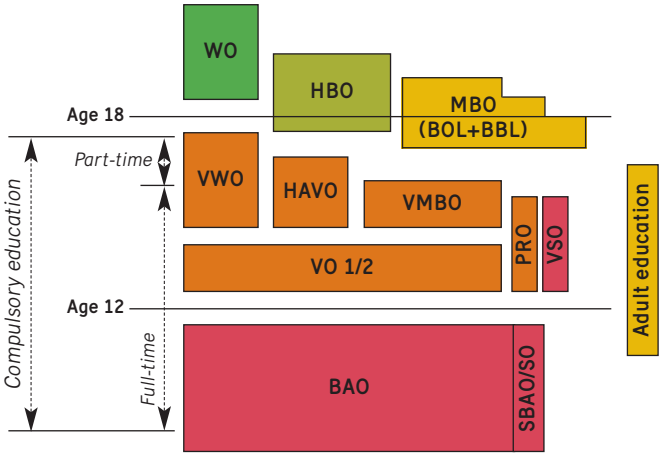
# Key Figures

## 2000-2004

Education, Culture and Science in the Netherlands

ONDERZOEK
ONDERWIJS
CULTUUR
MEDIA
SCHAP

# The Dutch education system




| | |
|---|---|
| **BAO** | Mainstream primary education |
| **BBL** | Block or day release in vocational education |
| **BOL** | Full-time vocational training |
| **HAVO** | General secondary education |
| **HBO** | Higher professional education |
| **MBO** | Vocational education |
| **PRO** | Practical training |
| **SBAO** | Special primary education |
| **SO** | Special education |
| **VMBO** | Pre-vocational secondary education |
| **VO** | Secondary education |
| **VSO** | Secondary special education |
| **VWO** | Pre-university education |
| **WO** | University education |

# Key Figures

## 2000-2004

Education, Culture and Science in the Netherlands

# Preface

This report is the ninth edition of the Key Figures for the Ministry of Education, Culture and Science (OCW). It covers the period 2000-2004. In this report, the Ministry of OCW provides information on the main developments and achievements in the policy areas of education, culture and science.

The Key Figures also provide data on green (agricultural) education, received from the Ministry of Agriculture, Nature and Food Quality.

The Ministry of OCW aims to provide management to the educational world by providing general guidelines and give educational institutions more room to develop their own policies. This means that the focus will expressly be aimed at results and accountability. One of the instruments for achieving this goal is the publication of the Key Figures. On the third Wednesday in May, three documents will be presented that, together, provide a picture of the results achieved in 2004 and of the current state of the education, cultural and research systems: the *Jaarverslag* [annual report], the *Key Figures*, and *Bestel in Beeld* [the system in focus]. The *Jaarverslag* and *Bestel in Beeld* are only published in Dutch.

The *Jaarverslag* provides an account of the policy implemented in 2004. The *Key Figures* provide a quantitatively based, multi-year view of developments and the results achieved in the education, cultural and research systems. *Bestel in Beeld* is meant to provide insight into the main points of focus based on a limited selection of indicators.

With respect to education, the Key Figures provide you with information on institutions, staff, outcomes and publications. Attention is also given to educational themes such as early school leaving, the labour market for teaching staff, the use of ICT in education, the study skills of pupils, the proportion of studies in the exact sciences and technical subjects, student finance, and the duration of studies and outcomes in secondary and higher education.
The cover of this edition of Key Figures is dedicated to vocational education. This sector is given considerable attention in this booklet, among other ways, in the form of a separate section focused on the vocational sector.

The cultural policy is broad-based, a fact that the Key Figures for 2000-2004 do justice to by showcasing a wide range of cultural manifestations: performing arts companies, Dutch film, the press and broadcasters, public libraries, museums and archives.

Considerable attention is also being given in this report to scientific research, with chapters focused on institutions for scientific research and their staff, funding methods, scientific publications and the interaction between science and society.

More than in past editions, in these Key Figures the achievements in Dutch education and science are compared with those booked in other countries. The focus is first aimed at the Netherlands' neighbouring countries, but other EU and OECD countries also are used as points of comparison. In this edition of Key Figures, a substantial amount of attention is given to the state of affairs concerning the five EU benchmarks that the European Ministers of Education agreed to in 2003 within the framework of the Lisbon process.

In a broad sense, the Key Figures provide insight into the developments occurring within education, culture and science. This information provides support to everyone that is involved in these developments.

The Minister of Education, Culture and Science

Maria J.A. van der Hoeven

# Contents Key Figures 2000 - 2004 OCW

# Contents Key Figures 2000 - 2004 OCW

# Education, Culture and Science in brief

## Contents and structure

In its Key Figures, the Dutch Ministry of Education, Culture and Science (hereafter referred to as OCW) provides the main data, expressed in figures, on developments at the level of the policy fields and for OCW as a whole.

The "Education Overall" section focuses on the following components in succession:
– output
– process
– input
– education-wide themes.
Several components are concluded with a set of international comparisons. Following an overview of the developments underway throughout the education system, the key figures and indicators are presented for the separate education sectors and for student finance.
The sectors of culture, sciences and green education then follow.
Before presenting the key figures for the entire education system (in "Education Overall"), we will begin with a brief impression of OCW's three policy fields.
In the appendices, you will find general background information, a list of abbreviations used and a subject index.

## Education

Education is aimed at educating young people with a view to their personal development and the stimulation of economic-social development.
The government-funded education sector provides education to an increasing number of participants. In 2004, over 3.6 million people were enrolled in government-subsidized education. Over the past few years, the number of pupils and students obtaining a diploma has risen to more than 380,000 in 2004. Nearly 200,000 of these certificate holders left government-funded education; the remainder went on to subsequent study programmes.
The education sector comprises approximately 310,000 full-time positions at approximately 8,400 institutions. The government expenditures in education, excluding student finance, amounted to over 20 billion euros in 2004, which comes down to some 5,700 euros per participant.

## Culture

Culture covers a broad terrain. The promotion of a wide supply and use of culture is visible in the number of visitors to subsidized performing arts performances in the Netherlands: more than 3.8 million in 2003.
To achieve this, 146 companies gave over 14,000 performances. OCW spent 180 million euros on the performing arts in 2004. This is an average of almost 50 euros per visitor.

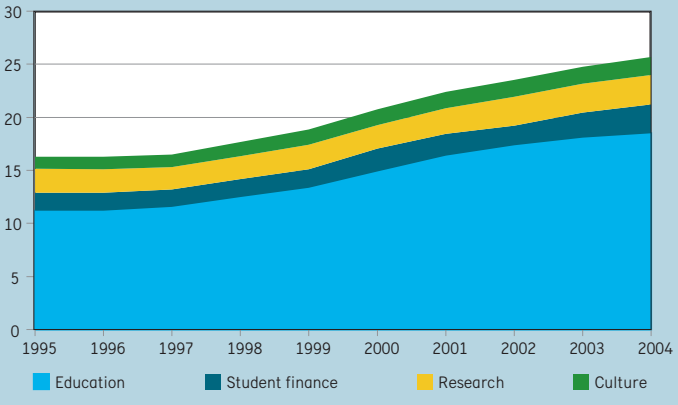
In 2003, the 28 subsidized museums attracted 5.2 million visitors. These museums received 158 million euros via OCW in 2004, which comes down to approximately 30 euros per visitor.
The public broadcasting companies have a viewer share (between 18:00 and 24:00 hrs.) of approximately 38 per cent. The OCW expenditures for the national broadcasting companies amounted to 670 million euros in 2004.

## Science

The promotion of a research climate to stimulate a knowledge society is expressed, among other ways, in the more than 65,000 (specialized) publications and 2,500 doctoral theses that were published within the universities in 2002. At universities, 27,000 researchers (FTEs) were active in research and development (R&D) in 2002; another good 14,000 were active at research institutes.

**Figure 1.1 Net OCW expenditure**

By main task, including overhead (x € 1 billion)



## Table 1.1

Source

Various sources; see next chapters

Notes

– Education:
  – Including green education
  – MBO qualifications at all levels

## Results (output)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Education (numbers x 1000)** | | | | | |
| Participants | 3,463.4 | 3,504.8 | 3,538.2 | 3,577,6 | 3,615.6 |
| VO, MBO, HBO and WO qualifications | 356.3 | 355.6 | 365.6 | 375.5 | 385.1 |
| Numbers leaving with VO, MBO, HBO or WO qualifications | 185.9 | 190.9 | 194.0 | 196.2 | 198.2 |
| **Culture** | | | | | |
| Performing arts attendance (NLD) (numbers x 1000) | 3,295 | 3,142 | 3,088 | 3,808 | -- |
| Visits to subsidized museums (numbers x 1000) | 5,249 | 4,925 | 5,701 | 5,188 | -- |
| Public broadcasting as a percentage of viewing figures | 39.3 | 38.5 | 37.8 | 36.6 | 38.5 |
| **Science (universities, numbers)** | | | | | |
| Publications | 51,368 | 51,192 | 50,875 | | |
| Doctoral theses | 2,359 | 2,534 | 2,529 | | |
| Specialist publications | 15,917 | 16,065 | 14,602 | | |

## Table 1.2

Source

Various sources; see next chapters

Notes

– Staff in higher education: figures for 2004 based on 2003 data
– R&D staff at research institutes: figures for 2003 higher than for 2002, because of new and improved CBS observation methods

## Institutions and staff (process)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Education (numbers)** | | | | | |
| Institutions | 8,706 | 8,621 | 8,507 | 8,453 | 8,394 |
| Staff (FTEs x 1000) | 277.3 | 290.9 | 305.0 | 311.3 | 310.9 |
| **Culture (numbers)** | | | | | |
| Subsidized museums | 28 | 28 | 28 | 28 | 28 |
| Companies | 84 | 146 | 146 | 146 | 146 |
| Libraries (branches) | 1,074 | 1,101 | 1,125 | -- | -- |
| **Science (FTEs x 1000)** | | | | | |
| R&D staff in higher education | 26.8 | 27.0 | 26.7 | -- | |
| R&D staff at research institutes | 13.7 | 13.9 | 13.7 | 14.3 | |

## Table 1.3

Source

OCW annual reports

Notes

– OCW expenditure: derived from Table 12.1
– Expenditure not netted with revenue
– Overhead costs: Other programme expenditure, General OCW expenditure and Other non-policy items (not attributed to policy items)
– From 2004 on, part of the overhead costs has been attributed to the first four categories of expenditures

## Expenditure (input)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **OCW expenditure (x € 1 million)** | **21,347.3** | **23,022.2** | **24,190.6** | **25,472.0** | **26,434.7** |
| Education | 16,201.5 | 17,817.9 | 19,008.9 | 19,721.2 | 20,493.4 |
| Student finance | 2,416.6 | 2,318.1 | 2,152.0 | 2,682.0 | 3,077.0 |
| Science | 686.8 | 756.6 | 801.7 | 773.3 | 813.3 |
| Culture | 1,423.0 | 1,493.3 | 1,535.4 | 1,547.6 | 1,672.2 |
| Overhead costs | 619.4 | 636.3 | 692.6 | 747.9 | 378.7 |

# The Dutch education system

## Government-funded education

From the age of four, Dutch children go to school; the overwhelming majority of them spend the first eight years in mainstream primary education (BAO). Of those pupils that leave primary education, special primary education (SBAO) or special education (SO) when they are approximately 12, a small number transfer to PRO (practical training) or VSO (secondary special education). Approximately 95 per cent of them enter mainstream secondary education. This main body of pupils branches into HAVO/VWO (senior general secondary education/pre-university education) and VMBO (pre-vocational secondary education).

Almost all HAVO/VWO certificate holders go on - directly or indirectly - to higher professional education (HBO) and university (WO). The HBO programme lasts for four years and leads to a bachelor's degree; approx. 19 per cent of a cohort of pupils leaving primary education finally earn such a degree. At university, a bachelor's degree can be earned in three years, after which a master's degree can be earned in two years; approximately 9 per cent of students in a cohort earn a master's degree.

VMBO serves as preparation for senior secondary vocational education (MBO), which can be taken at a range of levels. Almost half of a cohort of pupils eventually ends up in MBO. The minimum basic qualification is a MBO certificate obtained at level 2 or a HAVO/VWO certificate. Approx. 50 percent of students with a MBO certificate at levels 3 or 4 go on to HBO.

In addition to the educational routes described above and financed via OCW, there is also green education within VMBO, MBO, HBO and WO that is financed by the Ministry of LNV (Agriculture, Nature and Food Quality).

Adult education is financed via the municipal governments. The various forms of education provided to adults are meant to encourage them to seek further training and development.

## Participation in education

Figure 2.1 shows the complex entirety of transfers between the various types of education. The size of the blocks corresponds with the current numbers of pupils and students per type of education. There are three types of movements: transfers between different types of education, people leaving school with a diploma, and people leaving school without a diploma. The figures show the percentages of the cohort of pupils leaving primary education (including special primary education (SBAO) and special education (SO)).

Figure 2.2 shows the participation rates by age group. Among children that fall into the compulsory school ages of 5 through 15 years, participation in education is almost 100 per cent. In older age groups this gradually declines. If other forms of education are included, then the participation in education is significantly higher: for 3 and 4-year olds there is pre-school education and many people from the older age groups, above 18, tend to participate in adult education, private sector education and company training courses. Especially in the age bracket of 17-22 years, participation in education has risen sharply in recent years. This rise occurred almost entirely in full-time education - participation in part-time education initially increased, but recently a decline set in.

**Figure 2.1 Movements in Dutch education**

In percentages of a cohort of pupils leaving primary education, 2002

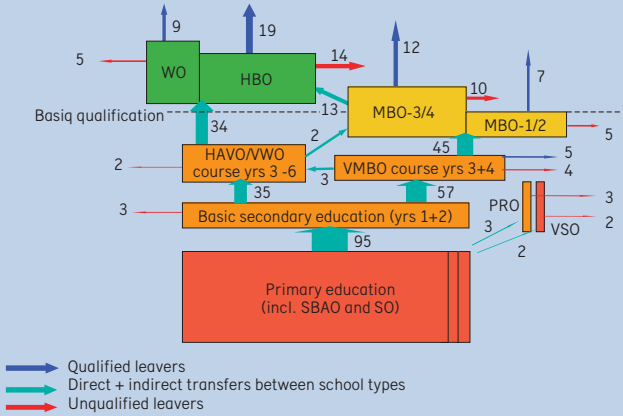
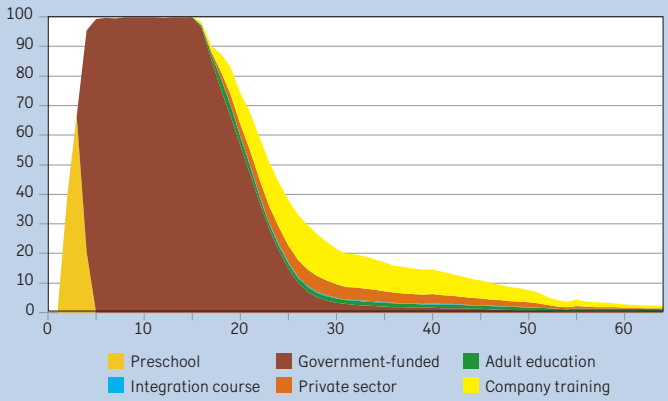



**Figure 2.2 Participation in education**

Participation rates of the population by age, 2000



## Table 2.1

### Participation in government-funded education (numbers x 1000)

Source

OCW and LNV

Notes

– Numbers in VO, MBO, HBO and WO include green education
– Numbers include part-time education (part-time vocational education and part-time HBO)
– Numbers in HBO include all students enrolled at government-funded courses
– Numbers in WO include external students, "auditors" and part-time students

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **OCW and LNV overall** | **3,463.4** | **3,504.8** | **3,538.2** | **3,577.6** | **3,615.6** |
| Primary education (PO) | 1,644.0 | 1,652.3 | 1,654.1 | 1,653.9 | 1,656.2 |
| Secondary education (VO) | 894.2 | 904.5 | 913.6 | 925.6 | 937.0 |
| Vocational education (MBO) | 448.1 | 455.5 | 469.5 | 475.6 | 479.2 |
| Higher professional education (HBO) | 311.9 | 320.7 | 322.2 | 334.8 | 345.4 |
| University education (WO) | 165.2 | 171.9 | 178.8 | 187.7 | 197.9 |

## Table 2.2

### Participation rates for 17-22-year olds in full-time and part-time education

Source

OCW

| | 1990 | 1995 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|---|
| Full-time | 44.7 | 51.7 | 52.7 | 52.5 | 52.9 | 55.0 | 57.9 |
| Part-time | 10.5 | 10.3 | 10.4 | 10.6 | 10.5 | 9.9 | 8.8 |

# Outcomes of the education system

## Outcomes

Europe profiles itself as a knowledge-intensive economic region and the Netherlands intends to occupy a strong position within this region. Education is an important marker for this ambition. The degree to which education contributes to the knowledge economy is thus an important gauge of the results produced by the Dutch education system. The level of education achieved can serve as an indicator of this contribution.
In addition, the trend in the number of qualified students is also an indication of the contribution of education in terms of volumes and level.

## Final level of education achieved

The education level of new generations in the labour market has risen through the years. Seven out of ten people aged 25-34 possessed a qualification at senior secondary vocational education (MBO) level or a higher level in 2002. Since 1996, the proportion of MBO certificate holders has remained virtually constant at 40 per cent, whereas the proportion of higher education graduates has increased considerably. This is due to the growing numbers of pupils opting for HAVO/VWO in secondary education. The increasing transfer from MBO to HBO has also promoted the growth of higher professional education.
The proportion of pupils with VMBO qualifications only fell slightly to approximately 17 per cent in 2002. The proportion of pupils not obtaining any diploma remained virtually constant at 7 per cent. Overall therefore, some 24 per cent of young people do not obtain a basic qualification. In 1996, this was still 29 per cent.

## Position on the labour market

The economic and social output of education can also be seen in the degree to which education finally leads to finding a job on the labour market. A majority of HBO graduates appear to find a job within 1.5 years after graduation (85 per cent in 1998; 76 per cent in 2003).
In 2003, only 8 per cent of them were either still looking for work or had opted for other destinations. This is a slight increase vis à vis the 4 per cent of 1998. Increasing numbers of HBO graduates continue their studies: 16 per cent in 2003, compared to a mere 11 per cent in 1998. MBO certificate holders also tend to opt for subsequent study programmes. These trends are probably connected with rising youth unemployment levels.
Among the university graduates, 90 per cent found a job within 1.5 years after graduation; 7 per cent were still looking for work or had opted for a different destination; 3 per cent continued their studies. These percentages have remained virtually constant since 1999.

## Success rates

In 2004, over 380,000 young people obtained a diploma. Students with secondary education qualifications qualify for a subsequent study programme. The 100,000 VMBO certificate holders have access to MBO. The more than 60,000 HAVO/VWO certificate holders can move on to higher education.

**Figure 2.3 Education level of the population aged 25-34**

Distribution by level of education in percentages of total

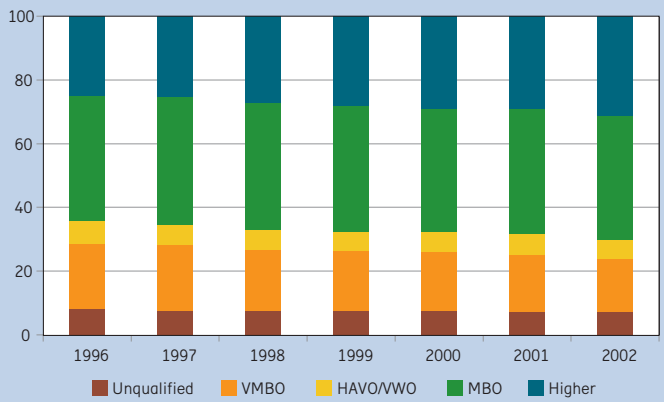
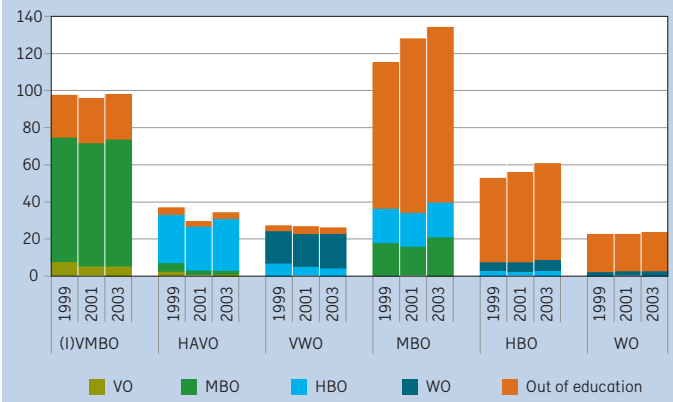



**Figure 2.4 Qualified students by destination**

Distribution across destinations (numbers x 1000)



## Table 2.3

### Education level of the Dutch population (aged 15-64)

Source
CBS Statline

| | 1992 | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|---|
| **Total (number of persons x 1000)** | **10,334** | **10,583** | **10,645** | **10,713** | **10,794** | **10,859** |
| **Education level as a percentage of total** | | | | | | |
| Primary education | 17.1 | 12.9 | 13.4 | 13.2 | 13.0 | 12.5 |
| VBO | 17.6 | 15.1 | 14.9 | 15.0 | 15.0 | 14.8 |
| MAVO | 10.6 | 11.0 | 10.9 | 10.4 | 10.5 | 10.0 |
| HAVO/VWO | 7.1 | 6.8 | 6.5 | 7.1 | 7.1 | 6.5 |
| MBO | 30.5 | 32.6 | 32.5 | 32.0 | 32.3 | 32.8 |
| HBO | 12.1 | 14.9 | 15.2 | 15.3 | 15.2 | 16.1 |
| WO | 4.9 | 6.6 | 6.6 | 6.9 | 6.9 | 7.3 |

## Table 2.4

### Numbers obtaining qualifications (numbers x 1000)

Source
OCW

Notes
– Including green education
– Qualifications obtained in the school year ending in the year stated
– In secondary education, the figures for 2004 relate to the estimated numbers according to the Pupil/Student Forecast 2005
– See Appendix Notes and Definitions, Part C

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Secondary education (VO)** | **162.8** | **152.1** | **157.2** | **158.6** | **163.1** |
| VBO | 51.2 | 50.9 | 53.1 | 60.3 | 57.0 |
| MAVO | 46.4 | 45.1 | 48.0 | 37.9 | 43.1 |
| HAVO | 38.7 | 29.5 | 31.9 | 34.4 | 36.0 |
| VWO | 26.5 | 26.6 | 24.2 | 26.0 | 27.0 |
| **Vocational education (MBO)** | **119.8** | **127.5** | **128.4** | **134.0** | **136.2** |
| BBL | 45.6 | 49.1 | 57.3 | 60.0 | 57.1 |
| BOL full-time | 70.0 | 74.1 | 67.5 | 70.6 | 74.9 |
| BOL part-time | 4.1 | 4.2 | 3.6 | 3.4 | 4.1 |
| **Higher professional education (HBO)** | **54.7** | **55.8** | **58.9** | **61.0** | **62.8** |
| Full-time HBO | 44.7 | 44.5 | 46.1 | 47.5 | 48.6 |
| Part-time HBO | 10.0 | 11.3 | 12.8 | 13.5 | 14.1 |
| **Universities (WO)** | **19.0** | **20.2** | **21.1** | **21.9** | **23.1** |

## Table 2.5

### Percentage of certificate holders in relation to total numbers leaving

Source
OCW

Notes
– Including green education
– Figures only pertain to numbers leaving the school type or sector. Direct transfers within the school type or sector have not been taken into account.

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Secondary education (VO)** | **78** | **78** | **77** | **78** | **81** |
| VMBO | 86 | 85 | 84 | 87 | 88 |
| HAVO | 71 | 72 | 73 | 77 | 78 |
| VWO | 70 | 71 | 70 | 73 | 75 |
| **Vocational education (MBO)** | **62** | **62** | **59** | **60** | **62** |
| BOL | 62 | 62 | 57 | 56 | 60 |
| BBL | 61 | 61 | 60 | 65 | 63 |
| **Higher professional education (HBO)** | **63** | **61** | **59** | **65** | **64** |
| **Universities (WO)** | **59** | **56** | **54** | **60** | **61** |

# Outcomes of education international General

## Education level of the Dutch population

With regard to the education level of the population, the Netherlands occupies an average position within Europe. In 2002, more than 10 per cent of the Dutch 25-64-year olds had not completed secondary education. More than 20 per cent possessed qualifications at the lower secondary level, 42 per cent at the upper secondary level and nearly one fourth had successfully completed tertiary education.
Of the 25-64-year olds in the Netherlands, two thirds possess a basic qualification; one third do not. The highest percentages of 25-64-year olds without a basic qualification are found in Southern Europe; the lowest percentages in Western and Northern Europe.

## Basic qualification

A completed study programme at the upper secondary level (in the Netherlands the basic qualification: a HAVO or VWO certificate, or a MBO certificate obtained at level 2 or higher) is considered internationally as a necessary condition for participating fully in the modern knowledge-based society. Upper secondary education qualifications serve as the basis for further study and training, and make it possible to participate directly in the labour market. In 2002, 76 per cent of 25-34-year olds in the Netherlands had at least a basic qualification: slightly more than the average for the OECD and the EU. But the relative position of the Netherlands among a number of its neighbouring countries is not strong. Particularly Denmark and Germany, but also the US, score better with more than 85 per cent of certificate holders at the upper secondary level.

## Tertiary education graduates by discipline

In the Netherlands, but also in the rest of Europe, law, economics and social sciences attract the highest numbers of students: more than a third of Dutch graduates come from one of these disciplines. The EU and OECD averages are a few percentage points lower. The number of men in these disciplines equalled the number of women in the Netherlands. In the Netherlands, as in all neighbouring countries, female tertiary education graduates are over-represented in medical sectors, education, languages, behavioural sciences and culture. Here, the proportion of women in these disciplines (75 per cent) is higher than the OECD and EU averages.

## Graduates in exact sciences and technology

Although Dutch pupils have excellent mathematics and natural science skills, the proportion eventually opting for the exact and technical disciplines is lower than in surrounding countries. Eventually, 18.3 per cent of all Dutch students graduate in one of these disciplines. With this number, the Netherlands lags behind its neighbouring countries as well as the EU and OECD averages of approximately 27 per cent. The Dutch proportion of graduates in the exact sciences and technical disciplines did, however, pick up slightly between 2000 and 2002, while surrounding countries showed a slight decline. Women represent 13 per cent of all Dutch graduates and doctors in the technical disciplines (EU average: 22), 16 per cent in mathematics and computer science (EU: 32), and 40 per cent in the natural sciences (EU: 53). In all the surrounding countries, these percentages are higher.

**Figure 2.5 Education level of the population**

Distribution of 25-64-year olds by highest education level attained, 2002

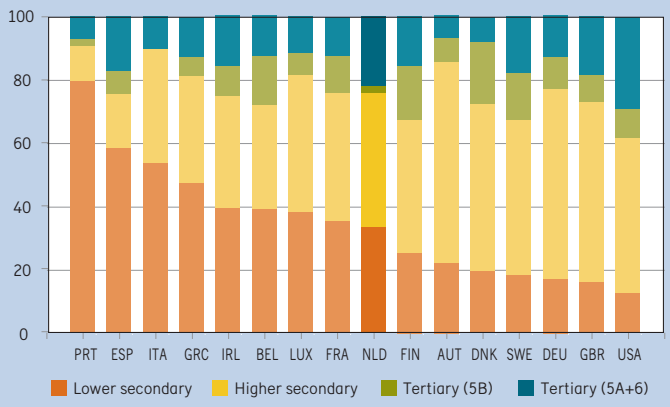
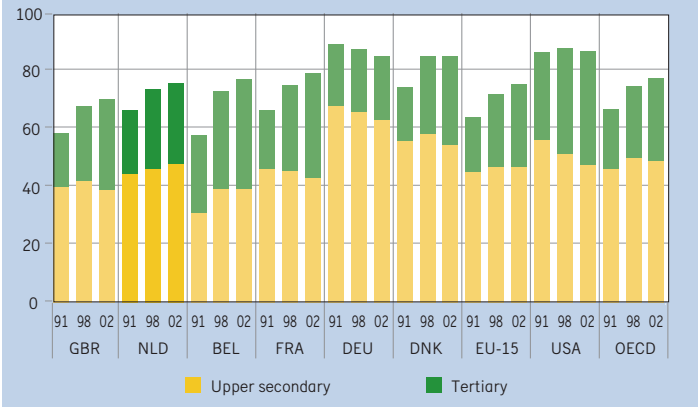



**Figure 2.6 Trends in education level, 25-34-year olds**

Percentage with at least a basic qualification, 2002



## Table 2.6

Source

Tables A2.2 and A3.3, EAG 2004, pp. 58 and 71

Notes

– ISCED 5A: predominantly academic level, in the Netherlands 4-year HBO/WO courses
– ISCED 5B: vocationally-oriented, in the Netherlands 2-3-year HBO courses
– ISCED 6: doctorate level
– For ISCED classifications, see Appendix Notes and Definitions, Part E

### Education level of the population as a percentage of the age bracket, 2002

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| **A) At least upper secondary education** | | | | | | | | | |
| Age bracket | | | | | | | | | |
| 25-64 | 66 | 61 | 80 | 83 | 65 | 64 | 62 | 87 | 65 |
| 25-34 | 76 | 77 | 85 | 85 | 79 | 70 | 73 | 87 | 75 |
| 55-64 | 53 | 41 | 72 | 77 | 48 | 56 | 46 | 84 | 50 |
| **B) At least tertiary education (predominantly academic level (ISCED 5A+6))** | | | | | | | | | |
| 25-64 | 22 | 13 | 23 | 13 | 12 | 19 | 14 | 29 | 16 |
| 25-34 | 25 | 18 | 23 | 13 | 19 | 23 | 18 | 31 | 19 |
| 55-64 | 17 | 8 | 18 | 11 | 9 | 13 | 10 | 26 | 11 |
| **Vocationally-oriented (ISCED 5B)** | | | | | | | | | |
| 25-64 | 3 | 15 | 5 | 10 | 12 | 8 | 9 | 9 | 8 |
| 25-34 | 2 | 20 | 6 | 8 | 17 | 8 | 11 | 9 | 9 |
| 55-64 | 2 | 10 | 4 | 10 | 6 | 7 | 6 | 7 | 5 |
| **Tertiary education overall (ISCED 5A+5B+6)** | | | | | | | | | |
| 25-64 | 24 | 28 | 28 | 23 | 24 | 27 | 23 | 38 | 23 |
| 25-34 | 28 | 38 | 29 | 22 | 36 | 31 | 29 | 39 | 28 |
| 55-64 | 19 | 18 | 22 | 21 | 15 | 20 | 16 | 33 | 16 |

## Table 2.7

Source

EAG 2004, Table A4.1, p. 83

Notes

- Figures pertain to tertiary education type ISCED 5A + 6

### Percentage of tertiary education graduates by discipline, 2002

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** |
| Mathematics and computer sciences | 2.1 | 3.8 | 1.7 | 5.0 | 5.5 | 7.0 | 4.5 | 4.3 | 4.9 |
| Natural sciences | 5.6 | 10.2 | 6.7 | 10.3 | 11.0 | 12.1 | 8.5 | 7.4 | 7.9 |
| Engineering and technology | 10.7 | 12.1 | 8.9 | 17.6 | 12.5 | 10.1 | 14.2 | 6.4 | 13.2 |
| Health | 20.8 | 14.1 | 30.7 | 15.2 | 2.7 | 12.4 | 15.4 | 9.5 | 13.0 |
| Education, humanities and culture | 24.2 | 20.9 | 26.6 | 22.7 | 26.4 | 27.8 | 23.4 | 27.5 | 24.5 |
| Social sciences, economics and law | 36.7 | 39.0 | 25.4 | 29.2 | 41.7 | 30.6 | 33.5 | 44.9 | 35.1 |

## Table 2.8

Source

EAG 2004, Table A4.2, pp. 84-85

### Percentage of female tertiary education graduates, 2002

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| Mathematics and computer sciences | 16 | 21 | 28 | 23 | 31 | 28 | 30 | 32 | 30 |
| Natural sciences | 40 | 45 | 45 | 43 | 50 | 54 | 50 | 53 | 49 |
| Engineering and technology | 13 | 21 | 23 | 21 | 25 | 20 | 22 | 22 | 23 |
| Health | 74 | 60 | 82 | 60 | 61 | 74 | 72 | 76 | 70 |
| Education, humanities and culture | 73 | 66 | 70 | 69 | 73 | 67 | 72 | 69 | 70 |
| Social sciences, economics and law | 50 | 54 | 45 | 45 | 60 | 55 | 55 | 54 | 53 |
| Master's level | 55 | 51 | 66 | 49 | 58 | 56 | 57 | 57 | 55 |
| Doctorate level | 39 | 36 | 41 | 36 | 43 | 42 | 41 | 46 | 40 |

# Outcomes international TIMSS

In 2004 two reports were published in the framework of the TIMSS 2003 study, presenting international comparisons of pupils' test scores: the International Mathematics report and the International Science report.

## TIMSS set-up and results over 2003

The IEA study "Trends in International Mathematics and Science Study" (TIMSS 2003) focuses on two target groups: grade 4 pupils (the equivalent of primary year 6 in the Netherlands) and grade 8 pupils (the equivalent of secondary year 2 in the Netherlands).
TIMSS is intended to determine once every four years what levels are attained in arithmetic and science at primary schools and in mathematics and natural science at secondary schools.
Countries from all the continents take part in the TIMSS study. Of the 25 countries that administered tests in primary education, the Netherlands ranked sixth in arithmetic and tenth in science. Of the 49 countries with test results in secondary education, the Netherlands came in seventh in mathematics and eighth in natural science. The figures only represent the scores obtained in EU and OECD countries.
These studies show that the Netherlands ranks quite highly on the international lists for performance in the exact subjects. The Dutch position can be described as "best in the West".
In addition to Japan and South Korea, some other East-Asian countries also score highly (Malaysia, Hong Kong). Of the Western countries, Flanders is the only one that performs better but Belgium as a whole would score lower than the Netherlands.

## Trends in TIMSS results

Primary education improved between 1995 and 2003, particularly in England, Latvia and Cyprus, but also in Hungary and Slovenia. This applies to both arithmetic and science. During this period, Dutch scores showed a slight decline, but not as much as Norway.
In 2003, Lithuania and Latvia, but also the United States scored considerably higher in mathematics and natural science in secondary education than they did in 1995. Dutch mathematics scores over this period improved slightly, but the natural science scores suffered a minor setback. Sweden, Norway, Slovakia, Flanders and Cyprus were faced with a major drop in the scores for both subjects.

## Homework and arithmetic performance

The TIMSS 2003 studies also encompass data on pupils' background and behaviour, which can be linked to results. For example, it is possible to link the TIMSS results to the amount of arithmetic homework for 9-10-year olds. Only 11 per cent of Dutch children aged 9-10 ever do arithmetic homework. In other countries, this percentage is significantly higher. Apparently, however, there is no positive connection between the amount of homework and pupils' performances in this subject.

**Figure 2.7 TIMSS scores for natural sciences**

Secondary year 2, average scores

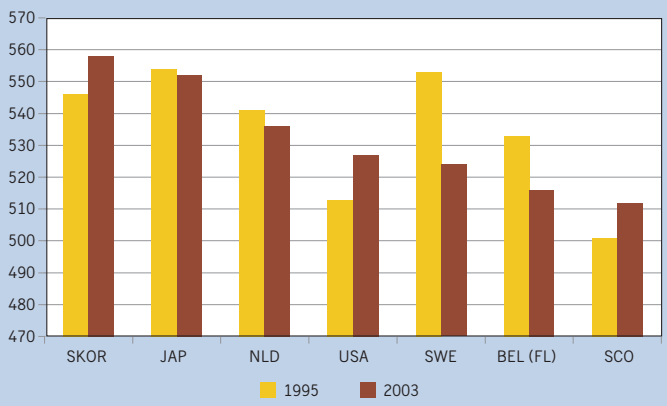
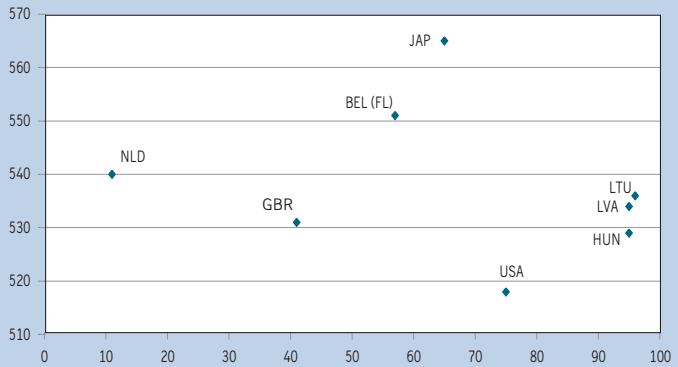



**Figure 2.8 Homework and TIMSS scores for arithmetic**

Primary year 6, by percentage of pupils with arithmetic homework, 2003



## Table 2.9

Source

TIMSS 2003

Notes

– For Belgium, figures pertain only to Flanders; other scores are not available

## TIMSS scores in primary education

| | Arithmetic | | Science | |
|---|---|---|---|---|
| OECD and EU member states | 1995 | 2003 | 1995 | 2003 |
| Japan | 567 | 565 | 553 | 543 |
| Flanders | - | 551 | - | 518 |
| The Netherlands | 549 | 540 | 530 | 525 |
| Latvia | 499 | 536 | 486 | 530 |
| Lithuania - | 534 | | - 512 | |
| England | 484 | 531 | 528 | 540 |
| Hungary | 521 | 529 | 508 | 530 |
| United States | 536 | 518 | - | 542 |
| Cyprus | 475 | 510 | 450 | 480 |
| Italy | - | 503 | - | 516 |
| Australia | 495 | 499 | 521 | 521 |
| New Zealand | 469 | 493 | 505 | 523 |
| Scotland | 493 | 490 | 514 | 502 |
| Slovenia | 462 | 479 | 464 | 490 |
| Norway | 476 | 451 | 504 | 466 |

## Table 2.10

Source

TIMSS 2003

Notes

– For Belgium, figures pertain only to Flanders; other scores are not available

## TIMSS scores in secondary education

| | Mathematics | | Natural sciences | |
|---|---|---|---|---|
| OECD and EU member states | 1995 | 2003 | 1995 | 2003 |
| South Korea | 581 | 589 | 546 | 558 |
| Japan | 581 | 570 | 554 | 552 |
| Flanders | 550 | 537 | 533 | 516 |
| The Netherlands | 529 | 536 | 541 | 536 |
| Estonia | - | 531 | - | 552 |
| Hungary | 527 | 529 | 537 | 543 |
| Latvia | 488 | 508 | 476 | 512 |
| Slovakia | 534 | 508 | 532 | 517 |
| Australia | 509 | 505 | 514 | 527 |
| United States | 492 | 505 | 513 | 527 |
| Lithuania | 472 | 502 | 464 | 519 |
| Sweden | 540 | 499 | 553 | 524 |
| Scotland | 493 | 498 | 501 | 512 |
| New Zealand | 501 | 494 | 511 | 520 |
| Slovenia | 494 | 493 | 514 | 520 |
| Italy | 479 | 484 | 493 | 491 |
| Norway | 498 | 461 | 514 | 494 |
| Cyprus | 468 | 459 | 452 | 441 |

# Outcomes international

# PISA / English language

In addition to TIMSS 2003, two other studies on pupils' skills were published in 2004.

- PISA 2003 presents a picture of the mathematics, reading and natural science skills of 15-year old pupils.
- A study by the European Network of Policy Makers for the Evaluation of Education Systems presents the English language proficiency scores for pupils in the third year of secondary education.

## PISA

The "Programme for International Student Assessment" focuses on the mathematics, reading and natural science proficiency among 15-year old pupils. The study is conducted once every three years and involves extensive testing of one of the three proficiency domains: reading in 2000, mathematics in 2003, natural science in 2006.
This set-up makes PISA somewhat less suitable for analysing trends over time. On the other hand, one of the main advantages is that PISA involves all the comparison countries that are relevant to the Netherlands. The Dutch objective is to secure a position among the top three countries in Europe. In 2003, the Netherlands ranked second in mathematics in Europe and third in natural science. In reading, the Netherlands came in third. Finland took first place in all three proficiency domains.

## Distribution of mathematics scores among 15-year old pupils

Average scores do not give a complete picture of pupils' performances. PISA 2003 also provides insight into differences between boys and girls, school years, schools, regions and educational systems.
Generally speaking, boys perform better in mathematics than girls, although the differences have become smaller. Girls appear to be less interested in, have less self-confidence with regard to and be more intimidated by mathematics. The Netherlands has comparatively few pupils that score very low in mathematics (below level 1: less than 3 per cent). Among the comparison countries, this is topped only by Finland. At the same time, the group of top scores in mathematics is comparatively large in the Netherlands (level 6: 7 per cent). Only Belgium has an even larger group of top scores (9 per cent).

## Command of English

In 2002, eight European countries conducted a study into the English language proficiency of grade 9 pupils (third year of secondary education). These countries have joined forces in "The European Network of Policy Makers for the Evaluation of Education Systems".
It is interesting to compare the scores for the language proficiency tests in listening, reading, writing and grammar. Reading skills appear to be developed best; the writing and listening scores are lower. With regard to grammar, the differences in knowledge between the countries are not as great as they are with regard to the other skills.
The results show that Dutch pupils score lower than their peers in the Scandinavian countries, Sweden, Norway and Denmark. Their scores are approximately on a par with those of Finnish pupils and higher than those of pupils in Spain and France.

**Figure 2.9 PISA scores in three proficiency domains**

15-year olds, average scores, 2003

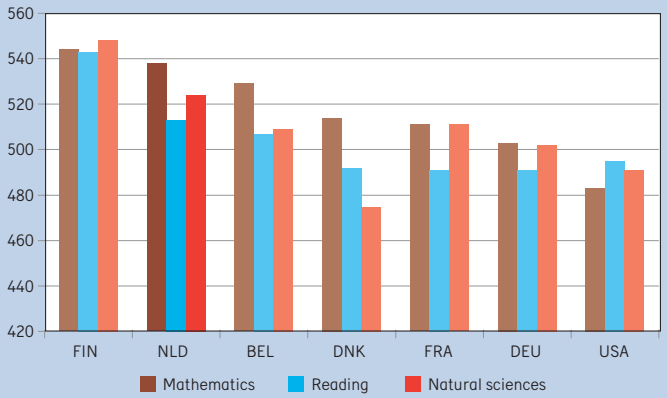
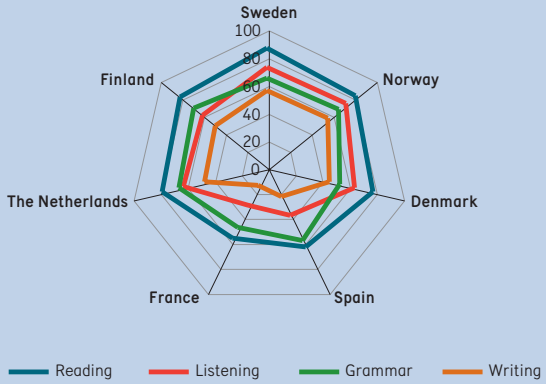



**Figure 2.10 Command of English**

Secondary year 3, percentage of correct answers, 2002



## Table 2.11

### Scores of 15-year old pupils in mathematics, reading and natural sciences (PISA 2003)

| OECD and EU member states | Mathematics | Reading | Natural sciences |
|---|---|---|---|
| Finland | 544 | 543 | 548 |
| South Korea | 542 | 534 | 538 |
| The Netherlands | 538 | 513 | 524 |
| Japan | 534 | 498 | 548 |
| Canada | 532 | 528 | 519 |
| Belgium | 529 | 507 | 509 |
| Switzerland | 527 | 499 | 513 |
| Australia | 524 | 525 | 525 |
| New Zealand | 523 | 522 | 521 |
| Czech Republic | 516 | 489 | 523 |
| Iceland | 515 | 492 | 495 |
| Denmark | 514 | 492 | 475 |
| France | 511 | 491 | 511 |
| England | 508 | 507 | 518 |
| Sweden | 509 | 491 | 506 |
| Austria | 506 | 491 | 491 |
| Ireland | 503 | 515 | 505 |
| Germany | 503 | 491 | 502 |
| Slovakia | 498 | 469 | 495 |
| Norway | 495 | 500 | 484 |
| Luxembourg | 493 | 479 | 483 |
| Poland | 490 | 497 | 498 |
| Hungary | 490 | 482 | 503 |
| Spain | 485 | 481 | 487 |
| United States | 483 | 495 | 491 |
| Portugal | 466 | 478 | 468 |
| Italy | 466 | 467 | 486 |
| Greece | 445 | 472 | 481 |
| Mexico | 385 | 400 | 405 |

Source

OECD, First Results from PISA 2003, Tables 2.5c (p.356), 6.3 (p.444) and 6.6 (p.448)

Notes

– Because of insufficient feedback by OECD standards, England is not included in the PISA report

## Table 2.12

### Mathematics scores of 15-year old pupils, by sex and by level (PISA 2003)

| | NLD | BEL | DNK | FRA | DEU | FIN | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| **A) Scores by sex (absolute figures)** | | | | | | | | | |
| Boys + girls | 538 | 529 | 514 | 511 | 503 | 544 | 501 | 483 | 500 |
| Boys | 540 | 533 | 523 | 515 | 508 | 548 | 507 | 486 | 506 |
| Girls | 535 | 525 | 506 | 507 | 499 | 541 | 495 | 480 | 494 |
| Difference between boys and girls | 5 | 8 | 17 | 9 | 9 | 7 | 11 | 6 | 11 |
| **B) Scores by level (in percentages)** | | | | | | | | | |
| **Total** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** |
| Below level 1 (< 358 points) | 2.6 | 7.2 | 4.7 | 5.6 | 9.2 | 1.5 | 7.5 | 10.2 | 8.2 |
| Level 1 (358-420) | 8.4 | 9.3 | 10.7 | 11.0 | 12.4 | 5.3 | 13.0 | 15.5 | 13.2 |
| Level 2 (421-482) | 18.0 | 15.9 | 20.6 | 20.2 | 19.0 | 16.0 | 21.6 | 23.9 | 21.1 |
| Level 3 (483-544) | 23.0 | 20.1 | 26.2 | 25.9 | 22.6 | 27.7 | 24.5 | 23.8 | 23.7 |
| Level 4 (545-606) | 22.6 | 21.0 | 21.9 | 22.1 | 20.6 | 26.1 | 19.2 | 16.6 | 19.1 |
| Level 5 (607-668) | 18.2 | 17.5 | 11.8 | 11.6 | 12.2 | 16.7 | 10.6 | 8.0 | 10.6 |
| Level 6 (> 668 points) | 7.3 | 9.0 | 4.1 | 3.5 | 4.1 | 6.7 | 3.7 | 2.0 | 4.0 |

Source

OECD, First Results from PISA 2003, Tables 2.5a and 2.5c, pp. 354-356

# Participation in education

## Numbers in education

The numbers of pupils/students of compulsory school age are primarily determined by demographic developments, but there are also other factors that determine the total volume of participation.
Since 1998, the total number of participants in government-funded education has risen by approximately 220,000 to some 3.62 million.

Primary education accounts for 46 per cent of the participants, secondary education for 26 per cent, MBO for 13 per cent, HBO for 10 per cent and university education for 5 per cent.
Trends in primary and secondary school rolls are determined mainly by the birth rate. They are, however, curbed by the decreasing migration balance. The increase in senior secondary vocational education is striking: up to and including 2002, the interest in block or day release courses (BBL) increased in particular. In 2003 and 2004, however, participation in block or day release declined under pressure from the job market, while full-time vocational training (BOL) has grown sharply.
In higher professional education, the numbers of students continue to rise. In 2002 the growth seemed to have come to a halt, but in 2003 participation rates increased sharply again in full-time courses. The growth in HBO is mainly a result of the fact that increasing numbers of HAVO and MBO certificate holders are transferring directly to higher professional education. Part-time HBO courses are not growing anymore; in 2004 a downward trend set in. The number of university students is still showing a gradual increase. The rise in entrance numbers can primarily be attributed to an increase in the number of HBO graduates transferring to WO.
In both HBO and university education, the percentage of women is higher than 50 - so on this point women's liberation has been accomplished. Ethnic minorities are still lagging behind: the proportion of non-Western immigrants in HBO and WO has grown dramatically, but this increase is keeping pace with the corresponding proportion among Dutch young people. Therefore, the ethnic minorities are hardly catching up.

## Most significant transfers of participants

The direct transfer percentage between pre-vocational secondary education (VMBO) and secondary vocational education (MBO) is nearly 70 per cent. Increasingly, VMBO pupils are choosing BOL over BBL. An increasingly larger proportion of students leaving BOL are continuing their studies in HBO. In HBO and university education, increasingly more first-year students come directly from HAVO and VWO. Finally, the switch between HBO and university education has become more popular. In addition to HBO graduates, a substantial number of HBO students continue at a university after completing their propaedeutic course. Because of these trends, the average time in education keeps on rising. There are, however, several trends that have shortened the average length of time that participants remain in education, i.e., the decrease in the average time spent in secondary education and HBO, but on balance the average total educational route has increased. At the moment, the average duration of study is more than 17 years in government-funded full-time education and approximately a year and a half in government-funded part-time education.

**Figure 2.11 Participants**

Index 1995=100

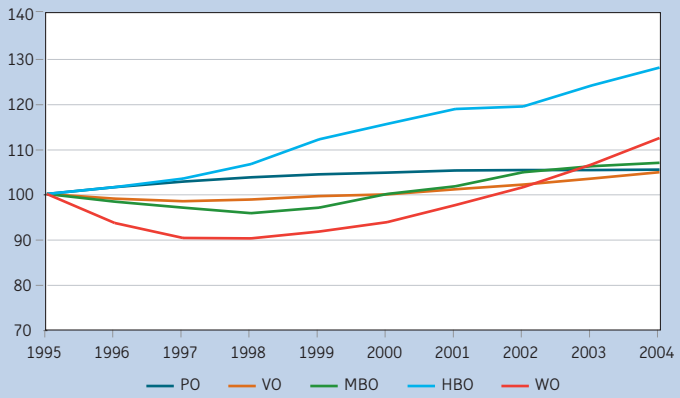
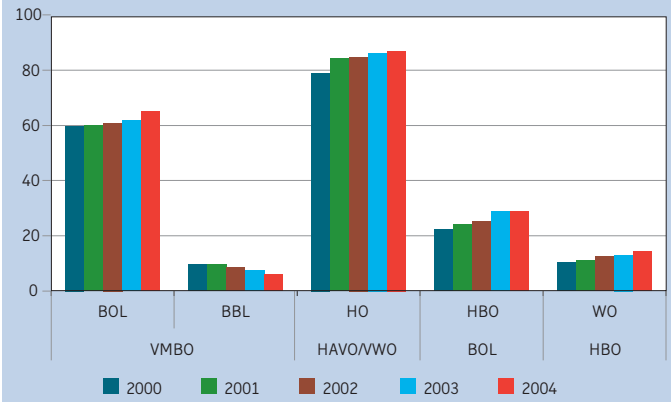



**Figure 2.12 Main movements between school types**

Percentage of leavers transferring, by destination



## Table 2.13

Source

OCW

Notes

– Numbers in mainstream primary education include itinerant pupils
– Figures for special needs facilities relate to pupils in Practical Education (PRO) and Learning Support Departments (LWOO)
– Numbers include part-time education (part-time vocational education and part-time HBO) and green education
– Numbers in universities include external students, "auditors" and part-time students
– Numbers in HBO include all students enrolled at government-funded courses; full-time and part-time include HBO green

## Number of participants (x 1000)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Total** | **3,463.4** | **3,504.8** | **3,538.2** | **3,577.6** | **3,615.6** |
| **Primary education overall** | **1,644.0** | **1,652.3** | **1,654.1** | **1,653.9** | **1,656.2** |
| BAO | 1,546.6 | 1,552.4 | 1,550.0 | 1,547.6 | 1,549.0 |
| SBAO | 51.6 | 51.8 | 52.1 | 51.4 | 50.1 |
| (V)SO | 45.8 | 48.2 | 52.1 | 54.9 | 57.1 |
| **Secondary education overall** | **894.2** | **904.5** | **913.6** | **925.6** | **937.0** |
| VO excl. special needs facilities | 764.9 | 768.6 | 777.6 | 787.0 | 794.2 |
| Special needs facilities | 98.0 | 103.5 | 102.2 | 102.9 | 106.5 |
| VBO green | 20.5 | 20.9 | 21.6 | 22.4 | 22.3 |
| LWOO green | 10.8 | 11.5 | 12.2 | 13.3 | 13.9 |
| **Vocational education overall** | **448.1** | **455.5** | **469.5** | **475.6** | **479.2** |
| BOL | 254.8 | 253.9 | 264.5 | 280.8 | 301.4 |
| BBL | 142.6 | 150.1 | 155.9 | 151.0 | 136.6 |
| BOL part-time | 26.9 | 27.8 | 25.5 | 20.0 | 16.3 |
| BOL green | 15.8 | 15.3 | 15.0 | 15.1 | 15.7 |
| BBL green | 8.0 | 8.4 | 8.6 | 8.7 | 9.2 |
| **Higher professional education overall** | **311.9** | **320.7** | **322.2** | **334.8** | **345.4** |
| Full-time HBO | 252.1 | 255.7 | 257.6 | 268.1 | 279.9 |
| Part-time HBO | 59.8 | 65.0 | 64.6 | 66.7 | 65.5 |
| HBO green | 8.1 | 8.5 | 8.4 | 8.7 | 8.7 |
| **Universities overall** | **165.2** | **171.9** | **178.8** | **187.7** | **197.9** |
| WO | 161.5 | 168.0 | 174.8 | 183.3 | 193.5 |
| WO green | 3.7 | 3.8 | 4.0 | 4.4 | 4.4 |

## Table 2.14

Source

OCW

Notes

– Including green education
– Minor movements between sectors have not been included, e.g. from primary education to MBO
– Figures for movements between sectors only pertain to direct transfers
– VMBO comprises former VBO and former MAVO
– See Appendix Notes and Definitions, Part C

## Main movements in education (x 1000)

| | | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| **From** | **To** | | | | | |
| Outside the education system | PO | 207.4 | 211.0 | 211.1 | 214.8 | 218.6 |
| Outside the education system | Part-time education | 142.1 | 155.3 | 156.8 | 140.1 | 132.9 |
| Outside the education system | Other sectors | 80.6 | 89.7 | 93.2 | 95.2 | 104.8 |
| Primary education | VO | 191.5 | 190.3 | 197.5 | 201.7 | 197.2 |
| Basic secondary education | VMBO3 | 106.2 | 110.4 | 112.3 | 107.1 | 107.7 |
| Basic secondary education | HAVO/VWO3 | 71.3 | 71.2 | 71.4 | 74.7 | 77.8 |
| VMBO | BOL | 57.3 | 56.7 | 61.1 | 60.6 | 65.1 |
| VMBO | BBL | 9.3 | 9.2 | 8.7 | 7.3 | 5.9 |
| HAVO/VWO | HO | 50.5 | 46.3 | 46.8 | 51.1 | 53.5 |
| BOL | HBO | 14.7 | 16.8 | 15.2 | 17.9 | 18.7 |
| HBO | WO | 4.5 | 4.7 | 5.5 | 6.0 | 6.7 |
| PO up to and including WO | Part-time ed. excl. BBL | 12.2 | 13.4 | 11.6 | 10.5 | 8.9 |
| PO up to and including WO | Out of education | 246.8 | 249.5 | 251.2 | 242.5 | 229.4 |
| Part-time education | Out of education | 100.5 | 112.9 | 118.9 | 111.1 | 100.8 |

# Participation in education international

## Participation in education by age category

*0-4-year olds:* in 2002 almost all 4-year olds in the Netherlands attended primary school, although this is not compulsory until children reach the age of 5. The Netherlands does not offer preschool education for children aged 2 and 3, as several neighbouring countries do.
*15-19-year olds:* 87 per cent of the Dutch children in the 15-19 age bracket attended school in 2002. This is a rather high score compared to the EU and OECD averages of 82 per cent and 79 per cent respectively. Most pupils in this age bracket attended secondary education courses. The majority (two-thirds) of the participants in upper secondary education participated in some type of vocational programme.
*20-29-year olds:* in the Netherlands, 23 per cent of all 20-29-year olds participated in government-funded education. This figure is on a par with the average education participation rates within the EU and OECD countries.
*30-39-year olds:* in 2002, adult participation in formal education in the Netherlands was lower than it was in other European countries. Of the Dutch 30-39-year olds, 3 per cent received some type of government-funded training. In the surrounding countries, education participation rates ranged from 2 per cent in France to 16 per cent in England.

## Expected length of enrolment in education

From the age of five, it is estimated that a Dutch child will receive more than 17 years of education over his entire life. The differences in the years spent in education as compared with surrounding countries are on the order of two years more or less.
Larger differences between neighbouring countries can be found in the structure of their respective school systems. The Netherlands, for instance, is one of the few countries where students can enter tertiary education at 17 years of age (HAVO certificate holders). In surrounding countries, citizens have to be at least 18 before they start education at the tertiary level, which can then be completed no sooner than 3 years later.

## Participation in education among 20-24-year olds

In Education at a Glance, the OECD focuses special attention on the participation in education among 20-24-year olds. More than one-third of 20-24-year-old Dutch young people participate in regular education. Almost 60 per cent of them work and have left the education system. The remainder (approx. 8 per cent) are either unemployed or are unavailable for the job market. A significant number of Dutch 20-24-year olds that are no longer enrolled in education have no basic qualification (a diploma in upper secondary education): 24 per cent among men and over 18 per cent among women.

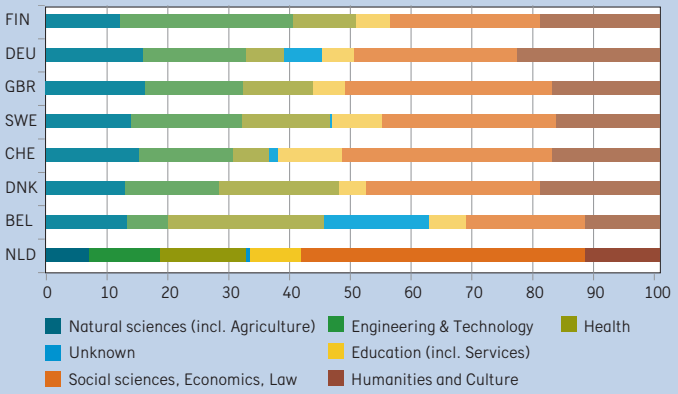
The reason for focusing special attention on these poorly qualified young people is that they constitute a potential risk group. In almost all OECD countries, unemployment among 20-24-year olds without a basic qualification is higher than it is among those of the same age with a basic qualification.
The EU objective for school failure, for that matter, pertains to the age bracket of 18-24 years.

## Foreign students in the Netherlands

Education at a Glance 2004 shows that in 2002 four per cent of the students in Dutch higher education came from abroad (from countries all over the world). The European average amounted to more than 6.5 per cent.
It should be noted that these statistics do not include programme students (such as RBP, DELTA, Socrates). In addition, it is difficult to distinguish between foreigners that have come to the Netherlands to study and foreigners that live in the Netherlands and study here.
Most foreign students come from Germany and Belgium, but those from Turkey and China also constitute comparatively large groups. Of all the foreign students in the Netherlands, four per cent is of Chinese descent. Nearly half of the foreign students study social sciences, economics and/or law. Only a minor proportion have come here to study e.g., agriculture or technology.

