2009 (x € 1 million)**

	Total	Normative	General	Subject-related
<b>Total actual expenditure</b>	<b>756.3</b>	<b>684.5</b>	<b>22.9</b>	<b>48.9</b>
VMBO/LWOO-green, BOL-green, BBL-green	515.8	462.4	20.3	33.1
HBO-green	79.8	64.7	1.4	13.8
WO-green	160.7	157.4	1.3	2.1
Total revenue	0.2	0.0	0.2	0.0

**Table 14.3 | Key statistics on staffing at AOCs**

	2006	2007	2008	2009	2010
<b>A) Staff size (FTEs x 1000)</b>					
<b>Total</b>	<b>5.33</b>	<b>5.56</b>	<b>5.53</b>	<b>5.60</b>	<b>5.57</b>
Management	0.06	0.08	0.20	0.14	0.14
Teachers	3.96	4.03	4.00	3.88	3.79
Other staff	1.30	1.45	1.33	1.59	1.64
<b>B) Numbers</b>					
<b>Total</b>	<b>6.35</b>	<b>6.64</b>	<b>6.65</b>	<b>6.78</b>	<b>6.73</b>
Management	0.06	0.08	0.21	0.14	0.14
Teachers	4.65	4.75	4.73	4.64	4.54
Other staff	1.64	1.80	1.71	2.00	2.06
<b>C) Percentage of women (in FTEs)</b>					
<b>Total</b>	<b>37</b>	<b>39</b>	<b>39</b>	<b>41</b>	<b>42</b>
Management	25	22	23	23	28
Teachers	35	36	37	39	39
Other staff	46	48	49	49	48
<b>D) Percentage aged 50 and older</b>					
<b>Total</b>	<b>38</b>	<b>40</b>	<b>41</b>	<b>42</b>	<b>43</b>
Management	57	69	63	65	63
Teachers	37	39	40	42	44
Other staff	40	39	39	40	42

# 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 HBO (professional higher education) seems to stabilize after years of slight decline. The number of students in green WO (academic higher education) has risen in recent years.

The highest number of female students in green education can be found in vocational training (BOL). The number of women in BOL programmes, 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 2006 to 2010. In VMBO/LWOO-green, on the other hand, intake fell during this period.

## Success rates

Success rates have increased in recent years: from 19,100 graduates in 2006 to 20,500 in 2010.

## 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 14.3 | Female participants in green education

Per sector (numbers x 1000)

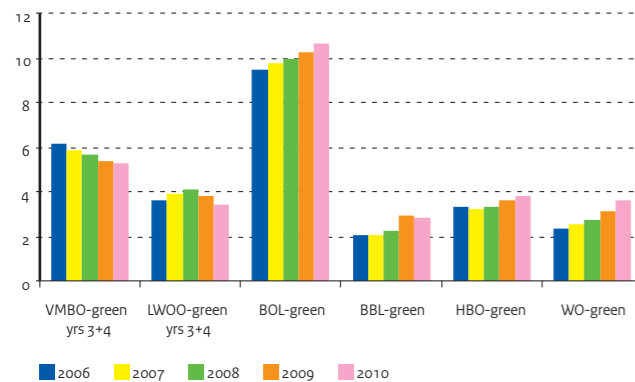
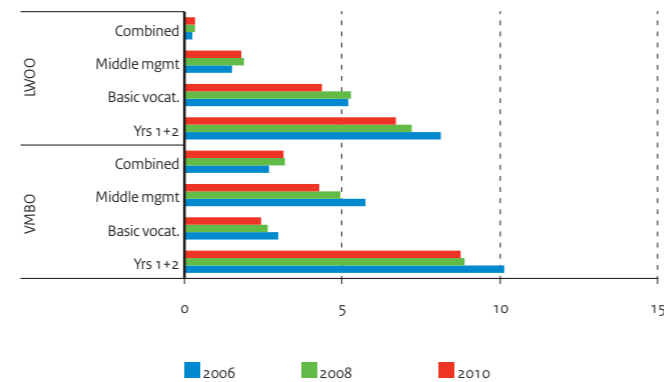


Figure 14.4 | Pupils in VMBO/LWOO green at AOCs

By programme (numbers x 1000)



## Source

EL&I (DKI) 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.