**Figure 2.13 Foreign students by discipline**

Differentiation across disciplines in tertiary education, 2002



## Table 2.15

Source

EAG2004, Table C1.2, p. 278

Notes

– Participation of 0-4-year olds as a percentage of the age bracket of 3-4 years

### Participation in formal education by age, as a percentage of the age bracket, 2002

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| Ages 0-4 | 48.8 | 119.6 | 86.9 | 80.3 | 119.7 | 81.2 | 75.3 | 52.7 | 67.8 |
| Ages 5-14 | 99.3 | 100.1 | 99.1 | 97.5 | 101.1 | 98.9 | 99.3 | 96.9 | 98.5 |
| Ages 15-19 | 86.5 | 92.3 | 81.8 | 89.2 | 86.7 | 76.8 | 81.9 | 74.8 | 79.4 |
| Ages 20-29 | 23.4 | 27.4 | 31.4 | 25.5 | 19.6 | 26.8 | 23.8 | 25.2 | 22.7 |
| Ages 30-39 | 2.9 | 8.3 | 5.5 | 2.8 | 1.8 | 16.2 | 5.2 | 4.6 | 5.4 |
| Age 40 and older | 0.8 | 3.0 | 0.8 | 0.2 | -- | 8.3 | 1.7 | 1.3 | 1.5 |

## Table 2.16

Source

EAG2004, Table C1.1, p. 277

### Expected duration of education for 5-year olds, 2002

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| **Total** | **17.2** | **19.4** | **18.0** | **17.1** | **16.6** | **20.4** | **17.5** | **16.8** | **17.2** |
| Boys | 17.3 | 18.8 | 17.5 | 17.2 | 16.3 | 18.9 | 17.0 | 16.5 | 16.8 |
| Girls | 17.1 | 20.0 | 18.6 | 17.0 | 16.9 | 21.9 | 17.9 | 17.3 | 17.5 |

## Table 2.17

Source

EAG2004, Table C5.1, pp. 350-351

### Education and labour market status of 20-24-year olds, 2002

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA (2001) | OECD |
|---|---|---|---|---|---|---|---|---|---|
| **As a percentage of all 20-24-year olds** | | | | | | | | | |
| **A) Education status** | | | | | | | | | |
| **Overall** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** |
| Enrolled in education | 35.3 | 38.2 | 51.9 | 38.0 | 53.2 | 30.8 | 39.8 | 33.9 | 37.5 |
| Not enrolled in education | 64.7 | 61.8 | 48.1 | 62.0 | 46.8 | 69.2 | 60.2 | 66.1 | 62.5 |
| **B) Not enrolled in education, by labour market status and education level** | | | | | | | | | |
| **Not enrolled in education** | **64.7** | **61.8** | **48.1** | **62.0** | **46.8** | **69,2** | **60.2** | **66.1** | **62.5** |
| **Employed** | **56.8** | **44.4** | **40.2** | **46.5** | **32.5** | **54.2** | **46.1** | **50.5** | **45.9** |
| With basic qualification | 39.9 | 35.3 | 27.5 | 38.7 | 25.6 | 50.6 | 33.6 | 42.8 | 33.9 |
| Without basic qualification | 16.9 | 9.0 | 12.7 | 7.8 | 6.9 | 3.6 | 12.5 | 7.6 | 12.0 |
| **Not employed** | **7.9** | **17.4** | **7.9** | **15.5** | **14.4** | **15.0** | **14.1** | **15.6** | **16.6** |
| With basic qualification | 3.6 | 9.7 | 3.8 | 8.6 | 7.5 | 10.6 | 8.0 | 10.9 | 9.6 |
| Without basic qualification | 4.3 | 7.7 | 4.1 | 6.9 | 6.9 | 4.4 | 6.0 | 4.7 | 7.0 |
| **C) Not enrolled in education, employed or not, without basic qualification, by sex** | | | | | | | | | |
| **Men and women** | **21.2** | **16.8** | **16.8** | **14.7** | **13.8** | **8.0** | **18.5** | **12.3** | **19.0** |
| Men | 23.9 | 19.3 | 15.2 | 14.4 | 15.1 | 8.2 | 20.6 | 13.9 | 20.3 |
| Women | 18.5 | 14.2 | 18.2 | 14.9 | 12.4 | 7.7 | 16.5 | 10.8 | 17.7 |

# Institutions and Staff

## Average size of institutions

Due to a number of scale expansion operations in the early 1990s, the total number of institutions in the different sectors has more or less stabilized. In 2004, the average secondary school had a population of approximately 1,430 pupils, as compared with 1,070 pupils in 2000. The expansion in secondary education, therefore, led to a 33 per cent increase in the average school size in the period 2000-2004.

## Staff

In all sectors of education, except for secondary education, the average age of staff has been increasing until 2000. In 2003, the increase in average age was virtually zero across the board. The growth in the percentage of teachers over the age of fifty, however, has continued. Because of this increase and because of the higher probability of illness and disability among older employees, the risks of expenditure related to inactivity continue to rise.

Between 2000 and 2003, the labour force increased in all areas of education, with the exception of the university sector. The growth was largest in primary and secondary education; it continued in 2004.

In the university sector, comparison of staff numbers over the various years is hampered by the transfer of staff to the university medical centres and because of the university staff that would previously have been appointed at the research institutes.

Over the past few years, the proportion of women in the labour force has continued to grow. In primary education, where women have long accounted for the majority of staff, their proportion rose even further. Almost 80 per cent of primary school teachers are women. Of the primary school heads, on the other hand, only 22 per cent are female. In other sectors of education, the proportion of women in management positions is lagging behind as well. Their proportion, however, is rising.

**Figure 2.14 Number of institutions**

Index 1999=100 (in (V)SO, figures pertain to sites)

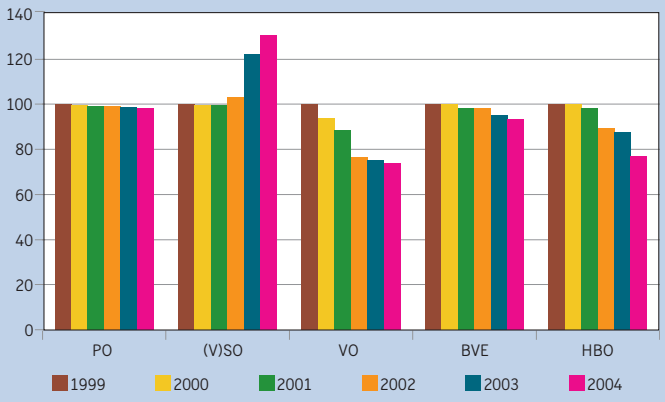
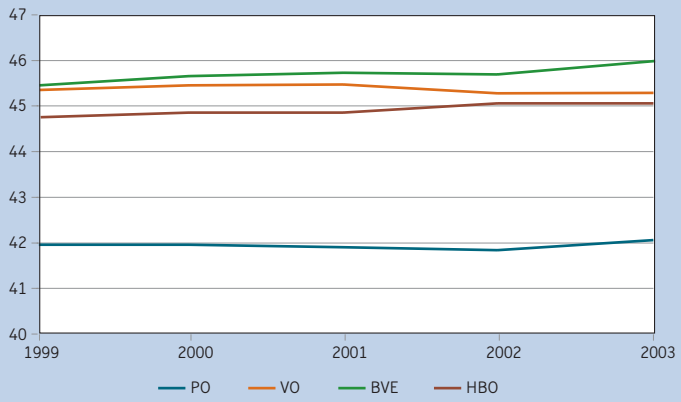



**Figure 2.15 Average age of staff**

In years, by sector



## Table 2.18

Source

Various sources, see next chapters

Notes

– See Appendix Notes and Definitions, Part D

## Key statistics regarding institutions and staff

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Number of institutions** | | | | | |
| Primary education | 7,742 | 7,709 | 7,704 | 7,666 | 7,625 |
| Secondary education | 834 | 784 | 680 | 667 | 656 |
| Adult/vocational education | 62 | 61 | 61 | 59 | 58 |
| Higher professional education | 56 | 55 | 50 | 49 | 43 |
| Universities | 12 | 12 | 12 | 12 | 12 |
| **B) Number of staff in FTEs (x 1000)** | | | | | |
| Primary education | 110.3 | 119.5 | 126.2 | 129.3 | 129.2 |
| Secondary education | 72.0 | 75.6 | 79.1 | 81.7 | 82.3 |
| Adult/vocational education | 33.4 | 34.7 | 36.8 | 37.5 | 36.7 |
| Higher professional education | 21.7 | 22.5 | 23.4 | 24.1 | -- |
| Universities (education+research, incl. third flow of funds) | 40.0 | 38.6 | 39.5 | 38.6 | -- |
| **C) Percentage aged 50 and older** | | | | | |
| Primary education | 26.0 | 27.5 | 28.3 | 30.1 | 32.2 |
| Secondary education | 39.3 | 39.8 | 39.9 | 40.8 | 41.8 |
| Adult/vocational education | 37.0 | 38.4 | 39.2 | 40.9 | 42.9 |
| Higher professional education | 36.8 | 37.4 | 37.9 | 38.5 | -- |
| Universities | 27.3 | 27.3 | 28.2 | 28.3 | -- |
| **D) Percentage of women (based on FTEs)** | | | | | |
| Primary education | 68.9 | 70.5 | 72.0 | 72.7 | 73.6 |
| Secondary education | 34.1 | 35.5 | 37.0 | 38.0 | 39.2 |
| Adult/vocational education | 44.6 | 45.7 | 46.5 | 47.0 | 47.0 |
| Higher professional education | 39.4 | 40.7 | 42.0 | 42.9 | -- |
| Universities | 35.9 | 36.2 | 37.0 | 37.4 | -- |

# The education process international

## Curriculum in primary and lower secondary education

Dutch primary and secondary school teachers spend more than half of their total required working hours on teaching. With the exception of Scotland and Spain (which score even higher), this proportion ranges between 30 and 50 per cent in the other OECD countries for which data is available. At the same time, Dutch pupils receive more lesson hours than pupils in most other European countries. Thus, the direct output of the education system, in terms of "teaching time received", can be classified as large. During this "teaching time received", Dutch primary school teachers focus comparatively little attention on foreign languages and physical education; they spend a comparatively large proportion of time on reading, writing, arithmetic and other subjects. This is in accordance with the regulations; the actual practice may differ here or there. In lower secondary education, teachers quickly make up for the limited attention paid to foreign languages in primary education; in proportion, the Netherlands spends a lot of time on foreign languages in lower secondary education. Unlike other countries, Dutch lower secondary schools have the freedom to fill a fairly large proportion of the curriculum as they see fit.

## Ageing in secondary education

Three fourths of Dutch secondary school teachers are 40 or older, 37 per cent are 50 or older.
In OECD context, the Netherlands, along with Germany and Italy, thus belongs to the group of countries in which the ageing of the teaching force in secondary education is manifested most sharply.

## Women in education

In all OECD countries, women are over-represented among the teaching force in primary education. On average, four out of five teachers in primary education are women. The Dutch figures correspond, in regard to primary education, with the general picture for OECD countries.
In upper secondary education in OECD countries just as many women are teaching, on average, as men. In tertiary education, however, women are under-represented, with an average of 38 per cent.
At the higher levels of education, Dutch female teachers are less well represented than their female colleagues in other countries.

## Autonomy of schools

Education at a Glance 2004 presents the results of an OECD study into the decision making with regard to four different domains within lower secondary education: 1. the organization of the education provided, 2. staff matters, 3. planning and structure and 4. allocation and use of funds.
In the Netherlands, decision making on the organization of education takes place almost entirely at the school level. Other levels are only marginally involved. As for staff matters, the bulk of the decision making also takes place at the school level but educational organizations have some influence as well. Schools have full autonomy when it comes to decisions on planning and structure and on the use of funds. In an international perspective, Dutch schools occupy a remarkable position because of their comparatively large amount of autonomy.

**Figure 2.16 Curriculum in primary education**

Distribution of compulsory subjects, 9-11-year olds, in % of total, 2002

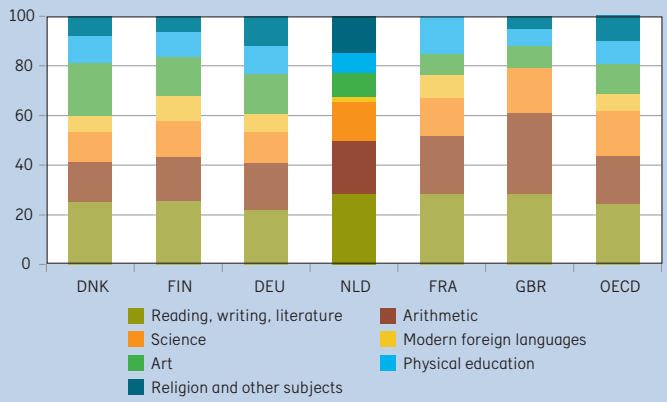
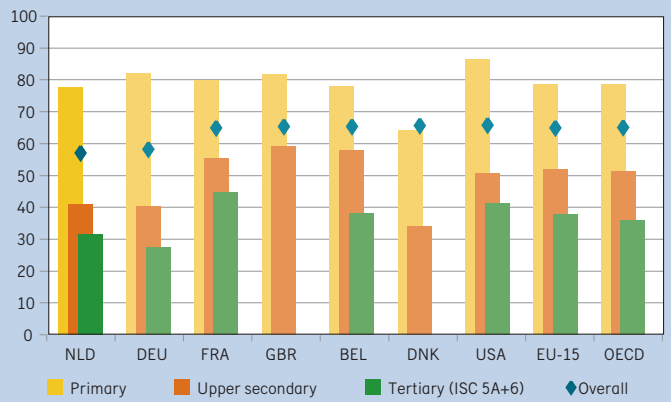



**Figure 2.17 Female teachers**

Proportion of women by education level, 2001



## Table 2.19

Source

EAG2003, Table D8.3, p. 410

### Age distribution of secondary school teachers, 2001

| | NED | BEL | SWE | DEU | FRA | GBR | EU-15 | OECD |
|---|---|---|---|---|---|---|---|---|
| **Total** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** |
| Under 30 | 8.3 | 12.7 | 11.7 | 4.0 | 17.1 | 17.8 | 11.5 | 12.6 |
| Aged 30-39 | 17.2 | 21.8 | 19.1 | 14.0 | 24.7 | 22.8 | 22.8 | 24.4 |
| Aged 40-49 | 37.4 | 35.6 | 24.6 | 35.4 | 27.1 | 33.4 | 31.9 | 32.4 |
| Aged 50 and older | 37.1 | 29.9 | 44.6 | 46.6 | 31.1 | 26.0 | 33.8 | 30.6 |

## Table 2.20

Source

EAG2004, Table D3.1, pp. 390-391

Notes

– For the Netherlands, secondary education comprises vocational education; salaries in accordance with scales 9 (PO), 11, 11 and 12 (VO)

– Salaries have been converted to euros using purchasing power parities

– General secondary education: non-vocational

### Teachers' salaries (x € 1000), 2002

| | NED | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| **Initial salary** | | | | | | | | | |
| Primary education | 26.1 | 23.3 | 29.6 | 34.4 | 21.1 | 24.8 | 23.9 | 27.5 | 21.3 |
| Lower secondary education | 27.1 | 23.5 | 29.6 | 35.7 | 23.4 | 24.8 | 25.5 | 27.5 | 22.6 |
| Upper (general) secondary education | 27.3 | 29.2 | 28.3 | 38.6 | 23.8 | 24.8 | 25.8 | 27.6 | 23.6 |
| **Salary after 15 years of experience** | | | | | | | | | |
| Primary education | 32.9 | 31.8 | 33.4 | 41,6 | 28.4 | 37.3 | 31.1 | 39.9 | 29.2 |
| Lower secondary education | 36.1 | 33.0 | 33.4 | 43,9 | 30.7 | 37.3 | 32.6 | 39.9 | 31.1 |
| Upper (general) secondary education | 47.9 | 42.4 | 40.1 | 47.3 | 31.1 | 37.3 | 35.5 | 40.0 | 33.3 |
| **Maximum salary** | | | | | | | | | |
| Primary education | 37.6 | 38.1 | 33.4 | 44.6 | 42.0 | 37.3 | 37.4 | 48.5 | 35.2 |
| Lower secondary education | 41.4 | 40.4 | 33.4 | 45.9 | 44.3 | 37.3 | 39.1 | 47.7 | 37.4 |
| Upper (general) secondary education | 54.9 | 51.0 | 42.9 | 49.5 | 44.8 | 37.3 | 42.6 | 47.8 | 39.8 |

## Table 2.21

Source

EAG 2000, 2001, 2002, 2003, 2004 (Table D2.2, p. 377)

Notes

– Pupil-teacher ratio does not reflect class size

– Figures for primary education presented here include special education

### Pupil-teacher ratio

| | NED | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| **Primary education** | | | | | | | | | |
| 1998 | 17.8 | 14.0 | -- | 21.6 | -- | 22.0 | 17.1 | 16.5 | 17.1 |
| 1999 | 16.6 | 13.9 | 10.6 | 21.0 | 19.6 | 22.5 | 16.0 | 16.3 | 18.0 |
| 2000 | 16.8 | 15.0 | 10.4 | 19.8 | 19.8 | 21.2 | 15.8 | 15.8 | 17.9 |
| 2001 | 17.2 | 13.4 | 10.0 | 19.4 | 19.5 | 20.5 | 14.9 | 16.3 | 17.0 |
| 2002 | 17.0 | 13.1 | -- | 18.9 | 19.4 | 19.9 | 15.2 | 15.5 | 16.9 |
| **Secondary education** | | | | | | | | | |
| 1998 | 18.5 | -- | -- | 15.5 | -- | 16.7 | 14.4 | 15.9 | 15.2 |
| 1999 | 17.7 | 8.8 | 12.4 | 15.2 | 12.8 | 14.7 | 12.7 | 15.6 | 14.6 |
| 2000 | 17.1 | 9.7 | 12.8 | 15.2 | 12.5 | 14.8 | 12.4 | 15.2 | 14.3 |
| 2001 | 17.1 | 9.8 | 12.4 | 15.2 | 12.3 | 14.5 | 12.1 | 15.9 | 13.9 |
| 2002 | 15.9 | 9.3 | -- | 15.1 | 12.2 | 14.8 | 11.7 | 15.5 | 13.6 |

# Expenditure for education

## National expenditure for education

Dutch education is largely funded by the Ministry of Education, Culture and Science (OCW). However, OCW is not the sole entity that determines how government funds are spent on education.
Spending by the Ministry of Agriculture, Nature and Food Quality (LNV) and by local governments also accounts for a significant part of total government expenditure for education. In addition, parental contributions and school fees form part of the resources available to educational institutions.
In 2003, the educational institutions collected, for example, approximately 740 million euros in course fees and tuition.

Several important educational activities are not included in the statistics on national education expenditures presented. These are related, for instance, to private sector education, in-company training, training given in the context of promoting employment and the Royal Military Academy.

## Flows of funds

In the Netherlands, funds are channelled to the various types of education in several ways. In addition to the direct funding of institutions by the Ministry of Education, Culture and Science, educational establishments also receive funds from other resources.

The main flows of funds run via local governments (for example, OCW contributions to fund adult education and, since 1997, primary and secondary school accommodation), and via the participants themselves. This latter flow concerns the school and tuition fees paid to Regional Training Centres (ROCs), higher professional education institutions and universities.

In addition to the sources mentioned above, institutions are free to generate additional income, for instance by requesting voluntary parental contributions, by participating in local government projects or by performing activities for third parties (contract education and research).

## OCW expenditure as a percentage of GDP

A significant measure of the investments in education, at both the national and international levels, is the expenditure for education in relation to the Gross Domestic Product. The GDP can be regarded as an indicator of prosperity and is used to express expenditure for education as a fraction of prosperity.
The OCW expenditures for education as a percentage of GDP rose from 4.7 per cent in 2000 to 5.0 per cent in 2004. This refers to OCW spending on education, including student finance and research at universities.
OCW expenditures account for approximately 19 per cent of government expenditures.

**Figure 2.18 OCW expenditure as a percentage of GDP**

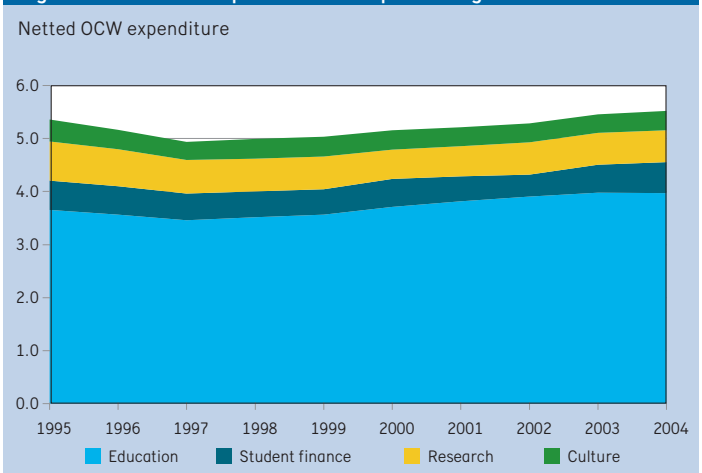
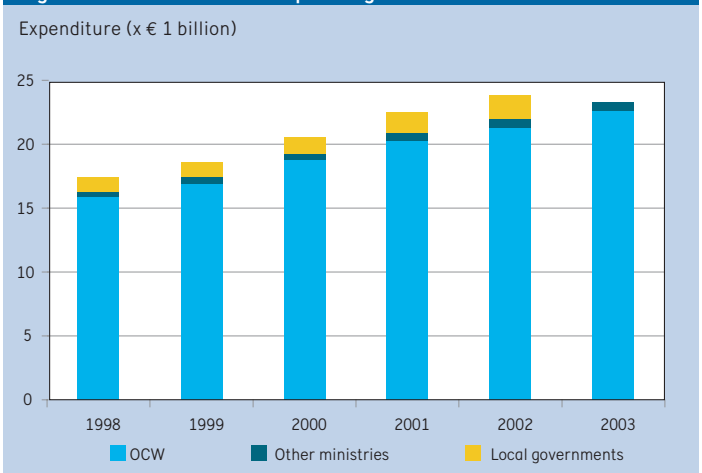



**Figure 2.19 Government spending on education**



## Table 2.22

Source

OCW annual reports

Notes

– Amounts calculated on the basis of Table 12.1; expenditure has been netted with certain revenues and apportioned overhead costs
– See Appendix Notes and Definitions, Part B and "Other non-policy items"

### OCW spending on education, netted and including overhead costs (x € 1 million)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **OCW overall** | **18,730.0** | **20,255.0** | **21,311.0** | **22,591.1** | **23,361.9** |
| Primary education | 5,783.8 | 6,430.0 | 7,018.0 | 7,422.5 | 7,582.8 |
| Secondary education | 4,372.6 | 4,779.2 | 5,066.4 | 5,268.9 | 5,346.3 |
| Adult and vocational education | 2,297.4 | 2,521.5 | 2,598.4 | 2,624.4 | 2,712.2 |
| Higher professional education | 1,370.6 | 1,530.1 | 1,648.0 | 1,680.6 | 1,741.1 |
| Universities | 2,787.9 | 2,971.4 | 3,123.3 | 3,213.6 | 3,253.4 |
| Student finance | 2,117.8 | 2,022.7 | 1,856.8 | 2,381.1 | 2,726.0 |

## Table 2.23

Source

GDP: CBS

Government expenditure: national financial annual reports

Notes

– B) Netted expenditure including OCW overhead costs, in accordance with Table 2.22

### OCW spending on education in relation to GDP and central government spending

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) GDP and central government expenditure (x € 1 million)** | | | | | |
| **Gross Domestic Product** | **402,291** | **429,345** | **445,160** | **454,276** | **466,300** |
| **Central government expenditure (excl. expenditure for National Debt)** | **98,264** | **111,667** | **114,143** | **119,950** | **120,300** |
| **B) OCW spending on education as a percentage of GDP and as a percentage of central government expenditure** | | | | | |
| **OCW spending on education (x € 1 million)** | **18,730.0** | **20,255.0** | **21,311.0** | **22,591.1** | **23,361.9** |
| **Total as a percentage of GDP** | **4.7** | **4.7** | **4.8** | **5.0** | **5.0** |
| Sectors of education | 4.1 | 4.2 | 4.4 | 4.4 | 4.4 |
| Student finance | 0.5 | 0.5 | 0.4 | 0.5 | 0.6 |
| **Total as a percentage of central government expenditure** | **19.1** | **18.1** | **18.7** | **18.8** | **19.4** |
| Sectors of education | 16.9 | 16.3 | 17.0 | 16.8 | 17.2 |
| Student finance | 2.2 | 1.8 | 1.6 | 2.0 | 2.3 |

## Table 2.24

Source

CBS Statline, "Onderwijsuitgaven; publieke sector" [Spending on education, public sector]
CBS: "Jaarboek Onderwijs in cijfers" [Annual report Education in Figures]
OECD: EAG

Notes

– In tables 2.23 and 2.24, three different definitions are used for spending on education.
– See Appendix Notes and Definitions, Part B

### Spending on education according to CBS based on OECD definition (x € 1 million)

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| **A) Total government expenditure (CBS)** | **16,986** | **17,851** | **19,583** | **21,414** | **22,611** |
| OCW according to CBS | 15,450 | 16,169 | 17,774 | 19,195 | 20,122 |
| Other ministries (LNV and VWS) | 462 | 495 | 533 | 635 | 686 |
| Local governments | 1,074 | 1,187 | 1,277 | 1,584 | 1,803 |
| **B) Spending on education according to CBS and OECD as a percentage of GDP** | | | | | |
| CBS (government spending on education) | 4.8 | 4.8 | 4.9 | 5.0 | 5.1 |
| OECD (national spending on educational institutions) | 4.6 | 4.7 | 4.7 | 4.9 | -- |

# Per capita expenditure

## Per capita expenditure

Educating the young is a primary task of the education sector. The indicator of expenditures per participant indicates the level of OCW funding this task involves. With a consistent quality of education, this indicator gauges the effectiveness of the sector.

The increase in the expenditures per participant is determined to a significant degree by the wage and price trends. Development is further influenced by policy trends towards enabling education to keep pace with social developments and to improve the quality of graduates.

## Comparability of education sectors

Expenditures per participant make a comparison possible over a period of time, but also between the educational sectors. However, the composition of the OCW expenditures differs by sector. Thus, a comparison between the sectors is not always easy. The following differences are relevant:

- In primary and secondary education, accommodations are financed by local governments;
- In adult and vocational education (BVE), higher professional education (HBO) and university education (WO), the contributions for accommodations are included in the central government allowance;
- In secondary education and senior secondary vocational education, school fees are collected by the Information Management Group (IBG) and as such form a "source of income" for OCW; these school 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.

The per capita OCW expenditures have increased in all sectors since 2000, with primary education and secondary education showing the fastest rise.

## Per capita institutional expenditure

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 the national government and funding from local governments, as well as tuition. The only things 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 still incomplete.
Across the board, the per capita institutional expenditure is approximately 1,000 euros higher than the OCW expenditures per participant. Only in BOL is there hardly any difference between the two key figures. Also, in all sectors the per capita institutional expenditure has grown since 2000, with the increase in primary education and secondary education again being the most remarkable.

## 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. The diploma can then be seen as a quality standard.

**Figure 2.20 OCW expenditure per participant**

By type of school, price level 2004, in euros

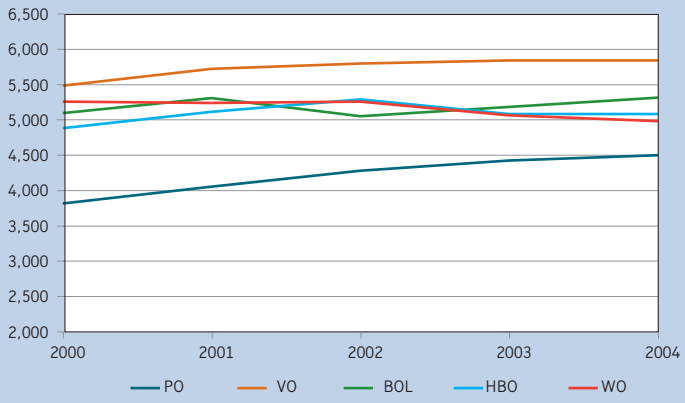
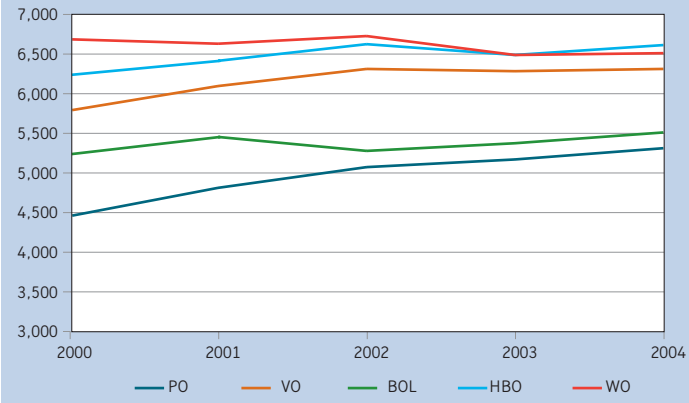



**Figure 2.21 Institutional costs per participant**

By type of school, price level 2004, in euros



## Table 2.25

## OCW expenditure per participant (in current values x € 1)

Source
OCW annual reports

Notes
– Figures pertain to netted OCW expenditure as indicated per sector of education, excluding overhead costs.
– 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/WTS expenditure per participant pertain to gross expenditure divided by the number of participants in full-time education.
– See Appendix Notes and Definitions, Part B and C

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Primary education** | | | | | |
| **Expenditure per pupil in primary education** | **3,420** | **3,790** | **4,130** | **4,360** | **4,490** |
| Mainstream primary education | 3,080 | 3,400 | 3,690 | 3,890 | 3,960 |
| Special primary education | 6,490 | 7,260 | 7,710 | 8,240 | 8,790 |
| (Secondary) special education | 11,360 | 12,780 | 13,550 | 14,230 | 15,020 |
| **Secondary education** | | | | | |
| Expenditure per pupil | 4,920 | 5,350 | 5,600 | 5,760 | 5,870 |
| **Adult and vocational education** | | | | | |
| Expenditure per MBO participant | 4,570 | 4,960 | 4,880 | 5,110 | 5,300 |
| **Higher professional education** | | | | | |
| Expenditure per student | 4,380 | 4,780 | 5,110 | 5,010 | 5,100 |
| **Universities** | | | | | |
| Expenditure on education per student | 4,720 | 4,900 | 5,060 | 4,990 | 5,000 |
| **WSF/WTS expenditure per participant in education** | | | | | |
| Secondary education | 240 | 270 | 270 | 270 | 280 |
| Vocational education | 2,650 | 2,750 | 2,550 | 2,720 | 2,930 |
| Higher professional education | 3,110 | 3,140 | 3,210 | 3,450 | 3,650 |
| Universities | 2,810 | 2,870 | 3,130 | 3,550 | 3,730 |

## Table 2.26

## Institutional budget per participant (in current values x € 1)

Source
OCW annual reports
CBS national accounts

Notes
– For 2003 to 2004, local government grants have been estimated; figures have been adjusted on the basis of the price index figure (CPI; CBS).

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Including local government grants and tuition fees in HBO and WO** | | | | | |
| Primary education | 4,000 | 4,500 | 4,900 | 5,100 | 5,300 |
| Secondary education | 5,200 | 5,700 | 6,100 | 6,200 | 6,400 |
| Vocational education | 4,700 | 5,100 | 5,100 | 5,300 | 5,500 |
| Higher professional education | 5,600 | 6,000 | 6,400 | 6,400 | 6,600 |
| Universities | 6,000 | 6,200 | 6,500 | 6,400 | 6,500 |

## Table 2.27

## OCW expenditure by sector divided by numbers obtaining qualifications (in current values x € 1)

Source
OCW annual reports

Notes
– OCW expenditure per participant x number of participants / numbers obtaining qualifications

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| Primary education | 29,000 | 33,000 | 35,000 | 36,000 | 38,000 |
| Secondary education | 26,000 | 31,000 | 31,000 | 32,000 | 32,000 |
| Vocational education | 16,000 | 17,000 | 17,000 | 17,000 | 18,000 |
| Higher professional education | 27,000 | 29,000 | 28,000 | 27,000 | 27,000 |
| Universities | 40,000 | 41,000 | 42,000 | 42,000 | 42,000 |

# Expenditure for education international

## Expenditure for education as a percentage of GDP

Expressed as a proportion of GDP, the total expenditure for Dutch educational institutions remained unchanged in 2001, as compared with 1995. In various neighbouring countries, spending on educational institutions as a percentage of GDP fell slightly. Nevertheless, in all neighbouring countries, the expenditure as a percentage of GDP is higher. In 2001, the EU average was 5.4 per cent, the OECD average 5.6 per cent.

## Growth in education expenditure by sector

Between 1995 and 2001, the overall expenditure on primary and secondary schools increased by almost 30 per cent, while the number of pupils rose by only 3 per cent. Also vis à vis the considerable growth in prosperity over this period (a 22 per cent increase in GDP), the additional investment in these sectors of education has been substantial.
Between 1995 and 2001, the total (public plus private) expenditure for tertiary education institutions increased by 10 per cent. The number of students rose by 5 per cent. Public expenditure for tertiary education did not increase as much (7 per cent) as the GDP. The growth in private spending on tertiary education institutions over the period 1995-2001 was slightly larger (24 per cent) than the growth in GDP.

## Education expenditures by source and destination

In 2001, the total Dutch expenditure on education institutions amounted to 4.9 per cent of GDP; 0.4 percentage points of this originated from private sources. Of the 4.9 per cent of GDP in 2001, 3.3 percentage points went to primary and secondary education; 1.3 percentage points went to tertiary education. The remainder was spent on pre-primary education. In the Netherlands, this proportion is smaller than it is in all comparison countries, in which it ranges from 0.4 per cent in Finland to 0.8 per cent in Denmark. Large differences exist with regard to the organization and funding of pre-primary education. What some countries consider to be preschool education, other countries regard as childcare.

## Per capita expenditure

In an absolute sense, Dutch per capita expenditure on primary education is more or less on a par with that of the surrounding countries. The per capita expenditure for Dutch secondary education is, on average, slightly less than that of the neighbouring countries. However, the differences are not so large when only the expenditures for educational purposes are considered and the costs for additional services (such as meals and transportation) are left out of the equation. In addition, the parental contributions for textbooks and other learning aids are not included in the total Dutch education expenditure. In some neighbouring countries, learning aids are provided by the institutions.
In tertiary education, the Dutch per capita expenditure, including spending on university research, exceeded the EU and OECD averages. Without the spending on R&D, the Netherlands still spent a considerable amount per student, but less than the Scandinavian countries. In the Netherlands, a major part of the research takes place at universities, whereas in other countries research is mainly conducted at separate research institutes.

**Figure 2.22 Expenditure on institutions and pupil numbers**

Primary and (post-)secondary education, between 1995 and 2001

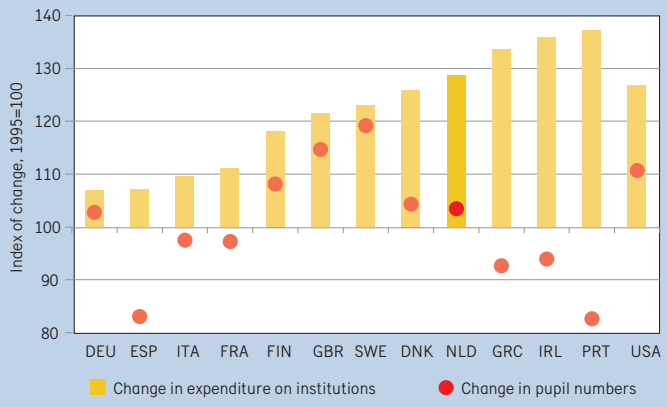
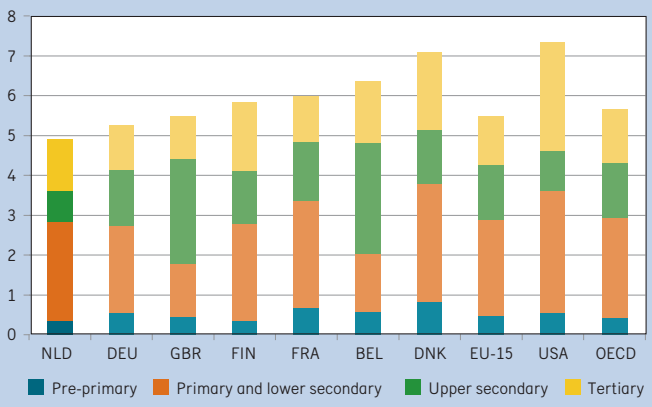



**Figure 2.23 Education expenditure by level**

As a percentage of GDP, 2001



## Table 2.28

### Expenditure on education institutions as a percentage of GDP

Source
EAG2004, Table B2.1a, p. 229

| | | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|---|
| **1995** | **Total** | **4.9** | **--** | **6.3** | **5.5** | **6.3** | **5.5** | **5.5** | **7.2** | **--** |
| | Public | 4.5 | -- | 6.1 | 4.5 | 5.9 | 4.8 | -- | 5.0 | -- |
| | Private | 0.4 | -- | 0.2 | 1.0 | 0.4 | 0.7 | -- | 2.2 | -- |
| **2001** | **Total** | **4.9** | **6.4** | **7.1** | **5.3** | **6.0** | **5.5** | **5.4** | **7.3** | **5.6** |
| | Public | 4.5 | 6.0 | 6.8 | 4.3 | 5.6 | 4.7 | 5.0 | 5.0 | 5.0 |
| | Private | 0.4 | 0.4 | 0.3 | 1.0 | 0.4 | 0.8 | 0.4 | 2.3 | 0.6 |

## Table 2.29

### Expenditure per participant (x € 1), 2001

Source
EAG 2004, Table B1.1, p. 215

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| Primary education | 4,529 | 4,957 | 7,054 | 3,948 | 4,450 | 4,113 | 4,895 | 7,043 | 4,519 |
| Secondary education | 5,965 | 7,371 | 7,559 | 6,167 | 7,553 | 5,528 | 6,487 | 8,179 | 6,065 |
| Tertiary education including R&D | 12,088 | 10,797 | 13,304 | 9,786 | 8,233 | 10,018 | 9,427 | 20,714 | 9,365 |
| Tertiary education excluding R&D | 7,523 | 7,531 | 10,034 | 5,935 | 6,489 | 7,547 | 6,588 | 18,724 | -- |

## Table 2.30

### Expenditure per participant as a percentage of GDP per citizen, 2001

Source
EAG 2004, Table B1.2, p. 216

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| Primary education | 16.9 | 19.6 | 25.9 | 16.6 | 17.8 | 16.5 | 19.7 | 21.5 | 19.5 |
| Secondary education | 22.3 | 29.1 | 27.8 | 26.0 | 30.2 | 22.2 | 26.0 | 25.0 | 25.6 |
| Tertiary education (including R&D) | 45.2 | 42.8 | 48.9 | 41.3 | 33.0 | 40.3 | 38.9 | 63.2 | 41.9 |

## Table 2.31

### Proportion of public funding in total funding of educational establishments

Source
EAG 2004, Table B3.2a/b, pp. 242-243

| | NLD | BEL | DNK | DEU | FRA | GBR | EU-15 | USA | OECD |
|---|---|---|---|---|---|---|---|---|---|
| **Primary and secondary education** | | | | | | | | | |
| 1995 | 93.9 | -- | 97.8 | 80.6 | 92.5 | 88.5 | 89.9 | 93.4 | 92.5 |
| 2001 | 95.1 | 95.0 | 98.0 | 81.1 | 93.0 | 87.2 | 90.8 | 93.0 | 92.4 |
| **Tertiary education** | | | | | | | | | |
| 1995 | 80.6 | -- | 99.4 | 92.8 | 84.3 | 80.0 | 85.7 | 34.0 | 81.0 |
| 2001 | 78.2 | 84.1 | 97.8 | 91.3 | 85.6 | 71.0 | 86.9 | 34.0 | 78.2 |

# EU objectives

## EU objectives, indicators and benchmarks

During the European Council in Lisbon (2000), European leaders set themselves the goal of achieving a competitive and socially close-knit European knowledge-based society by 2010. As an instrument to achieve this strategic objective, they chose the "open co-ordination method". This means that member states jointly establish objectives, after which they evaluate progress on the way to 2010 with the help of comparable and jointly reached indicators and target values.

In Brussels (2003), the Council (Education) established concrete objectives for five domains (school failure, the exact subjects, level of education, reading skills and life-long learning), for all member states of the EU together. Each member state is entirely free as to the manner in which it translates the benchmarks agreed to into national policy.
In 2003, the Ministry of OCW drafted an action plan in which the five EU benchmarks were given significance for the Netherlands in the form of national objectives and policy measures. In this way, the Netherlands is actively contributing to strengthening the European knowledge society.

## The Netherlands' use of EU benchmarks for education

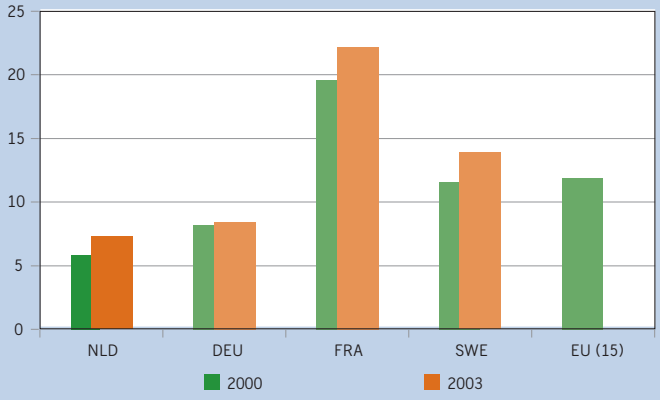
The Netherlands' use of the five EU benchmarks was determined by the Ministry on the basis of priorities in the OCW policy agenda, but also with consideration given to the strong and weak points in our system as revealed in the international comparison. The strong points of the Netherlands are, for instance, the good reading skills of pupils and the high number of adults participating in learning activities. Weak points are the high number of premature dropouts and the low number of graduates in technical studies.

## Concrete efforts in the Netherlands

1. *School failure.* In 2000, the proportion of Dutch 18-24-year olds that were not enrolled in education and had not earned a certificate in upper secondary education was 15.5 per cent (in 2002: 15.0 per cent). All of the surrounding countries performed better on this point; Sweden at 9 per cent in 2003 was the best performing EU country. The goal of the Netherlands is to reduce the proportion of dropouts by 50 per cent, down to 8 per cent by 2010.
2. *Exact sciences/technology*. The number of graduates and doctoral students in maths, exact subjects and technology in the Netherlands amounted in 2000 to 5.8 for every 1,000 inhabitants in the age group 20-29 (in 2003: 7.3). Most of the surrounding countries had a larger proportion of graduates in these subjects. The Dutch objective is to have 15 per cent more graduates from higher exact sciences and technology programmes by 2010 than it had in 2000, and to achieve a more balanced spread between men and women.
3. *Education level of young people.* In 2002, 73.3 per cent of the 20-24-year olds in the Netherlands had earned a basic qualification (diploma from HAVO, VWO, MBO-2). This is roughly equal to the EU (15) average and on a par with Germany, but most of the surrounding countries have a higher proportion of young people with a basic qualification. The goal is to increase the percentage in the Netherlands to 85 per cent by 2010.
4. *Reading skills.* In 2000, only 9.6 per cent of Dutch 15-year olds had scant reading skills (skills of scale 1 or less in the PISA study). In 2003, this was 11.5 per cent. This increase is mainly statistical: after the introduction of VMBO, pupils that were previously in secondary special education now come under secondary education (and thus fall under the PISA sample survey). The Dutch objective is to maintain the reading skills at this level, which is excellent from an international point of view.
5. *Life-long learning.* In 2000, 15.6 per cent of Dutch 25-64-year olds took part in learning activities (in 2003: 16.5 per cent). Surrounding countries have a much lower percentage of adults that are enrolled in education (with the exception of the UK). In the coming years, the Netherlands intends to approach the level of the two best-performing countries in Europe (Denmark and Sweden) as closely as possible.

**Figure 2.24 Number of graduates and doctoral students**

In the exact sciences and technology, number per 1000 citizens aged 20-29



## Table 2.32

Source

http://europa.eu.int/comm/eurostat/newcronos/reference/ ; 21 Feb 2005

OECD (2001) Knowledge and skills for life - first results from PISA 2000

OECD (2004) Learning for tomorrow's world - first results from PISA 2003

Notes

– A) and C) Upper secondary education in international comparisons would be HAVO, VWO or MBO level 2 in the Netherlands.

– B) Per 1000 citizens aged 20-29

– D) Scale 1 or lower in the PISA reading skills study
EU: Weighted average on the basis of number of pupils and PISA scores for 16 participating EU countries

– E) Figures pertain to participation in learning activities during the period of 4 weeks prior to the survey
Interruptions in time sequences for BEL, DNK, FRA, SWE (2003) are the result of the implementation of harmonized definitions.

– Benchmark 2010: target figures agreed in EU context

## Benchmarks agreed within the EU

**A) EU benchmark 1** — Percentage of 18-24-year olds, without HAVO, VWO or MBO2 qualifications, not attending any courses

| | 1999 | 2000 | 2001 | 2002 | 2003 | Benchmark 2010 |
|---|---|---|---|---|---|---|
| NLD | 16.2 | 15.5 | 15.3 | 15.0 | 15.0 | 8.0 |
| BEL | 15.2 | 12.5 | 13.6 | 12.4 | 12.8 | |
| DNK | 11.5 | 11.6 | 8.8 | 8.4 | 10.0 | |
| DEU | 14.9 | 14.9 | 12.5 | 12.6 | 12.8 | |
| FRA | 14.7 | 13.3 | 13.5 | 13.4 | 13.7 | |
| SWE | 6.9 | 7.7 | 10.5 | 10.4 | 9.0 | |
| GBR | 19.7 | 18.3 | 17.6 | 17.7 | 16.7 | |
| EU-15 | 20.5 | 19.4 | 18.9 | 18.5 | 18.1 | 10.0 |
| EU-25 | | 17.2 | 16.9 | 16.5 | 15.9 | |

**B) EU benchmark 2** — Number of graduates and doctoral students in exact subjects and engineering/technology

| | | | | | | |
|---|---|---|---|---|---|---|
| NLD | 5.8 | 5.8 | 6.1 | 6.6 | 7.3 | 6.7 |
| BEL | | 9.7 | 10.1 | 10.5 | | |
| DNK | 8.2 | 11.7 | 12.2 | | | |
| DEU | 8.6 | 8.2 | 8.0 | 8.1 | 8.4 | |
| FRA | 19.0 | 19.6 | 20.2 | | 22.2 | |
| SWE | 9.7 | 11.6 | 12.4 | 13.3 | 13.9 | |
| GBR | 15.6 | 16.2 | 19.5 | | | |
| EU-15 | 11.0 | 11.9 | | | | |
| EU-25 | 10.2 | 10.9 | | | | |

**C) EU benchmark 3** — Percentage of 20-24-year olds with at least HAVO, VWO or MBO2 qualifications

| | NLD | BEL | DNK | DEU | FRA | SWE | GBR | EU-15 |
|---|---|---|---|---|---|---|---|---|
| 2001 | 72.1 | 79.4 | 78.5 | 73.6 | 81.8 | 85.5 | 77.1 | 73.4 |
| 2002 | 73.3 | 81.1 | 79.6 | 73.3 | 81.7 | 86.7 | 77.2 | 73.9 |
| 2003 | | 81.3 | 74.4 | 72.5 | 80.9 | 85.6 | 78.2 | 73.8 |
| Benchmark 2010 | 85.0 | | | | | | | 85.0 |

**D) EU benchmark 4** — Percentage of 15-year old pupils with scant reading skills

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 2000 | 9.6 | 19.0 | 17.9 | 22.6 | 15.2 | 12.6 | 12.8 | 19.4 |
| 2003 | 11.5 | 17.8 | 16.5 | 22.3 | 17.5 | 13.3 | | 19.8 |
| Benchmark 2010 | 9.0 | | | | | | | Decrease of at least 20 % |

**E) EU benchmark 5** — Percentage in the age bracket of 25-64 participating in learning activities

| | 1999 | 2000 | 2001 | 2002 | 2003 | Benchmark 2010 |
|---|---|---|---|---|---|---|
| NLD | 13.6 | 15.6 | 16.3 | 16.4 | 16.5 | 20.0 |
| BEL | 6.9 | 6.8 | 7.3 | 6.5 | 8.5 | |
| DNK | 19.8 | 20.8 | 17.8 | 18.4 | 25.7 | |
| DEU | 5.5 | 5.2 | 5.2 | 5.8 | 6.0 | |
| FRA | 2.6 | 2.8 | 2.7 | 2.7 | 7.4 | |
| SWE | 25.8 | 21.6 | 17.5 | 18.4 | 34.2 | |
| GBR | 19.2 | 21.1 | 21.7 | 22.3 | 21.3 | |
| EU-15 | 8.2 | 8.5 | 8.4 | 8.5 | 10.0 | 12.5 |
| EU-25 | | 7.9 | 7.9 | 8.0 | 9.3 | |

# The labour market in the education sector

## An open job market for teachers

The education sector is having increasing success in attracting people from outside the education world. Over 2003, nearly 37,000 employees entered the education sector (Source: Mobility Study, BZK). That was approximately 11,000 more than in 1999, when 26,000 employees entered the education sector. In addition to this influx of teachers, the loss of teaching staff has also increased in recent years. In 1999, approximately 15,000 employees left teaching. In 2003, approximately 24,000 left.

## Vacancies

This last year, the number of vacancies in education declined further. In the third quarter of 2003, there were approximately 1,260 job openings. By the third quarter of 2004 this number had fallen to 900. In 2004, schools had less difficulty filling vacancies than in previous years. Especially in primary education, the teacher shortage was sharply reduced. In the third quarter of 2003, there were more than 400 unfilled vacancies for primary school teachers. By the third quarter of 2004, this number had fallen to 240. Although the number of job openings for management staff in primary education also fell in the third quarter of 2004, the number is still high in relative terms.
In secondary education, too, the number of vacancies declined. However, this decrease was less large than it was in primary education. In secondary education, the number of unfilled vacancies for teachers fell from 260 in the third quarter of 2003 to 170 in the third quarter of 2004. In adult and vocational education, the number of job openings rose slightly from 190 in the third quarter of 2003 to 210 in the first quarter of 2004. This slight rise was primarily due to a higher number of vacancies for support staff.

The low number of vacancies in most sectors does not, however, mean that scarcely any jobs opened up in the third quarter of 2004. On the contrary, during this period nearly 5,600 job openings came about in primary and secondary education and in adult and vocational education. According to the Regioplan report titled *"Labour market barometer for primary education, secondary education, and adult/vocational education - vacancies in the third quarter of 2004"*, schools had less trouble filling these vacancies.

## Lateral entry teachers

Since 2000 it has been possible for a person to become a teacher in primary education and secondary education via a different route from the regular teacher-training courses. The Lateral Entry Recruitment Interim Act makes it possible for people with higher professional education/university (HBO/WO) qualifications to choose a career in education. As soon as their suitability is demonstrated in an assessment, they can be put in front of a class. After two years working with a tailor-made teacher training programme, they can earn their teaching qualification. During the period of August 2000 - December 2003, the Inspectorate of Education issued a total of nearly 3,000 aptitude certificates. In 2002 and 2003, roughly an equal number (more than 1,000) were awarded. In 2003, however, the number of aptitude certificates awarded for primary education fell. In secondary education it rose.

**Figure 2.25 Unfilled vacancy intensity for teachers**

In primary education, by district, in percentages

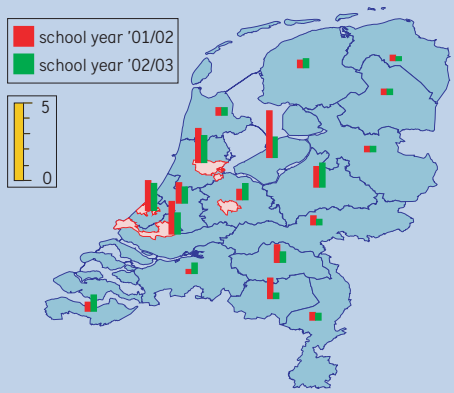
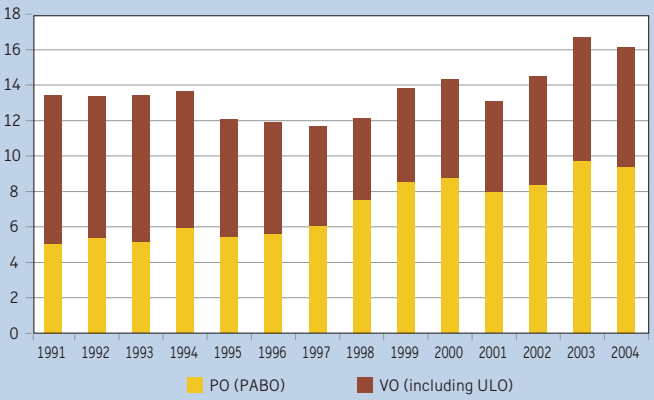



**Figure 2.26 Intake in teacher training colleges**

Numbers x 1000



## Table 2.33

Source

Regional plan, labour market barometers for primary education, secondary education and adult/vocational education

### Unfilled vacancies in third quarter in FTEs

| | 2001/3 | 2002/3 | 2003/3 | 2004/3 |
|---|---|---|---|---|
| **Primary education (overall)** | **1,640** | **1,830** | **720** | **450** |
| Management staff | 310 | 350 | 230 | 150 |
| Teachers | 1,120 | 1,150 | 410 | 240 |
| Ancillary staff | 210 | 330 | 80 | 60 |
| **Secondary education (overall)** | **650** | **600** | **350** | **240** |
| Management staff | 50 | 60 | 40 | 30 |
| Teachers | 430 | 410 | 260 | 170 |
| Ancillary staff | 170 | 130 | 50 | 40 |
| **Adult and vocational education sector (overall)** | **380** | **390** | **190** | **210** |
| Management staff | 20 | 20 | 10 | 0 |
| Teachers | 170 | 280 | 100 | 100 |
| Ancillary staff | 190 | 90 | 80 | 110 |
| **PO, VO and BVE overall** | **2,670** | **2,820** | **1,260** | **900** |
| of which teachers only | 1,720 | 1,840 | 770 | 510 |

## Table 2.34

Source

OCW

Notes

– Numbers have been rounded off to the nearest fifty.
– ULO: university training courses for secondary school teachers

### Teacher training institutes (numbers)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Intake into PABO (first enrolments)** | **8,800** | **8,000** | **8,400** | **9,700** | **9,350** |
| Full-time | 7,200 | 6,350 | 6,300 | 7,450 | 7,700 |
| Part-time | 1,600 | 1,650 | 2,100 | 2,250 | 1,650 |
| **PABO graduates** | **4,800** | **5,400** | **6,200** | **6,750** | **6,950** |
| Full-time | 4,100 | 4,450 | 5,000 | 5,400 | 5,400 |
| Part-time | 700 | 950 | 1,200 | 1,350 | 1,550 |
| **Intake into VO teacher training institutes (HBO: first enrolments; ULO: students enrolled)** | **5,550** | **5,150** | **6,150** | **6,950** | **6,700** |
| Full-time HBO | 3,300 | 3,050 | 3,400 | 3,850 | 4,050 |
| Part-time HBO | 1,600 | 1,450 | 2,100 | 2,250 | 1,650 |
| ULO | 650 | 650 | 650 | 850 | 1,000 |
| **VO teacher training institute graduates** | **4,200** | **4,300** | **4,300** | **4,450** | **4,750** |
| Full-time HBO | 2,700 | 2,450 | 2,350 | 2,400 | 2,300 |
| Part-time HBO | 1,100 | 1,350 | 1,550 | 1,650 | 1,950 |
| ULO | 400 | 500 | 400 | 400 | 500 |

# Social security

## Absence due to illness in primary and secondary education

Absences due to illness continue to fall in primary and secondary education. The objective from the Working Conditions Covenant of 22 May 2000 - i.e. to reduce absences due to illness in primary and secondary education by one percentage point in three years from the level of 1999 - has since been achieved. In primary education in 2003, the percentage of absences due to illness fell to 6.8 per cent and in special education to 7.6 per cent. In secondary education, absences due to illness fell in 2003 to 6.1 per cent. In these sectors, the decrease brought the level below the level agreed to - i.e. one percentage point below the level of absences due to illness in 1999.

## Substitution percentage

Despite the decrease in the number of unfilled vacancies, schools still have difficulty finding substitutes for employees that are absent, for instance because of illness. This does not mean, however, that classes are automatically sent home. In almost all cases, schools manage to find (emergency) solutions to avoid this. Over the past three years, the substitution percentage for sick primary school teachers amounted to more than 60 per cent. In special education, it was slightly less than 60 per cent and in secondary education it was slightly more than 50 per cent.

## Occupational disability

The number of staff in the education sector that were designated as occupationally disabled came to more than 40,000 in 2003. Since 2000, the number of occupationally disabled staff has fallen slightly. In comparison with 2002, there was a decline in this figure in all education sectors in 2003.

If we take a look at the ratio between the number of people working and the number of people receiving benefits under the Disability Insurance Act (WAO) within each education sector, then it appears that the WAO problem is the biggest in secondary education, in adult education and in the vocational education sector (WAO benefits paid out to more than 11 people for every 100 people working). In primary education and higher professional education, on the other hand, for every 100 people working there are just over 7 people receiving WAO benefits. In university education and at the research institutions, these figures are approximately 5.5 in every 100.

The number of teachers entering Occupational Disability has fallen sharply in recent years. In comparison with other sectors, too, education presents a positive picture.

**Figure 2.27 Absentee rates**

In primary education, special education and secondary education

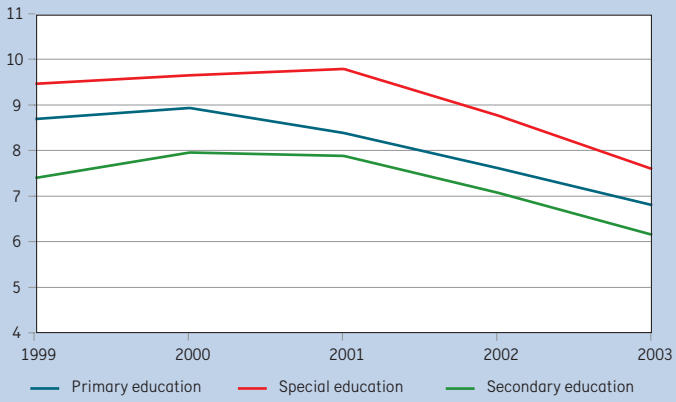
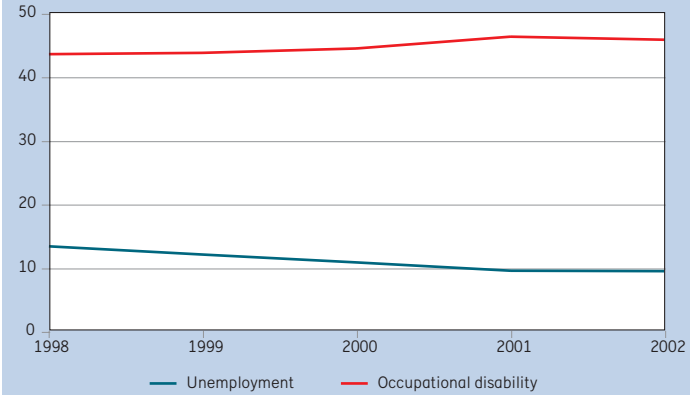



**Figure 2.28 Unemployment and occupational disability**

Unemployment in FTEs,
Occupational disability in persons drawing benefits (x 1000)



## Table 2.35

### Absentee rates among teaching staff (in percentages)

Source

Regional plan: Absenteeism in education 2003

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| Primary education | 8.7 | 8.9 | 8.4 | 7.6 | 6.8 |
| Special education | 9.4 | 9.6 | 9.7 | 8.7 | 7.6 |
| Secondary education | 7.4 | 7.9 | 7.8 | 7.0 | 6.1 |

## Table 2.36

### Substitution percentage for teaching staff in case of illness

Source

Regional plan: Absenteeism in education 2003

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| Primary education | 69 | 64 | 62 | 64 | 62 |
| Special education | 60 | 58 | 55 | 57 | 57 |
| Secondary education | 61 | 58 | 59 | 57 | 52 |

## Table 2.37

### Trends in unemployment by sector of education

Source

Redundancy pay information system (WIS), Ministry of OCW, reference date 31 December

| | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|
| **Numbers in FTEs (overall)** | **11,989** | **10,742** | **9,412** | **9,375** |
| Primary education | 2,726 | 2,392 | 2,166 | 2,298 |
| Secondary education | 2,894 | 2,482 | 2,143 | 2,050 |
| Adult/vocational education | 1,611 | 1,425 | 1,253 | 1,200 |
| Higher professional education | 1,539 | 1,387 | 1,187 | 1,109 |
| Universities | 2,843 | 2,728 | 2,435 | 2,436 |
| Research/science policy | 376 | 328 | 228 | 282 |

## Table 2.38

### Occupational disability in numbers

Source

BZK quarterly reports (UWV / USZO data)

Notes

– Reference date: 31 December

| | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|
| **Overall** | **42,260** | **42,060** | **41,820** | **40,140** |
| Primary education | 19,240 | 17,160 | 17,650 | 17,040 |
| Secondary education | 10,610 | 11,690 | 10,960 | 10,400 |
| Adult/vocational education | 6,820 | 7,110 | 7,100 | 6,740 |
| Higher professional education | 2,560 | 2,720 | 2,730 | 2,660 |
| Universities | 2,800 | 3,120 | 3,120 | 3,050 |
| Research institutes | 230 | 260 | 260 | 250 |

## Table 2.39

### Numbers receiving WAO benefits per 100 insured employees, in relation to other sectors

Source

BZK, memorandum on trends in occupational issues in the government sector 2005

Notes

– WAO: Disability Insurance Act

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **Education** | | | | | |
| of which primary education | 1.42 | 1.58 | 1.77 | 1.15 | 0.73 |
| secondary education | 1.39 | 1.73 | 1.93 | 1.30 | 0.79 |
| adult/vocational education | 1.51 | 1.74 | 1.86 | 1.36 | 0.73 |
| higher professional education | 1.03 | 1.29 | 1.43 | 0.97 | 0.71 |
| universities | 0.61 | 0.74 | 0.84 | 0.61 | 0.44 |
| Government sectors | 1.15 | 1.27 | 1.52 | 1.01 | 0.66 |
| Care and welfare | 1.75 | 1.81 | 1.87 | 1.75 | 1.06 |
| Market sector | 1.34 | 1.47 | 1.47 | 1.32 | 1.00 |

# The vocational sector

## Introduction

The use of incentive aids is intended to increase the qualification gain in the vocational sector (VMBO, MBO and HBO). The term qualification gain means: increasing a participant's chance of completing his study programme, increasing his/her chance of transferring to a subsequent vocational study programme after obtaining a diploma, and shortening the length of study. The duration of study is expressed in relation to the normative length of study. The qualification gain has been monitored by the STOAS research agency since 2000 (zero measurement).