Table 14.4 | Enrolment, intake and qualifications obtained in green education, by level

	2006	2007	2008	2009	2010
<b>A) Participants (numbers x 1000)</b>					
<b>Total</b>	<b>75.0</b>	<b>74.1</b>	<b>74.6</b>	<b>76.6</b>	<b>77.3</b>
VMBO-green	21.6	20.2	19.5	18.6	18.1
LWOO-green	15.1	15.2	14.7	14.0	12.9
VMBO-MBO-2 route	.	.	0.2	0.4	0.5
BOL-green	.	.	.	.	0.3
BBL-green	17.0	17.0	16.9	17.7	18.7
HBO-green	8.8	9.2	10.2	11.7	11.5
WO-green	8.1	7.9	7.9	8.5	8.9
	4.5	4.7	5.2	5.7	6.4
<b>B) Intake (number of first-year participants x 1000)</b>					
<b>Total</b>	<b>23.9</b>	<b>22.7</b>	<b>23.5</b>	<b>24.8</b>	<b>24.9</b>
VMBO-green	5.9	5.2	5.4	5.1	5.4
LWOO-green	4.0	3.6	3.4	3.3	3.1
BOL-green	6.3	6.0	6.0	6.3	6.6
BBL-green	4.5	4.6	5.2	6.1	5.6
HBO-green	2.1	2.0	2.1	2.3	2.4
WO-green	1.1	1.3	1.4	1.6	1.8
<b>C) Numbers obtaining qualifications (x 1000)</b>					
<b>Total (excluding WO bachelor's degrees)</b>	<b>19.1</b>	<b>19.2</b>	<b>19.2</b>	<b>19.7</b>	<b>20.5</b>
VMBO-green	5.1	5.1	4.8	4.6	4.5
LWOO-green	2.9	3.0	3.2	3.4	3.3
BOL-green	4.4	4.6	4.8	4.7	4.9
BBL-green	3.8	3.8	3.9	4.3	5.3
HBO-green	1.9	1.8	1.6	1.5	1.5
WO-green old degrees and master's degrees	1.0	1.0	0.9	1.0	1.0
WO-green bachelor's degrees	0.4	0.3	0.4	0.5	0.6

## Source

OCW

## Notes

- VMBO overall: VMBO-green, LWOO, VMBO 3-4 (VO) and a proportion of VO 1-2).

## Source

EL&I (DKI) and OCW (DUO)

## Notes

- VO combined schools: green departments only.
- Institutions which actually have students enrolled.

Table 14.5 | Enrolment in green education as a percentage of total enrolment per school type

	2006	2007	2008	2009	2010
VMBO-green / VMBO overall (incl. LWOO)	8.3	8.2	8.2	8.0	7.8
MBO-green / MBO overall	5.3	5.2	5.3	5.7	5.7
HBO-green / HBO overall	2.2	2.1	2.1	2.1	2.1
WO-green / WO overall	2.2	2.2	2.4	2.5	2.7

Table 14.6 | Number of green educational establishments by type of education

	2006	2007	2008	2009	2010
<b>Total</b>	<b>57</b>	<b>56</b>	<b>56</b>	<b>56</b>	<b>56</b>
VO combined schools (VMBO-green, LWOO-green)	35	34	33	36	34
VO combined schools (VMBO-green)	3	3	4	1	3
ROCs (green department) (BOL-green, BBL-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 37.1 billion in 2010. Expenditure has grown in nearly all OCW policy areas. Spending on Student Grants and Loans peaked in 2008, fell again in 2009 and picked up in 2010. Expenditure on Primary Education fell this year. The transfer of Childcare expenditure (some 2 billion euros) has resulted in an additional increase in the OCW budget from 2006 to 2007. Last year, expenditures went up slightly once more.

The item "Other expenditure" rose as well this year, after a decline in 2008. "Other expenditure" includes expenditure on policy items relating to International Education policy, Labour Market and Staff policy, overheads and other expenditure not included in the policy areas, and, up to and including 2007, Information & Communication Technology. With effect from 2008, the latter expenditures have largely been apportioned to the other policy items; the remainder has been classified under the secondary education item.

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 2010, revenues went up vis-à-vis 2009.

## 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.

## OCW expenditure, GDP and Government expenditure

Every year since 2000, the relative rise in OCW expenditure has 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. Despite the rise in Dutch spending on education institutions as a percentage of GDP (from 5.1 per cent in 2000 to 5.6 per cent in 2007), spending continues to lag behind the levels in neighbouring countries, according to Education at a Glance 2010.

In 2010, OCW expenditure rose slightly more than 2 per cent compared to the previous year. Central government expenditure increased by 8 per cent in 2010.

Figure 15.1 | Net expenditure per policy area  
Indexed with total expenditure, 2000 = 100

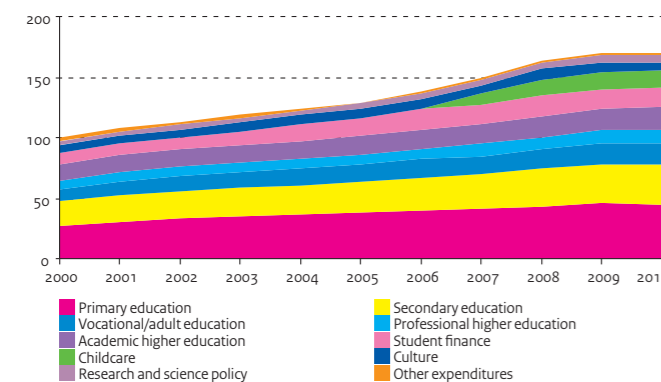
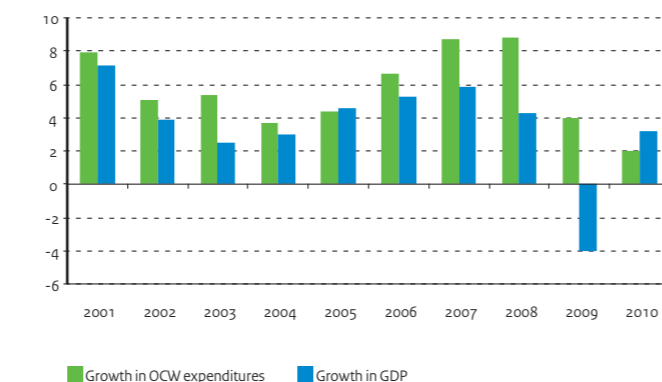


Figure 15.2 | Annual growth in GDP and OCW expenditure  
In percentages over the years



Source  
OCW annual reports

## Notes

- Research and science policy revenue consists primarily of contributions by other Ministries.