## Results for MAVO, VBO and IVBO

In 2002, the chances of programme completion in VMBO were 0.86, which is slightly higher than previous years. There are marked differences between the VMBO programmes with regard to pupils' chances of obtaining a diploma. Pupils receiving learning support have the same chance of completing their programme as IVBO pupils, viz. approximately 0.70. For the theoretical and non-theoretical programmes, the chances are clearly higher, viz. around 0.90. These results are higher than those for the former VBO (pre-vocational education) and MAVO (junior general secondary education) schools.

A distinction is made between the duration of study for young people that leave school with a diploma and those that leave school without. The duration of study for the young people in the first category is higher than the norm. For the other category, the duration of study is reasonably long - so that pupils do not leave school entirely without knowledge and skills. In 2002, the duration of study was slightly shorter than in previous years.

## Results for MBO

It is difficult to calculate a participant's chance of completing MBO (senior secondary vocational education) in unequivocal terms. By no means all MBO participants enter school in the first school year (there are many newly arrived immigrant entrants), and by no means do all MBO participants come directly from MAVO/VBO/IVBO. That (and the fact that no information is available on cohorts) means that, to calculate a participant's chance of programme completion, each of the cohorts must be reconstructed. In 2002, an MBO participant's chance of programme completion was 55 per cent. The chances increase with the education level: the chances of programme completion for levels 2, 3 and 4 are 0.45, 0.63 and 0.74 respectively.

The duration of study at the different levels in MBO shows a varied picture. The average for MBO certificate holders is close to the normative length of the study programme, but the variance is great. The length of study for non-qualified leavers is an average of some 58 per cent of the norm.

## Results for higher professional education

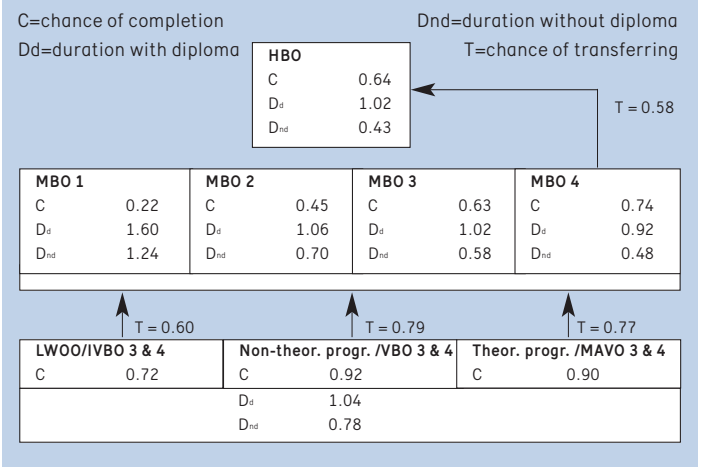
For several years, different methods have been used in HBO to measure a student's chance of programme completion. In combination, the different methods provide a complete overview of the development in the chance of a participant taking a degree. In the cohort method, a particular year's students are monitored over a period. The cross-section method measures the chance of a cross section of enrolled students earning a degree. Finally, the STOAS method used for the other sectors is also applied to HBO. The outcomes of the variants fluctuate around 65 per cent. What is important is the direction in which they develop.

The various groups of HBO entrants have different chances of programme completion. Students with VWO qualifications have the best chance, but their number fell in 2002. For students from MBO and particularly HAVO backgrounds, the chances are lower. It seems that certified HBO students on average exceed the normative length of study.

## Transfers

In the vocational sector there are two transfer possibilities: from VMBO to MBO and from MBO to HBO. The figures concern both direct and indirect transfers. Transfers from MAVO/VBO/IVBO to MBO amount to 75 per cent. The relatively low transfer rate for pupils with learning support and particularly the low level of transfer from IVBO have kept the total transfers down. The chances of transferring from BOL4 to HBO were 0.58 in 2002. Over the past nine years, this indicator has fluctuated, with an overall upward trend.

**Figure 2.29 Indicators for the vocational sector, 2002**



## Table 2.40

Source

STOAS, qualification gain in the vocational sector, 2004

### Key statistics for the vocational sector 2002 - VMBO (course years 3 and 4)

Number of participants (x 1000) 180.8

| | Theoretical programme/MAVO | Non-theoretical programme /VBO | Learning support IVBO | Overall |
|---|---|---|---|---|
| Chance of programme completion | 0.90 | 0.92 | 0.72 | 0.86 |
| Duration of study for qualified leavers | . | . | . | 1.04 |
| Duration of study for unqualified leavers | . | . | . | 0.78 |
| Chance of transferring from VMBO to MBO | 0.77 | 0.79 | 0.60 | 0.75 |

## Table 2.41

Source

STOAS, qualification gain in the vocational sector, 2004

Notes

– The chances of programme completion in MBO can be determined in two ways: according to the STOAS system and according to the system used by the BVE Council.

### Key statistics for the vocational sector 2002 - MBO

Number of participants (x 1000) 445.9

| | Level 1 | Level 2 | Level 3 | Level 4 | Overall |
|---|---|---|---|---|---|
| Chance of programme completion | 0.22 | 0.45 | 0.63 | 0.74 | 0.56 |
| Duration of study for qualified leavers | 1.60 | 1.06 | 1.02 | 0.92 | 0.98 |
| Duration of study for unqualified leavers | 1.24 | 0.70 | 0.58 | 0.48 | 0.58 |
| Chance of transferring from BOL4 to HBO | . | . | . | 0.58 | . |

## Table 2.42

Source

STOAS, qualification gain in the vocational sector, 2004

Notes

– There are three calculation methods for the indicators: the STOAS system, the cohort method and the cross-section method.
– A detailed explanation of the various calculation methods can be found in the report "Qualification gain in the vocational education sector"

### Key statistics for the vocational sector 2002 - HO

Number of participants (x 1000) 313.9

| | Previous education MBO | Previous education HAVO | Previous education VWO | Overall |
|---|---|---|---|---|
| Chance of programme completion | 0.67 | 0.55 | 0.78 | 0.64 |
| Duration of study for qualified leavers | 1.01 | 1.09 | 1.05 | 1.02 |
| Duration of study for unqualified leavers | 0.42 | 0.44 | 0.54 | 0.43 |

# ICT

## System

The policy of the Ministry of Education, Culture and Science is focused on enhancing the quality of education. ICT can be a powerful tool in creating possibilities for the new learning - concentrated on individual capabilities and needs, independent of location and time - and in enabling educational institutions to prepare pupils and students for the labour market of tomorrow. To that end, the ministry encourages and facilitates the integration of ICT into education.
For the period 2003-2005, the policy for primary education and secondary education, the adult and vocational education sector and the teacher training programmes is described in the memorandum "Leren met ICT" [Learning with ICT]. In March 2005, the progress report "ICT in het onderwijs" [ICT in education] was submitted to the Dutch Lower House.

The guiding principle in the ICT policy is to enable schools to take responsibility. The school itself is in the best position to make decisions with respect to the use of ICT. The school has to be given the freedom to do this, both in financial terms and with regard to freedom in policy. The bulk of the available ICT budget is made available to schools via regular funding. The schools can use these funds to buy and/or replace computers, purchase software and cover other expenditures related to ICT.

Since 2004 extra funds (55 million euros) have been made available to schools in order to allow them to arrange their own Internet connection. There are also central funds available to support the schools. The main exponents are the subsidies paid to the foundations Kennisnet and ICT at School, as well as a targeted innovation incentive from the government cabinet of Balkenende II to further accelerate the integration of ICT in education.

## Funding

From 2004 on, the ICT budget provides an insight into the centralized ICT resources.
In previous years, the decentralized resources (approximately 220 million euros, including the funds earmarked for the Internet facilities) were added to the funding of the various sectors of education; these resources are earmarked for the promotion of ICT education in schools.
In primary education, the total ICT grant is included separately in the outlines for the material funding, i.e., under the allowances for the learning package.

In the funding systems for secondary education and adult/vocational education, the ICT allowances are not listed separately; because of their structural nature, they are integrated into the block grant funding for each of these sectors. The ICT Education Monitor shows the effects of how these funds are spent.

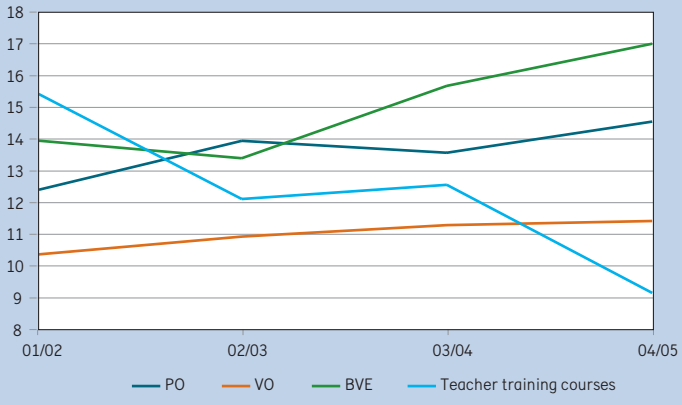
The centralized resources go to specific expenditures for assistance and support to schools, including a connection to Kennisnet [the Knowledge Network] (content development), the ICT at School foundation, centralized ICT facilities, knowledge development and innovation. In addition, some small-scale and experimental projects (Grassroots, ICT international, expertise centres, pilot projects at secondary schools) are implemented within the budget.

## The ICT Education Monitor

Information on realization figures in the area of ICT can be found in the ICT Education Monitor. Every school year, this monitor measures the status of the integration of ICT into education.
It focuses on four factors that affect the integration of ICT into education: ICT policy, infrastructure, software and the teachers' expertise. The monitor shows that the integration of ICT into education continues to make progress.

**Figure 2.30 Computer-pupil ratio by sector**

Actual number of computers per 100 participants in education



## Table 2.43

Source

OCW annual report 2004

### Expenditure on ICT (x € 1 million)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Total centralized expenditure** | **59** | **102** | **79** | **101** | **49** |
| Kennisnet and Internet connections | 37 | 27 | 44 | 72 | 3 |
| Kennisnet portal | 7 | 26 | 19 | 19 | 19 |
| BVE net € 2.042 million under Article 4.03 | -- | -- | -- | -- | -- |
| Authentication and authorization service (Entree) | -- | -- | -- | 2 | -- |
| Open Source/Open Standards | -- | -- | -- | -- | -- |
| ICT at School | 2 | 3 | 3 | 3 | 3 |
| Availability of teaching material | -- | -- | -- | 1 | 2 |
| Use of ICT as a teaching aid | -- | -- | -- | 3 | -- |
| Staff development | 1 | 3 | 1 | -- | 2 |
| Textbooks and software | 9 | 10 | 8 | -- | -- |
| Centralized Internet facilities for schools / broadband | -- | -- | -- | -- | 10 |
| Knowledge development and innovation | -- | -- | -- | -- | 9 |
| Security and filters | -- | 27 | -- | -- | -- |
| Other activities | 3 | 6 | 4 | 1 | 1 |

## Table 2.44

Source

ICT in figures, ICT education monitor 2001-2002, 2002-2003, 2003-2004 and 2004-2005

### Realization figures ICT in education

| | 01/02 | 02/03 | 03/04 | 04/05 | 01/02 | 02/03 | 03/04 | 04/05 |
|---|---|---|---|---|---|---|---|---|
| | **Primary education** | | | | **Secondary education** | | | |
| **ICT investment plan (in percentages)** | 76 | 83 | 84 | 86 | 86 | 90 | 89 | 84 |
| **ICT skills among teachers (in percentages)** | | | | | | | | |
| Basic skills | 64 | 73 | 75 | 88 | 73 | 72 | 74 | 76 |
| Teaching skills | 61 | 67 | 67 | 71 | 43 | 42 | 46 | 47 |
| **ICT infrastructure** | | | | | | | | |
| Pupil-computer ratio | 8.1 | 7.2 | 7.4 | 6.9 | 9.7 | 9.2 | 8.9 | 8.8 |
| Pupil-Internet ratio | -- | 17.3 | 12.4 | 11.6 | -- | 10.7 | 9.6 | 9.3 |
| | **Adult and vocational education** | | | | **Primary school teacher training** | | | |
| **ICT investment plan (in percentages)** | 59 | 60 | 91 | 72 | 70 | 76 | 100 | 100 |
| **ICT skills among teachers (in percentages)** | | | | | | | | |
| Basic skills | 52 | 56 | 63 | 67 | 96 | 83 | 89 | 86 |
| Teaching skills | 32 | 36 | 39 | 44 | 51 | 54 | 55 | 49 |
| **ICT infrastructure** | | | | | | | | |
| Pupil-computer ratio | 7.2 | 7.5 | 6.4 | 5.9 | 6.5 | 8.3 | 8.0 | 11.0 |
| Pupil-Internet ratio | -- | -- | 6.9 | 5.9 | -- | 8.3 | 8.0 | 11.0 |

# System and Funding in primary education

## System

On 1 August 1998, the Primary Education Act (WBO) and the Special Education Interim Act (ISOVSO) were converted into the 1998 Primary Education Act (WPO) and the Expertise Centres Act (WEC). Since then, primary education has covered mainstream primary education (BAO), special primary education (SBAO) as referred to in the 1998 Primary Education Act, and (secondary) special education ((V)SO) as referred to in the Expertise Centres Act (WEC). As of 1 August 1998, secondary special education for children with learning and behavioural difficulties (VSO-LOM) and for children with moderate learning difficulties (VSO-MLK) is covered by the Secondary Education Act (WVO). Education for hospitalized children is covered by separate regulations.
Primary education is intended for all children from age 4 to approximately age 12. Within primary education, there are separate arrangements for children whose parents are itinerant workers. Special (secondary) education consists of 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.

Within the framework of the Pupil Specific Funding (LGF) system, regional expertise centres (RECs) are set up. Each REC comprises at least all the types of education from one of the following clusters:

- cluster 1: education for the visually handicapped (from the former schools for the blind and partially sighted);
- cluster 2: education for the hearing-impaired and pupils with communicative handicaps from existing schools, for the deaf, the hearing-impaired and pupils with severe speech disorders;
- cluster 3: education for the physically, mentally and multi-handicapped;
- cluster 4: education for pupils with behaviour disorders from existing schools, for severely maladjusted children, chronically sick children and pupils in paedological institutes.

## Funding

In 2004, the government expenditure per pupil in mainstream primary education amounted to some 4,000 euros, in special primary education to 8,800 euros and in (secondary) special education to 15,000 euros. Compared to mainstream primary education, the average expenditure for a pupil in special primary education is approximately twice as high; for a pupil in (secondary) special education, it is almost four times as high. The per capita expenditure adjusted for the general increase in prices also shows an upward trend. For special and secondary special education, this can partly be attributed to the investments related to the introduction of the Pupil Specific Funding system (LGF) on 1 August 2003.
Each primary school is allowed a number of staff expenditure units (the staff budget) based on the number of pupils, with which it (the competent authorities) can claim the actual staffing costs. Non-staff funding is based on the LONDO system, which was simplified as of 1997 (VELO). The trend in per capita expenditure is caused both by the wage/price adjustments and by decisions on the level and manner of funding.

**Figure 3.1 Flows of funds in primary education**

Amounts for 2004 (x € 1 billion)

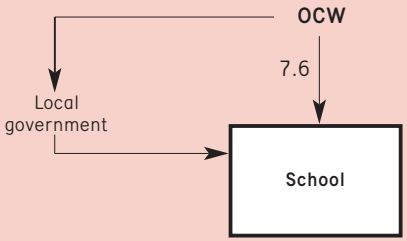
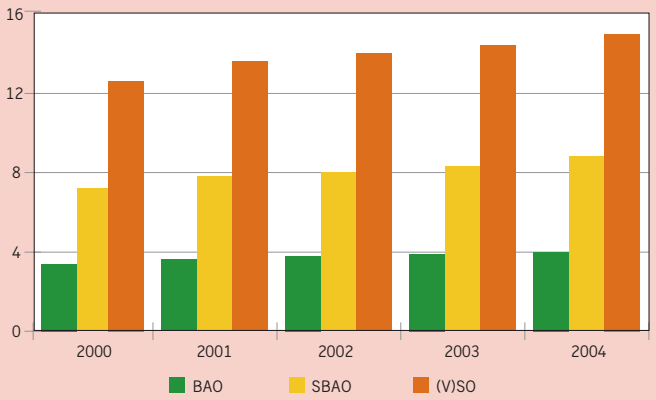



**Figure 3.2 Per pupil expenditure**

Amounts x € 1000, excluding accommodation, price level 2004



## Table 3.1

## Financial key statistics for primary education

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 OCW expenditure excluding overhead and minus revenue
– Total expenditures and revenues correspond to the totals in the OCW annual reports for each policy area
From 2004 on, a part of the OCW overhead is attributed to the policy areas
– See Appendix Notes and Definitions, Part B

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Expenditure and revenue (x € 1 million)** | | | | | |
| **Total expenditure for primary education (PO)** | **5,643.8** | **6,290.1** | **6,877.0** | **7,245.2** | **7,574.3** |
| Staff, including staff on redundancy pay | 4,708.2 | 5,353.2 | 5,911.8 | 6,253.0 | 6,499.3 |
| Non-staff costs | 868.3 | 866.8 | 891.2 | 911.5 | 941.9 |
| Support services | 52.2 | 54.7 | 57.2 | 59.4 | 64.4 |
| Other expenditure | 15.2 | 15.3 | 16.9 | 21.4 | 17.1 |
| **Total expenditure for mainstream primary education (BAO)** | **4,782.8** | **5,293.8** | **5,765.0** | **6,037.5** | **6,217.1** |
| Staff, including staff on redundancy pay | 3,932.7 | 4,468.2 | 4,914.6 | 5,162.0 | 5,316.5 |
| Non-staff costs | 785.8 | 757.9 | 779.4 | 796.5 | 820.2 |
| Support services | 52.2 | 54.7 | 57.2 | 59.4 | 64.4 |
| Other expenditure | 12.1 | 13.0 | 13.8 | 19.6 | 16.1 |
| **Total expenditure for special primary education (SBAO)** | **335.1** | **377.6** | **403.3** | **424.3** | **443.5** |
| Staff, including staff on redundancy pay | 302.4 | 334.9 | 358.3 | 381.1 | 399.7 |
| Non-staff costs | 31.9 | 41.8 | 44.1 | 41.9 | 42.8 |
| Other expenditure | 0,9 | 0.8 | 0.9 | 1.3 | 1.0 |
| **Total expenditure for (secondary) special education** | **525.9** | **618.8** | **708.7** | **783.5** | **862.2** |
| Staff, including staff on redundancy pay | 473.2 | 550.1 | 638.9 | 709.9 | 783.2 |
| Non-staff costs | 50.6 | 67.1 | 67.7 | 73.0 | 79.0 |
| Other expenditure | 2.1 | 1.5 | 2.1 | 0.5 | 0.0 |
| **Overhead costs** | **.** | **.** | **.** | **.** | **51.6** |
| Attributed to CFI / IBG | . | . | . | . | 45.6 |
| OCW overheads | . | . | . | . | 6.0 |
| **Total revenue in primary education** | **27.8** | **23.1** | **49.6** | **28.4** | **89.0** |
| Revenue in mainstream primary education | 21.9 | 18.5 | 44.9 | 25.5 | 81.3 |
| Revenue in special primary education | 0.7 | 1.4 | 1.8 | 1.0 | 3.2 |
| Revenue in (secondary) special education | 5.2 | 3.2 | 2.9 | 1.9 | 4.5 |
| **B) OCW expenditure per pupil (x € 1000)** | | | | | |
| **Primary education** | **3.4** | **3.8** | **4.1** | **4.4** | **4.5** |
| Mainstream primary education | 3.1 | 3.4 | 3.7 | 3.9 | 4.0 |
| Special primary education | 6.5 | 7.3 | 7.7 | 8.2 | 8.8 |
| (Secondary) special education | 11.4 | 12.8 | 13.6 | 14.2 | 15.0 |

# Pupils in primary education

## Overview

In 2004, the number of children in primary education overall increased by some 2,300 to a total of 1,656,200, which is approximately 11,000 more than in 2000. After the decline in 2002 and 2003, numbers in mainstream primary education grew by approximately 1,400. This increase can be attributed to demographic changes.

The number of pupils in special primary education fell even further in 2004. Compared to 1999, numbers are down by 1,700 pupils.

The number of pupils in special education schools has risen to 34,400, which is a relative rise of approximately 14 per cent compared with 2000. Over the same period, the number of pupils in special secondary education rose by 7,000 to 22,700 (an increase of 45 per cent). The sharp increase in 2003 and 2004 is caused, among other things, by the growth in the number of pupils in educational establishments governed by state judicial juvenile institutions.

Between 2000 and 2004, the proportion of 4 to 12-year-old pupils in special primary education and special education rose from 5.1 to 5.2 per cent.

## Weighting arrangements and cultural minorities

In primary education, pupils with potential educational disadvantages are weighted on the basis of certain criteria.
Since 2000, the number of primary school pupils with a weighting has dropped from 433,000 to 367,000. This is primarily due to a decline in the number of children with Dutch cultural backgrounds whose parents have a relatively low level of education (0.25 units). As compared with 2000, the proportion of children with a weighting of 0.90 (immigrant children whose parents have a low level of education and low-skilled occupations) fell slightly, from 13.0 per cent to 12.4 per cent. Up until 2001, the number of 0.90 pupils has been on the rise. In 2002 a decrease set in.

The overall proportion of children with non-Dutch ethnic backgrounds, i.e. irrespective of the parents' level of education, in primary education rose to 15.3 per cent in 2002. In 2003 it fell to 15.1 per cent, in 2004 to 14.9 per cent.
In 2004, the proportion of ethnic minority pupils in special primary education was 18.5 per cent. In relative terms, ethnic minority pupils are represented most strongly in special education: 19.4 per cent.

The number of ethnic minority pupils is not spread equally throughout the Netherlands. At approximately 56 per cent, Amsterdam and Rotterdam have the most ethnic minority pupils. In the majority of the other municipalities, this group accounts for less than 10 per cent.

**Figure 3.3 Number of pupils in primary education**

Index: 2000=100

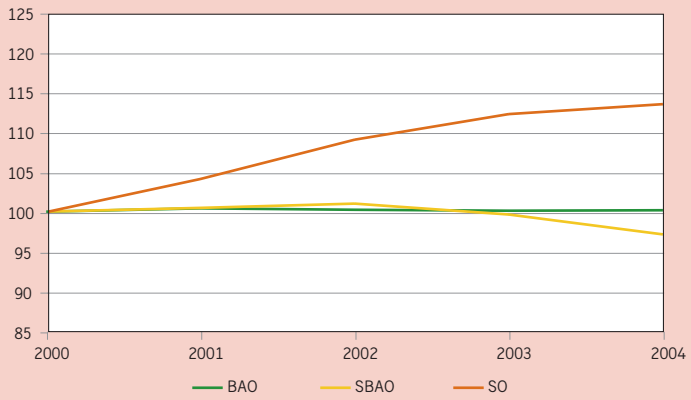
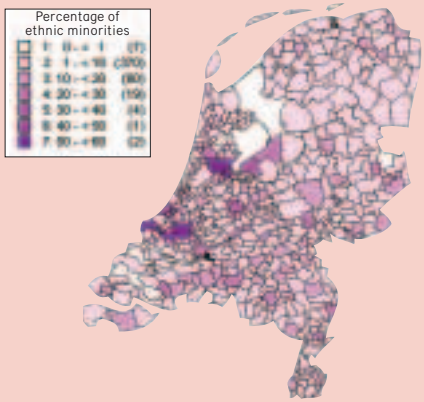



**Figure 3.4 Ethnic minorities in primary education**

Percentages per municipality on 1 October 2004



## Table 3.2

## Key statistics on primary school pupils

Source

Number of pupils on reference date, 1 October

Notes

– 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.

– For the weighting arrangements in primary education, see Appendix Notes and Definitions, Part C.

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Number of pupils (x 1000)** | | | | | |
| **Primary education overall** | **1,644.0** | **1,652.3** | **1,654.1** | **1,653.9** | **1,656.2** |
| Total BAO + SBAO + (V)SO | 1,643.7 | 1,652.0 | 1,653.9 | 1,653.6 | 1,655.9 |
| BAO + SBAO + SO | 1,628.2 | 1,635.4 | 1,634.8 | 1,632.7 | 1,633.2 |
| Mainstream primary education | 1,546.3 | 1,552.1 | 1,549.7 | 1,547.3 | 1,548.7 |
| Special primary education | 51.6 | 51.8 | 52.1 | 51.4 | 50.1 |
| Special education | 30.3 | 31.6 | 33.1 | 34.0 | 34.4 |
| Secondary special education | 15.5 | 16.6 | 19.0 | 20.9 | 22.7 |
| Highest daily rolls itinerants in mainstream primary education | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| **B) Proportion in percentages** | | | | | |
| Mainstream primary education | 95.0 | 94.9 | 94.8 | 94.8 | 94.8 |
| Special primary education | 3.2 | 3.2 | 3.2 | 3.1 | 3.1 |
| Special education | 1.9 | 1.9 | 2.0 | 2.1 | 2.1 |
| **C) Number of pupils in primary education by weighting (x 1000)** | | | | | |
| **Overall** | **1,546.3** | **1,552.1** | **1,549.7** | **1,547.3** | **1,548.7** |
| No weighting | 1,113.2 | 1,132.8 | 1,147.9 | 1,164.6 | 1,181.6 |
| 0.25 | 228.0 | 212.6 | 197.6 | 183.3 | 171.3 |
| 0.40 | 1.1 | 1.1 | 1.1 | 1.1 | 1.0 |
| 0.70 | 3.3 | 3.3 | 3.1 | 3.0 | 3.0 |
| 0.90 | 200.7 | 202.3 | 200.0 | 195.4 | 191.8 |
| **D) Number of pupils in primary education by weighting (in percentages)** | | | | | |
| No weighting | 72.0 | 73.0 | 74.1 | 75.3 | 76.3 |
| 0.25 | 14.7 | 13.7 | 12.8 | 11.8 | 11.1 |
| 0.40 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| 0.70 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| 0.90 | 13.0 | 13.0 | 12.9 | 12.6 | 12.4 |

# Movements in primary education

## Movements

The numbers of pupils moving within and into primary education have remained fairly stable over the years. Total intake in primary education rose in 2004. This was caused primarily by the increase in the number of 4-year olds. The number of pupils moving out of special primary education into mainstream primary education fell slightly again.

Movements of pupils from mainstream primary schools to special and special secondary schools have continued to grow since 2000. In 2004, the number of pupils entering special primary schools went down again. In 2004, approximately 9,300 mainstream primary school pupils were referred to special primary schools.

The number of children being referred back from special schools to mainstream primary schools seems to stabilize at a level of approximately 700 to 800 pupils per year. In the period 2000-2004, the number of pupils entering secondary special education rose by some 1,300. The majority of these pupils came from special schools.

## Peripatetic supervision

The increase in the numbers of children moving from special primary and secondary schools to mainstream primary and secondary schools also led to an increase in the number of handicapped pupils who were able to attend mainstream schools with supervision from a special primary or secondary school (peripatetic supervision).
In addition, pupils qualifying for admission to special schools were increasingly being admitted directly to mainstream primary schools and receiving peripatetic supervision from a (secondary) special school.

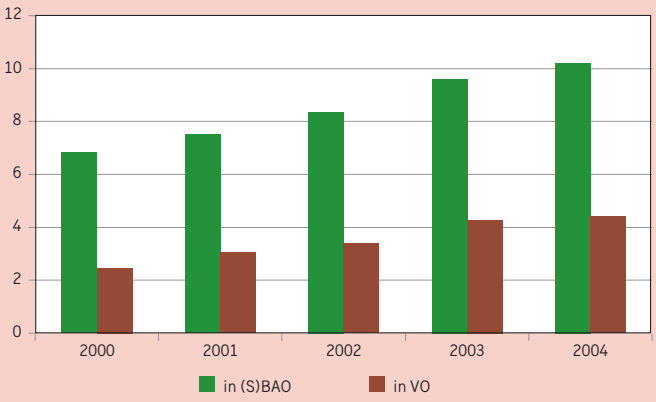
In 2000, more than 6,800 disabled pupils in mainstream primary schools were receiving supervision from (secondary) special schools. In 2004, this number increased to nearly 10,300.
Over the same period, the number of pupils receiving peripatetic supervision in mainstream secondary schools increased from 2,500 to more than 4,500.

**Figure 3.5 Referrals from mainstream to special education**

Index: 2000=100


**Figure 3.6 Numbers receiving peripatetic supervision**

From special and secondary special education, numbers x 1000



## Table 3.3

## Movements in primary education by type of school (numbers x 1000)

Source

OCW surveys, pupil and student forecast 2005

Notes

– 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
– Figures are based on entrance, transfer and school-leaving data as of 1 October of the relevant school year plus data from the pupil and student forecast 2005
– See Appendix Notes and Definitions, Part C

| | | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| **Origin** | | | | | | |
| | **Destination** | | | | | |
| Special primary education (SBAO) | **BAO** | 0.4 | 0.3 | 0.3 | 0.2 | 0.2 |
| Special education (SO) | | 0.8 | 0.7 | 0.8 | 0.8 | 0.8 |
| No form of education | | 203.0 | 206.6 | 206.8 | 207.8 | 211.8 |
| Mainstream primary education (BAO) | **SBAO** | 10.2 | 10.6 | 10.7 | 9.8 | 9.3 |
| Special education (SO) | | 0.9 | 0.9 | 0.9 | 0.8 | 0.8 |
| No form of education | | 0.7 | 0.6 | 0.7 | 0.6 | 0.7 |
| Mainstream primary education (BAO) | **SO** | 3.1 | 3.1 | 3.4 | 3.3 | 3.3 |
| Special primary education (SBAO) | | 0.9 | 0.9 | 1.1 | 0.9 | 0.9 |
| Secondary education / special secondary education (VO/SVO) | | 0.1 | 0.2 | 0.2 | 0.2 | 0.1 |
| No form of education | | 2.7 | 2.8 | 3.0 | 2.7 | 2.6 |
| Mainstream primary education (BAO) | **VSO** | 0.3 | 0.4 | 0.3 | 0.4 | 0.4 |
| Special primary education (SBAO) | | 0.3 | 0.3 | 0.4 | 0.5 | 0.4 |
| Special education (SO) | | 2.0 | 2.2 | 2.9 | 2.8 | 2.8 |
| Secondary education / special secondary education (VO/SVO) | | 2.2 | 2.2 | 2.4 | 2.3 | 2.2 |
| No form of education | | 0.4 | 0.7 | 0.7 | 1.5 | 0.6 |

## Table 3.4

## Pupils leaving primary education by type of school (numbers x 1000)

Source

OCW surveys, pupil and student forecast 2005

Notes

– Figures only include movements out of primary education
– Movements within primary education can be derived from Table 3.3
– See Appendix Notes and Definitions, Part C

| | | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| **Origin** | | | | | | |
| | **Destination** | | | | | |
| **Mainstream primary education (BAO)** | VO / VSO | 179.5 | 179.6 | 186.5 | 188.3 | 187.1 |
| | No form of education | 7.7 | 8.2 | 9.4 | 9.3 | 12.7 |
| **Special primary education (SBAO)** | VO / VSO | 10.0 | 9.9 | 9.8 | 9.9 | 10.0 |
| | No form of education | 0.5 | 0.4 | 0.3 | 0.3 | 0.4 |
| **Special education (SO)** | VO / VSO | 1.0 | 1.0 | 1.1 | 1.1 | 1.2 |
| | No form of education | 0.8 | 0.9 | 0.9 | 1.0 | 1.0 |
| **Secondary special education (VSO)** | VO / VSO | 1.7 | 1.7 | 1.9 | 1.8 | 1.8 |
| | No form of education | 2.5 | 2.9 | 2.5 | 3.7 | 3.1 |

# Primary schools

## Schools

As of 1 August 1998, secondary special schools for children with learning and behavioural difficulties (VSO-LOM) and children with moderate learning difficulties (VSO-MLK) are no longer incorporated in primary education. These schools and departments now come under secondary education.

The schools for children with learning and behavioural difficulties and the schools for children with moderate learning difficulties have been converted to special primary schools. Due to mergers, the number of schools dropped to 328 during this process.

Between 2000 and 2004, the number of mainstream primary schools dropped from 7,042 to 6,973.

The rise in the number of pupils and the fall in the number of schools led to an increase in average school size in primary education. In 2004, the average primary school accommodated 222 pupils. In special primary education (SBAO), the average school size increased as well during the period of 2000 to 2004. Both the number of SBAO schools and the number of SBAO pupils declined during this period.

The average school size in special and secondary special education ((V)SO) rose due to an increase in the number of pupils, whereas the number of schools remained virtually the same.

Since special and secondary special schools can consist of various school types and can comprise various types of education, they have far more facilities than mainstream primary schools.

## School boards

Between 2000 and 2004, the number of school boards in the primary education sector dropped from 2,078 to 1,609.

This decline led to a slight change in the configuration of school boards. In 2000, more than 51 per cent of the governing bodies were responsible for only one school; in 2004, merely 47 per cent only ran one school.

Over this period, the proportion of governing bodies with ten or more schools increased from 10 per cent to over 15 per cent. Factors influencing this trend were the introduction of the 1998 Primary Education Act and the policy encouraging school boards to join forces.

## Denominations

The advent of a number of specific denominations (such as Hindu schools and Islamic schools) caused a slight increase in the proportion of the other privately run schools. The division of schools and pupils over the three major denominations (public, Roman Catholic and Protestant) has remained virtually the same over the past few years. In this respect, Dutch Reformed and reformational schools were counted as Protestant schools.

With regard to the division of disadvantaged pupils among the denominations, there is a slight increase in the percentage of 0.90 pupils in other private schools. This is also caused by the increase in the number of Hindu and Islamic schools. Over the years, public-authority education has had the largest proportion of 0.90 pupils. Roman Catholic education has the largest proportion of 0.25 pupils.

**Figure 3.7 School boards by number of schools per board**

School boards in percentages

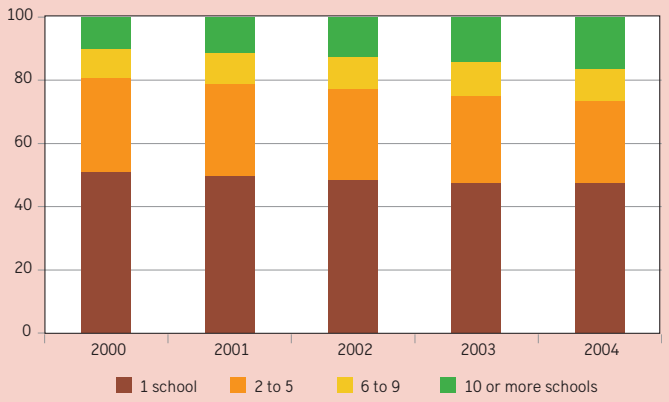
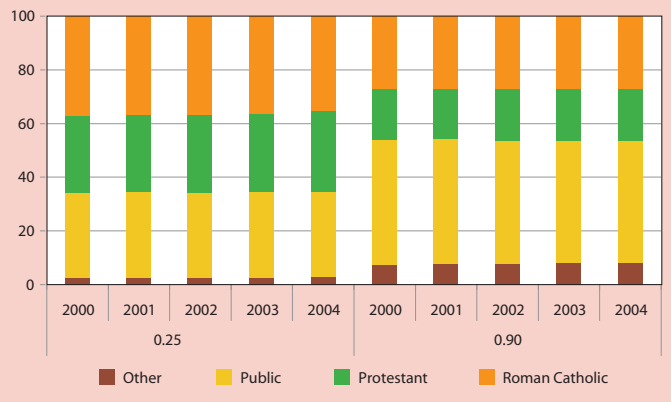



**Figure 3.8 0.25 and 0.90 pupils by denomination**

Pupils in percentages



## Table 3.5

Source

OCW register of institutions (BRIN)

Notes

– Reference date: 1 October

– See Appendix Notes and Definitions, Part D

## Primary schools

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Number of institutions** | | | | | |
| **Primary school sites (schools + ancillary sites)** | **7,972** | **7,943** | **7,945** | **7,975** | **7,961** |
| Primary schools | 7,742 | 7,709 | 7,704 | 7,666 | 7,625 |
| Mainstream primary schools | 7,042 | 7,019 | 7,021 | 6,994 | 6,973 |
| Mainstream primary schools, ancillary sites | 144 | 152 | 152 | 156 | 158 |
| Special primary schools | 368 | 359 | 354 | 348 | 328 |
| Special primary schools, ancillary sites | 81 | 77 | 69 | 63 | 61 |
| (Secondary) special schools | 332 | 331 | 329 | 324 | 324 |
| (Secondary) special schools, ancillary sites | 5 | 5 | 20 | 90 | 117 |
| **B) Average school size (number of pupils per school)** | | | | | |
| Mainstream primary education (BAO) | 220 | 221 | 221 | 221 | 222 |
| Special primary education (SBAO) | 140 | 144 | 147 | 148 | 153 |
| (Secondary) special education | 138 | 146 | 158 | 170 | 176 |
| **C) Number of school boards** | 2,078 | 1,959 | 1,857 | 1,722 | 1,609 |
| **D) Distribution of primary schools and pupils over the denominations, in percentages** | | | | | |
| **a) Schools** | | | | | |
| Public schools | 33.1 | 33.1 | 33.1 | 33.1 | 33.2 |
| Protestant schools | 30.0 | 29.9 | 29.9 | 29.8 | 29.8 |
| Roman Catholic schools | 30.2 | 30.2 | 30.2 | 30.1 | 30.0 |
| Other schools | 6.7 | 6.8 | 6.9 | 6.9 | 7.0 |
| **b) Pupils** | | | | | |
| Public schools | 31.8 | 31.8 | 31.5 | 31.2 | 31.0 |
| Protestant schools | 27.3 | 27.3 | 27.3 | 27.4 | 27.5 |
| Roman Catholic schools | 33.8 | 33.9 | 33.9 | 34.0 | 34.1 |
| Other schools | 7.1 | 7.1 | 7.2 | 7.3 | 7.4 |

# Staff and the Labour market in primary education

## Employment opportunities

The opportunity for employment in primary education has grown sharply in recent years. Factors contributing to this growth are the rise in the number of pupils and the reduction of class sizes in the lower years of primary education.
In the year 2000 there were more than 110,000 full-time jobs in primary education. By 2004 this number had risen to nearly 130,000 full-time jobs: nearly 92,000 full-time jobs in mainstream primary education, a little more than 7,000 in special primary education and more than 11,000 in the expertise centres.

## Proportion of women

The percentage of female teachers has risen in recent years from 75 per cent in 2000 to nearly 80 per cent in 2004. Although the primary education sector has a large proportion of female teachers, women are strongly under-represented in management. However, the proportion of women in management positions has risen in recent years. In 2000, 15 per cent of primary school heads were women; in 2004 this proportion rose to nearly 22 per cent. Almost half of the deputy heads in primary education are women.

## Age

The average age of primary school teachers has risen slightly in recent years: from 41.1 in 2000 to 41.5 in 2004. The percentage of staff over the age of 50, in contrast, has risen sharply: from 24 per cent in 2000 to 30 per cent in 2004.
It is expected that, in the coming years, many teachers will permanently leave the teaching profession. The teaching force is ageing and many teachers will go into (pre-)retirement.
The percentage of teachers that are over 50 differs for each region. In many regions approximately one in three teachers is older than 50. In Almere, on the other hand, only 18 per cent of the primary school teachers are over 50.

## Ancillary staff

Primary schools are making increasing use of support staff. In 2004, the number of full-time jobs totalled nearly 12,000. These jobs were filled by close to 19,000 people.

**Figure 3.9 Age distribution of staff**

In numbers, excluding ancillary staff

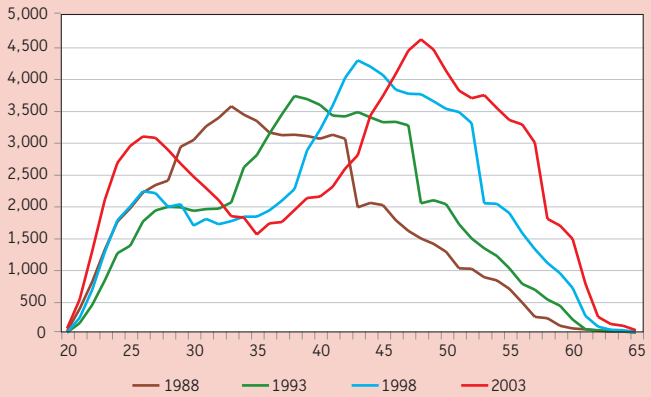
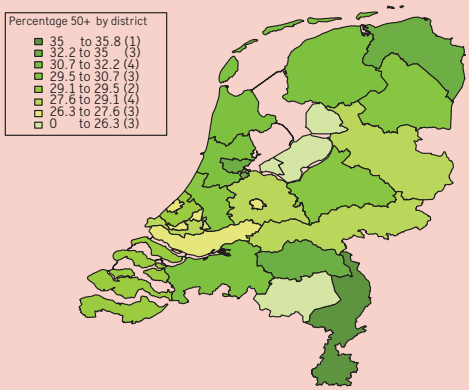



**Figure 3.10 Proportion of staff aged 50 and older**

Proportion by district, 2004



## Table 3.6

## Labour market figures for primary education

Source

OCW

Notes

– Reference date: 1 October

– 1 FTE (full-time equivalent) corresponds to 1 full-time position. See also Appendix Notes and Definitions, Part F.

– The category "Other staff" comprises ancillary staff, organizational staff and administrative staff

| | | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| **A) Staff in numbers (x 1000)** | | | | | | |
| **Primary school staff in FTEs** | | **110.3** | **119.5** | **126.2** | **129.3** | **129.2** |
| **Primary school staff in numbers** | | **142.2** | **157.2** | **167.2** | **171.2** | **172.6** |
| **BAO staff in FTEs** | **Total** | **91.7** | **98.9** | **104.8** | **106.4** | **105.7** |
| | Heads | 6.5 | 6.5 | 6.5 | 6.5 | 6.4 |
| | Deputy heads | 3.7 | 4 | 3.9 | 3.9 | 3.8 |
| | Teachers | 76.4 | 79.4 | 83.3 | 84.2 | 83.7 |
| | Other staff | 5.1 | 9 | 11.1 | 11.8 | 11.8 |
| **BAO staff in numbers** | **Total** | **117.2** | **130.1** | **138.7** | **140.9** | **141.2** |
| | Heads | 6.6 | 6.5 | 6.5 | 6.5 | 6.5 |
| | Deputy heads | 3.9 | 4.1 | 4.1 | 4.1 | 4 |
| | Teachers | 100.1 | 105.2 | 110.8 | 111.8 | 112 |
| | Other staff | 6.6 | 14.3 | 17.3 | 18.5 | 18.7 |
| **SBAO staff in FTEs** | **Total** | **7.3** | **7.9** | **7.9** | **8.1** | **8.0** |
| | Heads | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| | Deputy heads | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 |
| | Teachers | 5.3 | 5.6 | 5.5 | 5.5 | 5.5 |
| | Other staff | 1.5 | 1.8 | 1.9 | 2 | 2 |
| **SBAO staff in numbers** | **Total** | **10.1** | **10.5** | **10.8** | **11.0** | **11.1** |
| | Heads | 0.4 | 0.3 | 0.3 | 0.3 | 0.3 |
| | Deputy heads | 0.3 | 0.2 | 0.3 | 0.3 | 0.3 |
| | Teachers | 6.7 | 6.9 | 7 | 7.1 | 7.1 |
| | Other staff | 2.7 | 3.1 | 3.2 | 3.3 | 3.4 |
| **(V)SO staff in FTEs** | **Total** | **11.3** | **12.7** | **13.5** | **14.8** | **15.5** |
| | Heads | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| | Deputy heads | 0.3 | 0.4 | 0.4 | 0.4 | 0.4 |
| | Teachers | 6.9 | 7.4 | 7.7 | 8.3 | 8.7 |
| | Other staff | 3.8 | 4.6 | 5.1 | 5.8 | 6.1 |
| **(V)SO staff in numbers** | **Total** | **14.9** | **16.6** | **17.7** | **19.3** | **20.3** |
| | Heads | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| | Deputy heads | 0.3 | 0.4 | 0.4 | 0.4 | 0.5 |
| | Teachers | 8.6 | 9.2 | 9.6 | 10.3 | 10.8 |
| | Other staff | 5.7 | 6.7 | 7.4 | 8.3 | 8.7 |
| **B) Percentage of women (in FTEs)** | | **68.9** | **70.5** | **72.0** | **72.7** | **73.6** |
| Primary education | Heads | 14.9 | 16.3 | 18.0 | 19.9 | 21.5 |
| | Deputy heads | 45.5 | 44.2 | 44.5 | 44.6 | 45.5 |
| | Teachers | 75.1 | 76.6 | 78.0 | 78.6 | 79.6 |
| | Other staff | 62.2 | 67.0 | 67.9 | 69.0 | 68.4 |
| **C) Percentage of staff aged 50 and older (in FTEs)** | | **26.0** | **27.5** | **28.3** | **30.1** | **32.2** |
| Primary education | Heads | 50.3 | 52.0 | 54.1 | 56.5 | 58.8 |
| | Deputy heads | 31.8 | 35.1 | 39.8 | 43.9 | 48.6 |
| | Teachers | 24.2 | 25.6 | 26.4 | 28.1 | 30.1 |
| | Other staff | 18.0 | 23.6 | 23.5 | 25.3 | 27.8 |

# System and Funding in secondary education

## Structure of secondary education

Secondary education encompasses schools providing pre-university education (VWO), senior general secondary education (HAVO), pre-vocational secondary education (VMBO) and practical training (PRO). 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.

Secondary schools have rounded off the implementation of two major educational innovations: the introduction of the Second Stage and the introduction of VMBO. In the 1999/00 school year, within the framework of the Second Stage, all the HAVO and VWO schools introduced set subject combinations and the independent study programme ("study house") in the fourth course year. In the 2000/01 school year, the fifth course year followed suit, as did the sixth course year (VWO) in the 2001/02 school year. A small number of vanguard schools started in 1998/99.

In the 1999/00 school year, VBO and MAVO schools started to introduce pre-vocational secondary education (VMBO) in the first course year. At the same time, the learning support departments (LWOO) were given a more definite shape. IVBO was incorporated into the learning support departments. In addition, practical training programmes (PRO) were initiated. With the conversion of practical training programmes and the learning support departments, special secondary education (formerly VSO-LOM and MLK) has been incorporated into mainstream secondary education. On 28 May 1998, an Act was implemented which required all special secondary schools for children with learning and behavioural difficulties (SVO/LOM and SVO/MLK) either to merge with a mainstream secondary school before 1 August 2002, or to convert to a practical training institution (PRO) or a special education centre (OPDC). As a result, the tables do not include any figures for SVO/LOM and SVO/MLK from the 2002/03 school year on.

Within the basic vocational programme, the introduction of combined working and learning routes is an important innovation. This combination of learning and working appeals to many students that would otherwise have possibly left school.

Unless indicated otherwise, the figures presented do not include green (LNV) education.

## Trends in expenditure

Between 2000 and 2004, expenditure for secondary education rose by more than 1.0 billion euros. This is an increase of almost 23 per cent.

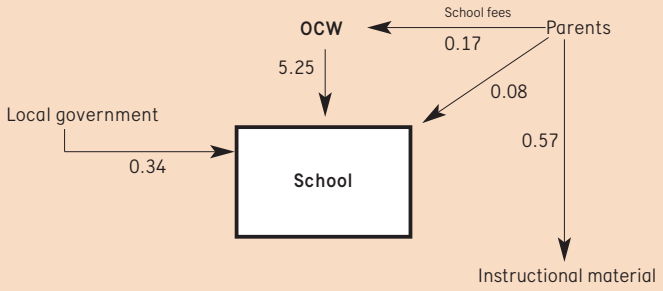
The main reasons for this increase are:
- the collective labour agreements in the education sector and the general wage and price adjustments
- the expenditure for information and communication technology
- the impetus to improve equipment
- additional compensations to tackle overdue maintenance, for replacing stock and for the internal renovation of school buildings
- miscellaneous expenditure for various innovation operations
- the increasing numbers of pupils.

## Per capita expenditure

In secondary education, the average per capita expenditure totalled approximately 5,870 euros in 2004. Within the secondary education sector, this amount varies according to the composition of the school. On average, schools offering practical training programmes, learning support and pre-vocational education tend to spend more. One of the reasons is that these schools receive additional compensations for LWOO and PRO pupils.

**Figure 4.1 Flows of funds in secondary education**

Amounts for 2004 (x € 1 billion)



## Table 4.1

## Financial key statistics for secondary education

Source

OCW financial annual reports

Notes

– C) Gross expenditure per pupil: total expenditure minus revenue, divided by total number of pupils
– From 2004 on, a part of the OCW overhead is attributed to the policy areas
– See Appendix Notes and Definitions, part B

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Expenditure and revenue (x € 1 million)** | | | | | |
| **Total expenditure** | **4,250.7** | **4,661.3** | **4,932.0** | **5,125.3** | **5,281.6** |
| Staff and non-staff costs | 4,174.1 | 4,581.7 | 4,860.1 | 5,053.2 | 5,180.1 |
| Support services | 51.3 | 51.5 | 51.8 | 53.2 | 54.2 |
| Other expenditure | 25.3 | 28.1 | 20.1 | 18.9 | 19.8 |
| **Overhead costs** | **.** | **.** | **.** | **.** | **27.5** |
| Attributed to CFI / IBG | . | . | . | . | 22.4 |
| OCW overheads | . | . | . | . | 5.1 |
| **Total revenue** | **4.9** | **3,.2** | **3.2** | **2.5** | **3.9** |
| **B) Associated expenditure and revenue (x € 1 million)** | | | | | |
| School fees received | 148.2 | 154.9 | 160.1 | 163.9 | 173.9 |
| **C) Per pupil expenditure (x € 1000)** | | | | | |
| Gross expenditure per pupil | 4.9 | 5.4 | 5.6 | 5.8 | 5,9 |

## Table 4.2

## Per pupil expenditure (x € 1000) by type of school, 2004

Source

Adapted OCW budget 2004

Notes

– Total expenditures have been netted with the revenue and include support services and other expenditure
– See Appendix Notes and Definitions, part B

| | Total | of which for staff | of which for non-staff costs |
|---|---|---|---|
| **Average for all types of schools** | **5.9** | **5.1** | **0.8** |
| VO common (course years 1 + 2) | 5.4 | 4.7 | 0.7 |
| VMBO (course years 3 + 4) | 5.6 | 4.7 | 0.9 |
| HAVO/VWO (course year 3) | 5.1 | 4.6 | 0.5 |
| HAVO/VWO (course years 4 + 5 + 6) | 5.1 | 4.6 | 0.5 |
| LWOO/PRO | 9.3 | 8.3 | 1.0 |

# Secondary schools: financial data

## Annual accounts

The competent authorities of secondary schools are required to produce annual accounts and to submit them to the Ministry of Education, Culture and Science. Based on 311 annual accounts pertaining to the year 2003, a number of indicators for the financial management of these institutions have been established. Independent practical schools that fall under the claims system were not required to submit annual accounts and are, therefore, not included in the financial figures presented.

## Solvency

Solvency is the ability to meet one's debts in the long term. The solvency of the institutions as a whole has been very stable over the last five years. In comparison with 2002, the equity capital has increased by 22.0 million euros (1.7 per cent). This increase occurred in the general reserves and the specific reserves.
On 31 December 2003, the equity capital totalled 1,335.3 million euros. Of the 311 secondary school boards, seven have a poor degree of solvency (not counting the provisions), as compared to eight in 2002.

## Liquidity

The liquidity ratio indicates to what extent a school can meet its obligations in the short term. Liquidity decreased again, but can still be classified as "good". The falling trend of the last five years is continuing. In 2003, thirteen school boards had a poor cash position (liquidity), i.e. six more than in 2002.

## Profitability

This indicator reflects the extent to which the income and expenditures are held in balance. During the period that reserves are built up, profitability will generally be higher than during the period in which funds are spent. In the long term, the profitability at schools will be zero: the money that is received is simply spent.
In comparison with 2002, profitability declined. It is now a little under the level it had in 1999. In view of the previous rise in profitability, the low level in this last year is no cause for concern.
The result from ordinary operations is determined by the sum of the balance of income and expenditures, plus the balance of financial income and expenses. The result from ordinary operations declined by 55 million euros in 2003, in comparison with 2002, to 25.6 million euros. The balance of financial income and expenses rose by 2 million euros. The decrease in the balance of income and expenditures was caused by the fact that the expenditures, at 338.2 million euros, have increased considerably faster than the 281.3 million euros by which income has risen.

The annual accounts show that in 2003 a large number of school boards (80) were unable to cover their costs. That is an increase of one-third in comparison with 2002. In the period 1999-2003, nine institutions had an unfavourable profitability development. Nonetheless, only five institutions had a continuous profitability of -1 per cent or less in the period 2001-2003. One institution had a profitability that could be considered poor for five years in a row.

**Figure 4.2 Solvency of secondary schools**

Spread in solvency (excluding provisions)

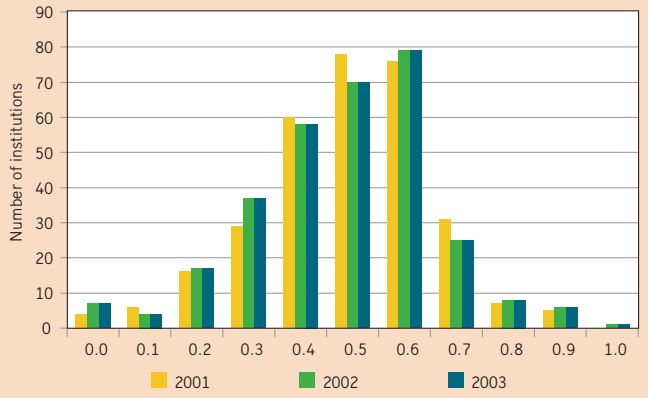
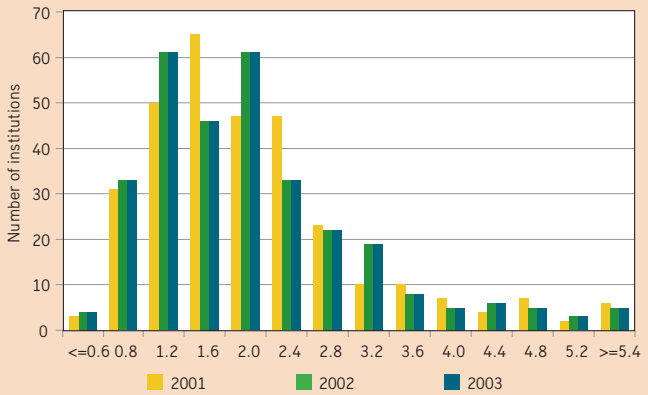



**Figure 4.3 Liquidity of secondary schools**

Spread in liquidity (current ratio)



## Table 4.3

## Balance sheet and operating results of secondary schools

Source

Institutions' annual accounts, according to CFI reports

Notes

– C) Item "Other government grants" includes grants and subsidies from government institutions other than OCW.
– The figures pertaining to 1999 - 2002 have been adjusted vis à vis the previous edition of Key Figures, as an increasing number of schools are required to submit annual accounts.
In part, this is the result of mergers involving schools that previously fell under the reimbursement system.
– The operating result figures are based on the sum of the "Revenues and expenses balance", the "Financial revenues and expenses balance" and the "Extraordinary result", minus "Third party share".
– The course fees and examination fees total less than 0.5 million euros and have been included under "Other revenues".
– The intangible assets (totalling less than 0.5 million euros) have been added to the tangible assets.
– See Appendix Notes and Definitions, part B

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Financial indicators** | | | | | |
| Solvency (including provisions) | 0.67 | 0.66 | 0.67 | 0.67 | 0.67 |
| Liquidity (current ratio) | 1.97 | 1.86 | 1.84 | 1.76 | 1.69 |
| Profitability (in percentages) | 1.0 | 1.5 | 2.6 | 1.5 | 0.5 |
| **B) Accumulated balance sheet for secondary schools (x € 1 million)** | | | | | |
| **Total assets** | **2,110.0** | **2,395.4** | **2,738.7** | **2,941.0** | **2,987.4** |
| Tangible fixed assets | 679.8 | 758.5 | 883.1 | 982.6 | 1,043.6 |
| Financial fixed assets | 323.3 | 355.3 | 403.1 | 451.6 | 461.6 |
| **Total fixed assets** | **1,003.1** | **1,113.8** | **1,286.2** | **1,434.1** | **1,505.2** |
| Stock | 12.4 | 13.9 | 16.7 | 14.1 | 11.5 |
| Receivables | 444.6 | 494.1 | 544.7 | 608.4 | 620.6 |
| Securities | 29.3 | 20.0 | 16.2 | 16.4 | 7.9 |
| Liquid assets | 620.7 | 753.6 | 875.0 | 868.0 | 842.2 |
| **Total current assets** | **1,106.9** | **1,281.6** | **1,452.5** | **1,506.9** | **1,482.3** |
| **Total liabilities** | **2,110.0** | **2,395.4** | **2,738.7** | **2,941.0** | **2,987.4** |
| Equity capital | 1,067.5 | 1,097.9 | 1,225.5 | 1,313.3 | 1,335.3 |
| Third party share | 0.0 | 0.0 | 0.2 | -0.3 | 0.0 |
| Equalization account | 0.0 | 92.3 | 139.3 | 166.6 | 146.7 |
| Provisions | 344.7 | 396.8 | 458.1 | 489.2 | 518.3 |
| Long-term debts | 134.8 | 119.0 | 126.0 | 116.4 | 107.7 |
| Short-term debts | 563.1 | 689.6 | 789.6 | 855.8 | 879.3 |
| **C) Accumulated operating accounts for secondary schools (x € 1 million)** | | | | | |
| **Revenues** | **3,842.4** | **4,240.6** | **4,672.2** | **5,159.4** | **5,440.7** |
| OCW grants | 3,557.7 | 3,866.0 | 4,254.8 | 4,678.1 | 4,922.0 |
| Other government grants | 0.4 | 98.2 | 105.9 | 134.6 | 150.8 |
| Revenue from contract work | 4.3 | 2.9 | 5.8 | 6.8 | 4.2 |
| Other revenues | 280.0 | 273.6 | 305.8 | 339.8 | 363.6 |
| **Expenses** | **3,835.5** | **4,216.0** | **4,593.8** | **5,122.1** | **5,460.3** |
| Staff | 3,136.4 | 3,399.7 | 3,693.3 | 4,124.0 | 4,392.7 |
| Depreciations | 85.1 | 106.9 | 124.0 | 139.0 | 153.2 |
| Accommodation | 270.7 | 305.0 | 330.9 | 359.8 | 391.3 |
| Transferred income | | | | | |
| Other institutional expenses | 343.3 | 404.5 | 445.6 | 499.4 | 523.1 |
| **Revenues and expenses balance** | **6.9** | **24.6** | **78.4** | **37.3** | **-19.7** |
| Financial revenues | 37.7 | 43.6 | 51.9 | 53.4 | 52.7 |
| Financial expenses | 5.9 | 5.5 | 7.5 | 10.2 | 7.4 |
| **Financial revenues and expenses balance** | **31.8** | **38.1** | **44.4** | **43.3** | **45.3** |
| Extraordinary revenues | 15.7 | 27.2 | 20.7 | 25.5 | 10.0 |
| Extraordinary expenses | 9.7 | 15.6 | 16.6 | 17.2 | 10.1 |
| **Extraordinary result** | **5.9** | **11.5** | **4.1** | **8.3** | **-0.1** |
| **Operating result** | **44.6** | **74.2** | **126.9** | **88.9** | **25.5** |
| **Total expenses operating account** | **3,851.1** | **4,237.2** | **4,617.9** | **5,149.5** | **5,477.8** |

# Pupils in secondary education

## Pupils

In 2002, all special secondary schools for children with learning and behavioural difficulties (SVO/LOM and SVO/MLK) were incorporated into the secondary education sector. Since the 1999/00 school year, the total number of pupils in secondary education overall has been rising slightly. In the 2004/05 school year, a little over 900,000 pupils were enrolled at schools funded by OCW. This constitutes an increase of 38,000 pupils compared with the 2000/01 school year. The trends in the number of pupils are mainly dictated by demographic changes.