		2003	2004	2005	2006	2007	2008	2009	2010
<b>Total OCW expenditure</b>		<b>25,473.7</b>	<b>26,434.7</b>	<b>27,534.4</b>	<b>29,341.3</b>	<b>31,920.4</b>	<b>34,732.9</b>	<b>36,285.5</b>	<b>37,099.0</b>
<b>Total OCW revenue</b>		<b>1,253.2</b>	<b>1,396.4</b>	<b>1,163.6</b>	<b>1,422.4</b>	<b>1,984.5</b>	<b>2,122.9</b>	<b>2,216.0</b>	<b>2,548.7</b>
<b>Primary education</b>									
	expenditure	7,245.2	7,574.3	7,881.6	8,315.0	8,599.8	8,981.0	9,567.4	9,471.2
	revenue	28.4	89.0	43.2	115.9	101.8	71.4	61.4	45.0
<b>Secondary education</b>									
	expenditure	5,125.3	5,281.6	5,570.8	5,735.3	5,999.0	6,484.9	6,788.3	6,958.0
	revenue	2.5	3.9	4.9	99.7	123.0	67.7	63.7	62.5
<b>Vocational/adult education</b>									
	expenditure	2,584.8	2,701.6	2,857.6	3,147.2	3,204.3	3,345.2	3,517.5	3,512.5
	revenue	33.2	24.3	12.0	106.8	99.4	88.5	33.9	24.8
<b>Professional higher education</b>									
	expenditure	1,634.1	1,720.2	1,802.9	1,881.8	2,030.9	2,158.9	2,323.7	2,495.1
	revenue	0.1	1.5	1.8	46.8	7.0	9.6	11.4	3.5
<b>Academic higher education</b>									
	expenditure	3,131.6	3,215.6	3,337.9	3,396.6	3,511.5	3,676.7	3,781.8	3,822.9
	revenue	1.5	1.4	2.1	1.5	11.5	11.6	13.9	13.9
<b>Student grants and loans</b>									
	expenditure	2,682.0	3,077.0	3,141.7	3,864.6	3,550.2	4,060.1	3,786.8	3,917.4
	revenue	776.3	835.6	573.1	533.5	601.4	670.8	744.6	845.8
<b>Childcare</b>									
	expenditure	.	.	(0.0)	(931.0)	2,064.2	2,838.1	3,078.8	3,352.8
	revenue	.	.	(0.0)	(71.0)	517.4	736.0	802.3	1,106.1
<b>Culture and the Media</b>									
	expenditure	1,549.4	1,672.2	1,732.7	1,691.3	1,657.6	1,834.9	1,836.8	1,892.9
	revenue	256.6	275.3	353.9	265.0	276.0	287.2	283.4	264.4
<b>Research and science</b>									
	expenditure	773.3	813.3	839.2	926.2	971.9	1,018.3	1,167.4	1,235.0
	revenue	93.3	116.7	116.1	204.0	189.4	178.1	186.9	174.6
<b>Other programme expenditure</b>									
	expenditure	209.1	195.1	197.1	212.5	161.4	140.0	216.8	306.4
	revenue	52.9	48.3	53.0	48.8	56.3	1.8	8.0	6.7
<b>Overheads</b>									
	expenditure	192.8	126.0	118.0	116.0	112.7	127.4	146.6	134.7
	revenue	4.3	0.3	3.5	0.3	0.1	0.2	6.2	1.4
<b>Other non-policy items</b>									
	expenditure	346.0	57.5	54.9	54.8	56.8	67.1	73.6	.
	revenue	4.1	0.1	0.0	0.1	1.2	0.0	0.2	.

Table 15.2 | The Netherlands: socio-economic data

	2003	2004	2005	2006	2007	2008	2009	2010
<b>Total population on 1 January (x 1000)</b>	<b>16,193</b>	<b>16,258</b>	<b>16,306</b>	<b>16,334</b>	<b>16,358</b>	<b>16,405</b>	<b>16,486</b>	<b>16,575</b>
Of which aged 0 to 64	13,972	14,007	14,017	14,004	13,990	13,991	14,014	14,037
Adult inhabitants (aged 18-64)	10,379	10,403	10,419	10,422	10,425	10,444	10,486	10,522
Total labour force (x 1000)	7,364	7,417	7,455	7,507	7,653	7,801	7,846	7,817
Unemployed labour force (x 1000)	396	476	482	410	344	300	377	426
Registered unemployment (x 1000)	271	333	330	271	191	153	201	--
Price index figure (pGDP) (index 2000 = 100)	111.5	112.3	115.0	117.1	119.2	122.0	121.8	123.5
GDP (at market prices x € 1 billion)	476.9	491.2	513.4	540.2	571.8	596.2	572.0	590.1
Government expenditure (x € 1 billion)	120.0	119.8	121.1	136.5	145.8	169.0	174.1	188.3

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.

# National/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 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 15.3, 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 15.3, 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 OECD 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 and continues with the adjustments to OCW expenditure, required to conform to international definitions. OCW spending on

education largely goes directly to educational institutions (24.7 billion euros in 2009). The remainder goes to municipalities and families (1.0 and 3.7 billion euros respectively in 2009).

### 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 spend more on education than they receive from OCW (2.7 billion euros more in 2009). In 2009, public expenditure on education (by OCW, other Ministries, the municipalities and provinces) totalled 34.0 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.