## Trend in the number of pupils with special needs

Pupils with special needs are those in learning support departments (LWOO) or practical training programmes (PRO). Up to the 2001/02 school year, this category included pupils in SVO/LOM and SVO/MLK.
The number of pupils with special needs has been rising up to 2001/02. In 2002/03, a slight decrease set in. This is related to the new regulations, under which newcomers cannot get LWOO or PRO indications during their first year. In 2004/05, the group of pupils with special needs grew again.

## Distribution across types of secondary education

In 2004/05, 42.8 per cent of the pupils without special needs were enrolled in the first two course years of secondary educaton. In 2000/01, this was 43.4 per cent. Of the pupils without special needs, 21.7 per cent were in VMBO (course years 3 and 4), 35.5 per cent were in HAVO and VWO (course years 3, 4, 5 and 6). In the 2000/01 school year, these figures were 23.7 and 32.9 per cent respectively. Similarly to last year, most of the VMBO pupils still opt for the theoretical programme (more than 38 per cent) and the basic vocational programme (nearly 29 per cent). Within the basic vocational programme, approximately 6 per cent took a combined learning and working route in 2004.

## Cultural minorities

The registration of ethnic minorities in secondary education is linked to the "Cultural Minorities and Non-Dutch Speaking Pupils" regulation which provides additional teaching staff. Special secondary education and practical training programmes have their own regulations. As of 1 August 2003, schools no longer receive extra facilities for ethnic minority pupils that have lived in the Netherlands for more than eight years. From 2004 on, there is no separate data on this group. As a result, the number of ethnic minority pupils qualifying for additional funding totalled only 28,000 this year, as compared to 81,000 the year before.
As of 2002/03, newcomers no longer end up directly in learning support departments (LWOO) or practical training programmes (PRO). This caused a significant decrease in the percentage of ethnic minority pupils in LWOO as compared with 2001/02. This decrease is, however, balanced out by an increase in ethnic minorities outside of LWOO. Thus, in 2002/03, an average of still almost 10 per cent of the secondary school population can be said to come from ethnic minorities. In LWOO, this trend can also be observed among pupils that have lived in the Netherlands for more than 8 years. The decrease continued in 2004.

**Figure 4.4 Trends in numbers of pupils with special needs**

Index: 1991 = 100

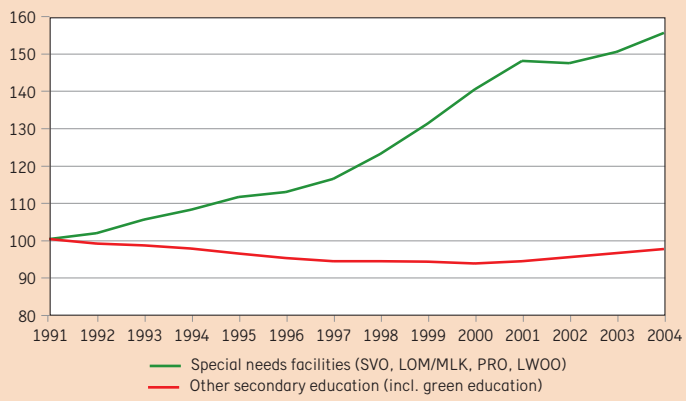
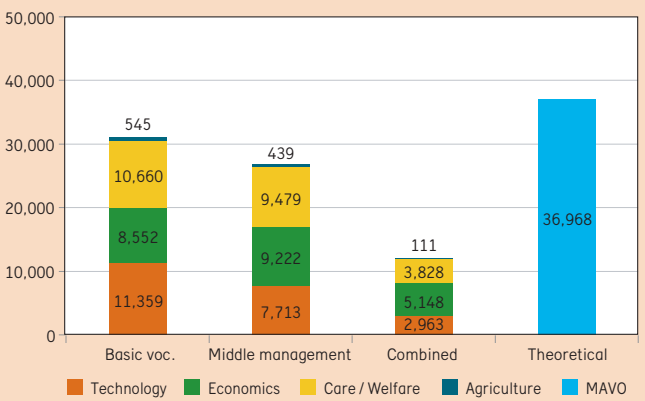



**Figure 4.5 3rd course year VMBO, by programme and sector**

Number of pupils, including special needs facilities, 2004



## Table 4.4

## Total number of pupils (x 1000) and percentage of ethnic minorities per type of school

Source

Integrated survey of school rolls (ILT), SVO surveys and LNV surveys

Notes

– Numbers on the reference date, 1 October
– VBO 3-4: including AVO/VBO 3
– MAVO 3-4: including MAVO pupils at AOCs
– HAVO/VWO 3: including AVO 3 and English programme 3
– HAVO 4-5: including English programme 4-5
– VWO 4-5-6: including International Baccalaureate 4-5-6
– LNV VBO 1-2: including agricultural pupils in course years 1-2 at comprehensive schools
– SVO and practical training on reimbursement basis have other definitions of ethnic minority pupils
– Pupil numbers at LNV-funded schools do not include MAVO schools merged with AOCs
– See Appendix Notes and Definitions, part C

| | 2000 | | 2001 | | 2002 | | 2003 | | 2004 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | % min. | Number | % min. | Number | % min. | Number | % min. | Number | % min. |
| **Secondary education overall, funded by OCW** | **862.9** | **9.3** | **872.1** | **9.6** | **879.8** | **9.5** | **889.9** | **9.1** | **900.8** | **3.1** |
| **Secondary education overall. excluding special needs facilities** | **764.9** | **6.7** | **768.6** | **6.8** | **777.6** | **7.3** | **787.0** | **7.2** | **794.2** | **1.9** |
| Course years 1-2 | 332.3 | 7.7 | 329.2 | 7.8 | 334.3 | 8.8 | 339.0 | 8.2 | 339.9 | 2.5 |
| VBO 3-4 | 82.9 | 10.9 | . | . | . | . | . | . | . | . |
| VBO 4 | . | . | 39.3 | 10.7 | 0.7 | 3.8 | . | . | . | . |
| VMBO basic vocational programme 3-4 | . | . | 20.9 | 14.7 | 39.5 | 13.5 | 36.6 | 14.6 | 32.7 | 3.7 |
| VMBO middle management programme 3-4 | . | . | 25.6 | 9.9 | 45.5 | 9.1 | 44.7 | 9.8 | 44.4 | 2.0 |
| MAVO 3-4 | 98.3 | 7.8 | . | . | . | . | . | . | . | . |
| VMBO theoretical programme 3-4 | . | . | 38.4 | 7.4 | 80.2 | 7.8 | 80.1 | 8.1 | 78.3 | 1.9 |
| VMBO combined programme 3-4 | . | . | 9.9 | 7.2 | 14.9 | 5.8 | 15.8 | 6.2 | 17.2 | 1.3 |
| MAVO 4 | . | . | 50.6 | 7.5 | . | . | . | . | . | . |
| HAVO/VWO 3 | 78.1 | 3.8 | 77.5 | 4.1 | 78.8 | 4.3 | 80.6 | 4.6 | 84.4 | 1.2 |
| HAVO 4-5 | 80.6 | 4.6 | 84.5 | 4.6 | 88.0 | 4.7 | 91.4 | 5.1 | 94.3 | 1.1 |
| VWO 4-5-6 | 92.7 | 2.8 | 92.7 | 2.8 | 95.7 | 3.1 | 98.8 | 3.3 | 103.1 | 0.9 |
| **Special needs provision overall** | **98.0** | **29.4** | **103.5** | **30.0** | **102.2** | **26.4** | **102.9** | **24.1** | **106.5** | **11.7** |
| LWOO 1-2-3-4 | 67.7 | 33.3 | . | . | . | . | | | | |
| LWOO 1-2-3-4 | . | . | 44.0 | 40.1 | 46.7 | 28.3 | 44.4 | 22.6 | 44.9 | 8.4 |
| LWOO basic vocational programme 3-4 | . | . | 14.3 | 23.8 | 27.0 | 22.9 | 27.7 | 23.3 | 27.2 | 7.6 |
| LWOO middle management programme 3-4 | . | . | 1.4 | 22.1 | 3.5 | 21.7 | 4.7 | 22.3 | 5.9 | 8.2 |
| LWOO combined programme 3-4 | . | . | 0.5 | 3.5 | 0.4 | 14.2 | 0.6 | 15.5 | 0.6 | 7.9 |
| LWOO theoretical programme 3-4 | . | . | 0.2 | 16.4 | 1.5 | 5.6 | 1.0 | 5.4 | 1.6 | 11.0 |
| LWOO 4 | . | . | 12.3 | 21.8 | 0.4 | 25.3 | . | . | . | . |
| SVO-LOM | 11.5 | 10.9 | 10.1 | 11.5 | . | . | . | . | . | . |
| SVO-MLK | 5.4 | 17.8 | 3.7 | 19.3 | . | . | . | . | . | . |
| Practical training | 13.4 | 30.2 | 17.0 | 30.0 | 22.7 | 28.8 | 24.5 | 29.0 | 26.3 | 22.4 |
| **LNV-funded education overall** | **31.3** | **--** | **32.4** | **--** | **33.8** | **--** | **35.7** | **--** | **36.2** | **--** |
| VBO 1-2 | 10.3 | -- | 10.6 | -- | 10.5 | -- | 11.0 | -- | 10.9 | -- |
| VBO 3-4 | 10.2 | -- | 10.3 | -- | 11.1 | -- | 11.4 | -- | 11.4 | -- |
| LWOO 1-2-3-4 | 10.8 | -- | 11.5 | -- | 12.2 | -- | 13.3 | -- | 13.9 | -- |

# Movements and Success rates in secondary education

## Transfers

The data on transfers pertain to direct transfers: when a pupil, after his HAVO (senior general secondary education) exams, first takes a year off before enrolling in a study programme in HBO, then this pupil is placed in the category called "other destination".
In the 2002/2003 school year, the first VMBO exams were administered (pre-vocational secondary education). To make the comparison, the table for the years previous was filled in on the basis of the transfers from a sector of education existing at the time that was similar to VMBO.

In 2003, 158,600 pupils earned a diploma in secondary education. The majority of them transferred directly to another form of part-time or full-time education. Of the more than 13,000 pupils in VMBO with learning support that earned a diploma in 2003, a relatively large group of more than 40 per cent did not transfer directly to another form of education. It is not known how large the group is that will enrol in education at a later time. Based on these figures, it cannot be determined what percentage of these pupils should be considered as leaving education without a basic qualification.

In the period of 2000-2003, more and more HAVO certificate holders moved on to higher professional education (HBO), at the expense of the numbers transferring to vocational training programmes (BOL).
BOL still is the main destination of VMBO certificate holders. Of those that have completed the theoretical programme (VMBO-T), 67 per cent move on to BOL. After the vocational programmes (VMBO-BKG) and the learning support programmes (VMBO-LWOO), 62 per cent and 47 per cent, respectively, transfer to BOL.
The number of pupils that take the "royal route" (from VMBO to BOL, from HAVO to HBO, from VWO to WO) is still on the increase.

## Retention rates

Retention is defined as pupils returning to the same course year at the same type of school, or to a "lower" level of education.
In 1999, 6.0 per cent of the secondary school pupils had to repeat a year; in 2003, this had dropped to 5.0 per cent.
Only in the VMBO vocational programmes (VMBO-BKG) have the retention rates gone up: 0.7 percentage points as compared with 2002.

## Dropout rates

In 2003, a total of 27,600 pupils left secondary education without any qualifications, which is 14.3 per cent of the total number of school-leavers.
More than 77 per cent of these dropouts came from lower secondary education. This constitutes an increase of 2 percentage points as compared to 2002, when nearly 75 per cent came from lower secondary education.

**Figure 4.6 Retention rates**

In HAVO 4-5 and secondary education overall

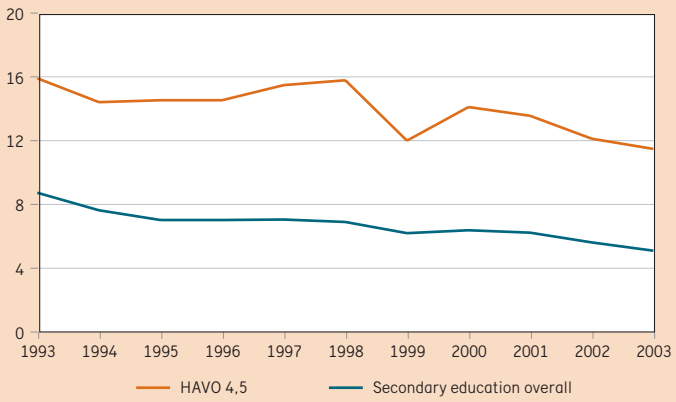
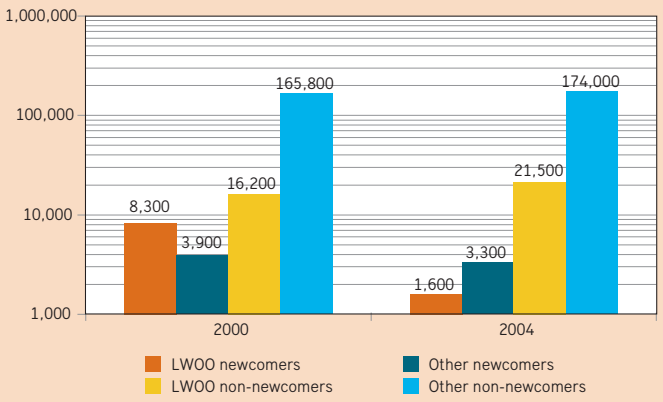



**Figure 4.7 Intake in the first year**

Absolute numbers (log scale)



## Table 4.5

Source

OCW education matrices

Notes

– Including green education

– Special needs: LWOO, PRO, LOM and MLK

### Numbers entering full-time secondary education (x 1000)

| | | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|---|
| **Secondary education overall** | **In course year 1** | **197.0** | **200.0** | **198.0** | **202.9** | **204.7** |
| | of which special needs | 29.1 | 32.8 | 33.4 | 30.2 | 31.5 |

## Table 4.6

Source

OCW education matrices

Notes

– Including green education

– Dropout: pupils leaving without qualifications

– Dropout: as a percentage of total numbers

### Dropout rates full-time education, in numbers and as a percentage of total numbers leaving

| | 1999 | | 2000 | | 2001 | | 2002 | | 2003 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| **Dropout rates full-time education** | | | | | | | | | | |
| **Secondary education overall** | **24,000** | **12.6** | **25,600** | **13.1** | **27,300** | **14.6** | **28,900** | **15.0** | **27,600** | **14.3** |
| of which in lower secondary education | 16,900 | 14.7 | 18,900 | 15.9 | 21,600 | 17.7 | 21,900 | 17.2 | 21,300 | 17.0 |

## Table 4.7

Source

OCW education matrices

Notes

– Including green education

– See Appendix Notes and Definitions, part C

### Qualified school-leavers by destination (in percentages)

| | | Destination | | | | | | | Total number |
|---|---|---|---|---|---|---|---|---|---|
| **Origin** | | **VMBO** | **HAVO** | **VWO** | **BBL** | **BOL** | **HBO** | **WO** | **Other** | **(x 1000)** |
| VMBO (LWOO) - d | 2000 | 4.5 | | | 13.6 | 37.1 | | | 44.8 | 11.2 |
| | 2001 | 2.9 | | | 14.6 | 38.5 | | | 44.0 | 11.5 |
| | 2002 | 1.2 | | | 15.2 | 42.1 | | | 41.5 | 12.1 |
| | 2003 | 0.2 | 0.5 | | 11.6 | 47.3 | | | 40.4 | 13.1 |
| VMBO (BKG) - d | 2000 | 3.0 | 0.0 | | 13.3 | 53.6 | | | 30.0 | 40.0 |
| | 2001 | 2.0 | 0.0 | | 13.3 | 54.1 | | | 30.5 | 39.4 |
| | 2002 | 0.9 | 0.0 | | 12.0 | 56.3 | | | 30.6 | 41.0 |
| | 2003 | 0.3 | 0.3 | | 9.2 | 62.2 | | | 27.8 | 47.2 |
| VMBO (T) - d | 2000 | 0.2 | 10.4 | | 5.2 | 69.1 | | | 15.1 | 46.4 |
| | 2001 | 0.2 | 9.5 | | 5.0 | 69.7 | | | 15.2 | 45.1 |
| | 2002 | 0.1 | 9.3 | | 4.1 | 69.7 | | | 16.6 | 48.0 |
| | 2003 | 0.2 | 13.4 | | 3.7 | 67.1 | | | 15.2 | 37.9 |
| HAVO - d | 2000 | | | 2.9 | 1.0 | 10.2 | 72.4 | | 13.5 | 38.7 |
| | 2001 | | | 3.9 | 0.8 | 6.9 | 79.5 | | 8.2 | 29.5 |
| | 2002 | | | 2.7 | 0.8 | 5.9 | 79.8 | | 10.5 | 31.9 |
| | 2003 | | | 3.3 | 0.5 | 5.0 | 81.6 | | 9.1 | 34.4 |
| VWO - d | 2000 | | | | 0.3 | 0.3 | 22.1 | 63.4 | 14.0 | 26.5 |
| | 2001 | | | | 0.1 | 0.2 | 19.8 | 66.4 | 13.5 | 26.6 |
| | 2002 | | | | 0.1 | 0.2 | 17.9 | 70.5 | 11.4 | 24.2 |
| | 2003 | | | | 0.0 | 0.2 | 17.0 | 71.6 | 11.2 | 26.0 |

## Table 4.8

Source

OCW education matrices

Notes

– Retention: pupils returning to the same course year of the same type of school or a "lower" form of education

– VO 1, 2 (3): including HAVO and VWO 3

– See Appendix Notes and Definitions, part C

### Retention rates

| | | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|---|
| **Secondary education overall** | **Course years** | **6.1** | **6.2** | **6.1** | **5.5** | **5.0** |
| VO | 1-2 (3) | 3.5 | 3.7 | 3.7 | 3.5 | 3.1 |
| VMBO (LWOO) | 1-2-3-4 | 5.3 | 6.4 | 6.6 | 5.9 | 5.0 |
| VMBO (BKG) | 3-4 | 4.8 | 4.6 | 3.1 | 3.3 | 4.0 |
| VMBO (T) | 3-4 | 9.9 | 9.9 | 9.6 | 7.1 | 6.2 |
| HAVO | 4-5 | 11.9 | 14.0 | 13.5 | 12.0 | 11.4 |
| VWO | 4-5-6 | 9.5 | 8.6 | 9.6 | 8.8 | 7.4 |

# Institutions and Staff in secondary education

## Schools

In the 2004/05 school year, the number of secondary schools totalled 656, a decrease of 11 schools as compared with 2003/04. The significant decrease of 104 schools in 2002/03 as compared with 2001/02 was caused by mergers, in which the majority of the 112 special secondary schools for pupils with learning and behavioural difficulties (SVO/LOM) or for children with moderate learning difficulties (SVO/MLK) amalgamated with other schools. The former LOM schools usually merged with broad-based combined schools.

Broad-based combined schools constitute the largest group: 42 per cent of the total number of schools. Nearly 70 per cent of all pupils in secondary education attend one of these broad-based combined schools.
In a broad-based combined school, PRO, VBO, MAVO, HAVO and VWO pupils are not always accommodated at the same site.

## Age of staff

The percentage of teachers aged 50 and older has risen over the past few years: from 37 per cent in 2000 to almost 41 per cent in 2004. It is expected that, in the coming years, many teachers will permanently leave the teaching profession. Many teachers will be entering (pre-)retirement. The percentage of staff over 50 differs sharply from region to region. In many regions, between 40 and 45 per cent of the teachers are over 50; in Limburg this group accounts for more than 47 per cent. In Almere, on the other hand, only one fourth of the teaching staff were older than 50.

## Proportion of women

The percentage of women has risen in recent years from over 33 per cent in 2000 to almost 39 per cent in 2004.
In management, women were under-represented. In 2004, over 13 per cent of the school heads and 18 per cent of the deputy heads were women. Almost half of the ancillary staff were women in 2004.

## Ancillary staff

Secondary schools make considerable use of support staff. In 2004 there were nearly 22,000 ancillary staff members. They filled over 17,000 full-time jobs.

## Employment in secondary education

Employment opportunities in secondary education have grown sharply in recent years. In 2000 there were still 72,000 full-time jobs; by 2004 this had increased to over 82,000. These 82,000 full-time jobs were filled by over 100,000 people.

**Figure 4.8 Age distribution of teaching staff**

In numbers, excluding ancillary staff

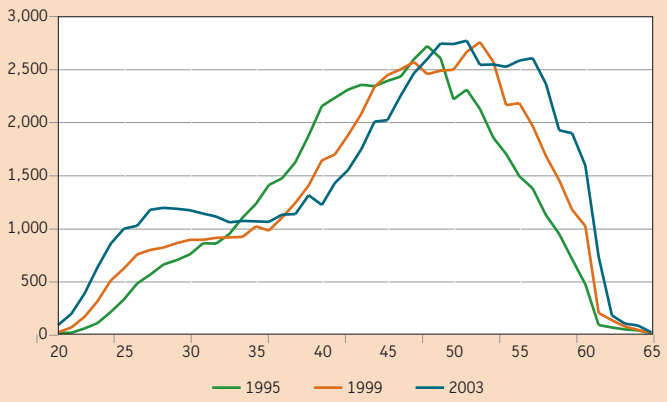
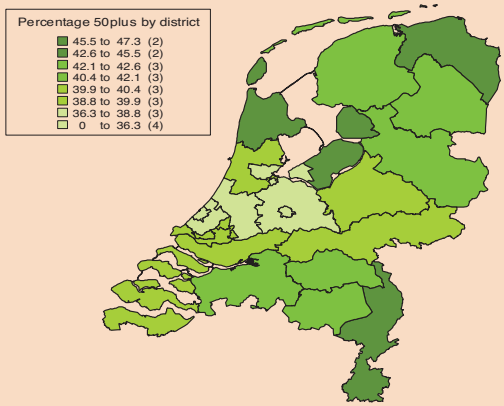



**Figure 4.9 Proportion of staff aged 50 and older**

Proportion by district, 2004



## Table 4.9

Source

ILT, SVO rolls

Notes

– Numbers at the reference date, 1 October
– For SVO-LOM and SVO-MLK: schools and departments
– Under the Act of 28 May 1998, all SVO-LOM and SVO-MLK schools either merged with a secondary school before 1 August 2002, or were converted into practical training (PRO) or special education centres (OPDC).

### Number of secondary schools and distribution of pupils in percentages

| | 2000 | | 2001 | | 2002 | | 2003 | | 2004 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Schools | Pupils | Schools | Pupils | Schools | Pupils | Schools | Pupils | Schools | Pupils |
| **Secondary education overall** | **834** | **100** | **784** | **100** | **680** | **100** | **667** | **100.0** | **656** | **100.0** |
| SVO LOM | 100 | 1.4 | 78 | 1.2 | . | . | . | . | | |
| SVO MLK | 58 | 0.6 | 34 | 0.4 | . | . | . | . | | |
| Practical training | 90 | 1.4 | 98 | 1.6 | 116 | 2.0 | 111 | 2.0 | 109 | 2.1 |
| VBO | 19 | 1.0 | 13 | 0.4 | 12 | 0.3 | 12 | 0.4 | 11 | 0.4 |
| VBO/PRO | . | . | 2 | 0.2 | 1 | 0.2 | 1 | 0.2 | 1 | 0.1 |
| AVO only | 31 | 1.3 | 27 | 1.1 | 23 | 1.0 | 21 | 0.9 | 18 | 0.8 |
| VWO | 39 | 2.9 | 39 | 2.8 | 39 | 2.9 | 39 | 2.9 | 39 | 2.9 |
| AVO combined school | 161 | 20.4 | 156 | 20.1 | 152 | 19.5 | 148 | 19.8 | 146 | 19.8 |
| AVO/VBO (narrow-based) | 50 | 4.8 | 44 | 4.1 | 42 | 3.9 | 41 | 3.6 | 39 | 3.4 |
| AVO/VBO with PRO (narrow-based) | . | . | 3 | 0.5 | 4 | 0.5 | 4 | 0.5 | 4 | 0.5 |
| AVO/VBO (broad-based) | 255 | 60.0 | 248 | 58.0 | 234 | 54.2 | 227 | 52.7 | 223 | 51.9 |
| AVO/VBO with PRO (broad-based) | 18 | 5.3 | 29 | 8.5 | 45 | 14.3 | 50 | 15.8 | 53 | 16.9 |
| Vertical schools | 13 | 1.5 | 13 | 1.5 | 12 | 1.3 | 12 | 1.2 | 12 | 1.2 |
| Developing schools (transition years only) | . | . | . | . | . | . | 1 | 0.0 | 1 | 0 |

## Table 4.10

Source

OCW register of institutions (BRIN), ILT

Notes

– Numbers including LNV pupils at combined schools; reference date 1 October
– Excluding special secondary education (SVO)

### Number of secondary schools and distribution of pupils (x 1000) by denomination

| | 2000 | | 2001 | | 2002 | | 2003 | | 2004 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Schools | Pupils | Schools | Pupils | Schools | Pupils | Schools | Pupils | Schools | Pupils |
| **Total =100 %** | **676** | **844.0** | **672** | **859.5** | **680** | **876.9** | **667** | **891.2** | **656** | **902.9** |
| Public schools | 28 | 26 | 28 | 27 | 30 | 27 | 29 | 27 | 29 | 27 |
| Private non-denominational schools | 11 | 9 | 11 | 8 | 12 | 9 | 12 | 10 | 13 | 11 |
| Protestant schools | 22 | 26 | 23 | 25 | 22 | 25 | 22 | 24 | 22 | 24 |
| Roman Catholic schools | 29 | 27 | 28 | 27 | 26 | 27 | 26 | 27 | 25 | 27 |
| Interdenominational schools | 10 | 12 | 10 | 13 | 11 | 13 | 11 | 13 | 11 | 12 |

## Table 4.11

Source

OCW (CASO)

Notes

– 1 FTE (full-time equivalent) corresponds to 1 full-time position. See also Appendix Notes and Definitions, Part F.
– Reference date: 1 October
– The category "Other staff" comprises ancillary staff, organizational staff and administrative staff.

### Staff in secondary education, key statistics

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Staff in FTEs (x 1000)** | **72.0** | **75.6** | **79.1** | **81.7** | **82.3** |
| School management | 4.0 | 3.8 | 3.9 | 3.9 | 3.8 |
| Teachers | 55.8 | 58.2 | 60.1 | 61.5 | 61.5 |
| Other staff | 12.2 | 13.6 | 15.1 | 16.3 | 17.0 |
| **B) Staff in numbers (x 1000)** | **87.5** | **92.4** | **97.6** | **100.0** | **101.0** |
| School management | 4.0 | 3.9 | 4.0 | 4.0 | 3.8 |
| Teachers | 66.8 | 70.1 | 73.3 | 74.1 | 74.3 |
| Other staff | 16.7 | 18.4 | 20.3 | 21.9 | 22.9 |
| **C) Percentage of women (in FTEs)** | **34.1** | **35.5** | **37.0** | **38.0** | **39.2** |
| School management | 12.2 | 13.6 | 14.8 | 16.1 | 17.1 |
| Teachers | 33.3 | 34.6 | 36.2 | 37.3 | 38.6 |
| Other staff | 44.9 | 45.6 | 45.9 | 45.9 | 46.2 |
| **D) Percentage of staff aged 50 and older** | **39.3** | **39.8** | **39.9** | **40.8** | **41.8** |
| School management | 66.4 | 65.6 | 65.4 | 66.3 | 67.7 |
| Teachers | 37.1 | 38 | 38.4 | 39.4 | 40.5 |
| Other staff | 40.5 | 40.3 | 39.2 | 39.8 | 40.7 |

# Selection of set subject combinations

In the 1999/00 school year, set subject combinations were introduced for all the pupils in secondary education. Now, therefore, subject combinations have been selected in six school years (apart from the vanguard schools where the subject combinations were introduced one year earlier). This means that e.g. for the sixth course year in VWO, data on the selection of set subject combinations is now available on three years.

## Double subject combinations

In addition to the single subject combinations, it is also possible to combine subject combinations. The combinations of "Science and Technology" / "Science and Health" and "Economics and Society" / "Culture and Society" are chosen more frequently than other combinations.
The relatively high percentage of pupils with double subject combinations in the fourth course year of VWO is partly caused by schools delaying the selection of set subject combinations. These schools offer two routes (the science route and the social route). In the fifth and sixth course years of VWO, significantly fewer pupils choose double subject combinations. This decrease is echoed by an increase in participation rates for the other combinations.
There are hardly any differences in the selection of set subject combinations between the fifth and the sixth course years.

Within the HAVO sector, the number of pupils opting for double subject combinations is smaller than within VWO.

The HAVO sector shows a marked decrease in participation rates for the "Science and Technology" combination, whereas "Science and Health" is picking up.

## Exact subject combinations and social subject combinations

Of note is the fact that in 2004 around 46 per cent of the pupils in the final course year of VWO opted for the exact subject combinations ("Science and Technology", "Science and Health"). Within HAVO, around 27 per cent of the pupils opted for exact subject combinations; here, a comparatively higher number of pupils chose the "social" combinations.
In 2004, 33 per cent of the pupils in the final course year of HAVO selected the "Culture and Society" combination, as compared to only 20 per cent of the pupils in the final course year of VWO. This is similar to the picture for 2002 and 2003.
Of the exact subject combinations, "Science and Technology" is chosen by approximately the same number of pupils in HAVO and VWO. VWO pupils are more interested in "Science and Health" than are HAVO pupils, while in HAVO the social subject combinations score higher than they do in VWO.

## Differences in choices between boys and girls

The "traditional" difference in choices between the sexes still turns out to be clearly noticeable: both "Science and Technology" and "Economics and Society" tend to be chosen primarily by boys, whereas "Culture and Society" is preferred by girls. With the "Science and Health" combination within HAVO, the differences are relatively small.

**Figure 4.10 VWO pupils in the set subject combinations**

As a percentage of all VWO pupils in the set subject combinations in any year

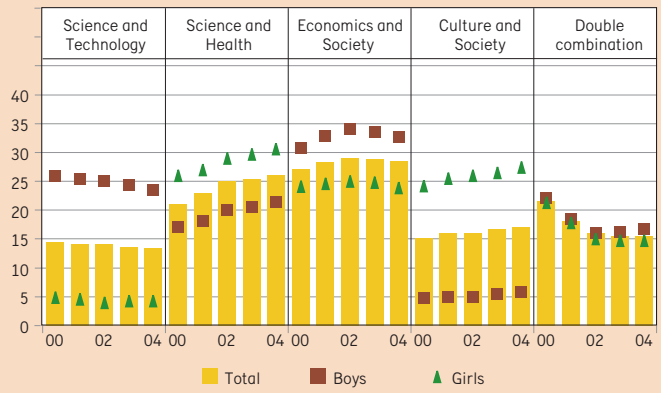
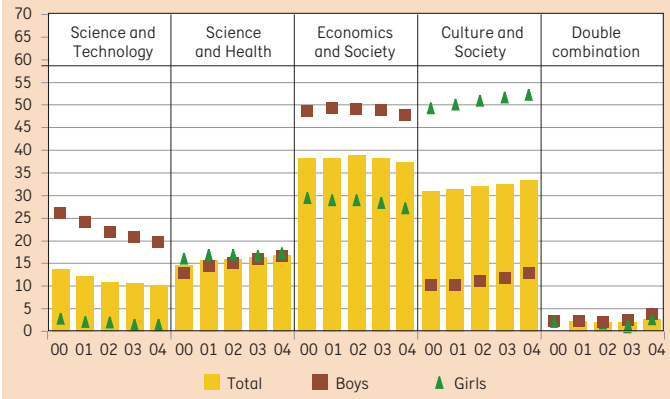



**Figure 4.11 HAVO pupils in the set subject combinations**

As a percentage of all HAVO pupils in the set subject combinations in any year



## Table 4.12

Source

Integrated survey of school rolls (ILT)

### Percentage of VWO and HAVO pupils in the set subject combinations

| | Course year 4 | | | Course year 5 | | | Course year 6 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| **A) VWO** | | | | | | | | | |
| **Total** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** | **100** |
| Science and Technology | 11 | 11 | 10 | 15 | 15 | 15 | 15 | 15 | 14 |
| Science and Health | 20 | 20 | 21 | 28 | 29 | 30 | 27 | 28 | 29 |
| Economics and Society | 23 | 22 | 20 | 32 | 33 | 32 | 33 | 33 | 33 |
| Culture and Society | 13 | 13 | 13 | 18 | 18 | 19 | 19 | 19 | 20 |
| Science and Technology / Science and Health | 18 | 19 | 20 | 4 | 3 | 3 | 3 | 3 | 3 |
| Economics and Society / Culture and Society | 15 | 14 | 15 | 3 | 2 | 1 | 3 | 2 | 1 |
| Other double combinations | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |

| | Course year 4 | | | Course year 5 | | |
|---|---|---|---|---|---|---|
| | 2002 | 2003 | 2004 | 2002 | 2003 | 2004 |
| **B) HAVO** | | | | | | |
| **Total** | **100** | **100** | **100** | **100** | **100** | **100** |
| Science and Technology | 11 | 11 | 10 | 11 | 11 | 10 |
| Science and Health | 16 | 17 | 17 | 16 | 16 | 16 |
| Economics and Society | 38 | 37 | 36 | 40 | 39 | 39 |
| Culture and Society | 32 | 32 | 33 | 33 | 33 | 33 |
| Science and Technology / Science and Health | 1 | 1 | 2 | 1 | 1 | 1 |
| Economics and Society / Culture and Society | 2 | 2 | 2 | 0 | 0 | 1 |

## Table 4.13

Source

Integrated survey of school rolls (ILT)

### Distribution by set subject combination in VWO course year 6 and HAVO course year 5, 2004

| | VWO course year 6 | | HAVO course year 5 | |
|---|---|---|---|---|
| | Number | % | Number | % |
| **Total** | **30,823** | **100** | **42,244** | **100** |
| Science and Technology | 4,287 | 14 | 4,293 | 10 |
| Science and Health | 9,065 | 30 | 6,949 | 17 |
| Economics and Society | 10,279 | 33 | 16,137 | 38 |
| Culture and Society | 6,147 | 20 | 13,982 | 33 |
| Double combinations | 1,045 | 3 | 883 | 2 |

# System and Funding in adult and vocational education

## System

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

MBO comprises block or day release programmes (BBL) and vocational training (BOL). Within BBL, the focus is on practical training (involving 60 per cent or more of the duration of the course); in BOL, the practical component takes between 20 and 60 per cent of the duration of the course. BOL can be taken either full-time (ft) or part-time (pt), with a course programme of less than 850 hours. OCW-funded MBO courses are offered in three sectors (economics, technology, and personal and social services/health care) and 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).

Adult education comprises general secondary education (VAVO) and adult basic education. VAVO is regarded as "second chance education" (MAVO, HAVO and VWO). Adult basic education comprises broad social functioning, social self-reliance and Dutch as a second language (DSL). Adult basic education is a first step towards further training and development. DSL enables non-Dutch speaking citizens to raise the level of their language skills to an acceptable standard. VAVO and adult basic education are covered by the adult education qualification structure (KSE).

## Funding

In 2004, the Ministry of OCW provided the Regional Training Centres (ROCs) and specialist trade colleges with 2.3 billion euros. This sum is distributed 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, the Ministry of OCW allocated a sum of 240 million euros to the local governments in 2004 for the provision of adult education (on the basis of the size of the adult population, the number of adults of ethnic origin and the number of adults with a low level of education). The Regional Training Centres (ROCs) provide courses which are paid for by the local governments.
The Vocational Education and Industry Knowledge Centres (KBBs) are funded by OCW on the basis of the number of qualifications they have developed and maintained, 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 2004, the KBBs received 110 million euros.
Furthermore, institutions can be contracted to perform specific educational activities for third parties, the so-called "contract activities". Participants 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 participants under the age of 18, the parents can apply for a study costs allowance.

**Figure 5.1 Types of adult and vocational education courses**

2004

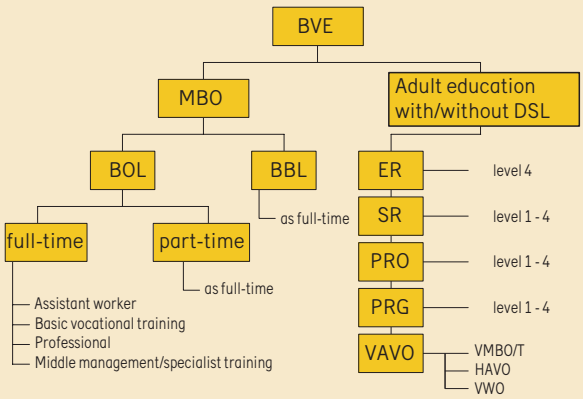
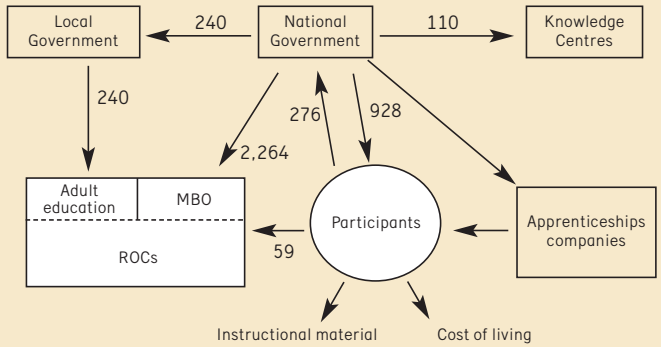



**Figure 5.2 Flows of funds in adult and vocational education**

Amounts for 2004 (x € 1 million)



## Table 5.1

## Financial key statistics for adult and vocational education

Source

OCW:

- Annual reports
- Surveys of student numbers and estimates of numbers attending integration courses, SFB

CBS: population forecast

Notes

– A) Revenue: including technocentres
– See Appendix Notes and Definitions, Part B
– ER: educational self-reliance
– SR: social self-reliance,
– PRO: professional self-reliance unqualified
– PRG: professional self-reliance qualified

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Expenditure and revenue (x € 1 million)** | | | | | |
| **Expenditure** | **2,261.8** | **2,473.2** | **2,551.1** | **2,584.8** | **2,701.6** |
| Secondary vocational education | 1,817.7 | 1,988.1 | 2,040.9 | 2,180.2 | 2,263.5 |
| Adult education | 200.0 | 214.1 | 234.9 | 241.3 | 240.4 |
| Integration courses | 90.5 | 102.2 | 115.9 | . | . |
| Knowledge centres | 89.7 | 92.6 | 107.3 | 108.7 | 109.8 |
| Specific promotion | 57.1 | 70.9 | 46.6 | 46.0 | 50.2 |
| Technocentres | 6.8 | 5.2 | 5.4 | 8.6 | 8.7 |
| **Overhead costs** | **.** | **.** | **.** | **.** | **29.0** |
| Attributed to CFI / IBG | . | . | . | . | 25.3 |
| OCW overheads | . | . | . | . | 3.8 |
| **Revenue** | **31.0** | **15.6** | **23.2** | **33.2** | **24.3** |
| **B) Associated expenditure and revenue (x € 1 million)** | | | | | |
| Course fees received | 208.4 | 219.7 | 228.7 | 245.5 | 275.7 |
| **C) Expenditure per participant (x € 1000)** | | | | | |
| **Secondary vocational education (MBO)** | **4.6** | **5.0** | **4.9** | **5.1** | **5.3** |
| BBL | 2.9 | 3.1 | 3.1 | 3.2 | 3.2 |
| BOL-ft | 5.7 | 6.2 | 6.1 | 6.3 | 6.4 |
| BOL-pt | 2.9 | 3.1 | 3.1 | 3.2 | 3.2 |
| **Adult education** | | | | | |
| Spending on government-funded adult education per adult citizen | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 |

# Adult and vocational education: financial data

Based on the financial indicators for solvency, liquidity and profitability, the financial position of the adult and vocational education sector in 2003 can, on average, be regarded as healthy. Solvency and liquidity have declined compared to 2002, whereas the profitability picked up after a steep fall in 2002.

## Solvency

The solvency (equity capital including provisions in relation to total resources) in the adult and vocational education (BVE) sector has for years been stable at a level of 0.60. Only two BVE institutions are faced with a solvency under the norm of 0.30.

The equity capital increased by almost 4 per cent over the figure for 2002. The provisions increased on balance by 6.9 million euros compared with 2002. The proportion of the provisions as a part of total resources has remained reasonably constant over the years (8.4 per cent). The total liabilities increased by 122.3 million euros to 1.2 billion euros, an increase of 11.6 per cent.

## Liquidity

The liquidity (current assets/short-term debts) fell from 1.24 in 2002 to 1.14 in 2003. This means that the downward trend of recent years is continuing. In this respect there is a large difference between the Regional Training Centres and specialist trade colleges. The liquidity of the Regional Training Centres amounts to 1.10 and that of the specialist trade colleges to 2.07. In 2003, 9 adult and vocational education institutions had a weak liquidity position (lower than 0.60).

## Profitability

The profitability (result from ordinary operations/total income from ordinary operations) increased compared to 2002 (from -0.2 per cent in 2002 to +0.5 per cent in 2003) and on average can be qualified as "moderate/sufficient". In contrast to the year before, the result from the ordinary operations came out positive this year. In 2003, the total operating result (result from ordinary operations and the extraordinary result) amounted to 19.7 million euros. In total, 20 BVE institutions were confronted with a negative operating result.

**Figure 5.3 Solvency of adult and vocational education institutions**

Spread in solvency (including provivions)

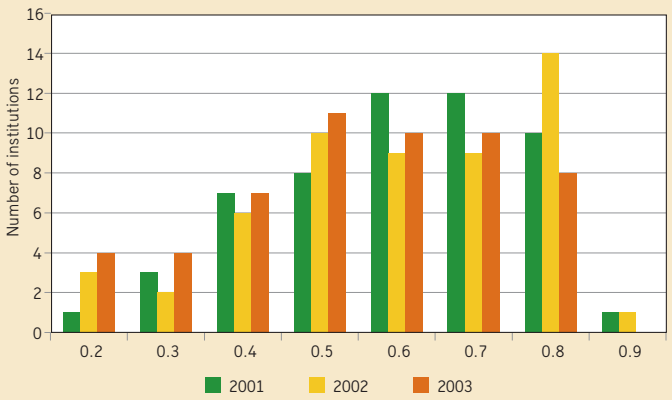
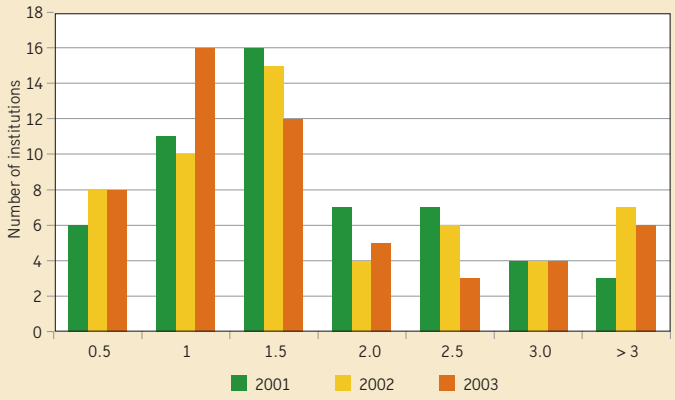



**Figure 5.4 Liquidity of adult and vocational education institutions**

Spread in liquidity (current ratio)



## Table 5.2

## Balance sheet and operating results of adult and vocational education institutions

Source

OCW: financial analyses of adult and vocational education, annual accounts 1999-2003

Notes

– Four vertical schools are not included in these figures.
– Operating result figures are based on the sum of "Revenues and expenses balance", the "Financial revenues and expenses balance" and the "Extraordinary result", minus "Third party share".
– See Appendix Notes and Definitions, Part B

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Financial indicators** | | | | | |
| Solvency (including provisions) | 0.62 | 0.60 | 0.61 | 0.61 | 0.60 |
| Liquidity | 1.38 | 1.33 | 1.32 | 1.24 | 1.14 |
| Profitability (in percentages) | 0.68 | 1.30 | 2.63 | -0.16 | 0.47 |
| **B) Accumulated balance sheet (x € 1 million)** | | | | | |
| **Total assets** | **2,253.8** | **2,434.6** | **2,656.5** | **2,725.3** | **2,912.2** |
| Fixed assets | 1,617.2 | 1,731.7 | 1,882.3 | 1,986.6 | 2,192.1 |
| of which tangible fixed assets | 1,557.2 | 1,652.6 | 1,796.4 | 1,919.8 | 2,127.4 |
| Current assets | 636.6 | 702.9 | 774.2 | 738.7 | 720.1 |
| of which liquid assets | 388.9 | 421.9 | 487.8 | 399.5 | 401.6 |
| **Total liabilities** | **2,253.8** | **2,434.6** | **2,656.5** | **2,725.3** | **2,912.2** |
| Equity capital | 1,191.4 | 1,199.5 | 1,362.9 | 1,406.4 | 1,465.4 |
| Equalization account | . | 51.5 | 37.7 | 35.9 | 34.6 |
| Provisions | 204.0 | 221.6 | 225.5 | 231.4 | 238.3 |
| Long-term debts | 398.6 | 432.8 | 444.5 | 455.3 | 542.4 |
| Short-term debts | 459.8 | 529.1 | 585.9 | 596.3 | 631.5 |
| **C) Accumulated operating accounts (x € 1 million)** | | | | | |
| **Revenues** | **2,274.9** | **2,441.2** | **2,714.4** | **2,967.0** | **3,155.2** |
| OCW grants | 1,710.5 | 1,839.6 | 2,060.6 | 2,230.2 | 2,323.9 |
| Other government grants | 254.9 | 301.1 | 354.2 | 381.4 | 449.0 |
| Course fees and examination fees | . | 5.4 | 2.2 | 9.1 | 1.6 |
| Revenues from contract work | 121.4 | 108.2 | 103.9 | 122.5 | 145.0 |
| Other revenues | 188.1 | 186.9 | 193.5 | 223.8 | 235.8 |
| **Expenses** | **2,251.6** | **2,404.3** | **2,637.1** | **2,961.8** | **3,134.2** |
| Staff costs | 1,618.5 | 1,736.3 | 1,914.2 | 2,141.1 | 2,288.4 |
| Depreciations | 145.1 | 151.6 | 163.0 | 178.5 | 180.5 |
| Accommodation | 182.6 | 190.6 | 202.0 | 218.9 | 235.1 |
| Transferred income | . | . | . | . | . |
| Other institutional expenses | 305.3 | 325.8 | 357.9 | 423.2 | 430.2 |
| **Revenues and expenses balance** | **23.4** | **36.9** | **77.3** | **5.3** | **20.9** |
| Financial revenues | 17.4 | 22.2 | 24.2 | 20.6 | 17.3 |
| Financial expenses | 25.3 | 27.0 | 29.7 | 30.2 | 30.9 |
| **Financial revenues and expenses balance** | **-7.9** | **-4.8** | **-5.5** | **-9.5** | **-13.6** |
| Extraordinary revenues | 22.8 | 34.1 | 34.4 | 39.5 | 20.5 |
| Extraordinary expenses | 14.0 | 32.0 | 24.8 | 13.1 | 8.1 |
| **Extraordinary result** | **8.7** | **2.1** | **9.6** | **26.3** | **12.3** |
| Third party share | . | . | . | 0.3 | 0.0 |
| **Operating result** | **24.2** | **34.3** | **81.3** | **21.8** | **19.7** |
| **Total expenses operating account** | **2,290.9** | **2,463.3** | **2,691.6** | **3,005.3** | **3,173.2** |

# Participants in adult and vocational education

## Participants in MBO

In 2004, the number of participants in MBO rose by more than 0.5 per cent, as compared with 2003, to 454,000 (reference date 1 October). The largest of the three educational routes is full-time vocational training (BOL-ft), with 301,000 participants (66 per cent of the total number in vocational education). Participation rates in block or day release programmes (BBL; 137,000 participants) and in part-time vocational training (BOL-pt; 16,300 participants) fell as compared with 2003.
The majority of the students in BOL-ft take courses at levels 3 or 4 (76 per cent). In BOL-pt and BBL, numbers are spread more evenly over the levels 1-2 and 3-4.

In 2003, the average age of the participants was 18 in BOL-ft; 26 in BBL and 33 in BOL-pt. The proportion of adults (aged 18 or older) in MBO amounted to 64 per cent; in 2002 this was still 66 per cent. Men are slightly over-represented in MBO (52 per cent). BBL in particular has a large proportion of male participants (60 per cent). BOL-pt, on the other hand, has a larger proportion of women (56 per cent).

Of all the participants in MBO, 37 per cent took courses in the sector of economics in the 2003/04 school year, 31 per cent were enrolled in the sector of technology and 32 per cent in the sector of personal and social services/health care (DGO). The downward trend in participation rates in the technology sector continued in 2003/04. The DGO sector, by contrast, shows an upward trend.

In the technology sector, 49 per cent of the participants took BBL courses, which was significantly more than in the DGO sector (33 per cent) or the economics sector (22 per cent). The DGO sector consisted primarily of participants at levels 3 or 4 (81 per cent), whereas the technology sector (41 per cent) and the economics sector (36 per cent) also had a fair number of participants at levels 1 and 2.

## Participants in adult education

In 2004, the number of participants in adult education courses totalled 147,000. A significant number (95,000) took DSL courses. The majority (73 per cent) of the courses were taken at levels 1 or 2. Student numbers in adult general secondary education (VAVO; KSE 4-6) continued to decline: in 2004, the number of participants totalled 14,000. Adult basic education (formerly KSE 1-3) dropped by 14 per cent in 2004, to 38,000 participants.

In 2003, 8 per cent of the participants in adult education were 18 years of age or younger, while 35 per cent were 40 years of age or older. The number of adult education participants aged 65 or over totalled over 5,000.

The number of older participants was comparatively high in KSE levels 1 to 3 (62 per cent were 40 years of age or older, 9 per cent were 65 or older). With regard to the DSL courses, the age group of 28 to 40 was represented most strongly (43 per cent).

**Figure 5.5 Participants in MBO**

Number of participants (x 1000), by programme and level

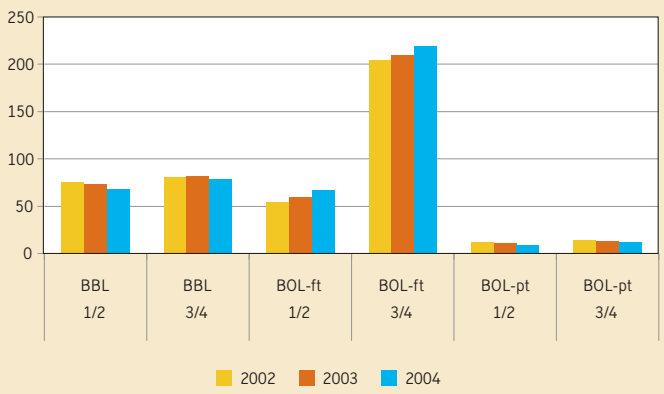
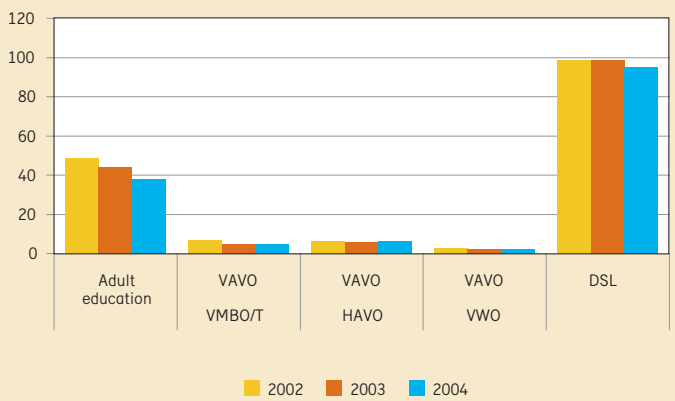



**Figure 5.6 Participants in adult education**

Number of participants (x 1000), by level



## Table 5.3

## Participants in adult and vocational education

Source

OCW: various surveys

CBS: population forecast and surveys of numbers in adult basic education

LNV: department of management instruments

Notes

– Green vocational education: figures for 2004 include pupils without training place (BBL)
– Population on 1 January of the following year (2004: forecast)
– For branches of industry, see table 5.8
– ER: educational self-reliance
– SR: social self-reliance,
– PRO: professional self-reliance unqualified
– PRG: professional self-reliance qualified
– See Appendix Notes and Definitions, Part C

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Participants (numbers x 1000)** | | | | | |
| **Vocational education (MBO), funded by OCW** | **424.3** | **431.8** | **445.9** | **451.8** | **454.3** |
| BBL | 142.6 | 150.1 | 155.9 | 151.0 | 136.6 |
| BOL-ft | 254.8 | 253.9 | 264.5 | 280.8 | 301.4 |
| BOL-pt | 26.9 | 27.8 | 25.5 | 20.0 | 16.3 |
| **Vocational education (MBO). funded by LNV** | **23.8** | **23.7** | **23.6** | **23.8** | **24.9** |
| BBL-green | 8.0 | 8.4 | 8.6 | 8.7 | 9.2 |
| BOL-green | 15.8 | 15.3 | 15.0 | 15.1 | 15.7 |
| **Adult education (OCW)** | **168.2** | **166.3** | **163.8** | **156.3** | **147.0** |
| KSE 1-3 / ER, SR, PRO and PRG (2004) | 47.0 | 50.9 | 49.0 | 44.2 | 38.1 |
| KSE 4-6 / VAVO (2004) | 24.3 | 20.1 | 16.0 | 13.4 | 14.0 |
| DSL | 96.9 | 95.3 | 98.8 | 98.8 | 95.0 |
| **Adult citizens (aged 18-64) (x 1000)** | **10,279.9** | **10,336.7** | **10,378.7** | **10,403.2** | **10,412.1** |

## Table 5.4

## Participants in adult and vocational education by level

Source

OCW: funding surveys, policy surveys and pupil/student forecast surveys

CBS: population forecast and surveys of numbers in adult basic education

Notes

– Figures on numbers of participants are based on data available as of December 2004
– DSL: from 2004 on, level is that of study programme, not of the subject
–See Appendix Notes and Definitions, Part C

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Participants (numbers x 1000)** | | | | | |
| **Vocational education (MBO) overall** | **424.3** | **431.8** | **445.9** | **451.8** | **454.3** |
| **BBL** | | | | | |
| Levels 1-2 | 74.1 | 75.7 | 76.9 | 71.7 | 61.4 |
| Levels 3-4 | 68.5 | 74.4 | 78.9 | 79.3 | 75.1 |
| **BOL-ft** | | | | | |
| Levels 1-2 | 47.6 | 52.0 | 57.0 | 65.2 | 72.5 |
| Levels 3-4 | 207.2 | 201.9 | 207.5 | 215.6 | 228.9 |
| **BOL-pt** | | | | | |
| Levels 1-2 | 12.4 | 13.3 | 12.3 | 8.6 | 6.7 |
| Levels 3-4 | 14.5 | 14.4 | 13.2 | 11.4 | 9.6 |
| **Adult education overall** | **168.2** | **166.3** | **163.8** | **156.3** | **147.0** |
| **KSE / Adult education new (2004)** | | | | | |
| Levels 1-3 / in 2004 levels 1-2 | 47.0 | 50.9 | 49.0 | 44.2 | 38.1 |
| Level 4; in 2004 level 3 (VMBO-T) | 10.4 | 8.8 | 6.8 | 5.1 | 4.8 |
| Level 5; in 2004 level 4 (HAVO) | 9.6 | 7.5 | 6.4 | 5.9 | 6.7 |
| Level 6; in 2004 level 4 (VWO) | 4.3 | 3.8 | 2.8 | 2.3 | 2.5 |
| **DSL** | | | | | |
| Levels 1-2 | 69.5 | 64.7 | 65.4 | 66.0 | 69.4 |
| Level 3 | 17.2 | 17.2 | 18.8 | 22.9 | 14.5 |
| Level 4 | 7.2 | 9.0 | 10.3 | 8.1 | 11.1 |
| Level 5; discontinued in 2004 | 3.0 | 4.4 | 4.3 | 1.7 | 0.0 |

# Movements and Success rates in adult and vocational education

## Intake and duration of study

In 2003, 217,000 participants entered MBO, nearly 49 per cent of the total number of participants. For the first time in years, the number of entrants decreased vis à vis the total number of participants: from 52 per cent (2002) to 49 per cent (2003). The intake from outside the education system (indirect re-entrants) amounted to 54 per cent. The increase in intake in 2003 can be attributed to BOL-ft. Intake in BBL and BOL-pt dropped.
Of the participants entering full-time vocational training programmes (BOL-ft), 46 per cent are (I)VMBO certificate holders, 41 per cent do not come directly from any form of education and 13 per cent have transferred from elsewhere. Of those entering part-time vocational training programmes (BOL-pt), 83 per cent do not come directly from other types of education. In block/day release programmes (BBL), 69 per cent of the participants come from outside the education system, 8 per cent are (I)VMBO certificate holders, 20 per cent have transferred from other vocational training courses and 3 per cent come from other backgrounds (unqualified VMBO pupils and HAVO).
On 1 October 2003, the reference date, the number of new entrants in adult education totalled 108,000. Some 39 per cent of the participants in adult general secondary education (VAVO) transferred directly from mainstream VMBO, HAVO and VWO; 42 per cent came from outside the education system and 19 per cent transferred from MBO or other sectors. In adult basic education (excluding DSL), 79 per cent of the participants did not attend any type of school immediately prior to adult education.

## Transfer rates and number of school-leavers

The number of participants leaving MBO (as compared with the total number of participants) remained fairly stable over the past few years. In 2003, 47 per cent of the total number of participants left MBO.
Of these school-leavers, 77 per cent left the education system altogether (therefore, MBO is largely regarded as terminal education). This proportion has been constant since 2000.
The proportion moving on to HBO increased from 7 per cent in 2002 to 8.5 per cent in 2003. Of those that leave MBO, 14 per cent transfer to another MBO course.

**Figure 5.7 Transfer rates within the vocational sector**

As a percentage of number of school-leavers (qualified/unqualified), 2003

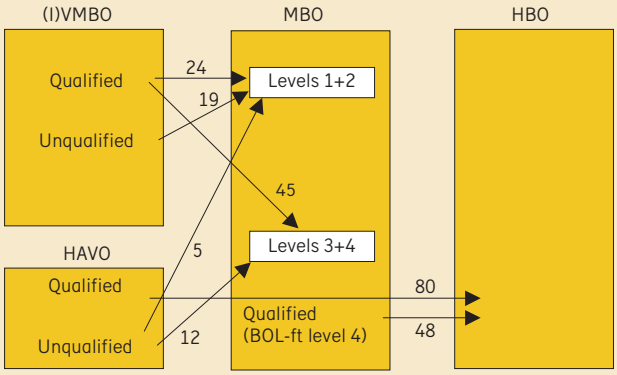
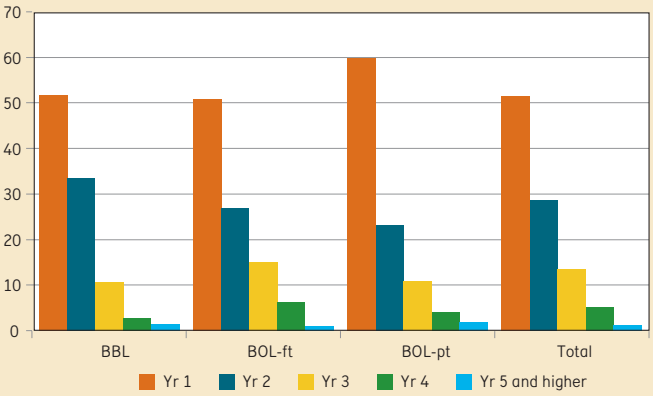



**Figure 5.8 Duration of study in MBO**

Distribution by number of years per programme, in percentages, 2004



## Table 5.5

### Numbers entering and leaving vocational education by background and destination

Source
OCW

Notes
– Numbers entering from MBO and leaving for MBO relate to participants changing courses within MBO. These movements differ from the general definition listed in Notes and Definitions, Part C and affect the percentages for total numbers entering and leaving to a considerable degree.
This is one of the reasons why the percentages differ from those in the previous edition of Key Figures.