### 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.

Table 15.3 | National spending on education (x € 1 million); harmonized table CBS (OECD) / OCW

	2003	2004	2005	2006	2007	2008	2009	2010
<b>A) OCW expenditure</b>								
<b>Total expenditure</b>	<b>25,474</b>	<b>26,435</b>	<b>27,534</b>	<b>29,341</b>	<b>31,920</b>	<b>34,733</b>	<b>36,285</b>	<b>37,099</b>
Total revenue	1,253	1,396	1,164	1,422	1,985	2,123	2,216	2,549
<b>Net expenditure</b>	<b>24,973</b>	<b>25,892</b>	<b>27,028</b>	<b>28,816</b>	<b>31,317</b>	<b>34,090</b>	<b>35,429</b>	<b>36,203</b>
Spending on Childcare (other expenditure apportioned)	.	.	.	.	-2,037.2	-2,788.4	-2,989.7	-3,220.9
Spending on Culture (other expenditure apportioned)	-1,586.6	-1,689.2	-1,727.7	-1,689.5	-1,628.7	-1,824.6	-1,819.4	-1,888.9
Spending on Science (other expenditure apportioned)	-795.3	-823.9	-849.1	-938.7	-982.1	-1,028.4	-1,179.1	-1,250.1
<b>OCW education expenditure</b>	<b>22,591</b>	<b>23,379</b>	<b>24,451</b>	<b>26,188</b>	<b>26,669</b>	<b>28,449</b>	<b>29,440</b>	<b>29,843</b>
<b>B) Central government spending on education</b>								
Adjustment of OCW expenditure to CBS/OECD definition	-431	-450	-228	-484	-457	-217	-28	
<b>OCW education expenditure according to CBS/OECD</b>	<b>22,161</b>	<b>22,929</b>	<b>24,223</b>	<b>25,704</b>	<b>26,212</b>	<b>28,232</b>	<b>29,412</b>	
Spending on education by other Ministries	1,100	1,191	1,259	1,523	1,645	1,796	1,869	
<b>Central government spending on education</b>	<b>23,261</b>	<b>24,121</b>	<b>25,482</b>	<b>27,226</b>	<b>27,857</b>	<b>30,028</b>	<b>31,281</b>	
<b>C) Public spending on education</b>								
Education expenditure lower governments (net)	2,588	2,677	2,665	2,260	2,400	2,519	2,646	
<b>Government spending on education</b>	<b>25,849</b>	<b>26,798</b>	<b>28,147</b>	<b>29,486</b>	<b>30,258</b>	<b>32,548</b>	<b>33,926</b>	
<b>D) Total education expenditure</b>								
By families (parents / education participants)	2,120	2,351	2,246	2,265	2,305	2,422	2,493	
By companies / non-profit organizations	2,341	2,407	2,471	2,465	2,813	3,038	3,214	
Education expenditure abroad	51	79	107	113	100	187	196	
Consolidation	-415	-431	-391	-371	-434	-480	-573	
<b>Total education expenditure</b>	<b>29,945</b>	<b>31,203</b>	<b>32,580</b>	<b>33,957</b>	<b>35,041</b>	<b>37,714</b>	<b>39,256</b>	
of which to educational institutions	27,344	28,312	29,594	30,223	31,622	33,393	35,489	

Figure 15.3 | Flows of funds in Dutch education

Expenditure for government-funded education, 2009 (x € 1 billion)

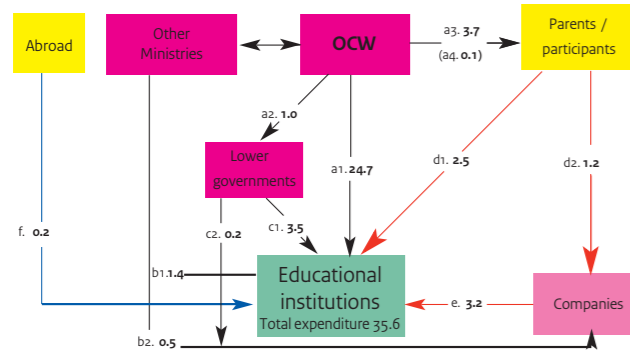


Figure 15.4 | Key to Figure 15.3

Flow	Key to expenditure	In Table 15.3
a1.	From OCW directly to educational institutions	Total under C
a2.	From OCW to lower governments (municipalities)	Last line under D
a3.	Student grants and loans (gross OCW expenditure)	Total under D
a4.	Student support component (subsidy for school/tuition fees)	
b1.	From other Ministries to educational institutions (including FES resources provided to OCW)	
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 institutions)	
e.	From companies to educational institutions	
f.	Institutional revenue from abroad (contract research)	
<b>Composite flows</b>		
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

# 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 2006-2010, 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 15.4 this is expressed in figures. The figures pertain to the 2007/08 academic year, as that is the year used in the table in which tertiary education in the Netherlands is compared with other countries. The 2007/08 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 15.5 shows how these two classification systems relate to one another with respect to the number of students enrolled in tertiary education in the 2007/08 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 – 14.3 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".

### Source

1 HE Figure, OCW, CBS

### Notes

- Numbers at the reference date, 1 October 2007.
- OCW figures are based on a survey conducted a year after CBS finalized its figures.

### Source

1 HE Figure, OCW, CBS

### Notes

- Numbers at the reference date, 1 October 2007.

**Table 15.4 | Enrolment in tertiary education, 2007/08 (x 1000)**

OCW/EL&I figures			
	OCW	EL&I	Total
Professional higher education	365.9	7.9	373.7
Academic higher education	206.7	4.7	211.4
<b>Tertiary education overall</b>	<b>572.5</b>	<b>12.6</b>	<b>585.1</b>
CBS figures			
Professional higher education			374.8
Academic higher education			212.7
<b>Total including duplications</b>			<b>587.5</b>
Duplications			-2.4
<b>Tertiary education overall</b>			<b>585.1</b>

**Table 15.5 | Enrolment in tertiary education by discipline, 2007/08 (x 1000)**

	HOOP categories									
	Education	Agric. & Nat. Env	Sci. & Techn.	Engin. & Techn.	Health	Econ.	Law	Behav. & Society	Lang. & Cult.	Total
ISCED categories										
Education	68.3	0.7	0.3	.	.	.	.	14.3	.	83.6
Linguistics, history, art	0.1	.	.	7.1	.	1.2	.	2.1	40.7	51.2
Social sciences, business studies, law	.	2.2	0.2	8.0	0.1	129.4	26.5	44.8	7.1	218.3
Natural sciences, maths, computer science	.	1.1	11.3	17.5	0.2	7.3	.	.	.	37.4
Engineering, manufacturing, construction	.	2.2	0.3	45.0	.	.	.	0.6	0.6	48.8
Agriculture, veterinary medicine	.	5.1	.	.	1.5	.	.	.	.	6.5
Health care, welfare	.	0.1	3.3	4.6	58.3	0.3	.	35.3	.	102.0
Personal services, transport, environment, safety	.	1.1	0.3	3.0	1.1	29.6	.	2.2	.	37.3
Unknown	.	.	0.2	.	.	.	.	.	0.1	0.3
<b>Total</b>	<b>68.3</b>	<b>12.6</b>	<b>16.0</b>	<b>85.2</b>	<b>61.1</b>	<b>167.8</b>	<b>26.5</b>	<b>99.4</b>	<b>48.5</b>	<b>585.4</b>



## 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			
<b>Before revision</b>	<b>16,600</b>	<b>21,210</b>	<b>29,935</b>
Totale 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
<b>After revision</b>	<b>18,225</b>	<b>23,828</b>	<b>33,956</b>

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 beroepsopleiding* [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](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) updated 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>)

#### 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.

*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 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
- These are included as private spending by families on the education institutions.
- The consolidation method for government expenditures was modified in 2004. From 2004 on, the grants paid to local authorities according to OCW serve as the point of departure, rather than the grants received according to the local government accounts. Both methods yield the same figure for overall public spending on education and overall education expenditures.
- In 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 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.

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 2010.

### 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 ( $5 \times 1.2 = 6 - 6 = 0$ ). For 6 pupils with a weighting of 1.2, the school will receive one standard weighting grant ( $6 \times 1.2 = 7.2 - 6 =$  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 following disciplines in the standard CBS education categories:

- **The liberal arts**
  - 00 General education
  - 05 Study programmes for teaching staff
  - 10 Education in the humanities
  - 15 Education in theology
- **The exact sciences**
  - 20 Agricultural studies
  - 30 Education in mathematics and natural sciences
  - 35 Technical education
  - 40 Transport, communication and road safety education
  - 50 Medical and paramedical education
- **Economics**
  - 60 Economics, administrative and commercial education
  - 65 Law and management education
  - 90 Education in public order and safety
- **Social sector**
  - 70 Socio-cultural education
  - 80 Education in personal/social care
  - 85 Art education
  - 95 Other education

- 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. Institution 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.