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **New entrants as a percentage of total number of participants** | **44.3** | **50.2** | **50.4** | **52.0** | **48.6** |
| **Educational backgrounds in percentages** | | | | | |
| VMBO | 2.9 | 2.6 | 2.6 | 2.7 | 2.7 |
| VMBO-d | 33.2 | 29.0 | 27.7 | 28.2 | 29.0 |
| HAVO-d | 2.3 | 1.9 | 0.9 | 0.8 | 0.9 |
| MBO | 14.3 | 12.1 | 10.9 | 12.9 | 13.7 |
| Outside education / other | 47.3 | 54.4 | 57.9 | 55.3 | 53.8 |
| **School-leavers as a percentage of total number of participants** | **42.9** | **46.8** | **48.6** | **48.8** | **47.3** |
| **Destination of school-leavers in percentages** | | | | | |
| HBO | 10.2 | 7.8 | 8.5 | 7.4 | 8.5 |
| MBO | 14.8 | 13.0 | 11.3 | 13.8 | 14.0 |
| Other | 0.7 | 0.5 | 0.5 | 0.5 | 0.7 |
| Outside education | 74.3 | 78.8 | 79.7 | 78.4 | 76.7 |

## Table 5.6

### Results in vocational education

Source
OCW: funding surveys, pupil/student forecast surveys

Notes
– Figures for 2004 are provisional
– Excluding green education
– See Appendix Notes and Definitions, Part C

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Number of qualifications (x 1000)** | | | | | |
| **Total** | **112.8** | **120.4** | **120.7** | **126.8** | **128.8** |
| **BBL** | **42.9** | **46.3** | **54.3** | **56.8** | **53.6** |
| Level 1-2 qualifications | 22.2 | 24.3 | 28.7 | 29.5 | 26.9 |
| Level 3-4 qualifications | 20.8 | 22.0 | 25.5 | 27.3 | 26.8 |
| **BOL-ft** | **65.7** | **69.8** | **62.8** | **66.6** | **71.0** |
| Level 1-2 qualifications | 16.0 | 16.4 | 16.2 | 17.6 | 20.4 |
| Level 3-4 qualifications | 49.8 | 53.5 | 46.6 | 49.0 | 50.6 |
| **BOL-pt** | **4.1** | **4.2** | **3.6** | **3.4** | **4.1** |
| Level 1-2 qualifications | 0.5 | 0.7 | 0.8 | 0.9 | 1.3 |
| Level 3-4 qualifications | 3.7 | 3.5 | 2.8 | 2.4 | 2.8 |

## Table 5.7

### Key statistics for adult and vocational education institutions

Source
OCW: BRIN information system

Notes
– Other WEB institutions: see p. 72 under "Institutions"
– See Appendix Notes and Definitions, Part D

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Total number of educational institutions** | **62** | **61** | **61** | **59** | **58** |
| ROCs | 43 | 43 | 43 | 41 | 40 |
| Specialist trade colleges | 13 | 13 | 13 | 13 | 13 |
| Other WEB institutions | 6 | 5 | 5 | 5 | 5 |
| **Knowledge centres** | **20** | **20** | **20** | **18** | **18** |

# Institutions and Staff in adult and vocational education

## Institutions

In 2004, the adult and vocational education (BVE) sector comprised 40 Regional Training Centres (ROCs) (excluding green education), 13 specialist trade colleges, 2 strict Dutch Reformed institutions, 1 MBO institution integrated into an HBO institution and 2 MBO institutions for the deaf. The number of institutions and the variation in size (number of participants) remained fairly constant. There are marked differences between the profile of the ROCs and that of the specialist trade colleges and other BVE institutions.

There are 19 sector-oriented Knowledge Centres (excluding agriculture) divided over three sectors (personal/social services and health care, 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. The KBBs have recognized 176,000 Dutch companies offering training places. The adjacent diagram shows which knowledge centres are active for which trade branch and to which sector a trade branch is allocated.

## Employment in adult and vocational education

Compared with the year 2000, employment opportunities in the BVE sector have grown. In 2000 there were still more than 33,000 full-time jobs. In 2004 employment had risen to nearly 37,000. The number of employees showed a slight decline over the past year, primarily among teachers.

## Age of staff and proportion of women

The staff in the BVE sector has aged. Nearly 70 per cent of managers, 48 per cent of teachers and 34 per cent of support staff are over 50. The proportion of teachers aged 50 and older rose sharply in recent years: from almost 39 per cent in 2000 to nearly 48 per cent in 2004.

## Absence due to illness

In 2003, absences due to illness (including long-term absence) in the adult and vocational education sector amounted to 7.2 per cent (in 2002, this was 7.3 per cent). The percentage of absences due to illness, excluding absences longer than one year, came to 5.4 per cent in 2003 (as compared with 6 per cent in 2002). The average length of absences was 21 days (24 days in 2002), the average rate of reports of illness was 1.4 times a year (1.2 times in 2002). There is a statistical link between age and absences due to illness. Absentee rates among teachers and support staff were approximately the same.

## Proportion of women

For a number of years, female teachers have accounted for slightly over 40 per cent of staff in the BVE sector. Compared with the situation in primary and secondary education, the BVE sector has a higher proportion of women in management positions (around 30 per cent).

**Figure 5.9 Institutions by size**

By number of participants

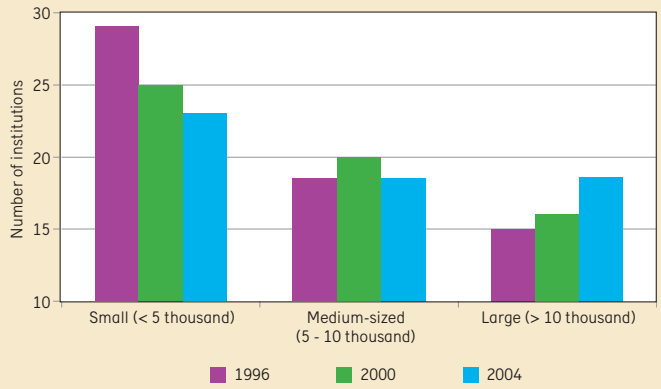
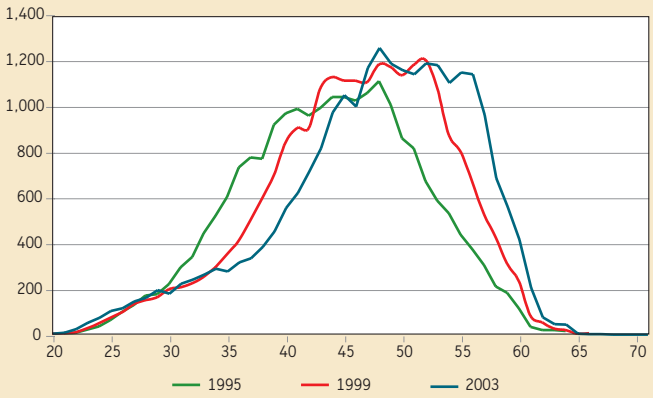



**Figure 5.10 Age distribution of staff**

In numbers, excluding ancillary staff



## Table 5.8

Source

www.colo.nl

Funding surveys, pupil/student forecast surveys

Notes

– Excluding LOBAS (agriculture)

### Sectors of education, knowledge centres involved, branches of industry and participants

| Sector of education | Knowledge centre | Branch of industry | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|---|---|
| Personal/social services and health care (DGO) | KOC Nederland | Beauty care and hairdressing | 11,456 | 12,794 | 13,714 | 14,327 | 14,243 |
| | OVDB | Social services and welfare | 99,963 | 103,098 | 108,167 | 121,310 | 129,557 |
| Economics | Ecabo | Economics and office work | 75,092 | 83,097 | 89,725 | 92,592 | 92,521 |
| | KC Handel | Distribution and wholesale | 41,802 | 42,691 | 41,186 | 42,026 | 43,557 |
| | LOB HTV | Catering, tourism | 26,219 | 27,696 | 29,154 | 30,229 | 31,486 |
| | SVO | Meat sector | 1,581 | 1,544 | 1,573 | 1,646 | 1,489 |
| Technology | Bouwradius | Construction industry | 21,456 | 20,990 | 20,766 | 19,914 | 18,960 |
| | GOC | Printing and communications industry | 6,962 | 7,570 | 8,185 | 8,785 | 9,287 |
| | Innovam Groep | Cars, motorcycles and bicycles | 13,991 | 15,449 | 16,132 | 16,511 | 16,862 |
| | Kenteq | Metal, electricity, fitting industry | 61,544 | 60,112 | 54,880 | 51,513 | 47,864 |
| | LIFT Group | Textiles and clothing | 2,254 | 2,000 | 2,252 | 2,271 | 2,345 |
| | LOB HTV | Food industry | 3,027 | 2,913 | 2,690 | 2,478 | 2,364 |
| | Savantis | Decorators and advertising | 7,526 | 7,405 | 7,338 | 7,350 | 7,369 |
| | SBW | Civil engineering | 4,991 | 4,738 | 4,458 | 4,344 | 4,150 |
| | SH&M | Wood and furniture industry | 4,664 | 4,889 | 4,827 | 4,695 | 4,390 |
| | SVGB | Health technology occupations | 2,799 | 2,508 | 2,773 | 2,613 | 2,601 |
| | VAPRO-OVP | Process industry | 13,244 | 13,510 | 13,110 | 12,369 | 11,806 |
| | VOC | Body works | 2,661 | 2,197 | 2,021 | 1,878 | 1,856 |
| | VTenL | Transport and logistics | 8,715 | 9,073 | 8,832 | 9,051 | 9,072 |
| | Other | | 338 | . | . | . | . |
| **Total** | | | **410,285** | **424,274** | **431,783** | **445,902** | **451,779** |

## Table 5.9

Source

OCW

Notes

– 1 FTE (full-time equivalent) corresponds to 1 full-time position.

– Reference date: 1 October

– See also Appendix Notes and Definitions, Part F

### Staff in adult and vocational education, key statistics

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Staff in FTEs (x 1000)** | **33.4** | **34.7** | **36.8** | **37.5** | **36.7** |
| Management | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 |
| Teachers | 22.3 | 22.8 | 23.6 | 23.5 | 22.6 |
| Other staff | 10.5 | 11.3 | 12.6 | 13.4 | 13.5 |
| **B) Staff in numbers (x 1000)** | **42.8** | **44.4** | **46.9** | **47.8** | **46.6** |
| Management | 0.7 | 0.7 | 0.6 | 0.6 | 0.6 |
| Teachers | 29.0 | 29.5 | 30.6 | 30.4 | 29.1 |
| Other staff | 13.1 | 14.2 | 15.7 | 16.8 | 16.9 |
| **C) Percentage of women (in FTEs)** | **44.6** | **45.7** | **46.5** | **47.0** | **47.0** |
| Management | 28.2 | 29.4 | 29.7 | 29.8 | 29.3 |
| Teachers | 40.3 | 41.2 | 42.4 | 42.8 | 42.7 |
| Other staff | 54.6 | 55.7 | 55.1 | 55.0 | 54.9 |
| **D) Percentage of staff aged 50 and older** | **37.0** | **38.4** | **39.2** | **40.9** | **42.9** |
| Management | 59.6 | 61.9 | 63.7 | 67.8 | 68.5 |
| Teachers | 38.7 | 41.0 | 42.6 | 44.9 | 47.5 |
| Other staff | 32.0 | 32.0 | 31.7 | 32.7 | 34.0 |

# School failure

## Introduction

The trends in school failure in the Netherlands are monitored by analysing the number of early school leavers between 12 and 23 years of age reported by the schools and registered with 39 contact municipalities for Regional Registration and Co-ordination Centres (RMC). The basis for this are the RMC impact reports submitted annually to the Ministry of OCW.

The Ministry of OCW has also endorsed the EU ("Lisbon") objective of reducing the number of early school leavers by 50 per cent between 2000 and 2010. The objective is monitored by Eurostat on the basis of the Statistics Netherlands (CBS) Labour Force Survey.

## Sources and definitions

In the RMC registration, an early school leaver is defined as a young person 12 to 23 years of age that has left education without a basic qualification and has not re-enrolled in education within a month of leaving school. The EU objective defines an early school leaver as a young person 18 to 24 years of age that is no longer enrolled in education and has not earned a basic qualification.
The RMC definition and the EU definition do not, therefore, describe exactly the same group of young people. Apart from the differences in method (CBS conducts a survey, the RMC is a register) and age groups, the RMC registration concerns new dropouts in the year of registration and the CBS gauges the number of young people cumulatively that have left school without a basic qualification in the year of the survey or in previous years. However, there is a connection between both sets of data: as the number of new dropouts per year declines, over time the cumulative number of young people between 18 and 24 without a basic qualification will also decline.

## Regional Registration and Co-ordination Centre (RMC)

Each year, the contact municipalities for 39 districts with a Regional Registration and Co-ordination Centre (RMC) submit impact reports on early school leavers to the Ministry of OCW. On the instruction of OCW, the SCO Kohnstamm Instituut and the Sardes agency produced an analysis of these reports in the spring of 2004. The following is a summary of their findings:

1. In comparison with 2002, the number of new early school leavers reported and registered in 2003 fell by almost 10 per cent (from 70,508 to 63,849). In so far as data was recorded on this aspect, 60 per cent of the early school leavers were of native Dutch origin and 40 per cent were of foreign extraction. Eighty per cent of the early school leavers fall into the age group of 17 to 22.

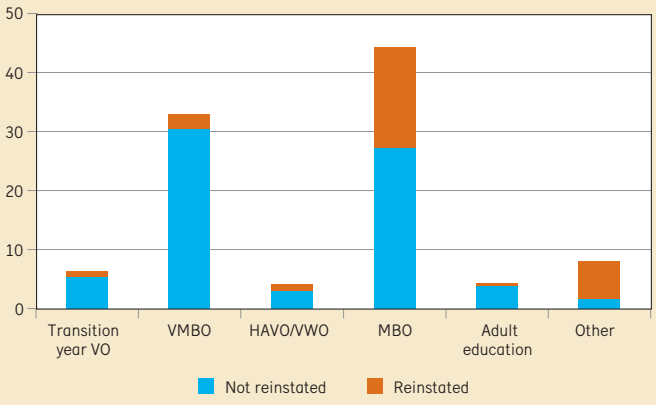
2. The number of reinstatements rose by 1.3 per cent over last year to 20,361. In 62 per cent of the cases, the placement was made in an education programme (full-time education or a on-the-job learning route), in 27 per cent of the cases the young people were transferred to work (Jobseekers Employment Act [Wet Inschakeling Werkzoekenden] or a job) and in 11 per cent of the cases the early school leaver was placed somewhere else.

3. Reporting and registration are improving. According to the data in the RMC impact reports, almost all the secondary schools and adult/vocational education institutions are meeting their legal requirement to report cases, though not always fast enough (within the legal period) and not scrupulously enough (reporting all early school leavers).

4. The approach to the priority target group (those without a diploma) has been relatively successful. Thirty-one per cent of the priority early school leavers are reinstated as compared with 19 per cent of the non-priority early school leavers.

**Figure 5.11 School dropouts by type of school**

In percentages of total numbers in 2003. Source: Sardes (2004)



## Table 5.10

Source
CBS
RMC

## School failure

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **According to EU definition (ages 18-24)** | | | | | |
| Citizens without basic qualification (numbers x 1000) | 218 | 207 | 205 | 201 | 202 |
| Percentage of population aged 18-24 | 16 | 16 | 15 | 15 | 15 |
| **According to RMC definition (ages 12-22)** | | | | | |
| New dropouts (numbers x 1000) | | 40 | 47 | 71 | 64 |
| Percentage of total number of pupils enrolled | | 3 | 4 | 6 | 5 |
| Reinstatements (numbers x 1000) | | 18 | 22 | 20 | 20 |
| Percentage of total number of new dropouts | | 43 | 48 | 29 | 31 |

## Table 5.11

Source
Sardes (2004)

Notes
- Figures pertain to all dropouts (old and new)

## Dropouts by background (in percentages of total category), 2003

| | | |
|---|---|---|
| Ethnic origin | Non-native Dutch | 40 |
| | Native Dutch | 60 |
| Sex | Male | 54 |
| | Female | 46 |
| Age | Under 16 | 7 |
| | 16 | 13 |
| | 17-22 | 80 |

## Table 5.12

Source
Sardes (2004)

## Trends in the number of dropouts

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **Number (x 1000)** | | | | | |
| Number of dropouts | 39.4 | 39.9 | 47.1 | 70.5 | 63.8 |
| of which priority dropouts (without at least VMBO qualifications) | 12.1 | 12.3 | 16.4 | 12.0 | 25.6 |
| Number of reinstated dropouts | 16.2 | 18.1 | 22.4 | 20.1 | 20.4 |
| **In percentages** | | | | | |
| Priority dropouts as a percentage of total number of dropouts | 31 | 31 | 35 | 17 | 28 |
| Reinstated dropouts as a percentage of total number of dropouts | 41 | 45 | 48 | 29 | 32 |
| Reinstated priority dropouts as a percentage of total number of priority dropouts | 52 | 68 | 45 | 45 | 31 |

# System and Funding in higher professional education

## System

Higher education in the Netherlands is composed of higher professional education and university education. Since 1993, the higher professional education (HBO) institutions ("hogescholen") and 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 HBO institutions are responsible for the programming and quality of the courses they provide. Quality control is exercised by the institutions themselves and by external experts (review committees). The Higher Education Inspectorate monitors the quality of the review committees' work and the action taken on the basis of their conclusions and recommendations.

In 2002, the quality assurance system for the higher education sector was expanded with an accreditation system through the so-called Higher Education Accreditation Body. 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.

Higher professional education is extremely diverse: courses lead to over 250 different qualifications 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 and medium-sized and small colleges offering a small assortment in one sector only. Mergers have reduced the number of HBO institutions from almost 350 in the mid-1980s to 40 in 2004.

Courses are divided into seven sectors: Education, Engineering & Technology, Health Care, Economics, Behaviour & Society, Language & Culture, and Agriculture & the Natural Environment. The last sector falls under the Ministry of Agriculture, Nature and Food Quality.

## Funding

The overall budget for higher professional 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 considered each year on the basis of the latest data with regard to student numbers, in order to determine to what extent it needs to be adjusted.

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 are 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 circles, strengthening the vocational sector and funding information and communication technology.

**Figure 6.1 Flows of funds in higher professional education**

Amounts for 2003 (x € 1 million)

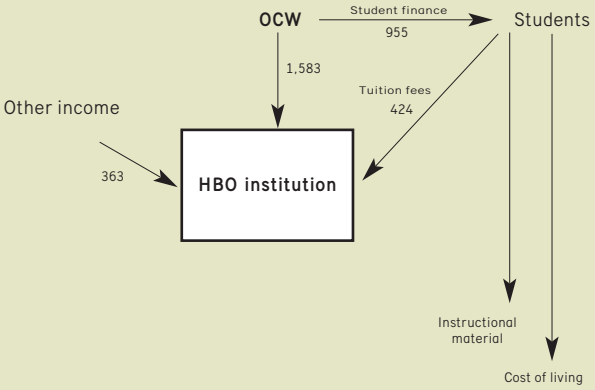
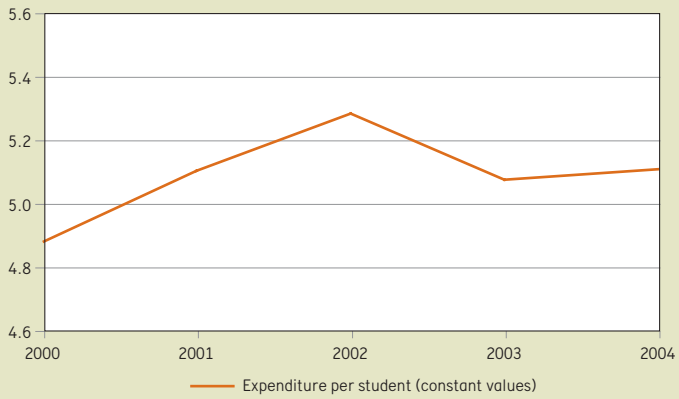



**Figure 6.2 Expenditure per HBO student**

Including accommodation, price level 2004, amounts x € 1000



## Table 6.1

## Financial key statistics for higher professional education

Source

A) and B) OCW annual reports

Notes

– A) From 2001 on, statutory benefits are not stated separately in central government grants
– B) Tuition fees per student: revenue from tuition fees divided by number of students on the reference date
– C) Turnover of institutions per student: total revenue divided by number of students on the reference date
– See Appendix Notes and Definitions, Part B

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Expenditure and revenue (x € 1 million)** | | | | | |
| **Total expenditure** | **1,331.9** | **1,491.4** | **1,603.6** | **1,634.1** | **1,720.2** |
| Central government grant | 1,283.7 | 1,423.8 | 1,545.8 | 1,580.3 | 1,658.8 |
| of which statutory benefits | 62.6 | . | . | . | . |
| accommodation costs | 177.0 | 184.9 | 185.9 | 186.3 | 187.6 |
| Other | 48.2 | 67.6 | 57.8 | 53.9 | 49.6 |
| **Overhead costs** | **.** | **.** | **.** | **.** | **11.9** |
| Attributed to CFI / IBG | . | . | . | . | 6.2 |
| OCW overheads | . | . | . | . | 5.7 |
| **Total revenue** | **1.1** | **0.1** | **0.4** | **0.1** | **1.5** |
| **B) Expenditure per student (x € 1000)** | | | | | |
| Expenditure per student | 4.4 | 4.8 | 5.1 | 5.0 | 5.1 |
| of which accommodation costs | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 |
| project expenditure | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 |
| Tuition fees per student (estimated from 2002 on) | [1.2] | [1.2] | [1.3] | [1.4] | [1.5] |
| Institutional costs per student | 5.6 | 6.0 | 6.4 | 6.4 | 6.6 |
| Price level 2004 | | | | | |
| Government spending per student | 4.9 | 5.1 | 5.3 | 5.1 | 5.1 |
| **C) Turnover of HBO institutions per student (x € 1000)** | **6.2** | **6.7** | **7.1** | **7.2** | **--** |

# HBO institutions: financial data

## Financial position

The annual accounts submitted by HBO institutions for 2003 show that the financial position of this sector as a whole has been stabilizing since 2002. The increase in solvency and liquidity, which have been growing since 1998, came to a halt in 2002. The operating result showed a marked decrease in 2003, from 116 million euros to 46.9 million euros.

## Solvency and liquidity

Solvency and liquidity can be classified as "moderate to satisfactory". The solvency position improved because the positive operating result was attributed to the equity capital. At the same time, it appears that the increase in the equity capital (including provisions) was considerably greater than the growth in the loan capital. The figures also show that within the loan capital there has been a shift from long-term to short-term debts. Because of the increase in the short-term debts and the stabilization of the current assets (the sum of receivables, liquid assets, stocks and securities), the liquidity position of the HBO institutions as compared with 2002 has deteriorated somewhat.

## Profitability

Profitability can be classified as "good". A rise in the government contribution, which was larger than the rise in staff costs, contributed to the positive operating result. On the other hand, the other institutional expenditures such as rent, power, administration and management, and minor maintenance rose sharply, even outpacing the remaining other income.

## Trends in income and expenditures

The share of the government contribution as a part of total income came to 66.8 per cent in 2003. This is a decrease from 2002 of 1.7 per cent, which brings the share below the average level over the past few years. The income from work commissioned by third parties (2003: 6.9 per cent) has, as a percentage, fallen slightly as compared with 2002. In absolute numbers it rose from 118.7 million euros in 1999 to 163.2 million euros in 2003.

In 2003, the tuition fees received represented 17.9 per cent of the total income, which is approximately 0.2 per cent more than it was in 2002. In absolute numbers the tuition fees rose from 338.7 million euros in 1999 to 423.9 million euros in 2003.

Staff costs, from 1998 to 2002 a declining percentage of the total expenditures, went up again. In 2003 they accounted for 70.2 per cent of expenditures, which is an increase of 0.9 per cent in comparison with 2002. The other institutional expenditures, in contrast, constitute a slightly decreasing part of total expenditures: from 24.2 per cent to 23.6 per cent.

**Figure 6.3 Solvency of HBO institutions**

Spread in solvency (including provisions)

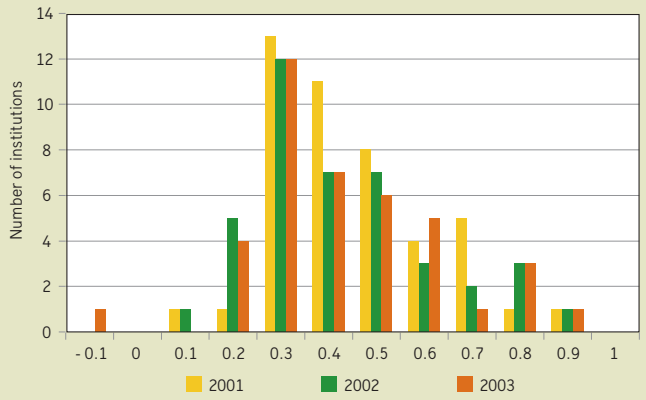
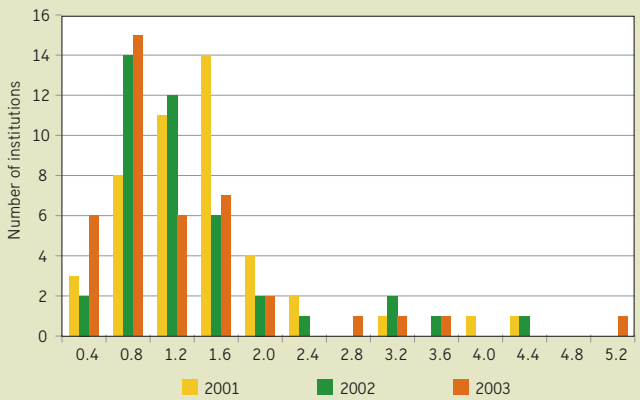



**Figure 6.4 Liquidity of HBO institutions**

Spread in liquidity (current ratio)



## Table 6.2

## Balance sheet and operating data of HBO institutions

Source

Institutions' annual accounts, according to CFI reports

Notes

– 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".
– Total OCW grants to HBO institutions according to annual accounts do not equal HBO government grant stated in table 6.1
– See Appendix Notes and Definitions, Part B

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Financial indicators** | | | | | |
| Solvency (including provisions) | 0.34 | 0.36 | 0.37 | 0.41 | 0.41 |
| Liquidity | 0.90 | 0.93 | 0.98 | 1.00 | 0.89 |
| Profitability (in percentages) | 1.30 | 2.40 | 2.50 | 3.40 | 2.10 |
| **B) Accumulated balance sheet (x € 1 million)** | | | | | |
| **Total assets** | **2,111.3** | **2,161.1** | **2,249.2** | **2,358.2** | **2,454.9** |
| Fixed assets | 1,541.4 | 1,548.2 | 1,561.4 | 1,640.7 | 1,735.9 |
| of which tangible fixed assets | 1,373.4 | 1,396.8 | 1,432.0 | 1,472.0 | 1,565.3 |
| Current assets | 569.9 | 613.0 | 687.8 | 717.5 | 719.0 |
| of which liquid assets | 334.4 | 352.5 | 428.1 | 486.7 | 419.0 |
| **Total liabilities** | **2,111.3** | **2,161.1** | **2,249.2** | **2,358.1** | **2,455.0** |
| Equity capital | 474.5 | 513.0 | 644.2 | 765.0 | 803.8 |
| Provisions | 250.4 | 259.5 | 191.0 | 194.7 | 197.3 |
| Long-term debts | 754.1 | 730.5 | 713.2 | 678.2 | 647.7 |
| Short-term debts | 632.2 | 658.0 | 700.9 | 720.2 | 806.2 |
| **C) Accumulated operating accounts (x 1 million)** | | | | | |
| **Revenues** | **1,766.9** | **1,887.9** | **2,096.3** | **2,252.8** | **2,369.7** |
| OCW grants | 1,196.0 | 1,271.8 | 1,428.9 | 1,543.1 | 1,582.5 |
| Other government grants | -- | -- | 6.9 | 3.4 | 23.9 |
| Tuition fees | 338.7 | 360.7 | 377.6 | 397.9 | 423.9 |
| Revenue from contract work | 118.7 | 128.0 | 140.5 | 145.2 | 163.2 |
| Other revenues | 113.5 | 127.5 | 142.4 | 163.2 | 176.2 |
| **Expenses** | **1,711.2** | **1,818.8** | **2,014.1** | **2,149.8** | **2,298.4** |
| Staff costs | 1,190.7 | 1,261.9 | 1,382.7 | 1,489.1 | 1,613.5 |
| Depreciations | 114.6 | 124.8 | 128.7 | 139.4 | 142.0 |
| Accommodation costs | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Transferred income | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other institutional expenses, including accommodation | 405.9 | 432.1 | 502.8 | 521.3 | 542.9 |
| **Revenues and expenses balance** | **55.7** | **69.1** | **82.2** | **103.0** | **71.3** |
| Financial revenues | 17.7 | 25.2 | 21.0 | 27.0 | 26.5 |
| Financial expenses | 49.5 | 48.6 | 49.9 | 53.0 | 47.3 |
| **Financial revenues and expenses balance** | **-31.8** | **-23.4** | **-28.9** | **-26.0** | **-20.8** |
| Extraordinary revenues | 25.5 | 9.1 | 37.4 | 55.8 | 2.7 |
| Extraordinary expenses | 23.3 | 17.4 | 22.9 | 16.6 | 6.1 |
| **Extraordinary result** | **2.2** | **-8.3** | **14.5** | **39.2** | **-3.4** |
| Third party share | 0.0 | 0.0 | 0.2 | 0.2 | 0.2 |
| **Operating result** | **26.1** | **37.4** | **67.6** | **116.0** | **46.9** |
| **Total expenses operating account** | **1,784.0** | **1,884.8** | **2,087.1** | **2,219.6** | **2,352.0** |

# HBO students

## Student numbers

Higher professional education (HBO) continues to grow. It should be noted, however, that a different count definition is used now (one figure HO). On 1 October 2004, the number of participants totalled nearly 337,000. In absolute terms, the increase can primarily be attributed to full-time education. In part-time and dual education, the growth in student numbers even declined slightly in absolute terms.

## Intake

Until 2000, the number of first-year students has been rising to more than 83,000. After a decrease in 2001/02, a higher intake was measured in 2003/04. The increase in the Education sector (teacher training courses), which set in during 2002, did not continue in 2004. At 31,100 students, intake is highest by far in the Economics sector.
In part-time education, the intake figures fell slightly according to the new measurement, to 12,400.

## Dual education

Dual education is a type of course 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 training course he is enrolled in. Although the number of entrants fell slightly in 2004 in comparison with 2003, long-term trends indicate a clear and increasing need for this type of education. For instance, the number of first-year students entering a dual education institution increased from some 200 in 1992/93 to approximately 2,500 in 2004/05, while the total number of enrolled students increased from 200 (in 1992/93) to more than 11,000 in 2004/05. Since 1995, students have been graduating in dual education. In 2003/04, the number of graduates in this sector totalled approximately 1,600.

## Graduates

Over the past five 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 numbers. The sector of Economics, in particular, shows a marked increase in graduates. In the other sectors, the rise has not been as steep. In the sectors of Engineering & Technology and Language & Culture, the number of graduates is virtually stable.

**Figure 6.5 Participation in higher professional education**

Number of students enrolled x 1000

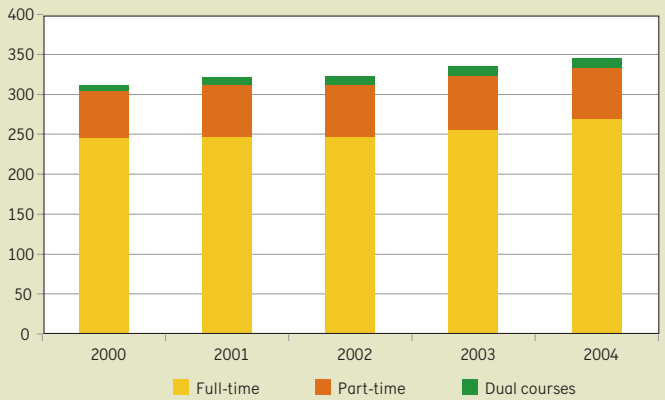
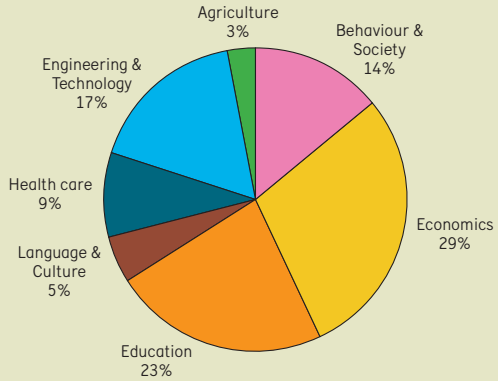



**Figure 6.6 HBO graduates by sector**

Total number (full-time + dual + part-time), 2004



## Table 6.3

### Students enrolled in higher professional education (numbers x 1000)

Source
OCW
LNV (data on agriculture)

Notes
– Sectors in accordance with CROHO categories
– Figures based on definitions of "one figure HO" (including non-funded students)
– See Appendix Notes and Definitions, Part C

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **OCW overall** | **303.8** | **312.2** | **313.7** | **326.1** | **336.7** |
| Education | 58.2 | 60.3 | 61.9 | 66.7 | 69.5 |
| Engineering & Technology | 56.9 | 57.2 | 56.7 | 57.2 | 57.1 |
| Health care | 25.2 | 25.3 | 26.0 | 27.1 | 28.2 |
| Economics | 104.0 | 109.4 | 109.6 | 113.9 | 118.9 |
| Behaviour & Society | 44.9 | 44.9 | 44.6 | 45.6 | 47.2 |
| Language & Culture | 14.6 | 15.1 | 15.0 | 15.5 | 15.8 |
| **LNV overall (HBO-green)** | **8.1** | **8.5** | **8.4** | **8.7** | **8.7** |
| **Per type of course (including HBO-green)** | | | | | |
| Full-time | 245.1 | 246.7 | 247.2 | 256.4 | 268.4 |
| Part-time | 59.8 | 65.0 | 64.6 | 66.7 | 65.5 |
| Dual courses | 7.0 | 9.0 | 10.4 | 11.7 | 11.5 |

## Table 6.4

### First-year students in higher professional education (numbers x 1000)

Source
OCW
LNV (data on agriculture)

Notes
– Sectors in accordance with CROHO categories
– Figures based on definitions of "one figure HO", excluding students enrolling in master's courses (including non-funded students)
– See Appendix Notes and Definitions, Part C

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **OCW overall** | **81.0** | **80.0** | **77.7** | **82.8** | **84.2** |
| Education | 13.9 | 12.8 | 13.6 | 15.5 | 15.0 |
| Engineering & Technology | 15.6 | 15.0 | 14.7 | 14.7 | 14.6 |
| Health care | 6.6 | 6.9 | 7.2 | 8.0 | 7.9 |
| Economics | 29.0 | 30.2 | 28.2 | 29.6 | 31.1 |
| Behaviour & Society | 12.6 | 12.0 | 10.8 | 11.8 | 12.2 |
| Language & Culture | 3.3 | 3.3 | 3.2 | 3.3 | 3.3 |
| **LNV overall (HBO-green)** | **2.1** | **2.6** | **2.4** | **2.4** | **2.3** |
| **Per type of course (including HBO-green)** | | | | | |
| Full-time | 66.9 | 65.4 | 64.2 | 69.9 | 73.4 |
| Part-time | 14.2 | 14.9 | 13.2 | 12.5 | 10.7 |
| Dual courses | 2.0 | 2.4 | 2.7 | 2.9 | 2.5 |

## Table 6.5

### Higher professional education graduates (numbers x 1000)

Source
CRIHO (OCW data), situation as of December
LNV (data on agriculture)

Notes
– Sectors in accordance with CROHO categories
– Figures pertain to all students graduated according to CRIHO data (including non-funded students)
– Figures pertain to students graduating in school year ending in the year stated
– See Appendix Notes and Definitions, Part C

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **OCW overall** | **52.9** | **54.0** | **57.2** | **59.4** | **60.9** |
| Education | 10.9 | 11.9 | 12.8 | 13.7 | 14.2 |
| Engineering & Technology | 10.5 | 10.3 | 10.6 | 10.7 | 10.8 |
| Health care | 5.4 | 5.6 | 5.8 | 6.0 | 5.7 |
| Economics | 14.9 | 15.3 | 16.7 | 17.9 | 18.5 |
| Behaviour & Society | 8.4 | 8.5 | 8.5 | 8.4 | 8.8 |
| Language & Culture | 2.8 | 2.4 | 2.8 | 2.7 | 2.9 |
| **LNV overall (HBO-green)** | **1.8** | **1.8** | **1.7** | **1.6** | **1.8** |
| **Per type of course** | | | | | |
| Full-time | 44.4 | 43.8 | 44.9 | 45.9 | 47.0 |
| Part-time | 10.0 | 11.3 | 12.8 | 13.5 | 14.1 |
| Dual courses | 0.4 | 0.7 | 1.2 | 1.6 | 1.6 |

# Duration of study and Success rates

## Duration of study

The overall average duration of study in higher professional education, as anticipated for the students enrolled, has remained virtually stable over the past five years. On average, students graduate after approximately 4.2 years. The duration of study is longest in the economics courses (4.6 years) and shortest in the health care courses (3.8 years).

## Success rates

The expected success rates present a fluctuating picture, mainly as a result of the variable dropout rates during the first years of study. As in 2003, expectations for 2004 are clearly higher across the board than they were in the preceding years. With regard to medicine, the scores had already picked up in 2002.

## Re-enrolment

The pattern of students leaving HBO courses with or without a diploma has remained virtually unchanged over the last ten years. The number of students abandoning their courses during the first year of enrolment in HBO has gradually increased, from 17 per cent in 1993 to 21 per cent in 2002. Of those that enrol at an institution for the first time, an average of approximately 60 per cent are still enrolled after three years, while over 12 per cent have obtained a diploma and 27 per cent have left HBO. After four years, around 43 per cent have obtained a diploma; after six years, approximately 64 per cent have graduated. At that time, the percentage of students leaving without a diploma is still approximately 28 per cent.

## Educational backgrounds

Students wishing to enrol for a course in higher professional education must have a certificate of pre-university education (VWO), senior general secondary education (HAVO) or secondary vocational qualifications (MBO level 4). Most first-year HBO students have a HAVO certificate. Runners-up are students from vocational training (BOL) and indirect entrants (those that do not come directly from any form of education). Since 1998, the proportion of students with VWO qualifications has been declining. In 2001, after the introduction of the second stage of secondary education, the number of HAVO certificate holders dropped by approximately 20 per cent as compared with 2000. As a result, the proportion of HAVO certificate holders among the first-year students decreased considerably in 2001, compared with 2000 and 2003. The proportion of BOL-4 certificate holders showed a dip in 2000. This was caused by the fact that in 1997 the length of MBO courses that give access to HBO was extended from three to four years. As a result, fewer students obtained a BOL-4 certificate in 2000.

**Figure 6.7 Expected duration of study for graduates by sector**

In years, 2004

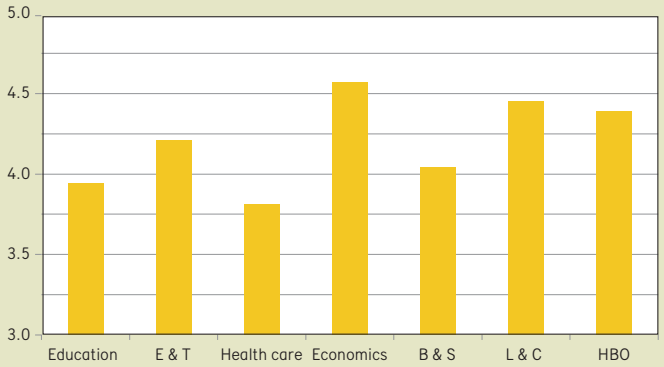
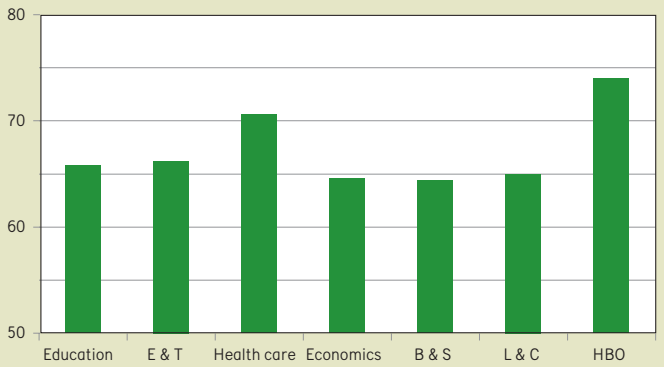



**Figure 6.8 Expected success rates by sector**

In percentages of cohort entering, 2004



## Table 6.6

### Duration of study and success rates

Source

CRIHO, situation as of December

Notes

– Sectors in accordance with CROHO categories
– Figures pertain to all students enrolled according to CRIHO data (including non-funded students)
– 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.

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Expected duration of study for graduates by sector, in years** | | | | | |
| Education | 4.1 | 4.0 | 4.0 | 4.0 | 3.9 |
| Engineering & Technology | 4.1 | 4.1 | 4.1 | 4.2 | 4.2 |
| Health care | 3.9 | 3.9 | 3.8 | 3.8 | 3.8 |
| Economics | 4.5 | 4.5 | 4.5 | 4.6 | 4.6 |
| Behaviour & Society | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| Language & Culture | 4.4 | 4.5 | 4.4 | 4.5 | 4.5 |
| **B) Expected success rates by sector, in percentages** | | | | | |
| Education | 63 | 63 | 64 | 69 | 66 |
| Engineering & Technology | 63 | 62 | 62 | 67 | 66 |
| Health care | 67 | 67 | 71 | 71 | 71 |
| Economics | 58 | 58 | 56 | 65 | 65 |
| Behaviour & Society | 61 | 60 | 62 | 61 | 64 |
| Language & Culture | 59 | 60 | 58 | 66 | 65 |
| **C) Expected duration of study in HBO bachelor's courses** | **4.33** | **4.37** | **4.32** | **4.39** | **4.39** |
| **D) Expected success rates for HBO bachelor's courses** | **67.7** | **69.3** | **67.5** | **74.8** | **74.0** |

## Table 6.7

### New entrants in full-time and dual HBO, by background

Source

CRIHO, situation as of December
Central enrolment data

Notes

– "Other" pertains to students enrolling on the basis of foreign certificates or viva voce entrance examinations
– Indirect entrants are students who were not enrolled in education during the previous year
– Figures pertain to all students enrolled according to CRIHO data (including non-funded students)
– Some of the data on previous education has been estimated
– See Appendix Notes and Definitions, Part C

| | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|
| **A) Absolute numbers (x 1000)** | | | | |
| **Total** | **67.4** | **66.0** | **65.5** | **71.0** |
| HAVO with certificate | 29.0 | 24.5 | 26.0 | 29.0 |
| VWO with certificate | 6.2 | 5.6 | 4.7 | 4.7 |
| BOL4 with certificate | 14.2 | 16.1 | 15.0 | 17.0 |
| Other | 6.8 | 7.5 | 6.2 | 5.8 |
| Indirect entrants | 11.3 | 12.3 | 13.6 | 14.5 |
| **B) Proportion of backgrounds (in percentages)** | | | | |
| **Total** | **100** | **100** | **100** | **100** |
| HAVO with certificate | 43 | 37 | 40 | 41 |
| VWO with certificate | 9 | 9 | 7 | 7 |
| BOL4 with certificate | 21 | 24 | 23 | 24 |
| Other | 10 | 11 | 9 | 8 |
| Indirect entrants | 17 | 19 | 21 | 20 |

# Institutions and Staff in higher professional education

## Institutions

The process of scale expansion that began in the mid 1980s is still underway and is resulting in an ever smaller number of HBO institutions. In 2004, there were still 43 institutions (under 40 competent authorities), as opposed to 56 in 2000.

The average size of the institutions is increasing: from 5,430 students in 2000 to 7,830 students in 2004. This is not the result of scale expansion (mergers) alone, but is also due to the continuing growth in HBO student numbers.

## Staff

The total number of staff working in HBO (expressed in FTEs) has kept increasing over recent years. This is true for both teaching and support staff. Between 2000 and 2003, the number of support staff even grew by 19 per cent. The number of teaching staff increased only slightly (approximately 5 per cent). Over that same period, the number of students increased by almost 7 per cent. As a result, the student-staff ratio also increased: from 23.6 in 2000 to 24 in 2003.

Over recent years, the proportion of women in the total number of staff has (slowly) increased to almost 43 per cent. Women represent 35 per cent of the teaching staff.

Approximately 7 per cent of the HBO staff hold posts above salary scale 12. Almost 20 per cent of them are women.

In 2003, the average age of staff is 45, as it was in 2002. The number of staff aged 50 and older has been increasing in recent years; in 2003 they account for 38.5 per cent of the total staff.

In 2001, HBO institutions became entirely responsible for the redundancy pay policy as a result of the decentralization of employment conditions. The redundancy pay budget was completely absorbed into the operational part of the government grant.

**Figure 6.9 HBO institutions by size**

Number of HBO institutions by size (number of students)

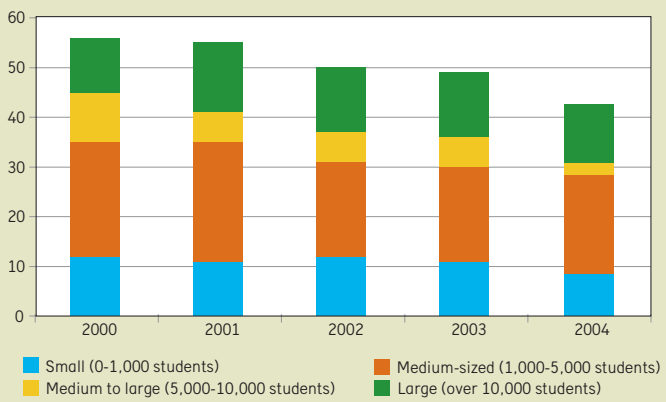
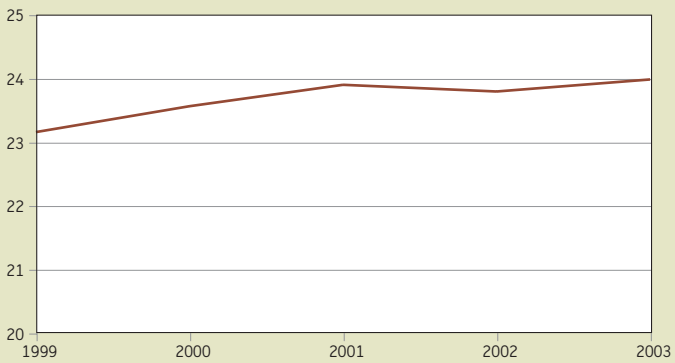



**Figure 6.10 Student-staff ratio in HBO**

Number of students per member of the teaching staff



## Table 6.8

## Institutions and staff in higher professional education, key statistics

Source

CRIHO, situation as of December

RAHO (excl. LNV)

Notes

– Figures pertain to all students enrolled in HBO according to CRIHO data (including non-funded students)

– There are 43 HBO institutions, governed by 40 boards

– Staff: numbers per school year

– See Appendix Notes and Definitions, Part D

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Number of institutions** | **56** | **55** | **50** | **49** | **43** |
| Small institutions (0-1,000 students) | 12 | 11 | 12 | 11 | 8 |
| Medium-sized institutions (1,000-5,000 students) | 23 | 24 | 19 | 19 | 20 |
| Medium to large institutions (5,000-10,000 students) | 10 | 6 | 6 | 6 | 3 |
| Large institutions (over 10,000 students) | 11 | 14 | 13 | 13 | 12 |
| **B) Average size of institution** | | | | | |
| Average number of students per institution | 5,430 | 5,680 | 6,270 | 6,650 | 7,830 |
| **C) Number of staff in FTEs (x 1000)** | | | | | |
| **Total** | **21.7** | **22.5** | **23.4** | **24.1** | |
| Teaching staff | 12.9 | 13.1 | 13.2 | 13.6 | |
| Support staff | 8.8 | 9.4 | 10.2 | 10.5 | |
| **D) Percentage of women (in FTEs)** | | | | | |
| **Total** | **39.4** | **40.7** | **42.0** | **42.9** | |
| Teaching staff | 31.6 | 32.9 | 33.9 | 35.0 | |
| Support staff | 50.8 | 51.6 | 52.5 | 53.1 | |
| **E) Percentage of staff aged 50 and older** | | | | | |
| **Total** | **36.8** | **37.4** | **37.9** | **38.5** | |
| Teaching staff | 43.5 | 44.6 | 45.7 | 46.1 | |
| Support staff | 27.0 | 27.4 | 27.8 | 28.5 | |
| Men | 44.3 | 45.3 | 46.1 | 46.7 | |
| Women | 25.2 | 25.8 | 26.6 | 27.5 | |
| **F) Average age in years** | **44.8** | **44.8** | **45.0** | **45.0** | |
| **G) Percentage of staff in salary scales higher than 12** | | | | | |
| **Total** | **7.0** | **6.7** | **6.6** | **6.7** | |
| **Men** | **9.6** | **9.5** | **9.2** | **9.4** | |
| Women | 2.9 | 2.7 | 2.9 | 3.1 | |
| **H) Ratios** | | | | | |
| Student - staff | 14.0 | 13.9 | 13.4 | 13.5 | |
| Student - support staff | 23.6 | 23.8 | 23.8 | 24.0 | |
| Support staff as a percentage of total staff | 40.6 | 41.8 | 43.6 | 43.6 | |

# Correspondence to previous education

## Intake into higher professional education

The policy is aimed at enabling the largest share of the professional population possible to enrol in a study programme in higher education. Up until 2000, the number of students enrolling in an HBO bachelor's study programme for the first time kept increasing. The year 2000 saw a slight decline and in 2003 numbers picked up again. The decline can almost entirely be attributed to a decrease in the number of students that entered an HBO study programme immediately after completing HAVO, VWO or MBO. The number of indirect entrants with HAVO, VWO or MBO qualifications continued to rise.

Of note is the substantial shift within the direct transfers. The proportion of students with HAVO qualifications has increased rapidly up to and including the 2000/01 academic year, while the proportion of students with a pre-university education (VWO) decreased. In 2001, the number of HAVO certificate holders dropped by some 20 per cent. As a result, the proportion of HAVO certificate holders in the number of first-year HBO students decreased considerably. After 2001, however, a strong upward trend set in.

Up to and including the year 2000/01, the proportion of students with a foreign diploma grew sharply; after that year, it has been declining.

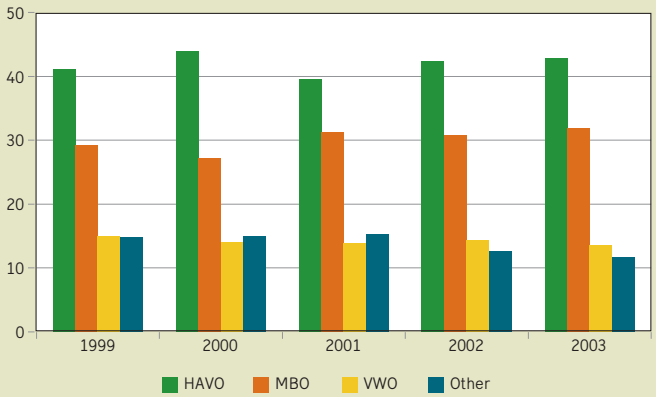
## Strengthening the vocational sector

One of the policy priorities is to strengthen the vocational sector. The chief objective here is to achieve a qualification gain by enabling as many people possible within the vocational sector to move on to higher professional education.

The sharp fall in the number of MBO students in 2000 in comparison with 1999 was largely caused by an increase in the duration of a number of MBO study programmes from three to four years. After 2000, this category picked up again.

**Figure 6.11 Educational background in HBO**

Intake into initial HBO by previous education, in percentages



## Table 6.9

## Intake into inital HBO by previous education, in absolute numbers (x 1000) and percentages

Source

CRIHO, situation as of December
Central enrolment data
Final examination results register (ERR)

Notes

– Entrants: students enrolling in HBO bachelor's course for the first time
– 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
– Figures pertain to all students enrolled according to CRIHO data (including non-funded students)

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Absolute numbers by type of entrance and previous education** | | | | | |
| **Total number of entrants** | **81.0** | **81.6** | **80.5** | **78.5** | **83.9** |
| **Total direct entrance** | **51.1** | **50.3** | **48.0** | **46.8** | **51.8** |
| HAVO | 26.6 | 29.0 | 24.7 | 26.1 | 29.1 |
| VWO | 7.0 | 6.2 | 5.7 | 4.8 | 4.7 |
| MBO | 17.5 | 15.1 | 17.6 | 15.9 | 18.0 |
| **Total indirect entrance** | **19.4** | **20.3** | **21.7** | **22.9** | **23.8** |
| HAVO | 6.6 | 6.7 | 7.2 | 7.1 | 6.8 |
| VWO | 5.1 | 5.2 | 5.5 | 6.5 | 6.7 |
| MBO | 6.2 | 7.1 | 7.6 | 8.2 | 8.8 |
| Other | 1.5 | 1.3 | 1.4 | 1.1 | 1.5 |
| **Total other entrance** | **10.5** | **10.9** | **10.9** | **8.8** | **8.3** |
| Foreign qualifications | 6.1 | 7.2 | 6.9 | 5.2 | 4.8 |
| Viva voce examination | 4.4 | 3.7 | 3.9 | 3.6 | 3.5 |
| **B) Entrants by type of entrance and previous education (in percentages)** | | | | | |
| **Total number of entrants** | **100** | **100** | **100** | **100** | **100** |
| **Total direct entrance** | **63.1** | **61.7** | **59.5** | **59.6** | **61.7** |
| HAVO | 32.9 | 35.6 | 30.7 | 33.2 | 34.7 |
| MBO | 8.6 | 7.6 | 7.0 | 6.1 | 5.6 |
| VWO | 21.6 | 18.5 | 21.8 | 20.3 | 21.5 |
| **Total indirect entrance** | **24.0** | **24.9** | **27.0** | **29.2** | **28.4** |
| HAVO | 8.2 | 8.2 | 8.9 | 9.0 | 8.1 |
| MBO | 6.3 | 6.4 | 6.9 | 8.2 | 8.0 |
| VWO | 7.6 | 8.7 | 9.5 | 10.4 | 10.5 |
| Other | 1.9 | 1.6 | 1.8 | 1.5 | 1.8 |
| **Total other entrance** | **12.9** | **13.4** | **13.5** | **11.2** | **9.9** |
| Foreign qualifications | 7.5 | 8.8 | 8.6 | 6.6 | 5.7 |
| Viva voce examination | 5.4 | 4.6 | 4.9 | 4.6 | 4.2 |
| **C) Entrants by previous education (in percentages)** | | | | | |
| **Total number of entrants** | **100** | **100** | **100** | **100** | **100** |
| HAVO (direct + indirect entrants) | 41.1 | 43.8 | 39.6 | 42.3 | 42.8 |
| VWO (direct + indirect entrants) | 14.9 | 14.0 | 13.9 | 14.3 | 13.6 |
| MBO (direct + indirect entrants) | 29.2 | 27.2 | 31.3 | 30.7 | 31.9 |
| Other | 14.8 | 15.0 | 15.3 | 12.7 | 11.7 |

# System and Funding in university education

## System

The Higher Education and Research Act (WHW) governs a wide range of matters including the planning, funding, administration and organization of the universities. The tasks of the universities are to teach, to conduct research, to transfer knowledge and to provide services to the community. The Netherlands has thirteen "ordinary" universities, including three technical universities and the Agricultural University in Wageningen, which is funded by the Ministry of Agriculture, Nature and Food Quality.
In order to maintain the high standard of university teaching and research, a quality assurance system is in operation. Every course is subject to periodic review and the findings are published in open reports together with recommendations for improvement.

## Funding

The national budget for the twelve universities funded by the Ministry of Education (first flow of funds, direct funding) is fixed without reference to performance indicators. The budget is only corrected in line with wage and price rises and, if necessary, adjustments are made to accommodate policy changes. In addition, each year it is decided to what extent the budget needs to be adjusted, based on the latest views with regard to trends in student numbers.
The distribution of the government grant is, however, partially dependent on performance indicators, such as the number of degrees awarded, the number of first-year students and the number of doctorates obtained.
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 decentralization of responsibility for accommodation: the universities must allocate part of their budgets to accommodation and infrastructure;
- the decentralization as of 1 January 1999 of the 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.

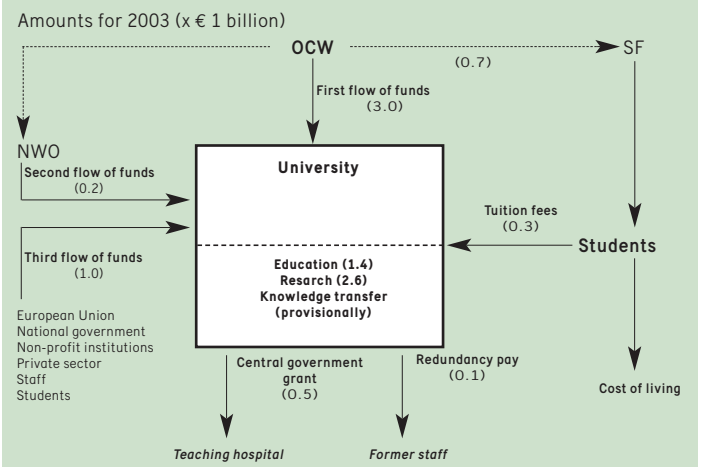
## Research

University research is financed via three different flows of funds. The central government grant to the universities 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, and in part through 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 7.1 Flows of funds in the university sector**



## Table 7.1

## Financial key statistics for universities

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

Notes
– Statutory benefits: to institutions without separate budgets
– Central government grant per student: teaching factor multiplied by total expenditure, divided by net number of students (excluding external students) per calendar year; from 2000 on, divided by gross number of students
– Figures under C) include effects of indirect funding and contract income (second and third flows of funds); figures under A) and B) do not.
– From 2004 on, some institutes are funded through the universities.

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Expenditure and revenue (x € 1 million)** | | | | | |
| **Total expenditure** | **2,713.2** | **2,901.9** | **3,045.2** | **3,131.6** | **3,215.6** |
| Central government grant to universities | 2,577.2 | 2,758.0 | 2,906.3 | 2,996.4 | 3,144.7 |
| of which for teaching hospitals | 439.1 | 461.6 | 473.8 | 487.0 | 496.2 |
| Funding of other institutions | 117.5 | 119.4 | 124.7 | 123.5 | 56.7 |
| Statutory benefits (excluding universities) | 1.0 | 0.9 | . | . | . |
| Other expenditure | 17.6 | 23.6 | 14.3 | 11.7 | 10.1 |
| **Overhead costs** | **.** | **.** | **.** | **.** | **4.1** |
| Attributed to CFI / IBG | . | . | . | . | 4.1 |
| OCW overheads | . | . | . | . | 0.0 |
| **Total revenue** | **1.2** | **1.1** | **1.4** | **1.5** | **1.4** |
| **B) Amounts converted into student years (x € 1000)** | | | | | |
| Central government grant for teaching, per student | 4.7 | 4.9 | 5.1 | 5.0 | 5.0 |
| Tuition fees per student (estimates) | [1.3] | [1.3] | [1.4] | [1.4] | [1.5] |
| Institutional grant per student | 6.0 | 6.2 | 6.5 | 6.4 | 6.5 |
| **C) Actual costs according to annual accounts (x € 1 million)** | | | | | |
| Research | 2,265.0 | 2,440.1 | 2,753.5 | 2,879.1 | -- |
| Teaching | 1,306.6 | 1,407.7 | 1,338.1 | 1,393.3 | -- |
| Medical care | 172.2 | 185.6 | 197.3 | 202.8 | -- |
| **D) Educational resources per student according to annual accounts (x € 1000)** | **8.1** | **8.4** | **7.7** | **7.6** | **--** |

## Table 7.2

## Key statistics for teaching hospitals

Source
A: annual reports from teaching hospitals
B: CRIHO
(trainee specialists: VWS)

Notes
– A) Figures pertaining to central government grant from 2002 on: training place function of the universities
– B) Data on medical degrees: 2000 is academic year 2000/01

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Financial data on teaching hospitals (x € 1 million)** | | | | | |
| **Total operating costs of teaching hospitals** | **2,622.1** | **2,846.8** | **3,550.7** | **3,688.0** | **4,073.6** |
| of which OCW central government grant | 447.4 | 468.3 | 585.8 | 453.0 | 668.9 |
| **B) Data on medical degrees** | | | | | |
| (Gross) number of medical students enrolled | 11,830 | 12,078 | 12,559 | 13,392 | |
| Admissions quota | 1,875 | 2,010 | 2,010 | 2,550 | |
| Postgraduate degrees awarded (qualified trainee doctor) | 1,078 | 1,394 | 1,449 | 1,592 | |

# Universities: financial data

## Finances of the universities

The financial health of the university sector, excluding Wageningen University and Research Centre (LNV) and the Open University in the Netherlands, has for years shown a steady decline towards the minimally desired level. With respect to liquidity, a lower limit of 1.2 is maintained for the classification "good", for solvency this lower limit is 0.5 and for profitability an average - over the long term - of 1 per cent. Against a background of very large, necessary investments (in billions) in university housing - steadily made and estimated for the coming years - this is not a positive financial picture. That is why extra funds have been reserved in the so-called budget letter starting in 2003, rising to 35 million euros structurally in 2006, as a contribution to solve bottlenecks in the financing of the accommodation. A financing arrangement will be developed for this purpose.