# Notes and Definitions

- 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.

## 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

### International Education Classification (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, non-tertiary	WEB specialist training (MBO level 4), 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.

## Notes and Definitions

- 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.

### 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 15.3 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. Childcare

### Key financial figures for childcare

- Expenditures in 2005 and 2006 for childcare allowances exclude the employer's contributions as the employer's contribution to childcare was not mandatory at the time and was arranged directly between the employee and employer. The government gave parents with a combined assessed income below 1.5 x average income (then approx. €45,000) an income-linked partial compensation for the missing employer's contribution. The expenditures in 2007 include the employers' contributions.
- Since 2007, due to the mandatory employer's contribution, the expenditures for childcare allowances are balanced by income from the employer's contribution. The system does not provide a direct relationship between the expenditures and income from employer's contributions.
- The expenditures over 2005 pertain to 13 months. In December 2005, parents received both the childcare allowance for December 2005 and the allowance for January 2006 due to the implementation of the AWIR [General Income-related Schemes] Act, which provides a system of advance payments.
- The expenditures for childcare on socio-medical grounds run via the municipal fund (up to 2010, 28 million euros annually)
- Income based on the RKB [Expansion of Childcare and Out-of-school Care scheme] or the childcare payments scheme is not included because it relates to the situation prior to 2005.

### Use of childcare

Comparisons are difficult to make due to the increases in the childcare allowance in 2006 and in 2007 and due to the introduction of the mandatory employer's contribution as of 2007. Data on parents who submitted an application for 2005 after December 2005 has not been taken into account in the figures relating to 2005. In the data for 2006, on the other hand, applications submitted after the end of the calendar year have been included. In the data for 2007, such applications have not been incorporated yet. Due to the introduction of the mandatory employer's contribution and the increase in the childcare allowance, numbers in this group decreased in 2007 compared to 2006.

### Use of childcare according to income class

The income ceiling of one and a half times the average income was chosen because this is used in the indicator in Table 24.6 of the OCV 2008 budget. The other income ceilings were chosen because the income ceiling of 130 per cent of the statutory minimum wage is a key pivot point, particularly in the parental contribution tables for 2005 and 2006. Because of the size of the groups, twice the average income was chosen as the income ceiling.