Liquidity has shown a continual downward trend over recent years. In 2003, as compared with 2002, solvency remained unchanged at 0.7, liquidity dropped to 1 and profitability increased slightly, to 1.1. With regard to profitability, the negative trend seemed to take a positive turn in 2002. Here it is good to emphasize that changes in the accounting policies for the drafting of annual accounts can impact on the indicators in both a positive and a negative sense ("system changes").
It is, therefore, not possible to make an unequivocal comparison in the absolute sense between the years under review. The trend, however, is clear.

**Figure 7.2 Balance sheet data of universities**

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


**Figure 7.3 Operating data of universities**

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

## Table 7.3

## Balance sheet and operating data of universities

Source

Financial data: university annual accounts 1999-2003

Notes

– Solvency (excluding provisions): equity capital / total capital
– Liquidity (current ratio): current assets / short-term debts
– Profitability of ordinary operations: result from ordinary operations / total revenues from ordinary operations
– 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

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Financial indicators** | | | | | |
| Solvency (including provisions) | 0.6 | 0.6 | 0.6 | 0.6 | 0.7 |
| Liquidity | 1.6 | 1.4 | 1.3 | 1.1 | 1.0 |
| Profitability (in percentages) | 1.8 | 1.1 | 0.8 | 0.9 | 1.1 |
| **B) Accumulated balance sheet (x € 1 million)** | | | | | |
| **Total assets** | **3,857.0** | **3,823.1** | **3,896.4** | **4,104.6** | **4,048.6** |
| Fixed assets | 2,200.7 | 2,408.8 | 2,583.2 | 2,789.4 | 2,893.5 |
| of which tangible fixed assets | 2,049.1 | 2,147.2 | 2,327.8 | 2,541.8 | 2,639.1 |
| Current assets | 1,656.3 | 1,414.4 | 1,313.2 | 1,315.2 | 1,155.0 |
| of which liquid assets | 639.7 | 540.5 | 575.0 | 603.5 | 635.4 |
| **Total liabilities** | **3,857.0** | **3,823.1** | **3,896.4** | **4,104.6** | **4,048.6** |
| Equity capital | 2,355.1 | 2,351.1 | 2,306.9 | 2,299.6 | 2,222.4 |
| Provisions | 367.4 | 339.1 | 395.3 | 422.2 | 442.2 |
| Long-term debts | 66.6 | 90.1 | 151.5 | 144.2 | 254.3 |
| Short-term debts | 1,067.8 | 1,042.7 | 1,042.8 | 1,238.6 | 1,129.7 |
| **C) Accumulated operating accounts (x € 1 million)** | | | | | |
| **Revenues** | **3,523.5** | **3,742.8** | **4,030.0** | **4,313.2** | **4,502.8** |
| OCW central government grants | 2,489.3 | 2,607.3 | 2,774.8 | 2,899.4 | 3,041.3 |
| Other government grants | 0.0 | 0.0 | 7.8 | 8.2 | 8.1 |
| Tuition fees | 192.6 | 193.1 | 206.5 | 222.8 | 247.1 |
| Revenues from contract work | 564.3 | 637.5 | 686.6 | 791.5 | 801.1 |
| Other revenues | 277.3 | 304.9 | 354.3 | 391.2 | 405.2 |
| **Expenses** | **3,497.7** | **3,743.8** | **4,033.4** | **4,288.9** | **4,475.2** |
| Staff costs | 2,078.1 | 2,224.7 | 2,333.0 | 2,506.6 | 2,619.1 |
| Depreciations | 153.1 | 163.2 | 189.5 | 207.3 | 220.9 |
| Accommodation | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Transferred income | 438.4 | 480.7 | 547.5 | 563.2 | 629.6 |
| Other institutional expenses | 828.2 | 875.2 | 963.4 | 1,011.8 | 1,005.6 |
| **Revenues and expenses balance** | **25.8** | **-1.0** | **-3.4** | **24.2** | **27.6** |
| Financial revenues | 36.9 | 41.7 | 35.4 | 16.9 | 43.1 |
| Financial expenses | 3.0 | 7.1 | 10.6 | 26.8 | 20.5 |
| **Financial revenues and expenses balance** | **33.9** | **34.6** | **24.8** | **-9.9** | **22.6** |
| Extraordinary revenues | 18.6 | 14.9 | 7.0 | 9.6 | 4.2 |
| Extraordinary expenses | 16.7 | 14.1 | 40.4 | 38.0 | 16.1 |
| **Extraordinary result** | **1.9** | **0.8** | **-33.4** | **-28.4** | **-11.9** |
| Third party share | 0.0 | 0.0 | -0.1 | 0.2 | -6.0 |
| **Operating result** | **61.6** | **34.4** | **-12.0** | **-14.3** | **44.3** |
| **Total expenses operating account** | **3,517.4** | **3,765.0** | **4,084.4** | **4,353.9** | **4,505.8** |

# University students

## General

Applicants to university must have successfully completed pre-university education (VWO), the propaedeutic part (first year) or the bachelor's programme of a course of higher professional education (HBO), certain training courses abroad or a special viva voce entrance examination set by the university itself. Students are free to apply for any university or course, although many courses require a specific combination of examination subjects. For a few courses (such as dentistry and medicine), there is an admissions quota: the number of first-year students is limited. The minimum course duration is four years. For most technical courses and dentistry, the course duration is five years; for (veterinary) medicine and pharmacy it is six years. Most students are entitled to financial assistance.

## First-year students

At the start of the 1990s, demographic changes - particularly a decrease in the number of births in the early 1970s - produced a steady decline in numbers of new entrants to university. Since 1997 - with a slight dip in 1999 - there has been an increase in first-year students. In the 2002/03 academic year, the number of first-year students grew beyond the record set by the previous top year: 1991/92. This increase in intake continued in the 2004/05 academic year.

Of note is the continually increasing interest across the board, particularly for Economics and Behaviour & Society. The Engineering & Technology sector is lagging behind the intake figures for October 2004.

## Numbers enrolled

The total number of students is affected by trends in intake levels and the average duration of study. The average duration of study has been going down until the academic year 2001/02. To some extent, this can be attributed to 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 numbers entering university. Other factors contributing to the increase in enrolment numbers may have been the increase in the number of five-year courses and the changes in the student finance system, which reduced the pressure on students to graduate soon.

## Graduates

The number of graduates is strongly related to the intake in previous years and the average duration of study. In 1996/97, for instance, the number of students graduating peaked as students from two cohorts graduated at the same time. This is due to the fact that students beginning in 1990 were allowed six years of financial support, while new entrants in 1991 were generally permitted basic and supplementary grants for a maximum of only five years. The effect of the increasing intake became visible in 2002.

## Open University

The Open University has been providing distance learning courses of higher education since 1984. The Open University offers full degree courses; students can also take part of a course or a few subjects only.

**Figure 7.4 Composition of intake**

First enrolments, 2004

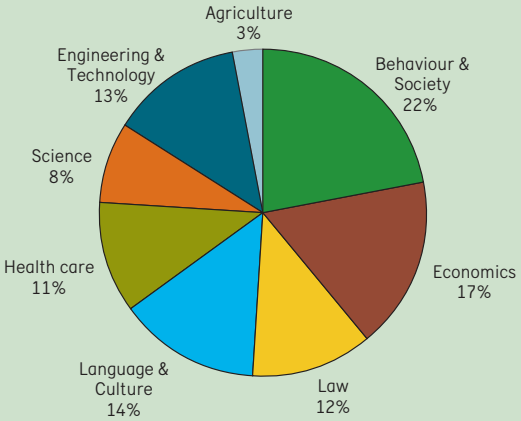
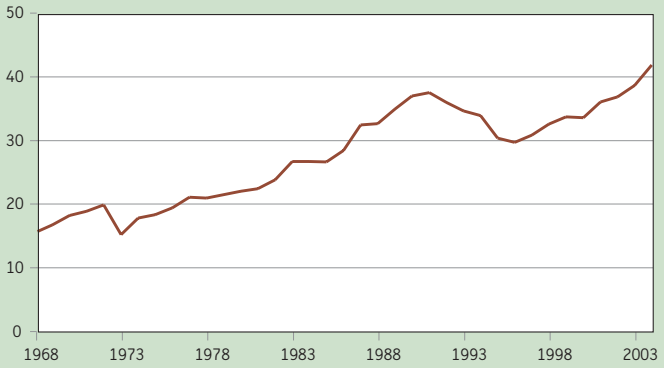



**Figure 7.5 Number of first-year university students**

Including agriculture, numbers x 1000



## Table 7.4

Source

OCW

Notes

– A) – Students enrolled at a university in the Netherlands for the first time
  – 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
  – The percentages indicate the differentiation by educational background, not the transfer rates
– A) and B) as measured on the reference date, 1 October; data according to definition of "one figure HO", in accordance with pupil/student forecast
– C) Figures pertain to number of master's degrees obtained during the period of 1 September to 31 August, ending in calendar year stated

## Intake, enrolment and numbers graduating

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) First enrolments (x 1000)** | | | | | |
| **Total excluding Agriculture** | **32.6** | **35.0** | **34.7** | **36.8** | **39.5** |
| Science | 2.5 | 2.6 | 2.4 | 2.8 | 3.1 |
| Engineering & Technology | 4.7 | 4.8 | 4.8 | 5.1 | 5.2 |
| Health care | 3.1 | 3.3 | 3.5 | 4.1 | 4.4 |
| Economics | 6.1 | 6.8 | 6.4 | 6.6 | 7.0 |
| Law | 4.4 | 4.6 | 4.3 | 4.4 | 4.8 |
| Behaviour & Society | 7.3 | 8.1 | 8.5 | 8.7 | 9.2 |
| Language & Culture | 4.5 | 4.8 | 4.6 | 5.2 | 5.7 |
| University teacher training courses | [0.1] | [0.1] | [0.1] | [0.1] | [0.1] |
| **Agriculture** | **0.6** | **0.8** | **1.0** | **1.1** | **1.2** |
| **Educational background in percentages** | | | | | |
| VWO - d direct | 51.6 | 50.9 | 48.0 | 48.8 | |
| VWO - d indirect | 11.8 | 11.8 | -- | -- | |
| HBO - d direct | 12.0 | 12.3 | 13.2 | 13.7 | |
| HBO - d indirect | 5.6 | 5.9 | -- | -- | |
| HBO propaedeutic course | 8.9 | 9.5 | -- | -- | |
| Other | 10.1 | 9.8 | 38.8 | 37.5 | |
| **B) Enrolled university students, including external students (x 1000)** | | | | | |
| **Total excluding Agriculture** | **161.5** | **168.0** | **174.8** | **183.3** | **193.5** |
| Science | 12.1 | 12.3 | 12.2 | 12.8 | 13.9 |
| Engineering & Technology | 24.1 | 25.0 | 25.5 | 26.2 | 26.4 |
| Health care | 20.3 | 21.1 | 21.8 | 23.4 | 25.3 |
| Economics | 27.4 | 28.9 | 30.0 | 30.7 | 31.7 |
| Law | 24.1 | 24.3 | 24.3 | 24.6 | 25.3 |
| Behaviour & Society | 32.0 | 33.7 | 37.3 | 39.9 | 42.6 |
| Language & Culture | 20.8 | 22.1 | 23.0 | 24.8 | 27.3 |
| University teacher training courses | 0.7 | 0.6 | 0.7 | 0.9 | 1.0 |
| **Agriculture** | **3.7** | **3.8** | **4.0** | **4.4** | **4.4** |
| **C) Master's degrees awarded (x 1000)** | | | | | |
| **Total excluding Agriculture** | **18.6** | **19.7** | **20.5** | **21.3** | **22.1** |
| Science | 1.5 | 1.7 | 1.6 | 1.5 | 1.4 |
| Engineering & Technology | 2.3 | 2.4 | 2.6 | 2.8 | 3.1 |
| Health care | 2.5 | 2.7 | 2.9 | 2.8 | 2.9 |
| Economics | 3.1 | 3.5 | 3.7 | 4.0 | 4.1 |
| Law | 3.0 | 3.2 | 3.0 | 3.0 | 3.0 |
| Behaviour & Society | 3.8 | 3.9 | 4.3 | 4.6 | 5.2 |
| Language & Culture | 2.4 | 2.4 | 2.4 | 2.5 | 2.6 |
| **Agriculture** | **0.4** | **0.5** | **0.6** | **0.6** | **1.0** |

## Table 7.5

Source

Open University

Notes

– See Appendix Notes and Definitions, Part C

## Open University, students and degrees (absolute numbers)

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **Students enrolled** | **21,477** | **20,852** | **21,182** | **21,182** | **21,004** |
| New students | 8,987 | 8,853 | 9,087 | 9,138 | 8,474 |
| University degrees | 326 | 353 | 329 | 337 | 402 |

# Success rates of university students

## Success rates

Students tend to graduate sooner and sooner: the graduation rate after five years of study has clearly been increasing. Seventeen per cent of the students in the 1989/90 cohort obtained their master's degree after five years of study; in the 1992/93 cohort, this figure had risen to 30 per cent. However, this trend has not continued since. The graduation rate after five years seems to have stabilized at 26 per cent. The decline in success rates is visible after six and seven years of study. Of the first-year students with VWO qualifications, a steady 60 per cent eventually graduate from university, whereas 8 per cent graduate from higher professional education. Among women, success rates are higher than among men (63 and 56 per cent respectively). Among students who have already taken higher professional education, the success rates after eight years are lower (59 per cent), but in relative terms this group does graduate sooner.
For university graduates, the average duration of studies is approximately 70 months in the period from 1993/94 to 1997/98. The effect of the increase in the number of five-year courses and the liberalization of the student finance system is not yet visible.

## Success rate per HOOP area

The success rates differ widely from one HOOP area to another. To some extent, this is due to the differences in the nominal durations of study.

Remarkable are the high success rates after five and six years in the Health Care sector.

Success rates are lowest in the Law and Language & Culture sectors. Some of these differences might be attributed to the composition of the student population (the fact is that part-time students and students with HBO qualifications graduate less often). If we only consider full-time students with VWO qualifications (the so-called standard selection), then the success rate in the Law sector appears to be hardly any lower in comparison with the other sectors, whereas the Language & Culture sector is lagging behind. Within the Technology & Engineering sector, a comparatively large number of students obtain HBO qualifications rather than a university degree: after eight years, 11 per cent of the students who embarked on Technology & Engineering in 1994 had completed HBO.

## Other success rates

In addition to the "ordinary" success rate, the success rates in propaedeutic and post-propaedeutic courses are also calculated. When looking at the success rates in propaedeutic courses, one should take into account that one of the functions of these courses is to refer and select.
Post-propaedeutic success rates relate to the proportion of students who have completed their propaedeutic course and have subsequently obtained their master's degree.
For the various cohorts, large differences can be observed between the sectors. Success rates are highest in the Agriculture and Health Care sectors. Post-propaedeutic success rates are lowest in the Language & Culture sector.

**Figure 7.6 Success rates per year of progress**

Cohort 1991/92, with VWO qualifications, in percentages

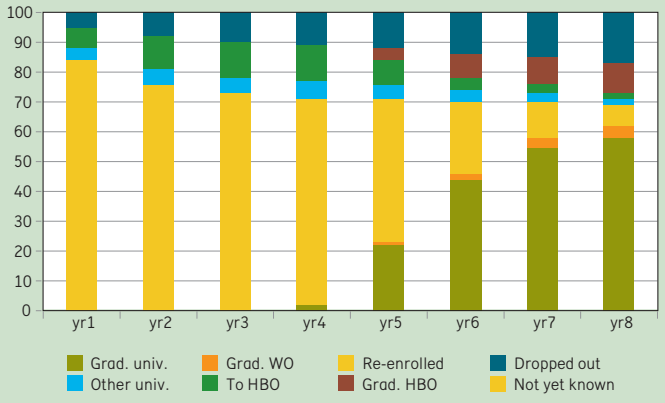
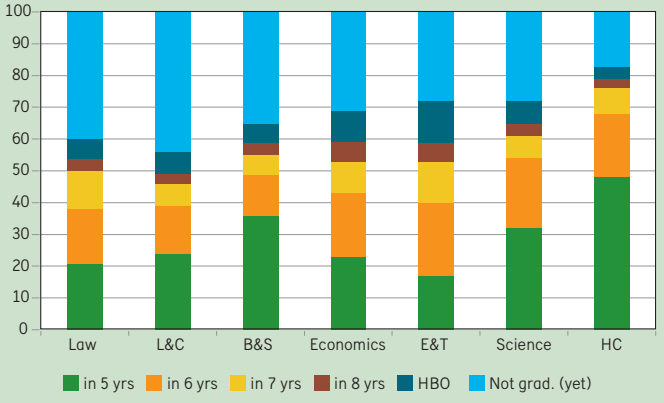



**Figure 7.7 Success rates by sector**

Cohort 1991/92, with VWO qualifications, in percentages



## Table 7.6

## Success rate per HOOP area, by cohort

Source

VSNU, DOC University Education

Notes

– Success rate: the percentage of full-time students in that cohort obtaining their master's degree no later than enrolment year n
– Figures include qualifications obtained at other universities or in other courses
– Qualifications obtained in period 1 September - 31 August ending in calendar year stated
– E&T: Engineering & Technology
– HC: Health care
– B&S: Behaviour & Society
– L&C: Language & Culture

| | Science | E&T | HC | Law | Economics | B&S | L&C | Agricult. | Average |
|---|---|---|---|---|---|---|---|---|---|
| **University degree after 5 yrs** | | | | | | | | | |
| 1993 | 33 | 17 | 52 | 21 | 30 | 37 | 24 | 46 | 30 |
| 1994 | 32 | 15 | 47 | 20 | 32 | 34 | 24 | 45 | 28 |
| 1995 | 27 | 11 | 48 | 21 | 27 | 34 | 23 | 25 | 26 |
| 1996 | 29 | 10 | 45 | 20 | 28 | 33 | 23 | 25 | 26 |
| 1997 | 27 | 10 | 46 | 21 | 30 | 32 | 23 | 26 | 26 |
| **University degree after 6 yrs** | | | | | | | | | |
| 1993 | 51 | 35 | 67 | 39 | 47 | 52 | 38 | 61 | 46 |
| 1994 | 51 | 29 | 66 | 39 | 47 | 49 | 37 | 63 | 44 |
| 1995 | 48 | 23 | 67 | 40 | 44 | 49 | 37 | 49 | 42 |
| 1996 | 49 | 24 | 63 | 38 | 46 | 47 | 35 | 45 | 42 |
| **University degree after 7 yrs** | | | | | | | | | |
| 1993 | 59 | 48 | 77 | 51 | 57 | 58 | 45 | 69 | 55 |
| 1994 | 61 | 44 | 76 | 52 | 57 | 56 | 44 | 70 | 55 |
| 1995 | 59 | 40 | 77 | 53 | 54 | 57 | 45 | 65 | 54 |
| **University degree after 8 yrs** | | | | | | | | | |
| 1992 | 67 | 59 | 80 | 59 | 62 | 61 | 51 | 72 | 61 |
| 1993 | 64 | 55 | 81 | 57 | 62 | 61 | 48 | 71 | 60 |
| 1994 | 66 | 54 | 81 | 59 | 62 | 59 | 49 | 74 | 60 |
| **HBO qualifications after 8 yrs** | | | | | | | | | |
| 1992 | 8 | 11 | 3 | 7 | 10 | 7 | 9 | 7 | 8 |
| 1993 | 7 | 11 | 4 | 8 | 8 | 7 | 8 | 7 | 8 |
| 1994 | 7 | 11 | 4 | 8 | 8 | 7 | 10 | 5 | 8 |
| **HO qualifications after 8 yrs** | | | | | | | | | |
| 1992 | 74 | 70 | 84 | 66 | 71 | 68 | 59 | 79 | 69 |
| 1993 | 71 | 67 | 84 | 65 | 70 | 68 | 56 | 78 | 68 |
| 1994 | 73 | 64 | 84 | 67 | 70 | 67 | 58 | 79 | 68 |

## Table 7.7

## (Post)propaedeutic success rates of full-time students with VWO qualifications, by cohort

Source

VSNU, DOC University Education

Notes

– Qualifications obtained in period 1 September - 31 August ending in calendar year stated
– For definitions of success rates, see Appendix Notes and Definitions, part B

| | Science | E&T | HC | Law | Economics | B&S | L&C | Agricult. | Average |
|---|---|---|---|---|---|---|---|---|---|
| **Propaedeutic success rate after 3 yrs** | | | | | | | | | |
| 1997 | 70 | 67 | 90 | 76 | 75 | 74 | 69 | 81 | 74 |
| 1998 | 72 | 66 | 88 | 73 | 73 | 75 | 67 | 81 | 73 |
| 1999 | 70 | 63 | 89 | 73 | 72 | 75 | 67 | 81 | 72 |
| **Post-propaedeutic success rate after 8 yrs** | | | | | | | | | |
| 1992 | 81 | 78 | 90 | 76 | 79 | 78 | 71 | 86 | 78 |
| 1993 | 79 | 77 | 88 | 74 | 76 | 79 | 68 | 86 | 77 |
| 1994 | 82 | 74 | 90 | 75 | 80 | 80 | 69 | 88 | 79 |

# Institutions and Staff in university education

## Institutions

In addition to the ordinary universities and the Open University, the Netherlands also has a number of approved 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 nature.

## 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, academic staff numbers have somewhat stabilized over recent years. After a period of decline, numbers in the "trainee research assistants" category have picked up again.

## Female staff

Women represent only slightly more than a third of the university staff. A break-down shows that only slightly more than a quarter of the academic staff are women, while women account for more than 40 per cent of support and administrative staff.
Women are strongly under-represented, in particular, among professors and (senior) university lecturers. The proportion of female staff is, however, rising gradually across the board, also among professors, but at less than 8.1 per cent, women are still far from equally represented at this level.
As the number of women is relatively higher among younger academic staff, expectations are that the (gradual) increase of the proportion of women in the academic staff category will continue.

**Figure 7.8 Percentage of female academic staff**

in FTEs, by category and age, as of 31 December 2003

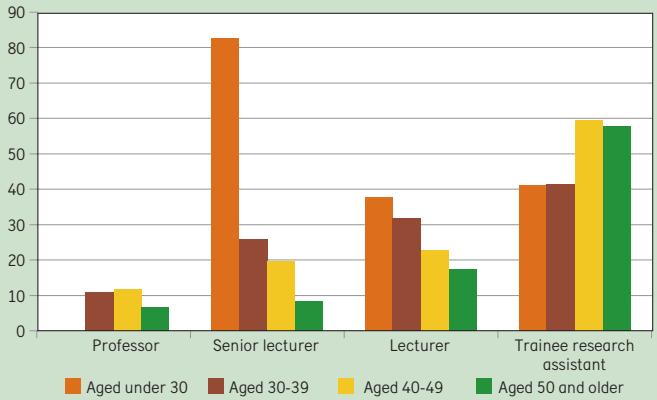
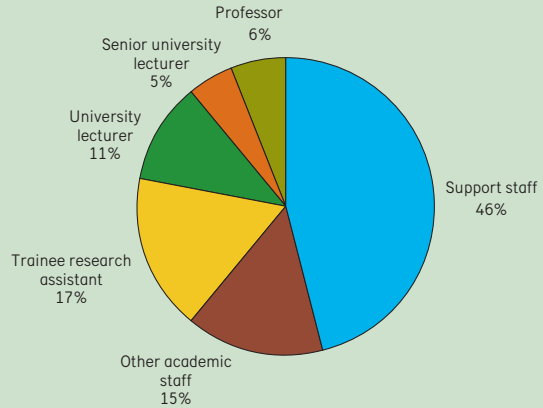



**Figure 7.9 Composition of staff**

As of 31 December 2003



## Table 7.8

## Institutions and staff in university education, key statistics

Source

OCW BRIN register of institutions (A)
CRIHO (B)
WOPI (VSNU) (C, D, E, F, G)
KUOZ (D)

Notes

– Reference date for staff: 31 December
– Staff: all staff funded from central government grant and contract income, excluding Open University and Wageningen University
– B) Enrolment data according to definitions of "one figure HO", based on CRIHO data as of April 2003
– C) Trainee research assistants include trainee design engineers and trainee research assistants with two-year contracts
– C) Other academic staff: including student assistants
– D) Deployment of academic staff in teaching and research: based on figures supplied by universities to VSNU
– D) and G) KUOZ data is insufficiently reliable for a proper calculation over 1999

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Number of institutions** | **12** | **12** | **12** | **12** | **12** |
| **B) Size of institutions (gross numbers enrolled x 1000)** | | | | | |
| Gross number enrolled | 162.8 | 166.0 | 172.8 | 179.7 | 194.9 |
| Average per institution | 13.6 | 13.8 | 14.4 | 15.0 | 16.2 |
| **C) Number of staff in FTEs (x 1000)** | | | | | |
| **Total** | **39.4** | **40.0** | **38.6** | **39.5** | **38.6** |
| Support staff | 18.7 | 18.8 | 18.2 | 18.3 | 17.6 |
| Academic staff | 20.7 | 21.2 | 20.4 | 21.2 | 21.0 |
| Professors | 2.3 | 2.4 | 2.2 | 2.2 | 2.2 |
| Senior university lecturers | 2.3 | 2.2 | 2.1 | 2.1 | 2.0 |
| University lecturers | 4.9 | 4.6 | 4.4 | 4.3 | 4.3 |
| Other academic staff | 7.0 | 7.4 | 6.1 | 6.4 | 6.0 |
| Trainee research assistants | 4.3 | 4.6 | 5.6 | 6.2 | 6.6 |
| **D) Deployment of academic staff (direct funding and contract work, FTEs x 1000)** | | | | | |
| Teaching | -- | 10.4 | 9.4 | -- | -- |
| Research | -- | 10.8 | 10.9 | -- | -- |
| **E) Percentage of female staff (in FTEs)** | | | | | |
| **Total** | **35.1** | **35.9** | **36.2** | **37.0** | **37.4** |
| Academic staff | 26.7 | 27.7 | 30.6 | 29.7 | 30.3 |
| Senior university lecturers | 8.8 | 11.0 | 11.5 | 13.7 | 14.4 |
| Professors | 5.8 | 6.3 | 7.2 | 8.1 | 8.4 |
| **F) Age structure (in FTEs)** | | | | | |
| Percentage <30 | 23.2 | 25.1 | 25.9 | 23.8 | 24.2 |
| Percentage 30-39 | 24.1 | 23.8 | 23.9 | 25.0 | 24.9 |
| Percentage 40-49 | 24.8 | 23.8 | 22.9 | 22.9 | 22.6 |
| Percentage 50-59 | 24.1 | 23.5 | 23.2 | 23.9 | 23.5 |
| Percentage 60+ | 3.8 | 3.8 | 4.1 | 4.3 | 4.8 |
| **G) Ratios** | | | | | |
| Students - academic teaching staff | -- | 15.9 | 18.4 | -- | -- |
| Students - academic staff | 7.9 | 7.8 | 8.5 | 8.5 | 9.3 |
| Students - total staff | 4.1 | 4.2 | 4.5 | 4.5 | 5.0 |

# Ethnic minorities in higher education

## Source data

Among the students in the "one figure HO" group, a survey was taken in respect of their ethnic origin, i.e. native Dutch or foreign extraction. The survey was taken in the area of higher education, which means that each enrolled student was only counted once, i.e. based on his primary enrolment (higher professional education [HBO] or university [WO]).
The definition used: someone is of foreign extraction if one of the parents was born abroad. This definition presupposes that the countries of birth of both parents are known. This is something that may also be logically assumed due to a link with the Municipal Population Register(s), commonly referred to as the GBA. In the "one figure HO" file, however, this information is not always available.
In the following cases, a student is designated as native Dutch:
a. it is known that both parents were born in the Netherlands.
b. it is known that one of the parents was born in the Netherlands and the country of birth of the other parent is unknown.
If it is known that at least one of the parents was born in a foreign country, then the student is designated as non-native Dutch.
If both parents were born abroad, then to establish the foreign origin of the student the country of birth of the mother takes precedence.
A distinction is made between Western and non-Western foreign students. Another division is made with respect to continent, with several specific countries being handled separately.

## Trends in intake

Over the years that were measured, the number of ethnic minority students entering higher education is fairly stable, around 14 per cent. Students from Surinam, Morocco, Turkey and the Netherlands Antilles are under-represented compared with the group of "other ethnic minorities", with an accumulated percentage of 40 per cent in HBO and 25 per cent at universities.

*HBO:*

– Students originating from Surinam account for the largest proportion of the intake (compared with four other countries) but numbers originating from Morocco have risen most sharply.
  Remarkable is the fact that the influx of women of ethnic origin exceeded that of male ethnic minority students by some 20 per cent.

*Universities:*

– At the universities too, students originating from Surinam form the largest group in an absolute sense. Over the years, there is not much difference in intake among students originating from Morocco and Turkey.
– The influx of women of ethnic origin at the universities is also higher than that of male ethnic minority students but far less extreme than it is in the HBO sector.

**Figure 7.10 Intake of ethnic minorities in HBO**

By native country, 2003

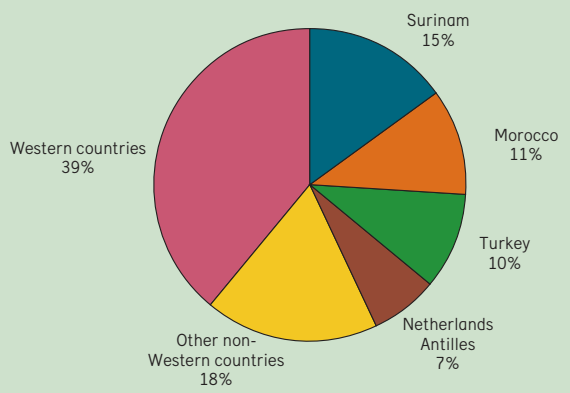
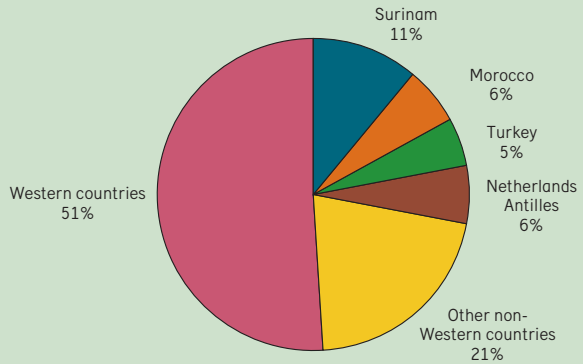



**Figure 7.11 Intake of ethnic minorities at the universities**

By native country, 2003



## Table 7.9

## Ethnic minorities entering higher education

Source
OCW; CRIHO one figure HO

| | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|
| **A) Total intake into higher education** | **81,020** | **80,862** | **77,648** | **82,661** |
| **Native Dutch students** | **56,785** | **55,352** | **53,440** | **57,976** |
| **Total number of Western non-native Dutch students** | **4,923** | **4,735** | **4,623** | **4,940** |
| Europe | 2,503 | 2,431 | 2,515 | 2,656 |
| United States | 146 | 175 | 166 | 235 |
| Asia | 2,174 | 2,006 | 1,829 | 1,899 |
| Australia / New Zealand | 98 | 121 | 110 | 147 |
| Oceania | 2 | 2 | 3 | 3 |
| **Total number of non-Western non-native Dutch students** | **6,180** | **6,505** | **7,478** | **7,748** |
| Europe (Turkey) | 1,090 | 1,196 | 1,302 | 1,308 |
| Surinam | 1,572 | 1,691 | 1,739 | 1,861 |
| Netherlands Antilles | 598 | 605 | 936 | 874 |
| United States | 227 | 250 | 340 | 329 |
| Asia | 1,089 | 1,085 | 1,222 | 1,343 |
| Morocco | 1,156 | 1,195 | 1,375 | 1,437 |
| Africa | 448 | 483 | 564 | 596 |
| **Unknown** | **13,132** | **14,270** | **12,107** | **11,997** |
| **B) Total intake into universities** | **24,328** | **25,716** | **25,439** | **27,352** |
| **Native Dutch students** | **17,703** | **18,470** | **18,196** | **18,963** |
| **Total number of Western non-native Dutch students** | **2,071** | **2,163** | **2,001** | **2,154** |
| Europe | 1,067 | 1,152 | 1,077 | 1,236 |
| United States | 90 | 92 | 95 | 114 |
| Asia | 875 | 871 | 781 | 752 |
| Australia / New Zealand | 39 | 48 | 46 | 51 |
| Oceania | 0 | 0 | 2 | 1 |
| **Total number of non-Western non-native Dutch students** | **1,694** | **1,915** | **1,987** | **2,242** |
| Europe (Turkey) | 196 | 263 | 230 | 239 |
| Surinam | 365 | 436 | 425 | 470 |
| Netherlands Antilles | 180 | 189 | 298 | 268 |
| United States | 93 | 104 | 121 | 152 |
| Asia | 529 | 567 | 549 | 645 |
| Morocco | 216 | 207 | 213 | 247 |
| Africa | 115 | 149 | 151 | 221 |
| **Unknown** | **2,860** | **3,168** | **3,255** | **3,993** |

# System and Expenditure in student finance

## General

The student finance policy (SFB) encompasses three policy areas: Student Finance, Study Costs and School Fees Allowances, and Course Fees (policy items 11, 12 and 13).
These policy areas are laid down in three Acts. The implementation of these acts, and the expenditure and revenue under these Acts, are in the hands of the Information Management Group in Groningen (IBG).
This section discusses each of these SFB policy areas in turn and ends with a look at the indicators of topical issues such as monitoring students' progress and loans.

## The Student Finance Act (WSF 2000)

Student finance, as specified in the WSF, applies to full-time students in higher education and to full-time participants over the age of 18 in vocational training programmes (BOL) under the Adult and Vocational Education Act.
As of the 2000/01 academic/school year, the WSF was replaced by the WSF 2000, which offers students more 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 (OVSK). The grants in higher education (HO) and the value of the public transport pass are awarded as a loan and converted into a non-repayable grant when the student in question graduates.
For loans to students under the WSF, see: Supplementary earnings and loans.

## Study costs and school fees allowance

Allowances for study costs and school fees, for secondary school (VO) pupils and BOL participants up to and including the age of 17, are provided under the Study Costs and School Fees Allowances Act (WTOS). This superseded the Study Costs Allowances Act (WTS) in 2001.
The allowances are dependent on the income of the parents (TS17- and VO18+) or the student's own income (WTOS18+). In addition, the VO18+ allowances consist of a basic allowance, irrespective of parental income.

## School fees

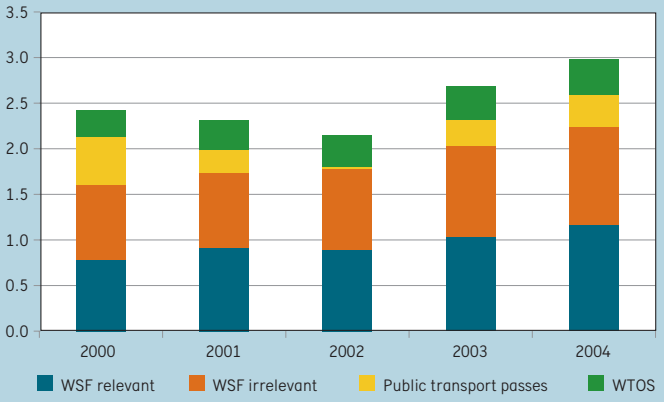
The School and Course Fees Act (LCW) specifies when school and course fees have to be paid. The manner in which the amount of the school fees due is determined, is also laid down in this Act.

## Relevant and irrelevant 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 both the interest-bearing loans granted under the WSF (WSF 2000) and expenditure for performance-related grants, as long as these have not been converted into a definite non-repayable grant. The revenue resulting from repayment of these loans also counts as irrelevant revenue. The total relevant expenditure under the WSF decreased as a result of the introduction in 1996/97 of the performance-related grants system. Relevant expenditures have been increasing again from 1998 on,when the first loans were converted into non-repayable grants. Since 2000, the performance-related grants system has also covered public transport passes. Irrelevant expenditure has been increasing since 1996, due to the fact that from then on every year a new cohort qualified for performance-related grants. Increases on account of new cohorts have not occurred any more over the past few budget years, as the performance-related grants system now covers all the years of study from 1996 on. The irrelevant expenditure has gone up because of the increase in interest-bearing loans taken up. The decrease in 2002 of the expenditure for public transport passes is due to an advance payment for 2002, which was paid to the joint public transport companies in 2001. A similar effect occurred between 2000 and 2001. The decrease in relevant expenditure for public transport passes, which started in 2000, can partly be attributed to the fact that the passes were incorporated into the performance-related grants system.

**Figure 8.1 Total student finance expenditure**

Amounts x € 1 billion



## Table 8.1

## Financial key statistics for student finance (x € 1 million, unless stated otherwise)

Source

OCW annual reports

Notes

– Expenditure for public transport passes includes postponed and advanced payments
– Adult and vocational education: full-time vocational training programmes (BOL-ft) only
– Higher professional education (HBO): full-time courses only
– Figures under C have been rounded off to the nearest € 10

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Expenditure and revenue** | | | | | |
| **Total expenditure** | **2,416.6** | **2,318.1** | **2,152.0** | **2,682.0** | **3,077.0** |
| WSF and public transport passes overall | 2,128.9 | 1,987.5 | 1,804.3 | 2,318.8 | 2,599.8 |
| of which irrelevant | 829.2 | 813.8 | 883.8 | 992.4 | 1,064.7 |
| public transport passes | 520.3 | 251.3 | 29.9 | 287.4 | 360.8 |
| WTOS | 287.7 | 330.6 | 347.8 | 363.2 | 386.5 |
| **Overhead costs** | **,** | **,** | **,** | **,** | **90.7** |
| Attributed to IBG (including cost of collecting school fees) | , | , | , | , | 89.4 |
| OCW overheads | , | , | , | , | 1.4 |
| **Revenue (repayments + interest)** | **360.2** | **346.7** | **345.6** | **366.9** | **386.0** |
| **B) Expenditure per sector** | | | | | |
| **WSF / WTOS expenditure overall** | **2,416.6** | **2,318.1** | **2,152.0** | **2,682.0** | **2,986.3** |
| Secondary education | 218.8 | 239.9 | 247.4 | 253.8 | 266.7 |
| Adult and vocational education | 715.6 | 740.3 | 714.0 | 806.1 | 928.3 |
| Higher professional education | 809.5 | 829.6 | 853.4 | 955.3 | 1,052.6 |
| Universities | 463.9 | 492.7 | 560.0 | 665.4 | 738.7 |
| Miscellaneous | 208.8 | 15.6 | -222.8 | 1.5 | 0.0 |
| **C) Per capita expenditure (x € 1)** | | | | | |
| Secondary education | 240 | 270 | 270 | 270 | 280 |
| Adult and vocational education | 2,650 | 2,750 | 2,550 | 2,720 | 2,930 |
| Higher professional education | 3,110 | 3,140 | 3,210 | 3,450 | 3,650 |
| Universities | 2,810 | 2,870 | 3,130 | 3,550 | 3,730 |

# WSF regulations and Standard amounts

## Grants in higher education

The 1996/97 academic year saw the introduction of performance-related grants for new students in higher education. For the duration of the course, 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. Until the academic year 2004/05, students' performances were assessed for the first time at the end of the initial year of study: by that time the student had to have obtained at least 50 per cent of the available credits for his/her loan to be converted into a grant. This system was abolished on 1 September 2004. The second assessment takes place after a period of ten years; by then the student must have obtained a degree. The provisional loan is converted into a non-repayable grant if the student meets the performance requirements.

As of 2000, the performance-related grants system also covers the public transport pass for students, The supplementary grant for the first year, however, is provided directly as a non-repayable grant starting in 2000. Students awarded financial aid for the first time prior to 1996/97 receive a progress-related grant. The grant they receive can be converted into a loan if they fail to meet the requirements. The minimum requirement is 50 per cent of the total possible number of credits. Students are entitled to a grant for the nominal duration of the course plus one year; after that, they can take out a loan for a further two years.

## Grants in vocational education (BOL)

Student finance in full-time vocational training is not based on a progress or performance system (the performance-related grant system will be introduced for BOL levels 3 and 4 from the 2005/06 academic year on). Grants are awarded as non-repayable grants. Students are, however, required to attend school: if a student is absent for a longer period of time, then his grant will be converted into an interest-bearing loan.

## Supplementary earnings and loans

From 1995 to 1999, the limit for supplementary earnings (above which deductions are made from student finance) was 6,800 euros a year. Under the WSF 2000, it was raised to 8,900 euros, subject to annual indexation. In 2004, the limit was set at approx. 10,200 euros. Students may borrow the difference between the standard budget and the sum they receive as basic and supplementary grants. In 2000, the amount that students may borrow as an interest-bearing loan was raised by € 45 a month. After a student has used up his rights to a basic grant (i.e. after the nominal length of a course), he/she is still entitled to an interest-bearing loan for three years. Starting in 2001/02, the loan limit was increased to 680.67 euros a month (for 2004, now indexed at 770.53 euros). Since 2000 there has been a sharp rise in the number of interest-bearing loans taken out and consequently in the associated expenditure. Students must repay the loans they receive under the WSF after they graduate. Generally, repayment of these (interest-bearing) loans must take place within 15 years; this term commences two years after graduation. As the debtor's financial resources are taken into account, repayment may be suspended. At the end of the repayment term, the debtor will be released from paying the remaining debt,

**Figure 8.2 Monthly budget by type of award**

Students living away from home, with private health insurance, x € 1

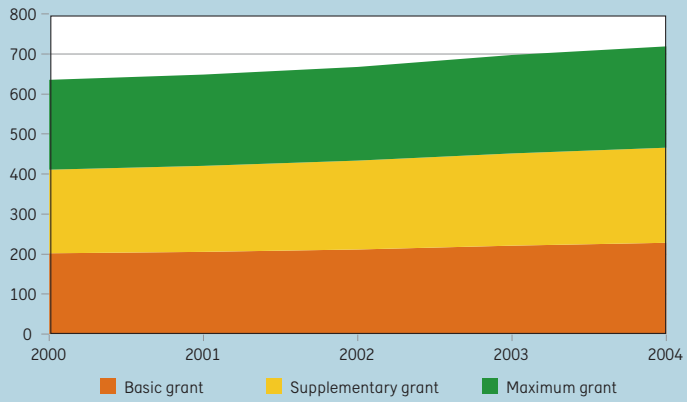
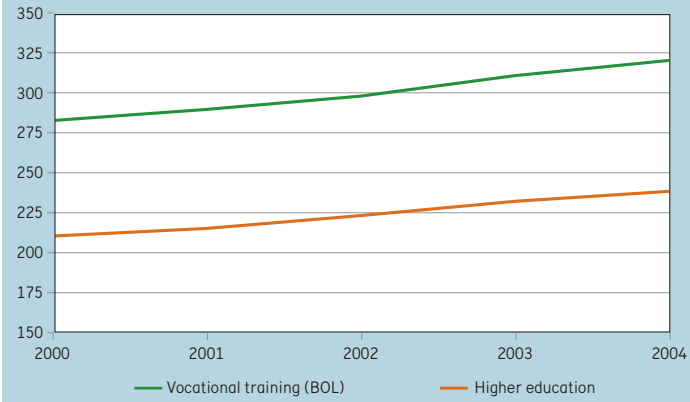



**Figure 8.3 Standard supplementary grant by type of education**

Per month, students living away from home, private health insurance, x € 1



## Table 8.2

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 the performance-related grants that have been converted into loans
– Miscellaneous under A: figures for 2000-2002 pertain to postponed and advanced payments for public transport passes

## Financial key statistics for WSF (x € 1 million, unless stated otherwise)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) WSF expenditure overall (incl. OVSK), by sector** | **2,128.9** | **1,987.5** | **1,804.3** | **2,318.8** | **2,599.8** |
| Vocational education (BOL) | 646.7 | 649.6 | 613.7 | 696.7 | 808.6 |
| Higher professional education | 809.5 | 829.6 | 853.4 | 955.3 | 1,052.6 |
| Universities | 463.9 | 492.7 | 560.0 | 665.4 | 738.7 |
| Miscellaneous | 208.8 | 15.6 | -222.8 | 1.5 | 0.0 |
| **B) WSF expenditure overall (incl. OVSK), by type** | | | | | |
| Basic grants (relevant) | 362.1 | 422.9 | 473.0 | 554.9 | 619.8 |
| Supplementary grants (relevant) | 348.6 | 431.1 | 367.5 | 402.1 | 456.9 |
| Travel expenses (relevant) | 520.3 | 251.3 | 29.9 | 287.4 | 360.8 |
| Other | 68.7 | 68.4 | 50.1 | 82.0 | 97.6 |
| Interest-bearing loans | 829.2 | 813.8 | 883.8 | 992.4 | 1,064.7 |
| Regular loans | 330.8 | 398.7 | 477.9 | 578.6 | 726.1 |
| Performance-related grants | 498.4 | 415.1 | 405.8 | 413.8 | 338.6 |
| **C) WSF & OVSK expenditure per claimant per year (x € 1)** | | | | | |
| Vocational training (BOL) | 3,930 | 4,090 | 3,930 | 4,240 | 4,520 |
| Higher professional education | 3,820 | 4,060 | 4,210 | 4,650 | 4,940 |
| Universities | 4,460 | 5,020 | 5,700 | 6,690 | 7,240 |

## Table 8.3

Source

OCW budgets

Notes

– In the year 2000, the standard amount went up as of 1 September, as a result of the € 45 increase in the loan facilities
– All amounts have been rounded off to the nearest euro

## Standard WSF amounts in euros per month

| | | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| **A) Basic grant** | | | | | | |
| Living away from home | Vocational training | 186 | 189 | 194 | 203 | 210 |
| | Higher education | 201 | 206 | 211 | 221 | 228 |
| Living at home | Vocational training | 49 | 50 | 52 | 54 | 56 |
| | Higher education | 65 | 67 | 69 | 72 | 74 |
| **B) Maximum supplementary grant, students with private health insurance** | | | | | | |
| Living away from home | Vocational training | 282 | 288 | 297 | 309 | 319 |
| | Higher education | 210 | 214 | 222 | 231 | 237 |
| Living at home | Vocational training | 266 | 272 | 280 | 292 | 301 |
| | Higher education | 194 | 198 | 205 | 214 | 219 |
| **C) Maximum interest-bearing loan, students with private health insurance** | | | | | | |
| Living away from home | Vocational training | 122 | 125 | 128 | 134 | 139 |
| | Higher education | 224 | 229 | 234 | 245 | 253 |
| Living at home | Vocational training | 122 | 125 | 128 | 134 | 139 |
| | Higher education | 224 | 229 | 234 | 245 | 253 |

# Students entitled to WSF grants

## 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 entitled to financial aid is expressed as a percentage of all students. This percentage is calculated in relation to the relevant age bracket of 18 to 30 years.

## Numbers

Since 1997, the number of students entitled to a basic grant has been declining, mainly as the result of demographic trends. A contributing factor was the introduction of the performance-related grant: starting in the 1996/97 academic year, new cohorts in higher education are no longer entitled to a basic grant after the nominal duration of study but only to an interest-bearing loan and a public transport pass. In 2003, the number of students entitled to a basic grant picked up again, in particular in vocational training.

In 2001, the relative proportion of students entitled to a basic grant and also qualifying for a supplementary grant started to drop.

The percentage of university and HBO students living away from home has been declining since 1995.

## Public transport passes

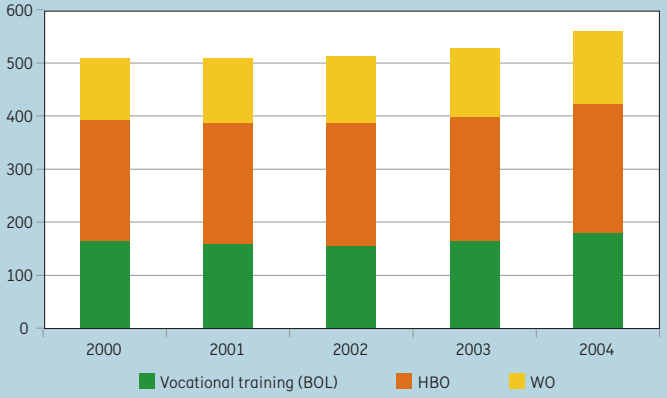
The number of students entitled to a public transport pass does not parallel the number entitled to a basic grant, as students entitled only to interest-bearing loans also qualify for public transport passes (for a period of three years following the nominal duration of study).

**Figure 8.4 Students entitled to grants**

Numbers x 1000, by type of grant


**Figure 8.5 Students entitled to public transport passes**

Numbers x 1000, by type of education



## Table 8.4

## Numbers (x 1000) and percentages of WSF claimants

Source

National budgets and OCW annual reports

Notes

– From 2000 on. the percentage of students entitled to financial aid reflects the number as compared to the age bracket of 17 to 30

– C): a change in definitions in the age estimation system as of 2002 led to an increase in the number of students potentially entitled to financial aid

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Basic grant: numbers by type of education** | | | | | |
| **Total** | **480.4** | **461.2** | **457.1** | **469.2** | **493.9** |
| Vocational training | 164.5 | 158.7 | 156.1 | 164.3 | 178.9 |
| HBO: progress-related grant | 17.7 | 5.0 | 2.6 | 1.6 | 1.2 |
| University: progress-related grant | 22.3 | 8.8 | 4.0 | 2.2 | 1.5 |
| HBO: performance-related grant | 194.3 | 199.5 | 200.2 | 203.8 | 211.7 |
| University: performance-related grant | 81.7 | 89.3 | 94.2 | 97.3 | 100.5 |
| **B) Supplementary grant: numbers by type of education** | | | | | |
| **Total** | **204.6** | **201.9** | **185.5** | **182.5** | **190.3** |
| Vocational training | 90.4 | 88.5 | 82.4 | 84.9 | 93.1 |
| Higher professional education (HBO) | 85.4 | 85.2 | 77.2 | 73.2 | 73.1 |
| Universities | 28.8 | 28.2 | 25.8 | 24.3 | 24.1 |
| In percentages as compared to numbers receiving basic grants | 43 | 44 | 41 | 39 | 39 |
| **C) Percentage of students entitled to financial aid, by type of education** | | | | | |
| **Total** | **88** | **85** | **78** | **78** | **80** |
| Vocational training | 93 | 95 | 87 | 92 | 89 |
| Higher professional education (HBO) | 91 | 86 | 81 | 81 | 85 |
| Universities | 77 | 70 | 64 | 62 | 61 |
| **D) Basic grant: percentage of students living away from home, by type of education** | | | | | |
| **Total** | **47** | **46** | **45** | **44** | **44** |
| Vocational training | 25 | 25 | 26 | 26 | 26 |
| Higher professional education (HBO) | 50 | 48 | 47 | 46 | 45 |
| Universities | 77 | 75 | 73 | 72 | 71 |
| **E) Number of students entitled to public transport pass** | | | | | |
| **Total** | **508.6** | **509.3** | **512.3** | **527.9** | **559.5** |
| Vocational training | 164.5 | 158.7 | 156.1 | 164.3 | 178.9 |
| Higher professional education (HBO) | 228.9 | 228.3 | 231.3 | 234.0 | 244.8 |
| Universities | 115.2 | 122.4 | 124.8 | 129.7 | 135.8 |

# Study Costs and School Fees Allowances Act (WTOS)

## Study costs and school fees allowances

The Study Costs and School Fees Allowances Act (WTOS) came into force on 1 August 2001. The WTOS is an extended, updated version of the previous WTS (Study Costs Allowances Act). 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 courses of vocational training (BOL) in senior secondary vocational education (MBO) (abbreviated to TS17-);
- people aged 18 and over who are in (part-time) secondary general adult education or a teacher training course in higher education (abbreviated to WTOS18+);
- people aged 18 and over who are in full-time secondary education (abbreviated to VO18+).

## Numbers

The sharp rise in the number of claimants came to a halt in 2004. This increase up to 2004 can be attributed to the improved accessibility (see below) and to demographic trends. Claimants in higher education are students under the age of 18 who fall under the WSF as of 1 October rather than 1 September; until then, they fall into the TS17- category.
As of the 1999/00 school year, the income limits for the TS17- category were raised. As a result, the number of claimants has been increasing until 2004. In addition, the so-called sliding scale was introduced when the WTOS took effect on 1 August 2001, which means that students exceeding the income limit are still entitled to a gradually decreasing allowance. This led to a further increase in the number of claimants as of 2001. The trend that can be observed from 2002 on is mainly the result of demographic changes.
Numbers in the WTOS18+ category have been rising over recent years, both because of the increased intake in teacher training courses (and the expansion in the number of teacher training courses in which students are still entitled to WTOS18+ allowances), and because of the fact that from 2001/02 on, income earned by spouses is not taken into consideration.
The number of claimants in the VO18+ category has been decreasing since 1997, mainly as a result of demographic trends. Over the past few years, however, the numbers have been fairly stable.

## Standard amounts

The TS17- allowance is composed of:

- a contribution towards direct study costs;
- a component to cover school fees.

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, is composed of:

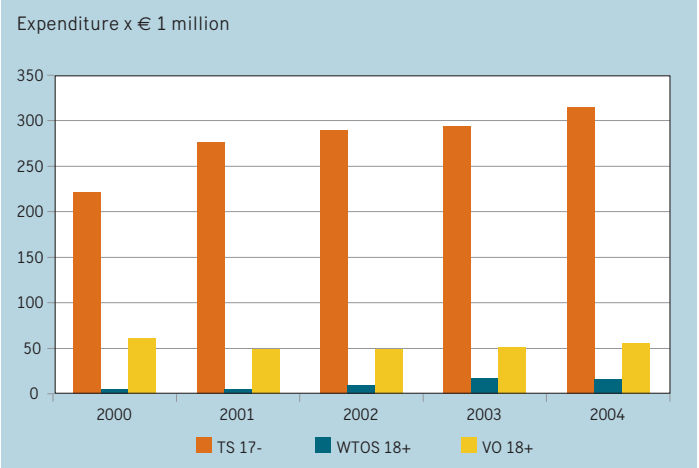
- a basic allowance, including an extra amount for students living away from home;
- help with school and tuition fees;
- help with other study costs.

There is no income limit for the basic allowance in the VO18+ category. The other 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+).

## Expenditure under the WTOS

Expenditure for the TS17- category rose sharply as a result of the increase in the study costs allowance mentioned earlier and (until 2004) an increase in the number of claimants.
The standard amounts used to calculate study costs allowances are indexed annually. Due to the increased standard allowance for study costs, the per capita expenditures have increased. The extension of the WTS, which took effect in the 1999/00 school year, and the introduction of the sliding scale in 2001 (when the WTOS superseded the WTS) led to a further increase in WTOS expenditure starting in 2000.

**Figure 8.6 WTOS expenditure by category**



## Table 8.5

Source

OCW annual reports

## Key statistics for WTOS by type of education

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) WTOS expenditure (x € 1 million)** | | | | | |
| **Total** | **287.7** | **330.6** | **347.8** | **363.2** | **386.5** |
| Expenditure TS17- | 221.1 | 276.6 | 289.3 | 294.6 | 314.8 |
| Secondary education | 156.2 | 190.7 | 196.8 | 201.5 | 209.5 |
| Vocational training + higher education | 64.9 | 85.9 | 92.5 | 93.1 | 105.3 |
| Expenditure WTOS18+ | 5.5 | 5.3 | 9.1 | 17.5 | 15.9 |
| Secondary education | 1.5 | 0.5 | 1.2 | 1.3 | 1.5 |
| Higher education | 4.0 | 4.8 | 7.9 | 16.3 | 14.4 |
| Expenditure VO18+ | 61.1 | 48.7 | 49.4 | 51.1 | 55.8 |
| **B) Number of students entitled to financial aid (x 1000)** | | | | | |
| TS 17- | 262.1 | 338.4 | 362.7 | 367.2 | 365.8 |
| Secondary education | 219.6 | 278.6 | 300.0 | 294.1 | 292.5 |
| Vocational training + higher education | 42.5 | 59.8 | 62.7 | 73.1 | 73.3 |
| WTOS18+ | 8.9 | 7.0 | 9.7 | 17.0 | 16.7 |
| Secondary education | 4.2 | 1.6 | 1.9 | 2.7 | 3.3 |
| Higher education | 4.7 | 5.4 | 7.8 | 14.3 | 13.4 |
| VO18+ | 38.9 | 25.5 | 26.2 | 27.1 | 28.7 |
| **C) Expenditure per claimant per year (x € 1)** | | | | | |
| TS17- | 844 | 817 | 798 | 802 | 861 |
| Secondary education | 711 | 684 | 656 | 685 | 716 |
| Vocational training + higher education | 1,527 | 1,436 | 1,474 | 1,273 | 1,437 |
| WTOS18+ | 617 | 757 | 933 | 1,031 | 951 |
| Secondary education | 346 | 313 | 626 | 466 | 438 |
| Higher education | 859 | 889 | 1,007 | 1,140 | 1,079 |
| VO18+ | 1,571 | 1,910 | 1,887 | 1,884 | 1,945 |

## Table 8.6

Source

OCW national budgets

Notes

– Total WTOS 18+ allowance comprises study costs and school/course/tuition fees

– In 2001, TS 17- allowances for upper secondary education went up

## Standard WTOS amounts

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **TS 17- in euros per year** | | | | | |
| School costs in lower secondary education | 492 | 505 | 517 | 541 | 559 |
| School costs in upper secondary education | 492 | 573 | 587 | 614 | 635 |
| School costs in vocational training | 713 | 845 | 866 | 906 | 937 |
| School fees in secondary education and vocational training | 827 | 852 | 885 | 916 | 936 |
| **VO 18+ in euros per month** | | | | | |
| Basic allowance for students living away from home | 192 | 197 | 202 | 211 | 219 |
| Basic allowance for students living at home | 83 | 85 | 87 | 91 | 94 |
| School costs | 41 | 48 | 49 | 51 | 53 |
| School fees in secondary education | 69 | 71 | 74 | 76 | 78 |
| **WTOS 18+ in euros per year** | | | | | |
| Total allowance in higher education | 920 | 1,117 | 1,130 | 1,156 | 1,176 |
| Maximum total allowance in secondary education | 476 | 496 | 515 | 535 | 548 |

# School/tuition fees and Topical issues

## School 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.
The fees are collected by the Information Management Group in Groningen.

## Revenue from school fees

Over the past few years, school fees have gone up. Up to and including 2001, the number of young people obliged to pay school fees declined slightly every year. In 2002, it started to go up again. Revenue from school fees depends on the number of young people required to pay such fees and the level of the fees. This standard amount is indexed annually on the basis of the trend in inflation.
1998 saw the introduction of the possibility to pay the school fees due in three instalments. Starting in the 2004/05 school year, this was expanded to six instalments. In the 2004/05 school year, some 200,000 people chose to pay in instalments. For information, the standard tuition fees in higher education are also stated. These fees are collected by the institutions themselves.