## G. 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	FES	Economic Structural Reinforcement Fund	LFS	Labour Force Survey	REC	Regional Expertise Centre
AS	Academic staff	FRE	Staff unit of account	LGF	Pupil-specific financing	RHC	Regional History Centre
AZ	Teaching hospital	ft	Full-time	LOM	Education for children with learning and behavioural difficulties	RIVM	National Institute for Public Health and the Environment
		FTE	Full-time equivalent	LWOO	Learning support (formerly IVBO, since 1999/00 including VSO-LOM)	RK	Roman Catholic
BAO	Mainstream primary education					RMC	Regional Registration and Coordination Centre
BBCU	Cultural Expressions Funding Decree	GBA	Municipal Basic Administration	MARIN	Netherlands Maritime Research Institute	ROA	Research Centre for Education and the Labour Market
BBL	Block or day-release in secondary vocational education	GDP	Gross Domestic Product	MAVO	Junior general secondary education	ROC	Regional Training Centre
BKV	Visual arts and design funding	GGD	Municipal Health Service	MBO	Vocational education (BOL + BBL)	RU	Radboud University Nijmegen
BL	Basic vocational programme	GGZ	Mental Healthcare Service	MBO-d	MBO with certificate	RUG	University of Groningen
BOL	Full-time vocational training (MBO)	GKC	Green Knowledge Cooperation	MCO	Music centre of the broadcasting system	SBAO	Special primary education
BPRC	Biomedical Primate Research Centre	GL	Combined programme (VMBO)	MEE	Support agency for people with physical or mental impairments	SER	Social and Economic Council of the Netherlands
BPV	Workplace training	GNP	Gross National Product	MLK	Education for children with learning difficulties	SFB	Student finance policy
BRIN	Basic Register of Institutions	GtIs	Large Technological Institutes			sgs	Combined school
BVE	Vocational and adult education			NA	State archives	SME	Small and medium-sized enterprises
BZK	Ministry of the Interior	HALT	Dutch organization for the prevention and combat of juvenile delinquency	NAS	Non-academic staff	SO	Special education
		HAO	Tertiary agricultural education	NFPK+	Netherlands Fund for the Performing Arts	SPD	Higher national diploma in bookkeeping
CBS	Statistics Netherlands (Dutch central bureau of statistics)	HAVO	General secondary education	NLR	National Aerospace Laboratory	STER	Radio and television advertising authority
CKV	Culture and the arts	HAVO-d	HAVO with certificate	NOB	Netherlands Broadcasting Company	STT	Netherlands Study Centre for Technology Trends
COC	Cultural Entertainment Centre	HBO	Professional higher education	NRF	National Restorations Fund	SVO	Institute for Educational Research in the Netherlands
COS	Sector Councils Consultations Commission	HBO-d	HBO with certificate	NT2	Dutch as a second language	SVO	Special secondary education (VSO-LOM + VSO-MLK)
CPB	Netherlands Bureau for Economic Policy Analysis	HE	Higher / tertiary education	NVAO	Accreditation Organisation of the Netherlands and Flanders	SZW	Ministry of Social Affairs and Employment
CPI	Consumer Price Index	HKS	Police regional recognition service systems	NWO	Netherlands Organization for Scientific Research		
CRIHO	Central Register of Higher Education Enrolment	HOOP	Higher Education and Research Plan			TIMSS	Trends in International Mathematics and Science Study
CROHO	Central Register of Higher Education Study Programmes	HRST	Human Resources in Science and Technology	OAB	Policy on eliminating educational disadvantages	TL	Theoretical programme
CuMi	Cultural minorities			OCW	Ministry of Education, Culture and Science	TNO	Netherlands Organization for Applied Scientific Research
CWI	Centre for Work and Income	ICN	Netherlands Collections Institute	OECD	Organization for Economic Cooperation and Development	TS17-	Study cost allowance for pupils aged 17 and under
		ICT	Information and Communication Technology	OPDC	Special Education Centre	TU/e	Eindhoven University of Technology
DGO	Personal and social services and healthcare education	IEA	International Association for the Evaluation of Educational Achievement	OSA	Institute for Labour Studies	TUD	Delft University of Technology
DSL	Dutch as a second language	ILT	Integrated survey of school rolls	OU	Open University		
DUO	<i>Dienst uitvoering onderwijs</i> , governmental implementation agency for the education sector	IPO	Interprovincial Consultation Agency	OV	Public transport	UAS	University of applied sciences
		ISCED	International Standard Classification of Education	OVSJ	Public transport pass for students	ud	University lecturer
EAG	Education at a Glance	ITS	Institute for Applied Social Sciences	OWB	Research and science policy	uhd	Senior university lecturer
EBB	Dutch National Labour Force Survey					UL	Leiden University
ECN	Netherlands Energy Research Centre	KB	Royal Library	PABO	Primary school teacher-training college	UM	Maastricht University
ECTS	European Credit Transfer and Accumulation System	KBB	Vocational education and industry knowledge centre	PIRLS	Progress in Reading Literacy Study	UMC	University medical centre
EEA	European Economic Area	KL	Middle-management vocational programme	PISA	Programme for International Student Assessment	UNESCO	United Nations Educational, Scientific and Cultural Organization
EET	Economics, Ecology, Technology	KNAW	Royal Netherlands Academy of Arts and Sciences	PO	Primary education	UT	University of Twente
EL&I	Ministry of Economic Affairs, Agriculture and Innovation	KSE	Adult education qualification structure	PRO	Elementary vocational training	UU	Utrecht University
EMU	Economic and Monetary Union	KUOZ	Statistics on university research	pt	Part-time	UvA	University of Amsterdam
EU	European Union			R&D	Research and development	UvT	Tilburg University
EUR	Erasmus University Rotterdam	LCW	School and Course Fees Act	RACM	National service for archaeology, cultural landscape and built heritage	UWV	Executive agency for employee insurances
Eurostat	European Union statistics agency	LEI	Agricultural Economics Institute				

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# Abbreviations

VAVO	Adult general secondary education
VBO	Pre-vocational education
VBTB	From Policy Budget to Policy Justification project
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	iGoing To School Together consortia 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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