## Progress monitoring and performance requirements

The progress monitoring system applies to students in higher education who commenced their studies before the 1996/97 academic year. This means that the basic and supplementary grants are initially provided in the form of a provisional non-repayable grant. This non-repayable grant is converted into a definite loan if the student fails to meet the progress standards. The first years, students were required to obtain at least 25 per cent of the credits available during the year. If fewer credits were obtained, the provisional grant was converted into an interest-bearing loan. For the 1995/96 academic year, the requirement was raised to 50 per cent of the credits. As the number of students in this system is decreasing, fewer grants are converted into loans.

In the 1996/97 academic year, the performance-related grant was introduced. This system applies to cohorts from the 1996/97 cohort on. For these students, student finance is initially provided as a loan. When they meet the performance requirements, this loan is converted into a definite, non-repayable grant. The performance requirement is obtaining 50 per cent of the credits during the first year and graduating within 10 years.
The system of converting loans after the first year of study was abolished as from 1 September 2004. The 2004 figures presented here pertain to the 2002/03 academic year. Until 2001, the conversions of performance loans into definite, non-repayable grants are mainly first year conversions.
In 2001, the performance loans for the first cohort (1996/97) of students receiving performance-related grants were converted into non-repayable grants on the basis of the diplomas obtained.
This amount will increase in the years to come because an increasing number of cohorts will graduate under the performance-related grant regime. Starting in 2004, the number of conversions will increase further as this is the year in which the first cohort will be graduating whose performance-related grant also covers a public transport pass.

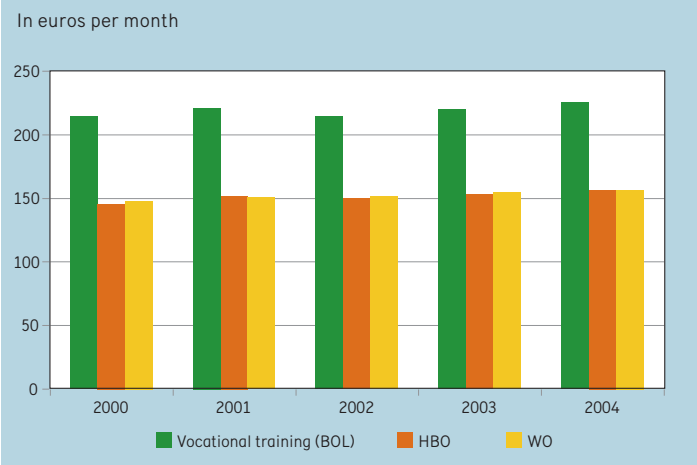
## Number of students with an interest-bearing loan

In addition to their basic grant (and any additional grant), students are permitted to take out a loan. Students in higher education that are no longer entitled to a basic grant, can still be extended a loan for another three years. The number of students that have borrowed money has risen sharply each year since 1998. Since 2001, separate figures have also been available on the number of loans taken out by students without basic grants.

## Trend in the average supplementary grant

For all types of education, the average supplementary grant shows an upward trend (with the exception of 2002 in vocational training and higher professional education). This is mainly the result of the rise in the standard amount for the supplementary grant by way of compensation for the inflation (indexation).

**Figure 8.7 Average supplementary grant by type of education**



## Table 8.7

## School fees and tuition fees

Source

OCW national budgets, OCW annual reports

Notes

– Figures pertain to situation at the end of the year

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Revenue (school fees) (x € 1 million)** | | | | | |
| **Total** | **356.0** | **370.9** | **388.8** | **409.4** | **449.5** |
| (Secondary) special education, secondary education | 148.2 | 154.9 | 160.1 | 163.9 | 173.9 |
| Vocational education (BOL) | 207.8 | 216.0 | 228.7 | 245.5 | 275.7 |
| **B) Numbers obliged to pay school fees, per school year (x 1000)** | | | | | |
| **Total** | **440** | **433** | **446** | **467** | **482** |
| Secondary education, (secondary) special education | 182 | 181 | 184 | 187 | 186 |
| Vocational training (BOL) | 257 | 252 | 263 | 280 | 295 |
| **C) Standard school fees and tuition fees per school year (x € 1)** | | | | | |
| School fees | 827 | 852 | 885 | 916 | 936 |
| Tuition fees | 1,304 | 1,330 | 1,396 | 1,445 | 1,476 |

## Table 8.8

## Progress monitoring and use of potential loan entitlement

Source

OCW national budgets and actual figures of the IB Group over 2001-2004

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Progress-related and performance-related grants converted into definite loans** | | | | | |
| Amounts (x € 1 million) | 28.8 | 18.9 | 18.0 | 18.2 | 17.2 |
| Numbers (x 1000) | 16.3 | 8.0 | 11.4 | 21.0 | 14.4 |
| **B) Performance-related grants converted into non-repayable grants** | | | | | |
| Amounts (x € 1 million) | 156.2 | 321.1 | 412.5 | 499.4 | 616.6 |
| Numbers (x 1000) | 77.2 | 106.0 | 121.2 | 122.1 | 148.3 |
| **C) Number of students with a loan (x 1000)** | | | | | |
| **Total** | **83.1** | **95.1** | **103.2** | **117.4** | **136.8** |
| Vocational training (BOL) | 10.4 | 10.3 | 11.1 | 14.6 | 18.4 |
| Higher professional education | 40.1 | 44.8 | 47.1 | 51.6 | 59.6 |
| (of which without basic grant) | -- | 7.2 | 15.2 | 21.6 | 21.2 |
| Universities | 32.5 | 40.1 | 45.0 | 51.2 | 58.8 |
| (of which without basic grant) | -- | 10.8 | 23.4 | 31.2 | 32.2 |
| **D) Expenditure for interest-bearing loans (x € 1 million)** | | | | | |
| **Total** | **330.8** | **398.7** | **477.9** | **578.6** | **726.1** |
| Vocational training (BOL) | -- | -- | 57.2 | 65.3 | 80.1 |
| Higher professional education | -- | -- | 213.6 | 251.0 | 314.8 |
| Universities | -- | -- | 207.2 | 262.3 | 331.2 |

## Table 8.9

## Trends in average supplementary grant per month (x € 1)

Source

IB Group annual surveys

Notes

– Figures pertain to the average supplementary grant per claimant

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| Vocational training (BOL) | 214 | 221 | 214 | 220 | 227 |
| Higher professional education | 146 | 152 | 150 | 153 | 158 |
| Universities | 148 | 151 | 151 | 154 | 158 |

# System and Funding in culture

## System

The policy area of culture involves 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. The primary aim of policy is to create conditions permitting the preservation of a flourishing cultural life. Advice on the policy to be pursued is sought from the Council for Culture. The results are summarized and explained in the Policy Document on Culture, which is published every four years. General objectives include the promotion of the quality and the diversity of what is offered, for instance by subsidizing relevant institutions and infrastructure in the field in question. Another aim is to promote participation in culture in general, and participation by young people and ethnic minorities in particular. Subsidies are granted to institutions operating in the following fields: Arts, Cultural Heritage, Language and Literature, Libraries and the Media. Some distributing institutions also receive grants. The demand side is funded primarily by local governments, but to an increasing extent also through the "Cultural Scope Action Plan". In the fall of 2000, this Action Plan was presented in the 2001-2004 Policy Document on Culture, in order to promote the demand for and the provision of cultural expressions.

## Funding

Funding is governed by the Cultural Policy Special-Purpose Funding Act (WSC), the Cultural Projects Funding Decree (BBCU), the Cultural Projects Subsidies and Grants Regulations, the Historic Buildings and Monuments Act, the Archives Act, and the Media Act. The Cultural Projects Funding Decree distinguishes three different types of funding: long-range institutional subsidies, project subsidies and special-purpose grants. The main flow of funds, the long-range institutional subsidies, is allocated every four years on the basis of a balanced consideration of subsidy applications from all the different sectors. Subsidies are provided in the form of a block grant, so that institutions can reserve any operating surplus to use later for extra activities or to cover operating deficits.
In the four major cities and some larger municipalities, the major performing arts institutions are subsidized jointly by central and local government. The relevant administrative agreements are recorded in covenants. Subsidies for projects of short duration and grants to individual practitioners of the arts and institutions are administered by national funds set up by the ministry for this purpose. The funds themselves are subsidized on a multi-year basis. The provinces and medium-sized municipalities receive special-purpose grants in support of local policy. At the moment, the level of the grants is still decided annually.

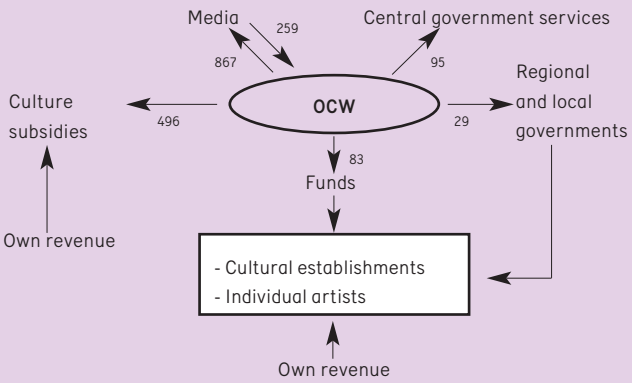
The Media Act governs the responsibilities and tasks of government in the fields of public broadcasting corporations, commercial broadcasting corporations and the press.

## The funds

In order to widen the social scope, bring about more flow and diversity, and gear the content to market demands, emphases in the policy with regard to the funds will change, as will, subsequently, the policy pursued by the funds themselves. They will be required to play a more stimulating, enterprising and initiating role in future. This role is rather different from the one of subsidy counter, and crucial in achieving a greater independence among individual artists.
In order for this to happen, the cultural market needs to be developed vigorously, while artists must be supported, equipped and stimulated to stir up their spirit of enterprise. Facilities will also have to be created to meet their more practical needs. Obviously, the quality criterion will remain a precondition in all of this in order to qualify for subsidy. It is always the task of the funds to assess applications for incidental subsidies and to award said subsidies if appropriate.

**Figure 9.1 Flows of funds in the culture sector**

Amounts for 2004 (x € 1 million)



## Table 9.1

Source

OCW annual reports

Notes

– B2) The "Abolition of Licence Fees Act" came into force on 1 January 2001. The licence fees paid by families have been replaced by a government allowance.

– This is indexed annually on the basis of the CBS price index for family consumption for t-2 and the expected growth in the number of households in the Netherlands. For 2002, the allowance was € 623 million.

– A5) Literature and libraries funds only pertain to literature component.

## Financial key statistics with regard to culture

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Expenditure and revenue in the culture sector (x € 1 million)** | | | | | |
| **A) Total expenditure for culture** | **1,423.0** | **1,493.3** | **1,535.4** | **1,547.6** | **1,672.2** |
| **A1) Total expenditure for the arts** | **254.4** | **336.7** | **297.0** | **298.4** | **294.8** |
| Visual arts, architecture and design | 54.5 | 73.4 | 45.6 | 44.9 | 41.8 |
| Film | 11.5 | 19.5 | 10.5 | 11.5 | 11.4 |
| Performing arts | 147.9 | 180.8 | 174.5 | 179.8 | 180.1 |
| Amateur arts and art education | 20.0 | 23.2 | 23.7 | 24.5 | 29.0 |
| Other subsidies in the arts sector | 20.6 | 39.7 | 42.7 | 37.6 | 32.5 |
| **A2) Total expenditure for literature and libraries** | **38.7** | **43.3** | **39.1** | **40.9** | **39.0** |
| Libraries | 26.0 | 27.0 | 29.7 | 31.1 | 29.5 |
| Literature | 11.5 | 15.0 | 7.9 | 8.0 | 7.8 |
| Dutch Language Union | 0.8 | 0.9 | 1.0 | 1.2 | 1.2 |
| Frisian language and culture | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| International | . | . | 0.1 | 0.1 | 0.1 |
| **A3) Total expenditure for the media** | **830.6** | **836.1** | **881.3** | **879.0** | **867.5** |
| Dutch World Service | 39.9 | 42.5 | 44.2 | 46.0 | 44.4 |
| Regional broadcasting services | 40.8 | 43.3 | 45.4 | 46.5 | 46.9 |
| Other expenditure | 153.4 | 98.1 | 115.5 | 85.8 | 103.5 |
| National broadcasting services | 596.5 | 652.2 | 676.2 | 700.7 | 672.7 |
| Broadcasting corporations and NPS | 359.2 | 379.9 | 387.2 | 396.8 | 339.5 |
| NOS RTV | 117.5 | 134.2 | 138.1 | 143.9 | 142.4 |
| NOS services | 68.1 | 72.4 | 74.2 | 76.2 | 68.4 |
| Other broadcasting services | 51.7 | 56.1 | 57.2 | 59.0 | 57.5 |
| Incentive funds to boost programmes | . | . | . | . | 42.3 |
| Development of new services | . | 9.6 | 19.5 | 24.8 | 22.6 |
| **A4) Total expenditure for culture management** | **284.7** | **260.1** | **227.1** | **229.5** | **267.0** |
| Museums | 183.5 | 138.4 | 141.4 | 140.6 | 157.7 |
| Historic buildings and sites | 94.8 | 113.4 | 77.9 | 80.3 | 101.4 |
| Archaeology | 3.6 | 5.1 | 4.2 | 4.8 | 4.3 |
| Public records | 2.7 | 3.2 | 3.6 | 3.9 | 3.7 |
| **A5) Funds** | **.** | **.** | **74.4** | **77.6** | **82.7** |
| The arts | . | . | 61.6 | 61.8 | 68.4 |
| Literature and libraries | . | . | 7.7 | 7.9 | 8.3 |
| Heritage | . | . | 5.0 | 7.9 | 6.0 |
| **A6) Other expenditure** | **14.6** | **17.1** | **16.5** | **22.3** | **25.9** |
| **A7) Overhead costs** | **.** | **.** | **.** | **.** | **95.3** |
| RAD executive organization | . | . | . | . | 37.6 |
| Other overheads | . | . | . | . | 57.7 |
| **B) Total revenue in the culture sector** | **246.1** | **236.1** | **227.1** | **258.8** | **275.3** |
| **B1) Culture management revenue** | **2.3** | **3.8** | **2.4** | **0.2** | **14.6** |
| **B2) Media revenue: origin of broadcasting funds** | **243.3** | **231.3** | **222.2** | **255.8** | **259.3** |
| Revenue from radio/TV advertisements | 234.6 | 222.2 | 216.0 | 213.0 | 217.0 |
| Revenue from interest | 7.7 | 8.4 | 5.1 | 3.8 | 3.0 |
| Other revenue | 0.9 | 0.7 | 1.1 | 0.1 | 0.4 |
| Revenue from distribution of radio frequencies | . | . | . | 38.9 | 38.9 |
| **B3) Other revenue** | **0.5** | **1.0** | **2.6** | **2.8** | **1.3** |

# The Arts

## Sector

Institutions in the field of the visual arts, architecture, design, film, new media, the performing arts, amateur arts and education in the arts are all funded under the Arts item in the budget. This 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.

## Policy

The policy to be pursued in the arts sector is outlined in the keynote memorandum (June 1999) and in the Policy Document on Culture 2001-2004 (September 2000). Meanwhile, a new Policy Document on Culture has been drafted covering the period of 2005 to 2008. This edition of the Key Figures, however, pertains to the period of 2001 to 2004. A significant policy initiative is the Cultural Scope Action Plan, which points out measures stimulating the demand side of the arts field. Important elements from this plan include: reinforcement of programming, more circulation, more room for cultural diversity, investments in young people and cultural planning.

As a result of the Policy Document on Culture 2001-2004, more young talents have entered the subsidized sector, and a wider admission of initiatives with an intercultural aim has been achieved. One of the general objectives of the Ministry of OCW is to encourage the subsidized cultural organizations, funds and advisory bodies to promote the admission of cultural minorities to their boards or advisory committees.

The interaction between young people and cultural organizations is promoted by introducing and expanding the art subjects in secondary education and vocational education. A major impulse was provided by the Culture and School project, which gives schools and pupils more bearing on the composition of the cultural expressions aimed at schools. In addition, secondary school pupils receive culture vouchers, which lower the financial barrier for pupils to visit cultural establishments. In 2003, an additional impulse was introduced, focusing on Culture and School in primary education.

## Performances and attendance

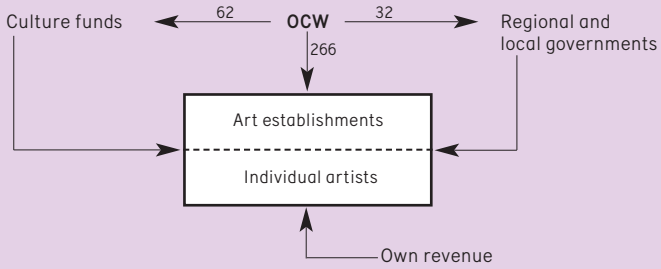
The total number of performances in the Netherlands within this sector in 2003 differs from the number in 2002. The number of orchestra concerts picked up again (by 10 per cent). The number of performances in the other sectors also increased, with the exception of the Opera sector (down by 20 per cent) and Children's Theatre. With regard to the activities abroad, the differences from sector to sector are similar. The number of orchestra concerts given abroad, however, fell slightly (by 20 per cent). In the realm of theatre, the number of performances were up by 90 (an 11 per cent rise).

From the perspective of a somewhat longer period, we can see a break in the trend starting in the year 2001. Since that year, there has been considerable expansion in the number of institutions that have been given a place in the Policy Document on Culture. As a result, the number of subsidized performances has risen by approximately 25 per cent. Moreover, the number of performances abroad has risen by 65 per cent. In reality, this difference is even larger. Since 2001, however, the derived educational activities have no longer been included in the calculation and the accompanying activities of orchestras are now only included in the ballet and opera performances.

The attendance figures in 2003 do not show large differences from those recorded for 2002. Within the Netherlands, the attendance figures went up; abroad a small decline was recorded. This last development was primarily due to orchestra and children's theatre performances.

**Figure 9.2 Flows of funds in the arts sector**

Amounts for 2003 (x € 1 million)



## Table 9.2

## Performances and ticket sales by (government-) subsidized performing arts companies

Source

Annual reports provided by establishment

Notes

– Figures relating to 2001, 2002 and 2003 do not include specific performances (such as school events), festivals and accompanying performances.

– This structural modification gives a more accurate picture. Without this structural modification. the number of orchestra performances and ticket sales would have remained stable over the period of 1999 to 2003.

| | | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|---|
| **A) Number of performances** | | | | | | |
| **Total** | **The Netherlands** | **10,193** | **10,460** | **13,097** | **13,133** | **14,341** |
| Ensembles | | 857 | 761 | 1,098 | 1,179 | 1,349 |
| Orchestras | | 1,385 | 1,299 | 769 | 662 | 731 |
| Ballet and dance | | 1,464 | 1,645 | 1,507 | 1,702 | 2,001 |
| Opera | | 328 | 215 | 479 | 492 | 396 |
| Theatre | | 4,471 | 4,473 | 7,175 | 6,907 | 7,747 |
| Children's theatre | | 1,688 | 2,067 | 2,069 | 2,191 | 2,117 |
| **Total** | **Abroad** | **1,013** | **1,098** | **1,798** | **1,798** | **1,964** |
| Ensembles | | 159 | 213 | 381 | 386 | 433 |
| Orchestras | | 60 | 94 | 57 | 78 | 62 |
| Ballet and dance | | 221 | 241 | 330 | 196 | 242 |
| Opera | | 8 | 0 | 13 | 16 | 7 |
| Theatre | | 408 | 378 | 655 | 765 | 855 |
| Children's theatre | | 157 | 172 | 362 | 357 | 365 |
| **B) Number of tickets sold (x 1000)** | | | | | | |
| **Total** | **The Netherlands** | **3,137** | **3,295** | **3,142** | **3,088** | **3,808** |
| Ensembles | | 320 | 298 | 385 | 412 | 507 |
| Orchestras | | 1,181 | 1,221 | 749 | 674 | 792 |
| Ballet and dance | | 407 | 434 | 462 | 488 | 605 |
| Opera | | 258 | 265 | 233 | 291 | 269 |
| Theatre | | 799 | 881 | 1,089 | 970 | 1,396 |
| Children's theatre | | 171 | 196 | 224 | 253 | 239 |
| **Total** | **Abroad** | **447** | **572** | **657** | **715** | **664** |
| Ensembles | | 116 | 152 | 195 | 216 | 201 |
| Orchestras | | 101 | 165 | 95 | 134 | 95 |
| Ballet and dance | | 129 | 150 | 147 | 117 | 137 |
| Opera | | 6 | 0 | 4 | 10 | 2 |
| Theatre | | 75 | 86 | 119 | 172 | 184 |
| Children's theatre | | 21 | 19 | 97 | 66 | 45 |

# The Arts Film

## Film policy

The Ministry of OCW participated in the national incentive policy for the Dutch film industry during the period 1999-2004, along with the Ministry of Finance and the Ministry of Economic Affairs. This resulted in a set of measures. whose main component was the fiscal arrangement to attract private investments for the production of feature films. These measures were intended to increase the production volume and to strengthen the market position of the Dutch feature film. In 2003 the government cabinet decided to end the film incentive policy. In 2004 the set of measures was extended for one year. The Dutch Lower House passed a resolution during the Budget Debate in 2004 in which the government was requested to continue the film incentive policy in structural terms. The cabinet agreed to this and from 2005 has reserved a budget in the amount of 20 million euros a year that will largely be used for fiscal purposes.

## Cinema attendance

In 2003, almost 25 million people went to the cinema in the Netherlands. Approximately 80 per cent of the films showing in Dutch cinemas are American films, but the competitive position of Dutch films has improved in recent years. The market share of Dutch films (number of tickets sold to Dutch films vis à vis the total number of cinema tickets sold) increased from 3.7 per cent in 1997 to 13.3 per cent in 2003. Young people, in particular, have discovered Dutch films in recent years.

**Figure 9.3 Cinema attendance**

Number of tickets sold x 1 million

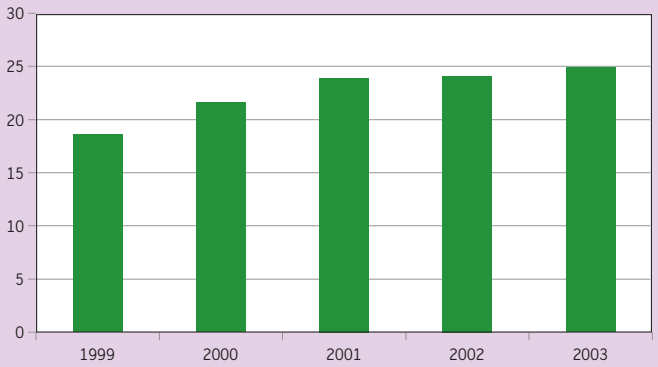
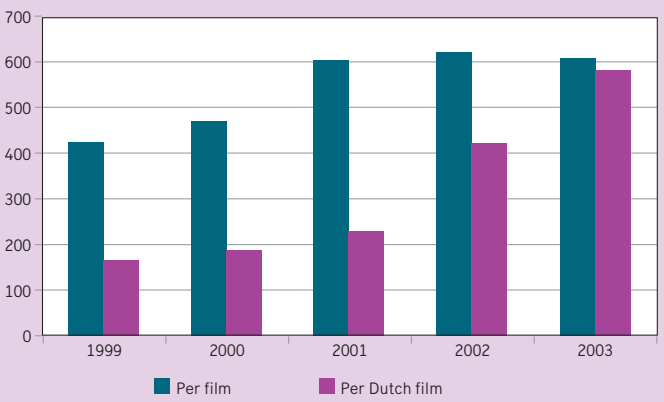



**Figure 9.4 Gross receipts per film distributed**

Amounts x € 1000



## Table 9.3

## Contributions to funding of film productions

Source
Dutch Film Fund

Notes
– CPB = with contribution from public broadcasting services
– NCPB = without contribution from public broadcasting services
– Figures relate to films released in the year stated

| | 2001 | | | 2002 | | | 2003 | | |
|---|---|---|---|---|---|---|---|---|---|
| | CPB | NCPB | Total | CPB | NCPB | Total | CPB | NCPB | Total |
| Number of feature films | 16 | 1 | 17 | 13 | 1 | 14 | 16 | 3 | 19 |
| Total funding (x € 1 million) | 46.3 | 0.3 | 46.6 | 48.1 | 2.7 | 50.8 | 5.9 | 0.4 | 6.3 |
| Number of documentaries | 9 | . | 9 | 8 | . | 8 | 11 | . | 11 |
| Total funding (x € 1 million) | 2.7 | . | 2.7 | 3.4 | . | 3.4 | 1.0 | . | 1.0 |
| Number of short animated films | 3 | 2 | 5 | . | 4 | 4 | . | 8 | 8 |
| Total funding (x € 1 million) | 0.3 | 0.1 | 0.4 | . | 0.5 | 0.5 | . | 0.6 | 0.6 |
| Research & Development | . | 13 | 13 | . | 13 | 13 | . | 13 | 13 |
| Total funding (x € 1 million) | . | 0.8 | 0.8 | . | 1.0 | 1.0 | . | 0.4 | 0.4 |

## Table 9.4

## Proportion of Dutch films (including co-productions) in the cinema

Source
Dutch Association of Cinema Owners (NVB)

Notes
– Figures for new films relate to films released in the year concerned. Films in circulation include both new films and films distributed in earlier years.
– Figures for receipts from and tickets sold to all Dutch films in circulation are higher. For box office successes such as Abeltje and Kruimeltje, performances continue in the year following release.
– Gross receipts per film distributed: figures are obtained by dividing the total gross receipts by the number of new releases in the year concerned.

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| Number of tickets sold (x 1 million) | 18.6 | 21.6 | 23.9 | 24.1 | 24.9 |
| of which to all Dutch films in circulation | 1.0 | 1.1 | 2.3 | 2.5 | 3.3 |
| of which to new Dutch releases | 0.6 | 0.4 | 2.2 | 1.8 | 2.3 |
| of which to new Dutch feature films | 0.6 | 0.4 | 2.2 | 1.8 | 2.3 |
| **Number of films released** | **247** | **272** | **248** | **252** | **272** |
| of which Dutch releases (short/documentary/feature films) | 30 | 34 | 28 | 37 | 46 |
| of which Dutch feature films | 22 | 23 | 25 | 29 | 33 |
| **Gross receipts (x € 1 million)** | **104.7** | **128.1** | **149.5** | **156.5** | **163.4** |
| of which from all Dutch films in circulation | 5.0 | 6.4 | 6.4 | 15.6 | 20.4 |
| of which from new Dutch releases | 3.2 | 2.3 | 6.2 | 12.0 | 14.7 |
| of which from new Dutch feature films | 2.7 | 2.3 | 6.1 | 12.0 | 14.7 |
| Gross receipts per film distributed (x € 1000) | 424 | 471 | 603 | 621 | 607 |
| Gross receipts per Dutch film (x € 1000) | 166 | 187 | 229 | 421 | 575 |

# The Media

## The public broadcasting system

The public broadcasting system is composed of domestic national, regional and local services, and the Dutch world service. In addition, specific public tasks, related to public broadcasting, are assigned to several institutions (Netherlands Institute for Sound and Vision, NOB and MCO). The budgets for the different services are fixed centrally; subsequently, the funds are divided among the national public broadcasting companies via the Public Broadcasting Authority and the Media Authority.
The Media Authority supervises compliance with the Media Act and also exercises financial oversight.

## Funding

The broadcasting resources that are accounted for in the media budget are composed of the national TV and radio licence fee, which is established annually in the national budget, the interest on the general broadcasting reserves and the advertising income from the STER (radio and television advertising authority). 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 (t-2) and the index for the growth in the number of households in the Netherlands. The STER income can fluctuate annually, depending on the market situation.
In the OCW budget, the allowance for the public broadcasting organizations, the Netherlands Broadcasting Company, the Netherlands Institute for Sound and Vision, the Music Centre for the Broadcasting Company and the other expenditures are estimated under the Media item. The Media Act gives a restrictive summary of the organizations that may be financed from the media budget.
The legal basis for financing the public broadcasting company ensures sufficient autonomy in funding.

Each year the NOS and the Dutch World Service draft a long-range plan that includes a five-year estimate of the expected expenditures. The other organizations submit a budget each year.
These plans and budgets serve as the basis for an autumn budget letter informing the Dutch Lower House on the most recent estimate of the income and expenditures for the following year. The Lower House can, on the basis of this budget letter, make a judgement on the expenditures and on the amount of the statutory minimum level for the national television and radio licence fee. After being debated in the Lower House, the expenditures are legally established in the national budget.

## Daily papers

The Media Act comprises support measures for press organizations. Press policy is implemented by the Trade Fund for the Press.

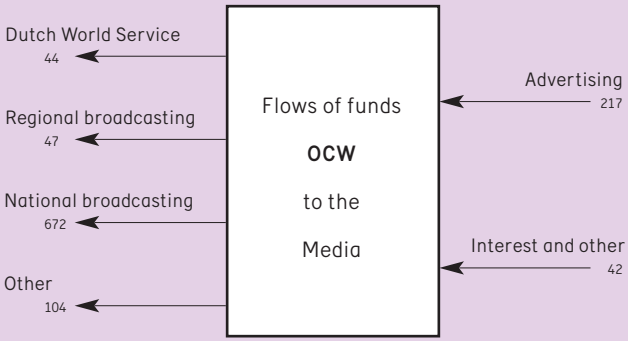
Government policy is directed towards preserving the diversity of the press, which is seen as extremely important in ensuring the provision of information to the citizens and hence in guaranteeing democracy within society. Despite the growth in the volume of information available via the Internet and other new media, government still attaches great importance to the existence of the press. Because papers appear daily, report on all sectors of society and offer a combination of news, comment and background information, they are still regarded as making a unique contribution to the provision of information.

## Magazines

Worldwide, the Netherlands has the largest number of general-interest magazines per head of the population. Over 2003, the Press Media Monitor registered a total paid circulation of 9.3 million magazines for the general public (5.0 million general interest and news magazines, and 4.3 million radio and TV guides). For years, circulation figures have been showing a downward trend.

**Figure 9.5 Flows of funds in the media sector**

Amounts for 2004 (x € 1 million)



## Table 9.5

### Trends in circulation figures for national and regional daily papers (x 1000)

Source

Circulation figures for daily papers: CEBUCO specifications (1997-2003). www.HOI-online.nl, Dutch Press and Publicity Handbook, press trade fund specifications

Notes

– Figures relate to domestic circulation

| | 1999 | % | 2000 | % | 2001 | % | 2002 | % | 2003 | % |
|---|---|---|---|---|---|---|---|---|---|---|
| **Total circulation** | **4,477** | **100** | **4,432** | **100** | **4,367** | **100** | **4,303** | **100** | **44,189** | **100** |
| National daily papers overall | 1,969 | 44.0 | 1,960 | 44.2 | 1,924 | 44.1 | 1,889 | 43.9 | 1,833 | 43.8 |
| Regional daily papers | 2,405 | 53.7 | 2,363 | 53.3 | 2,331 | 53.4 | 2,304 | 53.6 | 2,259 | 53.9 |
| Specialist papers | 103 | 2.3 | 109 | 2.5 | 113 | 2.6 | 110 | 2.5 | 97 | 2.3 |
| | | | | | | | | | | |
| **National daily papers overall** | **1,969** | **100** | **1,960** | **100** | **1,924** | **100** | **1,889** | **100** | **1,833** | **100** |
| De Telegraaf | 783 | 39.8 | 782 | 39.9 | 779 | 40.5 | 767 | 40.6 | 747 | 40.8 |
| Algemeen Dagblad | 363 | 18.4 | 353 | 18.0 | 330 | 17.1 | 314 | 16.6 | 296 | 16.2 |
| De Volkskrant | 350 | 17.8 | 343 | 17.5 | 333 | 17.3 | 326 | 17.3 | 320 | 17.5 |
| NRC Handelsblad | 268 | 13.6 | 266 | 13.6 | 264 | 13.7 | 265 | 14.0 | 259 | 14.1 |
| Trouw | 114 | 5.8 | 125 | 6.4 | 128 | 6.7 | 124 | 6.6 | 117 | 6.4 |
| Reformatorisch Dagblad | 58 | 2.9 | 58 | 3.0 | 58 | 3.0 | 59 | 3.1 | 59 | 3.2 |
| Nederlands Dagblad | 33 | 1.7 | 32 | 1.6 | 33 | 1.7 | 33 | 1.7 | 34 | 1.9 |

## Table 9.6

### Magazines: paid circulations (x 1000)

Source

PersMediaMonitor Magazines

| | 1998 | 2000 | 2002 | 2003 |
|---|---|---|---|---|
| **Total** | **10,544** | **10,288** | **9,662** | **9,264** |
| TV guides | 4,874 | 4,835 | 4,441 | 4,343 |
| Women's weekly magazines | 1,693 | 1,571 | 1,421 | 1,412 |
| Family magazines | 420 | 368 | 338 | 294 |
| Gossip magazines | 1,052 | 987 | 922 | 864 |
| Teenage magazines | 1,203 | 1,221 | 1,186 | 1,067 |
| Men's magazines | 350 | 351 | 388 | 358 |
| Glossy magazines | 673 | 715 | 730 | 684 |
| Current affairs | 279 | 240 | 236 | 242 |

## Table 9.7

### Viewing figures in percentages per television channel

Source

Viewing figures survey

Notes

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

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **Total** | **100** | **100** | **100** | **100** | **100** |
| Nederland 1 | 12.8 | 13.4 | 12.4 | 12.2 | 12.1 |
| TV2 | 17.5 | 16.6 | 17.1 | 16.5 | 19.4 |
| Nederland 3 | 9.0 | 8.5 | 8.3 | 7.9 | 7.0 |
| RTL4 | 14.8 | 16.2 | 17.0 | 17.7 | 16.6 |
| RTL5 | 4.0 | 4.5 | 4.8 | 4.6 | 4.3 |
| VOO/Yorin | 8.3 | 6.6 | 5.5 | 5.7 | 5.6 |
| Net5 | 4.3 | 4.7 | 5.3 | 5.4 | 5.2 |
| SBS6 | 10.5 | 10.8 | 10.7 | 11.5 | 11.4 |
| TV10/Fox/Kindernet/MTV | 2.5 | 3.1 | 3.8 | 1.3 | 1.8 |
| Veronica/V8 | . | . | . | 3.8 | 3.7 |
| TMF | 1.0 | 0.5 | 0.7 | 0.4 | 0.4 |
| Other (foreign/regional/video channels) | 15.8 | 15.1 | 14.4 | 12.9 | 12.4 |

# Literature and Libraries

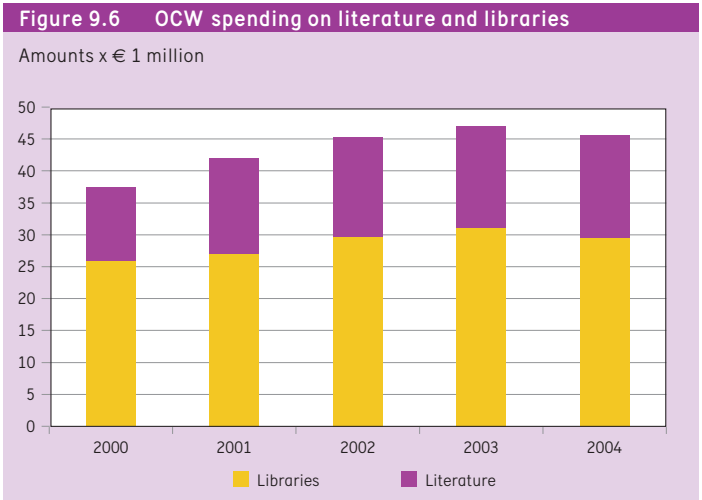
## Literature

From the literature budget, institutions and organizations are funded in the area of Dutch and Frisian literature and the promotion of reading. In the period of 2000-2004, the literature budget rose from 11.9 million euros to 16.5 million euros (including Frisian Language & Culture).
In 2004, almost half of this sum was channelled to both literature funds: the Fund for Literature and the Netherlands Literature Production and Translations Fund. These funds ensure the implementation of a substantial part of the policy on literature. The Fund for Literature provides project grants to authors and translators. The Literature Production Fund tries to promote multiformity in the range of high-quality Dutch and Frisian books on offer by providing production subsidies for literary publications in book form. It also has an important task to carry out with respect to the promotion of Dutch-language literature abroad. The Special Journalistic Projects Fund (0.4 million euros) focuses on the creation of journalistic works, biographies and other forms of non-fiction of exceptional quality.
A part of the literature budget is spent on the (improvement of) participation in literature and the promotion of a literary climate by subsidizing large literary events. The government concern for literary heritage is also expressed in the funding of the Netherlands Literature Museum and Documentation Centre. Also, via the Royal Library, investments are made in the preservation and digitalization of books of the country's literary heritage which are threatened by acidification, ink damage, etc.

## Public libraries

The responsibility of the national government for the system of public libraries goes back to the 1920s. With the decentralization of the system (end of the 1980s), responsibilities and funding were placed on three levels: local, regional and national. Approximately 550 million euros in public funds goes into the public library system each year. Since the decentralization, the national government structurally has spent an amount equal to approximately 1 per cent of this total budget on the execution of its responsibility for the system.
The number of public libraries now totals some 1.100. The number of library organizations decreased to 480. This decline is primarily caused by administrative reorganizations, under which municipalities are combined into larger units. One of the consequences of this process is that the libraries of the formerly independent municipalities are forced to merge. Membership figures fluctuate around 4.5 million.
The number of loans still shows a declining trend and is expected to continue hovering around 150 million per year. Due to the large increase in the number of information carriers and sources, especially digital ones, use of the libraries tends to be spread over the different sources of information.
The Steering Committee for Restructuring the Public Library System made recommendations in 2000 concerning the restructuring of the public library system. The restructuring is meant to strengthen and preserve the position of libraries in the knowledge-based society.
Among other things, the steering committee ascertained the necessity of further developing the collection of data on the library sector. Since 2000, the collection of data has been the responsibility of the Association of Public Libraries.
With regard to the restructuring of the public library system, an administrative agreement was reached in 2001 between VNG, IPO and OCW. The agreement in question was updated in 2004, in part to establish the deployment of the intensification resources for library modernization and to set the course of the process in the years leading up to 2007. In the coming years, attention will be focused on the content-related modernization of the library system.
The government has provided additional funds for the structural support of the modernization of libraries. The most important are (since 2001) the so-called 5.5 million euro scheme and (since 2004) the aforementioned intensification funds running up to 20 million euros in 2007.
The process of modernization is in full swing. Based on the information now available, it can be said that the public library system remains one of the most used public facilities that stand at the heart of the information and knowledge-based society.

**Figure 9.6 OCW spending on literature and libraries**



## Table 9.8

## Key statistics for public libraries

Source

Association of Public Libraries. July 2004

Notes

– Other collections: magazines, sheet music, graphics

– Total revenues: excluding reserves and provisions

| | 2000 | 2001 | 2002 |
|---|---|---|---|
| **A) Organization** | | | |
| Number of institutions | 542 | 508 | 483 |
| Number of branches | 1,074 | 1,101 | 1,125 |
| Number of Regional Library Centres | 11 | 11 | 11 |
| Lending locations: homes for the elderly or hospitals | 794 | 858 | 761 |
| **B) Collections (x 1000)** | | | |
| **Total collections** | **42,900** | **42,800** | **41,500** |
| Total numbers of books for adults | 23,600 | 23,700 | 22,800 |
| Fiction | 11,900 | 11,700 | 11,500 |
| Non-fiction | 11,700 | 12,000 | 11,300 |
| Total numbers of children's books | 14,100 | 13,900 | 13,500 |
| Fiction | 9,800 | 9,800 | 9,600 |
| Non-fiction | 4,300 | 4,100 | 3,900 |
| Audio-visual / digital materials | 2,400 | 2,400 | 2,400 |
| Other collections | 2,800 | 2,800 | 2,800 |
| **C) Memberships (x 1000)** | | | |
| **Total number (including mobile libraries)** | **4,484** | **4,472** | **4,457** |
| Children under 18 | 2,134 | 2,150 | 2,162 |
| Adults 18 and older | 2,350 | 2,322 | 2,295 |
| **D) Check-outs (x 1000)** | | | |
| **Total number (including mobile libraries)** | **162,400** | **158,000** | **153,300** |
| **Total numbers of books for adults** | **86,500** | **82,500** | **79,400** |
| Fiction | 59,900 | 57,400 | 55,900 |
| Non-fiction | 26,600 | 25,100 | 23,500 |
| **Total numbers of children's books** | **61,600** | **60,500** | **59,500** |
| Fiction | 50,200 | 49,500 | 48,700 |
| Non-fiction | 11,400 | 11,000 | 10,800 |
| Audio-visual / digital materials | 7,400 | 7,500 | 7,200 |
| Other collections | 6,900 | 7,500 | 7,200 |
| **E) Staff** | | | |
| **Total number of staff (excluding volunteers)** | **10,820** | **10,890** | **11,020** |
| Full-time staff | 1,620 | 1,670 | 1,670 |
| Part-time staff | 9,200 | 9,220 | 9,350 |
| Total number of volunteers | 7,240 | 7,190 | 6,620 |
| **F) Financial data (x € 1 million)** | | | |
| **Total revenues** | **498.4** | **525.8** | **558.0** |
| Revenue from users | 65.3 | 66.4 | 69.1 |
| Total subsidies | 346.4 | 364.2 | 387.0 |
| Municipal subsidies | 306.1 | 322.2 | 342.9 |
| Regional subsidies | 37.2 | 39.1 | 41.1 |
| Other subsidies | 3.1 | 2.9 | 3.0 |
| Other revenues | 86.7 | 95.2 | 101.9 |

# Cultural Heritage

## Sectors

The Cultural Heritage policy area encompasses museums, historic buildings and sites, archaeology and public records.

In the museum sector, the main (ministerial) responsibility relates to the management of the national collections. This is delegated to the semi-privatized national museums and overseen by the Cultural Heritage Inspectorate. The Netherlands Institute for Cultural Heritage (ICN) provides services and information to the entire museum world.
The Museological Purchasing Fund was established in 1999 for the purchase of art within the context of the Cultural Heritage Preservation Act and to make purchases for museums via the Mondriaan Foundation. The Museological Purchasing Fund is legally established in Article 4 of the Act of 28 January 1998 (law gazette 67, 1999), which establishes the keeping of a budgetary reserve for the aforementioned purchasing.

The work of the **historic buildings and sites** sector centres on the duty to preserve historic buildings and sites and to protect urban conservation areas. Responsibility for this is delegated to the Department for the Conservation of Historic Buildings and Sites (RDMZ). Subsidies are awarded for restoration and maintenance work under the Monuments and Historic Buildings Act.
In 2000, a once-only sum of 45 million euros was made available for "historic toppers". This money is intended for the restoration of over one hundred state monuments whose restoration cannot be financed by the regular funds available. The funds will be divided among the toppers on the basis of the Large-scale Restorations decree (law gazette 2000, 323). Since 2004, the State Inspectorate of Historic Buildings and Sites has been responsible for the inspection of historic monuments.

In the **archaeology** sector, the main (ministerial) responsibility is to ensure the preservation of important archaeological sites. If economic activity precludes in situ preservation, steps are taken to ensure that the site is excavated and recorded. These tasks are delegated to the State Service for Archaeological Investigations (ROB). The statutory basis for this work is the Monuments and Historic Buildings Act.
Inspections within the field of archaeology are carried out by the State Archaeology Inspectorate.

In the **public records** sector, the principal responsibility is to manage the records of central government, the High Councils of State, etc., and to ensure public access. This task is undertaken by the National Archives (NA) and the regional historic centres (RHC).
The RHCs have been set up in order to increase public access. In addition, the NA have used a part of the programme funds, earmarked for the digitalization of archives, to improve public access via the Internet, among other things. The archives have obtained resources for the development of varied Web sites.
Bodies in charge of public records are supervised by the National Public Records Inspectorate. The statutory basis is the Public Records Act.

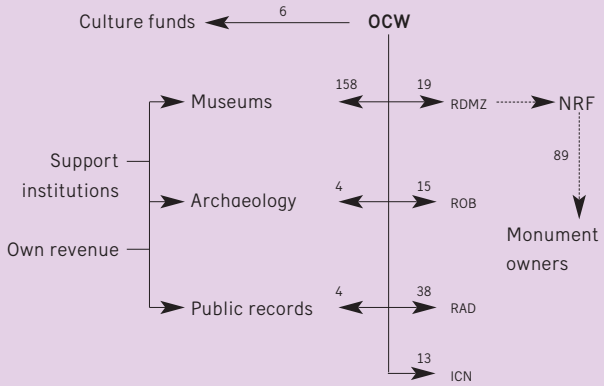
## Funding

Most Cultural Heritage funding goes to the four central government services (ICN, RDMZ, ROB 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.

Where historic buildings and sites are concerned, the biggest subsidy budget by far is that for restoration work. Local governments and provinces are awarded long-range budgets on the basis of need. Within these budgets they can decide upon individual subsidies to the owners of the historic buildings or sites, which are then formally awarded by the Minister. The actual payments are made by the National Restorations Fund (NRF).

**Figure 9.7 Flows of funds in the cultural heritage sector**

Amounts for 2004 (x € 1 million)



## Table 9.9

## Visits to subsidized museums (x 1000)

Source

Various annual reports provided by the museums concerned

Notes

– (1) Closed for repairs; part of the collection is on display at other locations
– (2) Including coin collection
– (3) Closed for repairs during part of 2001
– (4) Closed from 30 September 2000 until mid 2001
– (5) Due to foot and mouth disease crisis in 2001
– (6) Due to fireworks disaster on 13 May 2000

| | Location | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|---|
| **Grand total** | | **5,070** | **5,249** | **4,925** | **5,701** | **5,188** |
| **Museums overall** | | **4,701** | **4,907** | **4,605** | **5,382** | **4,825** |
| **Total (former) national museums** | | **4,099** | **4,293** | **4,047** | **4,791** | **4,224** |
| Rijksmuseum (1) | Amsterdam | 1,310 | 1,146 | 1,016 | 1,100 | 834 |
| Netherlands Maritime Museum | Amsterdam | 203 | 188 | 170 | 243 | 191 |
| Vincent van Gogh | Amsterdam | 721 | 1,312 | 1,276 | 1,593 | 1,342 |
| H.W. Mesdag | The Hague | 9 | 9 | 11 | 15 | 13 |
| Meermanno-Westreenianum (3) | The Hague | 9 | 6 | 5 | 14 | 13 |
| Mauritshuis | The Hague | 268 | 137 | 176 | 203 | 264 |
| Catharijneconvent | Utrecht | 88 | 54 | 72 | 86 | 78 |
| Museum of Ethnology (4) | Leiden | 68 | 42 | 60 | 69 | 125 |
| Boerhaave | Leiden | 32 | 31 | 29 | 30 | 34 |
| National Museum of Antiquities (2) | Leiden | 104 | 191 | 160 | 130 | 141 |
| Naturalis | Leiden | 259 | 245 | 240 | 262 | 240 |
| Kröller-Müller (5) | Otterloo | 350 | 343 | 274 | 311 | 420 |
| Paleis Het Loo | Apeldoorn | 325 | 304 | 283 | 445 | 246 |
| Twenthe (6) | Enschede | 33 | 8 | 24 | 27 | 32 |
| Zuiderzeemuseum | Enkhuizen | 319 | 276 | 251 | 263 | 251 |
| **Total non-national museums** | | **601** | **614** | **558** | **591** | **601** |
| Afrika Museum | Berg en Dal | 79 | 69 | 68 | 63 | 66 |
| Netherlands Open Air Museum | Arnhem | 290 | 315 | 286 | 286 | 304 |
| Jewish Historical Museum | Amsterdam | 103 | 103 | 95 | 134 | 103 |
| Teijlers Museum | Haarlem | 70 | 84 | 66 | 63 | 74 |
| Princessehof | Leeuwarden | 34 | 21 | 20 | 23 | 26 |
| Hollandsche Schouwburg | Amsterdam | 25 | 21 | 23 | 22 | 28 |
| **Total other museums** | | **369** | **342** | **320** | **319** | **363** |
| Muiderslot | Muiden | 126 | 115 | 113 | 114 | 110 |
| Slot Loevestein | Poederoijen | 71 | 72 | 72 | 73 | 111 |
| Gevangenpoort | The Hague | 30 | 30 | 32 | 32 | 35 |
| Kastelenstichting Holland en Zeeland | Haarlem | 23 | 17 | 18 | 17 | 22 |
| Huis Doorn | Doorn | 40 | 46 | 41 | 32 | 30 |
| St. Hubertus (Jachtslot) (5) | Otterloo | 54 | 36 | 24 | 30 | 30 |
| Kasteel Radboud | Medemblik | 25 | 28 | 20 | 21 | 25 |

## Table 9.10

## Historic buildings and state archives

Source

A) RDMZ annual reports
B) RAD / NA annual reports

Notes

– RAD site "News from the Past" has been operational since 3 June 1999
– Genlias is a national genealogy database

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Listed historic buildings (x 1000)** | **48.0** | **47.0** | **47.2** | **50.6** | **50.6** |
| **B) Number of visits to state archives via the Internet (x 1000)** | | | | | |
| Visits to Internet sites | | | | | |
| "History Online"/ "News from the Past" | 1,500 | 970 | 1,018 | 1,100 | 1,980 |
| of which so-called "Genlias" visits | 180 | 300 | 320 | 322 | 1,188 |

# System and Funding of the science sector

## Research in the Netherlands

In 2002, the total research and development work performed in the Netherlands involved 8.0 billion euros, a decrease of 56 million euros in comparison with 2001, i.e. 0.7 per cent. Adjusted for inflation, the decrease amounted to 3.7 per cent. This R&D scale corresponds with 1.80 per cent of GDP, a 0.1 per cent decrease as compared to 2001.

## The financiers of research

Companies and the government are the major financiers of research in the Netherlands. In 2002, the proportion of research supported by companies amounted to 50 per cent, a slight decrease in comparison with 2001. The bulk, 91 per cent, is spent within the companies; the remainder is outsourced to public institutions. In addition to the flow of funds within the Netherlands, a sum of 532 million euros is spent abroad.
The proportion of government-funded research amounted to 37 per cent in 2002, a slight increase in comparison with 2001. Other financiers are the charity funds (especially in the area of medicine) and foreign companies and institutions (such as the EU). Private resources account for the bulk of funding from abroad.
Within the government, the Ministry of OCW is the leading financier, providing approximately two-thirds of the financing. The Ministry is responsible for 30 large and small institutions. In 2004, nearly 90 per cent of these expenditures were tied up in fixed grants to institutes. In addition, there are limited resources for specific policy items (10 per cent) and for national and international co-ordination (1 per cent). At more than 40 per cent, NWO tops the list when it comes to utilizing fixed grants.
Some of the available research resources, totalling 70 million euros, do not remain in the Netherlands, but rather go to research institutes abroad: CERN, ESA, ESO, EMBL and EMBC.

## Intermediary organizations

A part of the OCW budget for research is allocated by NWO and KNAW. A significant part of the money is spent on university research, but some of it goes to their own institutes. Other ministries also have intermediary organizations, such as SenterNovem for the Ministry of Economic Affairs and Laser for the Ministry of Agriculture, Nature and Food Quality.

## Research institutions

The institutions that conduct research can be divided into three groups: the universities, the (semi) public research institutes, which together form the public sector, and the companies in the private sector.

## Universities

In 2002, the universities (including Wageningen University) were responsible for 29 per cent of research conducted in the Netherlands, a 2 per cent growth in comparison with 2001. The universities fall under the policy area of university education. The universities receive most of their funds either directly or indirectly from the central government: more than 80 per cent.

## (Semi-)public research institutes

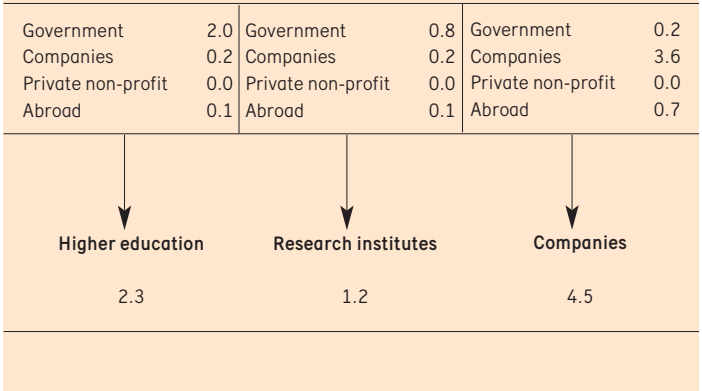
In 2002 this group conducted 14 per cent of research carried out in the Netherlands, the same share as in 2001. The group consists of institutes such as TNO, the large technological institutes (GTIs), the institutes active in the area of agricultural research, the NWO and KNAW institutes, a number of departmental institutes such as the RIVM and research institutes active in the areas of health care and social sciences.
These institutes also depend on the government for a major part of their financing (approximately two-thirds).

## Companies

Companies are responsible for conducting an increasing proportion of research in the Netherlands: 57 per cent in 2002 (in 2001: still 58 per cent). The bulk (75 per cent) is carried out within the industry; the service sector accounts for 20 per cent and the remaining 5 per cent can be attributed to the category "Other".

**Figure 10.1 Flows of funds to R&D**

Amounts for 2002 (x € 1 billion)



## Table 10.1

Source

OCW annual reports

Notes

– The OCW budget amount for TNO includes contributions from all other ministries

### Financial key statistics regarding research and science

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Expenditure and revenue (x € 1 million)** | | | | | |
| **Total expenditure** | **686.8** | **756.6** | **801.7** | **773.3** | **813,3** |
| National and international co-ordination | 46.2 | 20.0 | 12.5 | 9.4 | 7.4 |
| Research institutes | 640.6 | 669.8 | 688.2 | 711.5 | 716.9 |
| a) KNAW | 67.8 | 74.9 | 77.1 | 78.4 | 83.2 |
| b) NWO | 281.3 | 286.7 | 288.4 | 313.8 | 303.6 |
| c) TNO | 173.3 | 186.2 | 194.0 | 189.2 | 194.1 |
| d) BPRC (Primates centre) | 2.3 | 3.3 | 6.6 | 6.9 | 8.5 |
| e) National Herbarium | 1.0 | 1.0 | 1.0 | 1.1 | 1.1 |
| f) GTIs | 3.4 | 3.5 | 3.4 | 3.4 | 3.7 |
| g) Academic libraries | 28.7 | 39.7 | 41.1 | 42.9 | 46.9 |
| h) Liberal arts / social sciences institutions | 3.5 | 3.8 | 4.6 | 2.9 | 3.0 |
| i) International institutions | 65.9 | 67.4 | 67.8 | 68.9 | 69.2 |
| j) Advisory councils (COS and STT) | 0.4 | 0.6 | 0.7 | 0.7 | 0.6 |
| k) Public information / technology assessment | 2.2 | 2.6 | 2.9 | 3.0 | 2.7 |
| l) Modification of accommodation system | | 10.4 | . | . | . |
| m) Measures relating to statutory benefits | 0.4 | 0.1 | 0.4 | 0.3 | 0.2 |
| Specific policy issues (FES, Genomics, Vernieuwingsimpuls, Verkenningen, Aspasia, EET) | . | 66.9 | 101.0 | 52.4 | 85.2 |
| Attributed to CFI | . | . | . | . | 0.3 |
| OCW overheads | . | . | . | . | 3.5 |
| **Total revenue** | **99.3** | **101.1** | **108.1** | **93.3** | **116.7** |

## Table 10.2

Source

CBS

Notes

– Figures pertaining to internal funds are minus spending outside the Netherlands
– Government funds do not include WBSO
– Universities: from 2000 on, including revenue from second flow of funds

### Dutch R&D by source of funding and sector of implementation (x € 1 billion)

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| **A) Source of funding** | | | | | |
| **Total** | **6.9** | **7.6** | **7.6** | **8,1** | **8,0** |
| Government | 2.6 | 2.7 | 2.6 | 2,9 | 3,0 |
| Companies' own funds | 3.3 | 3.8 | 3.9 | 4,2 | 4,0 |
| Research organizations' own funds | 0.2 | 0.3 | 0.2 | 0,1 | 0,1 |
| Abroad: European Union funds | 0.1 | 0.2 | 0.2 | 0,1 | 0,2 |
| Abroad: other funds | 0.6 | 0.7 | 0.7 | 0,8 | 0,8 |
| **B) Sector of implementation** | | | | | |
| **Total** | **6.9** | **7.6** | **7.6** | **8.1** | **8.0** |
| Companies | 3.7 | 4.3 | 4.5 | 4.7 | 4.5 |
| Research institutes, of which | 1.3 | 1.3 | 1.0 | 1.2 | 1.2 |
| TNO | 0.3 | 0.3 | 0.3 | 0.4 | 0.3 |
| GTIs | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Other semi-government institutions | 0.7 | 0.7 | 0.5 | 0.6 | 0.6 |
| Private non-profit institutions | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Universities | 1.9 | 2.0 | 2.1 | 2.2 | 2.3 |

## Table 10.3

Source

CBS

### R&D expenditure in the Netherlands as a percentage of GDP, by sector

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| Private sector (companies) | 1.05 | 1.14 | 1.11 | 1.10 | 1.02 |
| Public sector (universities and research institutes) | 0.87 | 0.86 | 0.78 | 0.78 | 0.77 |
| Private non-profit institutions | 0.02 | 0.02 | 0.01 | 0.01 | 0.01 |

# Science institutions: financial data

The most recent figures for the operational management of NWO, TNO, KNAW and the Royal Library (KB) concern the year 2003. The information for the year 2004 will become available in mid 2005 as a result of the planning & audit cycle linked to legislation and regulations.
A comparison of the four organizations is difficult, due to their highly different missions, tasks and organizational structures. In this general information, the necessary distinctions have been added wherever possible.

## Solvency

The relatively low solvency of the Royal Library (KB) stands out. However, the capital needs of the KB are much lower than they are for the other three organizations, as it does not own its accommodation.

The relatively larger management risks of TNO are reflected in the difference between the two definitions of solvency. The rather larger difference between the solvency including and excluding the provisions at TNO, in comparison with that at the other institutions, is the effect of the higher provisions taken.

## Liquidity

The liquidity of three out of four organizations is sufficient, but the liquidity at TNO is much too low. To all appearances, the reversal leading to a decline, which started in 2002, has still not abated. Because TNO's stamina is more than sufficient, the risks can be met, but the Minister of OCW is nevertheless monitoring developments at TNO closely. The remarkably high liquidity of NOW last year is now beginning to decrease. This is linked with the takeoff of a number of large research programmes.

## Operating data for each organization

The cause of the developments with regard to solvency and liquidity can primarily be traced to trends in the operations. However, the results of the ordinary and extraordinary operational management produce an oversimplified picture. Although the years 1998 and 1999 in particular were difficult for all organizations, the improvement which set in during 2000 is primarily the responsibility of NWO and KNAW. The KNAW recorded an excellent result for two years running (in 2000 and 2001), but took a negative turn in 2002. The results over 2001 and 2002 were determined to a high degree by NOW.

**Figure 10.2 Solvency of science institutes**

2003

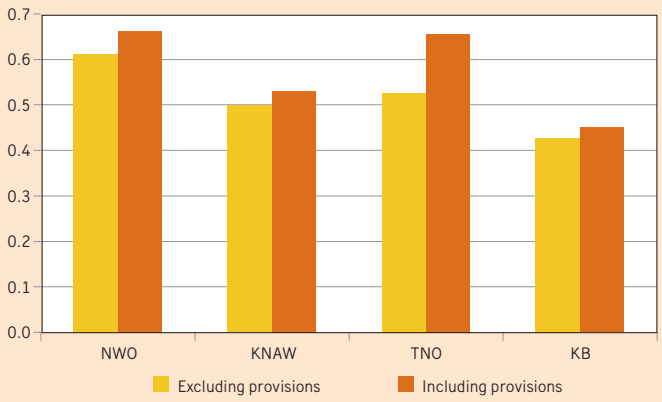
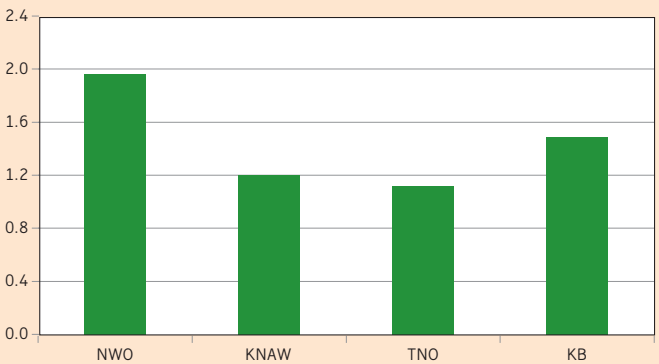



**Figure 10.3 Liquidity of science institutes**

2003



## Table 10.4

Source
Institutions' annual accounts

### Balance sheet and operating data of the OWB institutes

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| **A) Accumulated balance sheet (x € 1 million)** | | | | | |
| **Total assets** | **1,546.9** | **921.6** | **987.3** | **1,106.9** | **958.9** |
| Fixed assets | 763.2 | 451.7 | 428.4 | 437.7 | 411.9 |
| of which tangible fixed assets | 588.9 | 393.9 | 366.6 | 381.9 | 357.3 |
| Current assets | 783.7 | 469.9 | 558.9 | 669.2 | 547.0 |
| of which liquid assets | 208.7 | 222.0 | 351.9 | 436.8 | 350.4 |
| **Total liabilities** | **1,546.9** | **933.2** | **975.6** | **1,106.9** | **991.6** |
| Equity capital | 743.6 | 483.2 | 542.2 | 643.1 | 551.1 |
| Provisions | 175.0 | 94.6 | 76.5 | 81.3 | 72.6 |
| Long-term debts | 6.4 | 4.8 | 4.0 | 2.7 | 0.0 |
| Short-term debts | 621.9 | 350.6 | 352.8 | 379.9 | 367.9 |
| **B) Accumulated operating accounts (x € 1 million)** | | | | | |
| **Revenues** | **1,933.1** | **979.9** | **1,087.9** | **1,122.7** | **1,104.2** |
| OCW grants | 1,152.9 | 597.5 | 687.7 | 726.8 | 733.8 |
| Other revenues | 780.2 | 382.4 | 400.2 | 395.8 | 370.3 |
| **Expenses** | **1,942.9** | **967.8** | **1,065.6** | **1,048.0** | **1,174.8** |
| Staff costs | 1,062.6 | 426.5 | 466.0 | 498.6 | 560.9 |
| Depreciations | 74.4 | 68.9 | 70.6 | 63.3 | 62.1 |
| Accommodation costs | 84.3 | 43.1 | 52.0 | 58.2 | 58.6 |
| Transferred income | 0.0 | 0.0 | 0.0 | 0,0 | 0.0 |
| Other institutional expenses | 721.6 | 429.3 | 477.0 | 428.0 | 493.2 |
| **Revenues and expenses balance** | **-9.8** | **12.1** | **22.2** | **74.7** | **-70.6** |
| Financial revenues | 14.9 | 12.4 | 14.8 | 17.1 | 12.4 |
| Financial expenses | 12.5 | 4.5 | 3.7 | 0.4 | 1.1 |
| **Financial revenues and expenses balance** | **2.4** | **8.0** | **11.0** | **16.7** | **11.3** |
| **Operating result** | **-7.4** | **20.0** | **33.3** | **91.4** | **-59.3** |
| **Total expenses operating account** | **1,955.4** | **972.3** | **1,069.4** | **1,048.4** | **1,175.9** |

## Table 10.5

Source
Institutions' annual accounts

### Balance sheet and operating data per institution (x € 1 million), 2003

| | NWO | KNAW | TNO | KB | Total |
|---|---|---|---|---|---|
| Balance sheet total | 429.1 | 189.1 | 310.8 | 29.9 | 958.9 |
| Total revenues | 445.7 | 118.4 | 517.0 | 35.5 | 1,116.6 |
| Result from ordinary operations | -27.4 | -3.7 | -52.2 | 0.2 | -83.1 |
| Result from extraordinary operations | -27.4 | -3.7 | 6.6 | 0.2 | -24.3 |

## Table 10.6

Source
Institutions' annual accounts

### Trends in solvency and liquidity of OWB institutes

| | | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|---|
| **Solvency (including provisions)** | NWO | 0.46 | 0.57 | 0.59 | 0.69 | 0.66 |
| | KNAW | 0.75 | 0.67 | 0.66 | 0.54 | 0.53 |
| | TNO | 0.59 | 0.65 | 0.69 | 0.68 | 0.66 |
| | KB | 0.56 | 0.44 | 0.38 | 0.40 | 0.45 |
| **Liquidity** | NWO | 1.26 | 1.52 | 1.64 | 2.23 | 1.97 |
| | KNAW | 1.80 | 1.40 | 1.42 | 1.25 | 1.20 |
| | TNO | 1.13 | 1.06 | 1.57 | 1.60 | 1.12 |
| | KB | 1.63 | 1.54 | 1.25 | 1.37 | 1.49 |

# Staff and Researchers in the science sector

## Science is people work

The greatest part of R&D expenditures go to operating expenses for staff. Science is primarily people work. For this reason, a well-educated labour force is vitally important as a basis for the recruitment of qualified researchers and research assistants. Although the Netherlands has a relatively sizable pool of workers for scientific and technological professions (people with an HBO or university education or an equal qualification based on work experience), there are still problems with respect to attracting researchers from within the Netherlands. As a result, a number of the researchers come from abroad. Thus between 40 and 50 per cent of researchers with doctorate degrees come from abroad. Also, the proportion of R&D staff within the labour force is low, certainly in comparison with many other countries in the EU. This pertains to an even higher degree to researchers that are a part of the total number of R&D staff.

## Room for talented researchers

In 2000 a programme was launched that should make a contribution to modernising research at Dutch universities. This programme (the Modernization Boost) targets new PhDs, post-graduates and experienced researchers. From 2000 through 2004 some 663 positions were awarded (and several positions in non-university institutions), almost 30 per cent of which went to women.

## Researchers in the various organizations

*NWO*

Due to a partial transfer of NWO staff to the universities, the number of employees formally employed by NWO decreased: from 2,917 FTEs in 2000 to 2,312 FTEs in 2003. This concerned mainly academic staff. As a result, the proportion of academic staff at NWO decreased from 68 per cent (1999) to 48 per cent (2003). The number of female researchers at NWO declined as well: from 26 per cent in 1999 to 18 per cent in 2003.

*KNAW*

KNAW staff numbers have been rising for several years. One of the reasons is the growth in the number of KNAW institutes. At KNAW, the proportion of academic staff rose to nearly 50 per cent. This rise also applied to the proportion of female staff.
No recent data is available on female academic staff, but by the end of the 1990s, women accounted for some 25 per cent of the academic staff.

*TNO and the GTIs*

In 2003, after a minor decrease, TNO staff numbers started to pick up again. Turnover slightly increased as well. Among the GTIs, MARIN is the only institute at which staff numbers increased; at the other institutes they decreased. The decline is strongest at NLR: after a 3.7 per cent drop between 2001 and 2002, NLR experienced a decline of nearly 15 per cent between 2002 and 2003. The proportion of female staff is fairly low in the GTIs.

**Figure 10.4 Academic and other staff**

Per 1000 members of the labour force

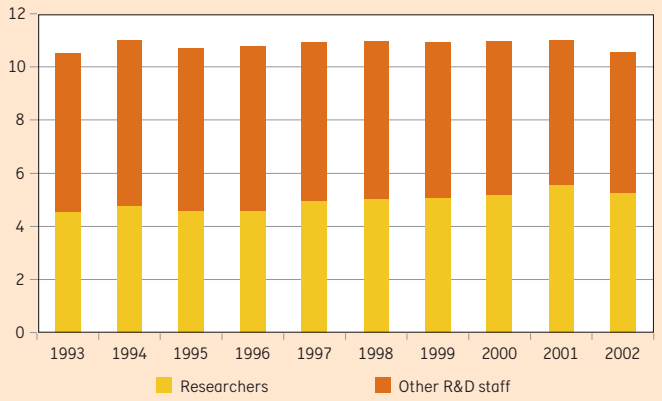
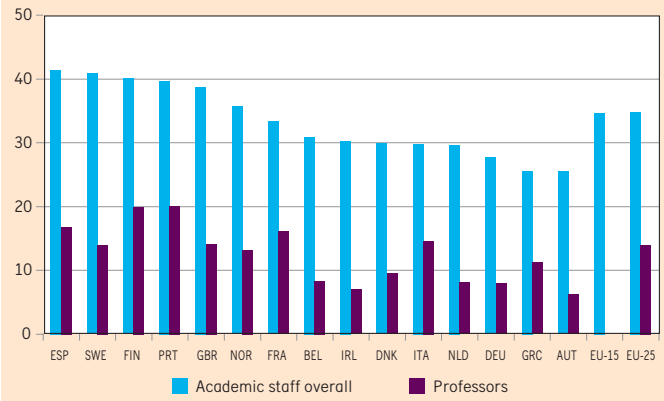



**Figure 10.5 Proportion of female academic staff**

At the universities, 2001



## Table 10.7

Source

CBS

Notes

– The decrease in staff numbers at the research institutes and the increase at the universities are caused by the transfer of indirectly funded staff to the universities

### R&D staff in the Netherlands, in percentages

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| **Total** | **85,485** | **86,773** | **87,999** | **89,208** | **87,415** |
| **Higher education (FTEs x 1000)** | **24,165** | **24,053** | **26,764** | **26,987** | **26,660** |
| Liberal arts | 5.2 | 5.3 | 5.3 | 5.3 | 5.3 |
| Exact sciences | 57.0 | 56.7 | 59.0 | 59.3 | 61.3 |
| Social sciences | 15.0 | 15.2 | 14.9 | 14.8 | 15.7 |
| Miscellaneous | 18.7 | 19.0 | 17.5 | 17.7 | 17.7 |
| Institutions associated with universities | 4.2 | 3.8 | 3.3 | 3.0 | - |
| **Research institutes (FTEs x 1000)** | **17,448** | **17,539** | **13,726** | **13,853** | **13,721** |
| Exact sciences | 83.7 | 83.6 | 86.0 | 86.3 | . |
| Liberal arts | 16.3 | 16.4 | 14.0 | 13.7 | . |
| **Companies (FTEs x 1000)** | **43,872** | **45,181** | **47,509** | **48,368** | **47,034** |
| Industry | 70.7 | 72.3 | 70.1 | 69.2 | 69.0 |
| Services | 21.1 | 21.8 | 25.4 | 26.1 | 26.5 |
| Other | 8.1 | 5.9 | 4.5 | 4.7 | 4.5 |

## Table 10.8

Source

Data provided by institutions, NWO and KNAW annual reports

Notes

– NWO: excluding staff funded by NWO but employed by the university

### Staffing at R&D institutes

| | 2002 (in FTEs) | 2003 | Academic staff Percentages 2003 | % Women | % Female academic staff |
|---|---|---|---|---|---|
| NWO | 2,451 | 2,312 | 48 | 25 | 18 |
| KNAW | 1,231 | 1,341 | 49 | 46 | -- |
| TNO (numbers) | 4,735 | 4,895 | 56 | -- | -- |
| ECN (FTEs) | 641 | 623 | 27 | 20 | 6 |
| MARIN (numbers) | 241 | 256 | 34 | 9 | 0 |
| GeoDelft (FTEs) | 220 | 214 | 47 | 18 | 10 |
| WL (FTEs) | 346 | 338 | 56 | 22 | 14 |
| NLR (numbers) | 886 | 757 | 45 | 12 | 5 |

## Table 10.9

Source

NWO data

Notes

– VENI focuses on researchers who have recently obtained a PhD

– VIDI focuses on researchers with several years of experience

– VICI focuses on senior researchers

### Results of Innovational Research Incentives Scheme across the universities 2000-2004

| | Total grants (numbers x 1) | Total % | of which % women | VENI % | VIDI % | VICI % |
|---|---|---|---|---|---|---|
| **Total** | **663** | **100** | **29** | **100** | **100** | **100** |
| Leiden University | 72 | 11 | 37 | 11 | 10 | 12 |
| Utrecht University | 100 | 15 | 30 | 15 | 14 | 18 |
| University of Groningen | 59 | 9 | 32 | 9 | 10 | 8 |
| Erasmus University Rotterdam | 48 | 7 | 29 | 5 | 12 | 5 |
| Maastricht University | 34 | 5 | 32 | 5 | 5 | 5 |
| University of Amsterdam | 83 | 12 | 32 | 14 | 9 | 12 |
| Vrije Universteit Amsterdam | 64 | 10 | 45 | 10 | 8 | 9 |
| Radboud University Nijmegen | 66 | 10 | 21 | 13 | 9 | 1 |
| Tilburg University | 20 | 3 | 15 | 2 | 3 | 1 |
| Delft University of Technology | 42 | 6 | 7 | 5 | 9 | 5 |
| Eindhoven Technical University | 33 | 5 | 15 | 4 | 4 | 13 |
| University of Twente | 25 | 4 | 20 | 3 | 3 | 5 |
| Wageningen University | 19 | 3 | 16 | 4 | 1 | 4 |

# University research

## Trend in funding

University research is funded from three sources. The first flow of funds comes directly from the government (staff size: 51 per cent), the second flow of funds comes from NWO (23 per cent) and the third flow of funds comes from a range of financiers (27 per cent). The development in these sources of funding is diverse: whereas the first flow of funds in 2002 was used to fund virtually the same proportion of staff as in 1990, the third flow grew slightly (by an average of 1 per cent a year), while the second flow grew sharply (by an average of nearly 6 per cent annually).
The exact sciences have an increasing share of all funding, while the shares of both the arts and social sciences have fallen. The share of third flow funding to the social sciences even fell by half between 1990 and 2002 (from 25 to 12 per cent due to the 63 per cent decrease in the area of "behaviour and society"). A similar decrease is occurring in the arts.

## Trend in output

The output has also shown a wide ranging growth line: the number of scientific journals rose by 21 per cent between 1990 and 2002. This growth was primarily seen in the first half of the 1990s. The number of doctoral theses submitted rose by 51 per cent, but the growth in this stopped several years ago. The distribution in the number of doctoral theses is roughly equal to the distribution in the academic staff over the arts, exact sciences and social sciences: approximately three-quarters in the exact sciences, almost 20 per cent in the social sciences and a little less than 10 per cent in the arts.

## Results of university research assessments

All the university research is regularly assessed. During the period 1998-2003, the assessments were carried out in accordance with a protocol. The review had a number of common elements (an international committee makes the assessment, the institution makes a self-evaluation, the assessment is completed at the programme level, there are fixed assessment aspects and the reviews are supported by the VSNU [Association of Dutch Universities]). Several reviews that were published in 2004 still fell under the protocol for 1998-2003. An international committee conducts the review and assesses research programmes as to quality, productivity, relevance and future prospects. The assessment of these aspects takes place according to a five-point scale as follows: poor = 1 to excellent = 5).

In 2004, three reviews conducted according to the 1998-2003 protocol were published: Technology and Management, Mathematics, and Computer Science. The scores indicate that, in general, the quality of the research in these disciplines was sufficient to good and sometimes even very good. This means that much of the research is comparable to the best in the world in the areas in question. The good scores also point to the productivity, relevance and viability of the programmes.
In addition, several review reports were published in 2004 according to the 2003-2009 protocol. These reports have not been included here because they no longer have a nationally comparative character.

**Figure 10.6 Trends in university research**

Input by flows of funds and output, 1990 = 100

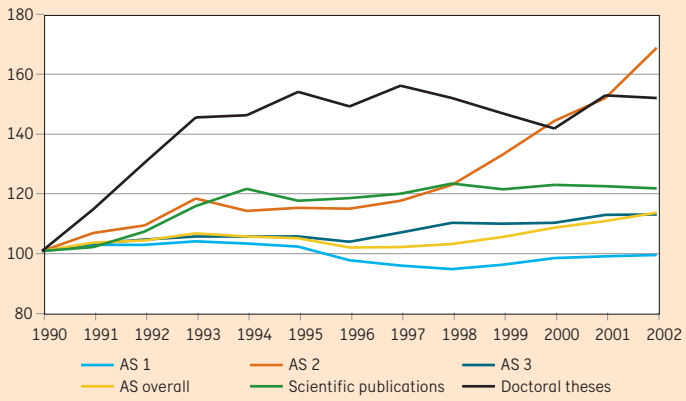
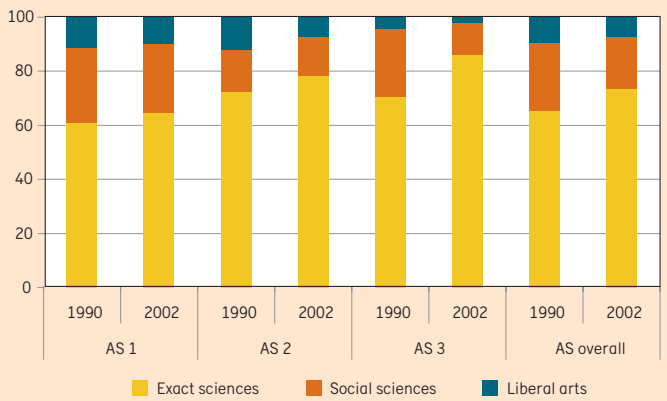



**Figure 10.7 Distribution in university research**

By sector and by flow of funds



## Table 10.10

Source

CBS

## Research capacities in higher education

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| **Total (in FTEs)** | **24,165** | **24,302** | **26,764** | **26,987** | **26,660** |
| Academic staff | 12,407 | 12,740 | 15,711 | 15,951 | 15,828 |
| Non-academic staff | 11,758 | 11,562 | 11,053 | 11,036 | 10,832 |

## Table 10.11

Source

VSNU / KUOZ

## Output of the universities

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| Scientific publications | 51,586 | 50,771 | 51,368 | 51,192 | 50,875 |
| Doctoral theses | 2,529 | 2,443 | 2,359 | 2,534 | 2,529 |
| Specialist publications | 16,446 | 16,635 | 15,917 | 16,065 | 14,602 |

## Table 10.12

Source

VSNU / QANU review reports

Notes

– Figures relate to review reports presented in 2004 (based on 1998 - 2003 protocol)
– scores range from 1=poor, 2=insufficient, 3=sufficient, 4=good to 5=excellent
– Computer science: figures are based on revised scores
– AS = academic staff

## Results of university reviews, 2004

| | Total | Quality | Productivity | Relevance | Viability | Number of FTEs |
|---|---|---|---|---|---|---|
| **Technology and Management** | | | | | | **2001** |
| Eindhoven Technical University | 4.1 | 4.1 | 3.8 | 4.5 | 4.2 | 40 |
| Delft University of Technology | 3.9 | 3.8 | 3.5 | 4.1 | 4.0 | 67 |
| University of Twente | 3.4 | 3.5 | 3.5 | 3.5 | 3.0 | 29 |
| Wageningen University | 2.9 | 2.8 | 2.8 | 3.3 | 3.0 | 11 |
| **Mathematics** | | | | | | |
| Utrecht University | 4.3 | 4.8 | 3.0 | 4.5 | 4.8 | 12 |
| Leiden University | 4.3 | 4.7 | 3.0 | 5.0 | 4.3 | 7 |
| Vrije Universteit Amsterdam | 4.1 | 4.3 | 3.0 | 5.0 | 4.0 | 7 |
| Eindhoven Technical University | 3.9 | 4.3 | 3.1 | 4.5 | 4.0 | 17 |
| University of Groningen | 3.8 | 4.2 | 3.3 | 4.5 | 3.0 | 5 |
| University of Amsterdam | 3.9 | 4.0 | 3.0 | 4.3 | 4.3 | 8 |
| Radboud University Nijmegen | 3.4 | 4.0 | 2.5 | 4.3 | 2.7 | 6 |
| Delft University of Technology | 3.6 | 3.3 | 3.5 | 4.3 | 3.6 | 18 |
| Wageningen University | 4.5 | 3.0 | 5.0 | 5.0 | 5.0 | 3 |
| University of Twente | 3.3 | 3.0 | 3.0 | 4.0 | 3.3 | 14 |
| Erasmus University Rotterdam | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3 |
| Maastricht University | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3 |
| **Computer science** | | | | | | |
| Radboud University Nijmegen | 4.0 | 4.6 | 3.4 | 4.1 | 4.0 | 25 |
| Vrije Universteit Amsterdam | 4.4 | 4.6 | 4.3 | 4.4 | 4.3 | 37 |
| Maastricht University | 4.5 | 4.4 | 5.0 | 4.5 | 4.0 | 8 |
| Utrecht University | 4.2 | 4.4 | 4.2 | 4.1 | 4.2 | 41 |
| University of Amsterdam | 4.3 | 4.3 | 4.3 | 4.3 | 4.0 | 51 |
| University of Twente | 4.2 | 4.3 | 4.0 | 4.5 | 3.9 | 71 |
| Eindhoven Technical University | 4.1 | 4.1 | 4.3 | 4.3 | 4.0 | 48 |
| University of Groningen | 4.0 | 4.0 | 4.0 | 4.1 | 4.1 | 17 |

# Interaction and Knowledge transfer in the science sector

Producing new knowledge is one side of the picture; the application of that knowledge by organizations in society is the other. This requires an interaction between the knowledge producer and the knowledge user. This interaction can be brought about in various ways, both formally and informally. Possible manifestations include contract research, but also consultancy, part-time professors and spin-off activities. Not all categories are equally easy to measure.

## Public R&D, funded by external parties

One of the manifestations of interaction is the private sector funding of research conducted by public organizations. Between 1990 and 2001, the proportion of public research financed by companies rose from 6.2 per cent to 12.2 per cent; in 2002 it dropped to 10.6 per cent. In international terms, this is quite high; Belgium is the only country with an even higher score. A break-down of the figures shows that company financing primarily targets the semi-public institutes such as TNO and the GTIs. Dutch companies tend to fund less research in higher education institutions, although this proportion is clearly growing. A remarkable fact is that in some countries, the proportion of private sector funding decreased between 2001 and 2002.

## External funding at institutions

TNO and the GTIs, in particular, are attracting a relatively large portion of their resources from the private sector. The percentages of private financing range from 43 per cent to 69 per cent. Between 1990 and 2002, the proportion of privately funded contract research at universities rose from 22 per cent to 26 per cent, which is balanced out by a decrease in contract funding from the government (from 37 per cent in 1990 to 26 per cent in 2002). EU funding increased as well, from 11 per cent in 1990 to 16 per cent in 2002.

NWO and KNAW also receive funding from third parties, although government grants from the Ministry of OCW account for the bulk of their resources. At NWO, contract research constituted 16 per cent of total revenues in 2003. At KNAW, this percentage was as high as 21 per cent, whereas in 2001 it was only 15 per cent.

**Figure 10.8 R&D expenditure in the (semi-)public sector**

Funded by companies, as a percentage of public research

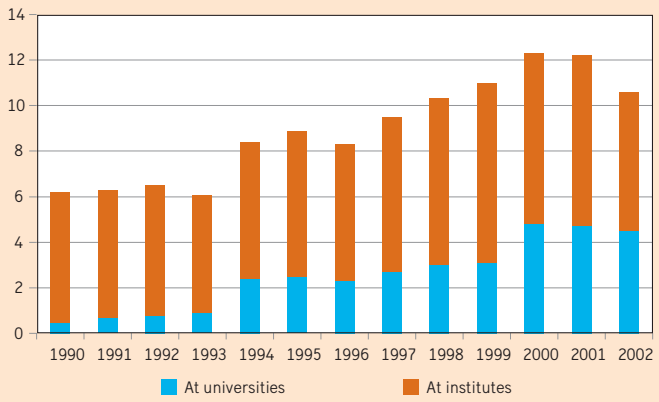
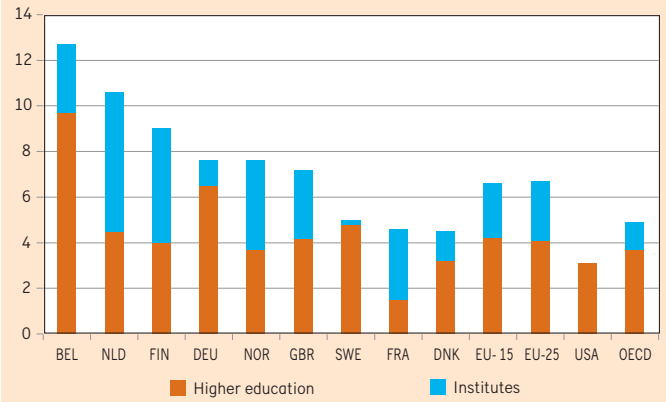



**Figure 10.9 R&D expenditure in the (semi-) public sector**

Funded by companies, in percentages, 2002



## Table 10.13

### TNO and GTIs turnover by source of funding, total and in percentages, 2003

Source

Data provided by institutes

Notes

– TNO and GTIs turnover also includes activities other than R&D

| | TNO | ECN | MARIN | GD | WL | NLR |
|---|---|---|---|---|---|---|
| **Total turnover (x € 1 million)** | **496.0** | **93.6** | **24.0** | **16.2** | **31.9** | **73.3** |
| **Total (in percentages)** | **100** | **100** | **100** | **100** | **100** | **100** |
| Basic / special purpose funding | 38 | 36 | 19 | 21 | 21 | 27 |
| Public and private sector contracts | 62 | 64 | 81 | 75 | 79 | 73 |
| of which public sector contracts | 17 | 13 | 13 | 32 | 24 | . |
| of which private sector contracts | 45 | 51 | 69 | 43 | 54 | . |
| Other | . | . | . | 4 | . | . |

## Table 10.14

### Sources of funding for contract research at universities (in percentages of total)

Source

CBS

Notes

– CBS collected the data on the basis of the university annual accounts, supplemented by data from a survey held at the universities

– Including the institutions associated with a university

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| **Total (x € 1 million)** | **486** | **507** | **547** | **570** | **587** |
| **Total (in percentages)** | **100** | **100** | **100** | **100** | **100** |
| Government | 35 | 32 | 29 | 29 | 26 |
| Companies | 19 | 22 | 27 | 25 | 26 |
| International | 14 | 14 | 14 | 13 | 16 |
| Non-profit organizations | 32 | 32 | 30 | 32 | 33 |

## Table 10.15

### Sources of funding for NWO and KNAW

Source

NWO financial annual reports, KNAW yearbooks

| | NWO | | | KNAW | | |
|---|---|---|---|---|---|---|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| **Total (x € 1 million)** | **432.5** | **446.2** | **437.9** | **97.2** | **101.8** | **118.4** |
| OCW grants | 277.2 | 295.5 | 313.8 | 75.0 | 77.1 | 83.0 |
| OCW special purpose subsidies | 70.2 | 86.0 | 41.3 | -- | -- | -- |
| Revenue from contract work | 67.3 | 58.7 | 70.4 | 14.2 | 21.2 | 25.2 |
| Other revenues | 17.8 | 6.0 | 12.5 | 8.1 | 3.5 | 10.3 |

## Table 10.16

### R&D expenditure in the (semi-) public sector, funded by companies, in percentages

Source

OECD

Notes

– The (semi-) public sector comprises the universities, teaching hospitals and research institutes

| | 1998 | 1999 | 2000 | 2001 | 2002 |
|---|---|---|---|---|---|
| Belgium | 9.7 | 9.7 | 10.7 | 12.6 | -- |
| Denmark | -- | 3.6 | 3.1 | 4.8 | 4.5 |
| Finland | 8.5 | 8.2 | 8.9 | 9.8 | 9.0 |
| France | 6.5 | 7.2 | 4.6 | 4.6 | 4.6 |
| Germany | 6.7 | 7.1 | 7.3 | 7.7 | 7.7 |
| The Netherlands | 10.3 | 11.0 | 12.3 | 12.2 | 10.6 |
| Sweden | -- | 3.9 | -- | 5.0 | -- |
| United Kingdom | 10.1 | 12.1 | 10.0 | 8.2 | 7.1 |
| United States | 3.9 | 4.0 | 3.9 | 3.6 | 3.1 |

# Science international

## R&D expenditure as a percentage of GDP

In 2002, the Netherlands spent 1.80 per cent of its GDP on research and development, i.e. a decline in comparison with the 1.89 per cent in 2001. For a long time, this percentage has fluctuated around 2 per cent, but at the end of the 1990s a gradual decline set in. Economic factors have played an important role in this. In an international perspective, the Netherlands occupies a middle position at present internationally. However, where some countries show a considerable increase (Belgium, Denmark, Finland, Sweden), the Netherlands shows some decline. This means, e.g., that figures for the Netherlands are below the EU average (both EU-15 and EU-25).

## R&D funding

In most countries, companies are the leading sponsors of R&D. The EU average is 56 per cent, the OECD average is 62 per cent. In the Netherlands, too, companies are the largest sponsors, with a share of 50 per cent, although the respective funding levels of government and companies are close.

With regard to company financing as a percentage of GDP, the Dutch percentage is by now lower than the EU figure (0.90 for the Netherlands versus 1.08 per cent for the EU-15 and 1.02 for the EU-25) and considerably lower than the OECD average (0.90 versus 1.40 per cent).

Government funding in the Netherlands is more or less on a par with the EU and OECD averages. The proportion of government expenditure as a percentage of GDP dropped from 1.00 per cent in 1990 to 0.67 per cent in 2002. In this respect, several countries have outstripped the Netherlands.

## R&D implementation

Compared with other countries, the Dutch public sector still plays a relatively large role in R&D implementation. In 2002, Dutch expenditure in this sector amounted to 0.78 per cent of GDP, which is slightly higher than the EU average (0.69 per cent for the EU-15 and 0.67 per cent for the EU-25) and the OECD average (0.72 per cent). Sweden, Finland, the US and France have an even higher GDP percentage.
The role of the Dutch private sector, on the other hand, is relatively small in international terms. In 2002, R&D expenditure as a percentage of GDP amounted to 1.02 per cent. Of the comparison countries, only Norway has a lower percentage.

## International co-publications

International co-operation pays off across the board: scientific co-publications that are the result of international co-operative efforts attain a considerably higher relative citation rate than do national publications.

**Figure 10.10 R&D expenditure by source of funding**

In percentages of total, 2002 (or nearest year)

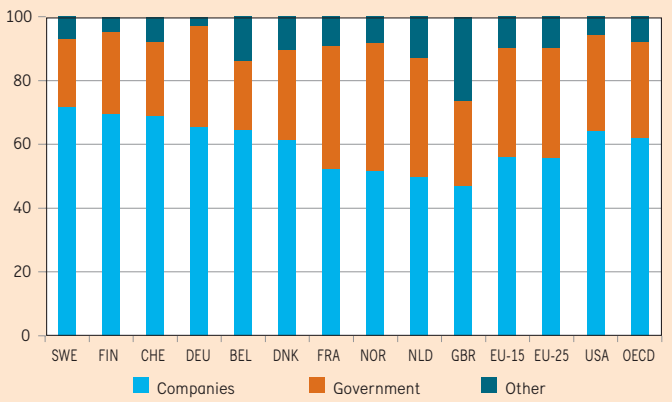
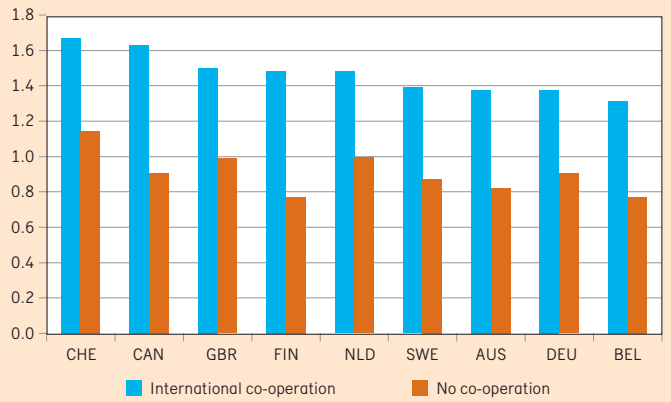



**Figure 10.11 Relative citation index for scientific publications**

By type of co-authorship, 1998-2001



## Table 10.17

### R&D expenditure, as a percentage of GDP

Source
OECD

Notes
– Summed totals for public sector, private sector and other sectors

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| Belgium | 1.96 | 2.04 | 2.17 | 2.24 | 2.33 |
| Denmark | 2.19 | -- | 2.40 | 2.52 | -- |
| Finland | 3.23 | 3.40 | 3.41 | 3.46 | -- |
| France | 2.18 | 2.18 | 2.23 | 2.26 | -- |
| Germany | 2.44 | 2.49 | 2.51 | 2.53 | 2.50 |
| The Netherlands | 2.02 | 1.90 | 1.88 | 1.80 | -- |
| Sweden | 3.65 | -- | 4.27 | -- | -- |
| United Kingdom | 1.87 | 1.85 | 1.86 | 1.87 | -- |
| United States | 2.65 | 2.72 | 2.73 | 2.66 | 2.60 |
| OECD average | 2.19 | 2.23 | 2.28 | 2.26 | -- |
| EU-15 average | 1.86 | 1.89 | 1.92 | 1.95 | -- |
| EU-25 average | 1.77 | 1.80 | 1.83 | 1.86 | -- |

## Table 10.18

### Government-funded R&D expenditure, as a percentage of GDP

Source
OECD

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| Belgium | 0.46 | 0.46 | 0.47 | -- | -- |
| Denmark | 0.68 | -- | 0.67 | -- | -- |
| Finland | 0.94 | 0.89 | 0.87 | 0.90 | -- |
| France | 0.80 | 0.84 | 0.82 | 0.87 | -- |
| Germany | 0.78 | 0.78 | 0.79 | 0.80 | 0.80 |
| The Netherlands | 0.72 | 0.66 | 0.68 | 0.67 | -- |
| Sweden | 0.89 | -- | 0.90 | -- | -- |
| United Kingdom | 0.55 | 0.53 | 0.53 | 0.50 | -- |
| United States | 0.76 | 0.71 | 0.76 | 0.80 | 0.81 |
| OECD average | 0.65 | 0.63 | 0.66 | 0.68 | -- |
| EU-15 average | 0.65 | 0.65 | 0.65 | -- | -- |
| EU-25 average | 0.63 | 0.63 | 0.63 | -- | -- |

## Table 10.19

### R&D expenditure funded by companies, as a percentage of GDP

Source
OECD

| | 1999 | 2000 | 2001 | 2002 | 2003 |
|---|---|---|---|---|---|
| Belgium | 1.30 | 1.28 | 1.40 | -- | -- |
| Denmark | 1.29 | -- | 1.48 | -- | -- |
| Finland | 2.16 | 2.39 | 2.41 | 2.40 | -- |
| France | 1.18 | 1.14 | 1.21 | 1.18 | -- |
| Germany | 1.59 | 1.65 | 1.65 | 1.66 | 1.63 |
| The Netherlands | 1.00 | 0.97 | 0.98 | 0.90 | -- |
| Sweden | 2.47 | -- | 3.07 | -- | -- |
| United Kingdom | 0.91 | 0.91 | 0.88 | 0.88 | -- |
| United States | 1.77 | 1.88 | 1.84 | 1.71 | 1.64 |
| OECD average | 1.38 | 1.44 | 1.45 | 1.40 | -- |
| EU-15 average | 1.04 | 1.06 | 1.08 | -- | -- |
| EU-25 average | 0.98 | 1.00 | 1.02 | -- | -- |

# System and Funding in green education

agriculture, nature and food quality

## System

Responsibility for green education in the Netherlands lies with the Ministry of Agriculture, Nature and Food Quality (LNV). Close consultations between this ministry and the Ministry of Education, Culture and Science take place on a regular basis, particularly on the legislation and regulations governing this type of education. These are almost the same, though, as those relating to OCW.

Green education encompasses pre-vocational secondary education (VMBO), senior secondary vocational education (MBO), higher professional education (HBO) and university education (WO). Other types of green education, such as the short courses generally provided for adults and agricultural practical training courses, are disregarded in this publication. Within green MBO, there are two different learning routes: vocational training (BOL) and block/day release (BBL).

## The object of green education

The object of green education is to qualify people for sustained participation in the labour market and society. Towards that end, courses are geared, wherever possible, to the personal interests and possibilities of the students. Contents are focused on the labour market which is related to the LNV field of policy.

Sustained participation in the labour market implies that the participants are able to go along with changes and continue their training, not only from the point of view of agriculture and its natural environment, but also in a social context. Green education contributes to the knowledge, skills and attitudes of (future) entrepreneurs and employees in the green area and the agro-sector.

## Integrated sector policy

Green education is entirely in line with the integrated sector policy pursued by the Ministry of Agriculture. It is carefully embedded in the agricultural knowledge system. It trains workers in close cooperation with the industry for clearly identifiable occupations relating to agriculture, the food industry, nature and the environment. It is multidisciplinary (encompassing areas such as biology, economics and crop science). This integration is essential to ensure the linkage of various policy themes in rural areas (e.g. ecology, agriculture, recreation and nature).

## Funding

The institutions which provide green education are directly funded by the Ministry of LNV, under the general legislation and regulations for education. Educational expenditure is increasing in both absolute and relative terms, due to rapidly increasing numbers attending green VMBO courses. The bulk of spending (in 2004: 608.2 million euros) relates to staffing. Tuition fees for students are collected by the institutions themselves, while school fees for secondary education are collected by the Information Management Group in Groningen and recorded in OCW budgets.

**Figure 11.1 LNV spending on green education**

Actual expenditure per sector (x € 1 million), 2004

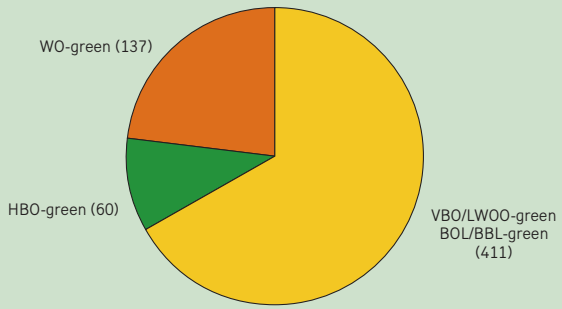
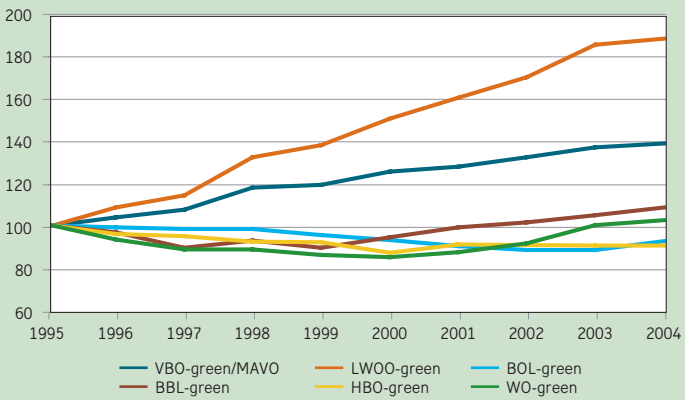



**Figure 11.2 Participants in green education**

Index 1995 = 100



## Table 11.1

Source

LNV annual reports

Notes

– Total actual expenditure: including redundancy payments

### LNV financial key statistics with regard to green education

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Expenditure and revenue (x € 1 million)** | | | | | |
| **Total actual expenditure** | **459.0** | **495.7** | **566.6** | **581.0** | **608.2** |
| VBO/LWOO-green, BOL-green. BBL-green | 281.5 | 310.7 | 380.5 | 388.0 | 411.2 |
| HBO-green | 59.2 | 61.4 | 58.0 | 58.7 | 59.8 |
| WO-green | 118.3 | 123.6 | 128.1 | 134.3 | 137.2 |
| **Total revenue** | **1.4** | **1.0** | **2.6** | **1.2** | **2.1** |
| **B) Per capita expenditure on education by type of education (x € 1000)** | | | | | |
| LWOO-green | 6.5 | 7.1 | 7.8 | 8.1 | 8.4 |
| VBO-green | 4.5 | 4.8 | 5.2 | 5.4 | 5.6 |
| BOL-green | 4.5 | 4.7 | 5.0 | 5.1 | 5.1 |
| BBL-green | 4.8 | 5.4 | 2.4 | 2.7 | 3.2 |
| HBO-green | 5.7 | 6.2 | 6.2 | 6.3 | 6.6 |
| WO-green | 8.4 | 8.1 | 8.1 | 8.8 | 10.7 |

## Table 11.2

Source

LNV, information department

### Expenditure and revenue (x € 1 million), 2004

| | Total | Normative | General | Subject-related |
|---|---|---|---|---|
| **Total actual expenditure** | **608.2** | **559.3** | **20.2** | **28.7** |
| VBO/LWOO-green, BOL-green, BBL-green | 411.2 | 367.8 | 18.0 | 25.4 |
| HBO-green | 59.8 | 55.4 | 1.8 | 2.6 |
| WO-green | 137.2 | 136.1 | 0.4 | 0.7 |
| **Total revenue** | **2.1** | **0.4** | **1.7** | **0.0** |

## Table 11.3

Source

CBS

LNV, information department

### Participation in green education as a percentage of vocational education overall

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| VBO-green / VBO overall | 6.1 | 6.2 | 6.5 | 6.7 | 6.9 |
| BOL-green / BOL overall | 5.8 | 5.7 | 5.4 | 5.1 | 5.0 |
| HBO-green / HBO overall | 3.2 | 3.3 | 3.3 | 3.2 | 3.0 |
| WO-green / WO overall | 2.3 | 2.2 | 2.2 | 2.3 | 2.3 |

## Table 11.4

Source

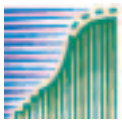
LNV, information department

Notes

– Figures for AOC staff comprise staff at green VMBO and MBO schools

### Key statistics on staffing at AOCs (numbers x 1000)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Staff size in FTEs** | | | | | |
| **Total** | **3.48** | **4.75** | **4.86** | **4.94** | **5.07** |
| Management | 0.05 | 0.05 | 0.05 | 0.04 | 0.05 |
| Teachers | 2.52 | 3.61 | 3.68 | 3.74 | 3.81 |
| Other staff | 0.91 | 1.08 | 1.13 | 1.16 | 1.21 |
| **Numbers** | | | | | |
| **Total** | **4.12** | **5.62** | **5.78** | **5.92** | **6.08** |
| Management | 0.05 | 0.06 | 0.05 | 0.04 | 0.05 |
| Teachers | 2.92 | 4.20 | 4.31 | 4.40 | 4.50 |
| Other staff | 1.15 | 1.37 | 1.42 | 1.48 | 1.53 |



# Participants and Institutions in green education

agriculture, nature and food quality

## Participants

Trends in the number of participants in green education vary from one level to another. VMBO-green continues to grow: over the past ten years, pupil numbers have risen by almost 50 per cent. Participation in MBO-green and green higher professional education is fairly stable. Student numbers in green university education showed a minor increase.

The intake figures for the various types of green education provide an indication of the popularity of each of them. Here, too, VMBO displays a marked increase. For the other types of green courses, the number of first-year students has remained fairly constant through the years.

The most interesting statistic from society's point of view is the number of students obtaining qualifications. In green education, an average of approximately 25 per cent of students manage to complete their courses successfully. The number of women participating in green education keeps rising.

## Institutions

Green education is provided at a relatively large number of locations. The Ministry of LNV attaches great importance to local provision, particularly with respect to secondary education in rural areas, even though this is costly.

There is only one green university in the Netherlands, located in Wageningen. There are five institutions for green higher professional education, twelve agricultural training centres (AOCs), one ROC with a green department, and two Innovation Practical Training Centres (IPCs). In addition, one OCW funded HBO institution provides green education. Relevant VBO-green courses are also taught at some forty combined schools. In the 1999/00 school year, eight junior general secondary schools (MAVO) merged with agricultural training centres.

**Figure 11.3 Female participants in green education**

Numbers x 1000, per sector

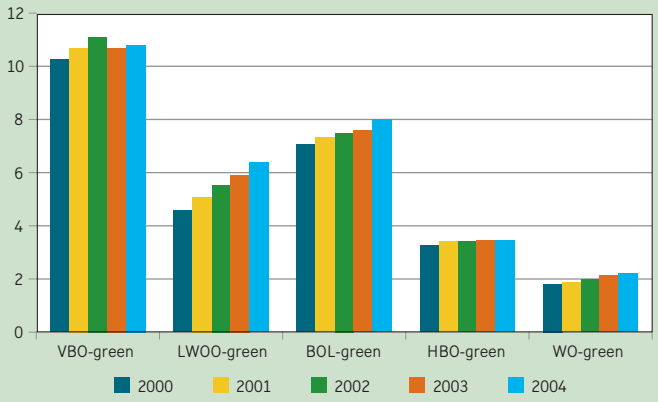
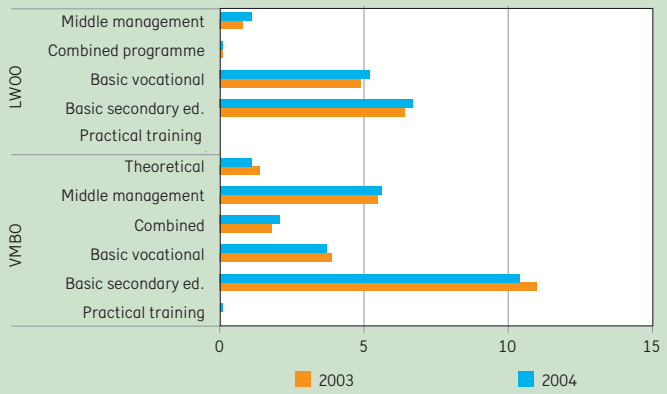



**Figure 11.4 VMBO/LWOO green pupils by programme**

Numbers x 1000



## Table 11.5

## Participation, intake and qualifications obtained in green education, by type of education

Source

LNV, information department

Notes

– Numbers in VBO/LWOO-green, BOL-green and BBL-green are based on funding data
– Numbers in VBO/LWOO-green: excluding pupils at MAVO schools merged with AOCs
– Student numbers: based on actual numbers

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **A) Numbers of pupils and students (x 1000)** | | | | | |
| **Total** | **66.9** | **68.4** | **69.8** | **71.6** | **73.9** |
| VBO-green | 20.5 | 20.9 | 21.6 | 21.9 | 22.2 |
| LWOO-green | 10.8 | 11.5 | 12.2 | 13.0 | 13.9 |
| BOL-green | 15.8 | 15.3 | 15.0 | 15.0 | 15.7 |
| BBL-green | 8.0 | 8.4 | 8.6 | 8.9 | 9.2 |
| HBO-green | 8.1 | 8.5 | 8.4 | 8.4 | 8.4 |
| WO-green | 3.7 | 3.8 | 4.0 | 4.4 | 4.5 |
| **B) Intake (x 1000)** | | | | | |
| **Total** | **20.9** | **23.3** | **22.7** | **23.4** | **24.1** |
| VBO-green | 6.1 | 7.4 | 6.6 | 6.5 | 6.6 |
| LWOO-green | 3.1 | 3.3 | 3.4 | 3.8 | 4.1 |
| BOL-green | 5.4 | 5.3 | 5.3 | 5.4 | 5.6 |
| BBL-green | 3.6 | 4.0 | 4.0 | 4.0 | 4.2 |
| HBO-green | 2.1 | 2.6 | 2.4 | 2.6 | 2.5 |
| WO-green | 0.6 | 0.7 | 1.0 | 1.1 | 1.1 |
| **C) Numbers obtaining qualifications (x 1000)** | | | | | |
| **Total** | **15.4** | **15.9** | **15.8** | **16.8** | **18.4** |
| VBO-green | 4.2 | 4.5 | 4.0 | 5.0 | 5.3 |
| LWOO-green | 1.8 | 1.9 | 1.8 | 2.2 | 2.6 |
| BOL-green | 4.3 | 4.3 | 4.7 | 4.0 | 3.9 |
| BBL-green | 2.7 | 2.8 | 3.0 | 3.2 | 3.5 |
| HBO-green | 1.9 | 1.9 | 1.7 | 1.7 | 1.9 |
| WO-green | 0.5 | 0.5 | 0.6 | 0.7 | 1.2 |

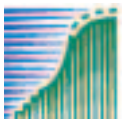
## Table 11.6

## Number of institutions / sites by type of education

Source

LNV, information department

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|
| **Number of sites by type of education** | | | | | |
| **Total** | **331** | **342** | **345** | **339** | **340** |
| VBO-green | 106 | 108 | 108 | 114 | 115 |
| of which combined schools (green department) | | | | 47 | 47 |
| LWOO-green | 90 | 93 | 94 | 95 | 99 |
| of which combined schools (green department) | | | | 34 | 35 |
| MAVO | 8 | 8 | 8 | 8 | 7 |
| BOL-green | 54 | 59 | 60 | 54 | 53 |
| BBL-green | 64 | 65 | 66 | 59 | 56 |
| HBO-green | 8 | 8 | 8 | 8 | 9 |
| WO-green | 1 | 1 | 1 | 1 | 1 |



# Appendices

# OCW Expenditure and Revenue

## Table 12.1 OCW expenditure and revenue (x € 1 million)

| | | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|---|---|
| **Total OCW expenditure** | | **18,243.8** | **19,403.0** | **21,347.3** | **23,022.2** | **24,190.6** | **25,472.0** | **26,434.7** |
| **Total OCW revenue** | | **1,540.6** | **1,695.3** | **1,146.0** | **1,166.9** | **1,201.4** | **1,255.4** | **1,396.4** |
| **Primary education** | **Expenditure** | **4,820.7** | **5,095.5** | **5,643.8** | **6,290.1** | **6,877.0** | **7,245.2** | **7,574.3** |
| | Revenue | 20.9 | 15.6 | 27.8 | 23.1 | 49.6 | 28.4 | 89.0 |
| **Secondary education** | **Expenditure** | **3,400.8** | **3,696.0** | **4,250.7** | **4,661.3** | **4,932.0** | **5,125.3** | **5,281.6** |
| | Revenue | 14.8 | 4.2 | 4.9 | 3.2 | 3.2 | 2.5 | 3.9 |
| **Adult and vocational education** | **Expenditure** | **1,994.2** | **2,086.3** | **2,261.8** | **2,473.2** | **2,551.1** | **2,584.8** | **2,701.6** |
| | Revenue | 11.7 | 35.0 | 31.0 | 15.6 | 23.2 | 33.2 | 24.3 |
| **Higher professional education** | **Expenditure** | **1,215.0** | **1,286.2** | **1,331.9** | **1,491.4** | **1,603.6** | **1,634.1** | **1,720.2** |
| | Revenue | 7.7 | 4.7 | 1.1 | 0.1 | 0.4 | 0.1 | 1.5 |
| **Universities** | **Expenditure** | **2,474.5** | **2,605.8** | **2,713.2** | **2,901.9** | **3,045.2** | **3,131.6** | **3,215.6** |
| | Revenue | 1.3 | 1.4 | 1.2 | 1.1 | 1.4 | 1.5 | 1.4 |
| **Research and science** | **Expenditure** | **610.8** | **634.8** | **686.8** | **756.6** | **801.7** | **773.3** | **813.3** |
| | Revenue | 88.9 | 87.6 | 99.3 | 101.1 | 108.1 | 93.3 | 116.7 |
| **Student finance** | **Expenditure** | **2,019.5** | **2,074.3** | **2,416.6** | **2,318.1** | **2,152.0** | **2,682.0** | **3,077.0** |
| | Revenue | 623.4 | 676.3 | 716.2 | 717.7 | 734.4 | 776.3 | 835.6 |
| **Culture** | **Expenditure** | **1,289.4** | **1.379.8** | **1,423.0** | **1,493.3** | **1,535.4** | **1,547.6** | **1,672.2** |
| | Revenue | 763.3 | 862.7 | 246.1 | 236.1 | 227.1 | 258.8 | 275.3 |
| **Other programme expenditure** | **Expenditure** | **109.7** | **102.2** | **140.7** | **167.3** | **182.2** | **209.1** | **195.1** |
| | Revenue | 4.0 | 0.9 | 0.0 | 62.6 | 48.5 | 52.9 | 48.3 |
| **Overheads** | **Expenditure** | **301.8** | **441.6** | **478.6** | **469.0** | **164.2** | **192.8** | **126.0** |
| | Revenue | 1.3 | 5.2 | 18.2 | 6.5 | 0.6 | 4.3 | 0.3 |
| **Other non-policy items** | **Expenditure** | **7.5** | **0.8** | **0.0** | **0.0** | **346.2** | **346.0** | **57.5** |
| | Revenue | 3.5 | 1.8 | 0.1 | 0.0 | 4.9 | 4.1 | 0.1 |

Source OCW annual reports

Notes – Research and science policy revenue consists primarily of contributions by other ministries
– Other non-policy items until 2001: including final grants provided by OCW for the accommodation of primary and secondary schools

## Table 12.2 Socio-economic data on the Netherlands

| | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|---|
| **Total population on 1 January (x 1000)** | **15,654** | **15,760** | **15,864** | **15,987** | **16,105** | **16,193** | **16,258** |
| of which aged 0 to 64 (x 1000) | 13,545 | 13,629 | 13,712 | 13,812 | 13,907 | 13,972 | 14,007 |
| Total labour force (x 1000) | 6,941 | 7,069 | 7,187 | 7,314 | 7,427 | 7,510 | 7,516 |
| Unemployed labour force (x 1000) | 354 | 301 | 270 | 252 | 302 | 396 | 479 |
| Registered unemployment (x 1000) | 287 | 221 | 188 | 146 | 170 | 255 | 319 |
| **Price index figure (CPI) (index 1998 = 100)** | 100.0 | 102,2 | 104.8 | 109.2 | 112.8 | 115.2 | 116.6 |
| **GDP** (at market prices x € 1 billion) | **354.2** | **374.1** | **402.3** | **429.3** | **445.2** | **454.3** | **466.3** |
| **Government expenditure** (x € 1 billion) | 86.3 | 91.5 | 98.3 | 111.7 | 114.1 | 120.0 | 120.3 |

Source CBS

Notes – Labour force and unemployment: annual averages

# 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 Agriculture, Nature and Food Quality (LNV), is stated separately.

### Definitions

In this publication, the aim has been wherever possible to use unequivocal definitions permitting comparison 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.
The definitions used in international comparisons are often different. For this reason, the figures presented here are not directly comparable with international figures, though they can be converted for that purpose. Section F of this Appendix explains a number of definitions.

### 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) |
| [ ] | figure not included in total |
| 2002 | expenditures in the 2002 calendar year or numbers at a given reference date in 2002, for instance the number of pupils and students on 1 October 2002 and the numbers obtaining qualifications in school year 2001/02. |

## B. Financial data

### Sources of funding

The figures for educational expenditure and associated trends presented in this publication primarily relate to the sectors of education and research which appear in the budget of the Ministry of Education, Culture and Science (OCW).
Information on other sources of funding, such as local government grants for accommodation, has been included indicatively where available.

### Revenue and expenditures

The figures presented are based on data from the annual accounts of educational institutions. These figures pertain to the consolidated revenue (income) and expenditures (expenses) for the sectors of secondary education, adult/vocational education, higher professional education, universities and research/science policy. The data was provided by CFI. The receipts and expenditures also include the financial and extraordinary receipts and expenditures. Therefore, the figures presented in this edition of OCW Key Figures concern the overall operations of the institutions.

### Netted OCW expenditure on education

The gross expenditures accounted for by OCW have been netted with part of the revenue. This adjustment, in simple terms, comes down to correcting the expenditures as follows:
– the expenditures are reduced by that income that can be considered as a repayment of unjustified payments;
– the income from student grants is subtracted; this pertains to the repayments of loans awarded earlier and interest on these loans.
In this adjustment, all sources of financing, the Ministry of Finance, other ministries, education participants (school fees) and advertising funds are rendered equal.

### Current values and constant values

Unless otherwise stated, all financial figures are expressed in actual amounts (at current values). Where the trend in financial figures over time is being assessed, changes in wage and price levels have to be taken into account. For this reason, some diagrams have been adjusted on the basis of price index figures.

### Gross Domestic Product and Gross National Product

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 pri-

# Notes and Definitions

mary income from abroad.
Other journals use different amounts and GDP percentages for the education expenditures. These rely on other definitions and may, therefore, differ from the OCW expenditures.

## Revised GDP

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. For instance, acquisition and development by an institution's own staff of software and data banks, which used to be regarded as consumption, are now considered productive investments, whereas the making of films, music and books is regarded as a productive activity.
Due to the revision and the improved quality of statistical data, Statistics Netherlands (CBS) uprated its GDP figures for 1995 up to and including 1998 by approximately € 14.5 billion in 1999 (+ 4.2 per cent).

## Education and research expenditure as a percentage of GDP

The revision of GDP also resulted in an adjustment of the figures relating to "expenditure on education and research as a percentage of GDP".

## Local government grants

The figures given for local government grants are based on expenditure minus revenue in the education sector, as can be determined on the basis of CBS data. CBS obtains this data from the local government accounts. Expenditure for secondary education (VO) and senior secondary vocational education (MBO) is apportioned in direct proportion to central government expenditure. Figures relating to the years after 1997 have been weighted to allow for the transfer of secondary education accommodation costs to the local governments.
In this Key Figures edition, the figures for local government expenditure and revenue are based on CBS national education statistics.

## Per capita expenditure

The Ministry of OCW funds education by allocating resources to schools and institutions. As a rule, the figures for per capita expenditure (i.e. expenditure per pupil/student) include all spending in the policy area, minus revenue. With respect to the universities, they include expenditure for teaching only (i.e. excluding the teaching hospitals and research).
For adult and vocational education, higher professional education and the universities, the figures for per capita expenditure do include spending on accommodation, but not the expenditure for student support (WSF/WTS).
For a further specification, see section F (definitions).

Expenditure per adult citizen: the direct expenditure for adult education divided by the number of citizens aged 18 to 65 in the Netherlands on 1 January of each year.

## Per capita institutional costs

The resources available to the individual institutions are reflected in the indicators for institutional costs per pupil/student. These costs are calculated as follows:
- for primary education (PO), mainstream primary education (BAO), (secondary) special education ((V)SO), secondary education (VO) and senior secondary vocational education (MBO): (gross) per capita expenditure plus accommodation costs (OCW expenditure including local government contributions)
- for higher professional education (HBO) and the universities: per capita expenditure (including accommodation costs) plus tuition fees per student.

## Central government grant and tuition fees in HBO

The sum of the central government grants quoted in the annual accounts of the HBO institutions is not identical to the total grant for HBO given in the budget. The main differences are: the statutory benefits, the amount shown under "Other" (part of this also goes to the institutions), revenue (sometimes discounted in a different budget year), and central government funding of HBO institutions received under other budget headings (e.g. adult and vocational education).

## 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).

## Funding of other university-level educational institutions

This category includes the institutes for international education, theological training colleges and the Open University.

# Notes and Definitions

## C. Participants

### Pupils, students and reference dates

*Primary education:*
Numbers enrolled on the reference date, 1 October of the relevant school year.

*Secondary education:*
Numbers enrolled on the reference date, 1 October of the relevant school year.

*Adult and vocational education:*
- MBO participants are students enrolled in a course on 1 October and qualifying for funding.
- Adult education: number of participants enrolled for some time during the relevant year.

*Higher professional education:*
Numbers of students enrolled and funded on the reference date, 1 October of the relevant academic year (according to the definition of "one figure HO").

*Universities:*
Numbers enrolled on the reference date, 1 October of the relevant academic year (according to the definition of "one figure HO"). Total numbers include part-timers. Gross student numbers include external students, net student numbers do not.

### Numbers entering and leaving sectors

This concerns the number of pupils/students enrolling in or leaving primary, secondary, adult/vocational, higher professional or university 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, that had not been enrolled in that same sector of education during previous school/academic years.
Numbers leaving relate to pupils/students that were enrolled in that sector of education during the previous school/academic year, but that are no longer enrolled this year.

### Participation rates in full-time education

These figures relate only to full-time education funded by the Ministry of Education and the Ministry of Agriculture. Participation is defined as the number of people in full-time education expressed as a percentage of the total population.

### 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 HAVO/VWO qualifications or MBO qualifications at level 2. Figures relate to the period between two reference dates. (For example, secondary education 1998/99 means the numbers leaving between 1 October 1998 and 1 October 1999.)
The figures pertain to gross data: students with interrupted school or academic careers will be counted more than once.

### Basic qualification

A completed study programme at upper secondary level (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.

### Numbers obtaining qualifications/graduates

Figures for the numbers of students obtaining qualifications relate to the period between two reference dates. For example, secondary education 1999/00 means the numbers obtaining qualifications between 1 October 1999 and 1 October 2000.
In university education, graduates are counted per academic year, which runs from 1 September to 31 August.

### Pupil weightings in primary education

Pupils are weighted on the basis of a number of criteria. The weighting arrangements are as follows:

- children from a Dutch cultural background whose parents have a low level of education: a weighting of 0.25;
- children of barge-operators: 0.40;
- children of caravan dwellers and gypsies: 0.70;
- children from a non-Dutch cultural background whose parents have a low level of education and low-skilled occupations: 0.90;
- all other children: no weighting.

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

# Notes and Definitions

of additional criteria such as a minimum percentage of pupils with a weighting. No additional funds are allocated if the school fails to meet this minimum requirement.

### Courses at assistant worker level

These figures relate to the number of participants in training courses at level 1 of the MBO qualifications structure. A student with limited previous qualifications is someone who meets the following conditions:

a. enrolled in a training course as referred to in article 7.2.2, first paragraph, sub a or b, of the Adult and Vocational Education Act (WEB), and additionally
b. not in possession of:
   1) pre-vocational education qualifications,
   2) junior general secondary education qualifications,
   3) a certificate of completion of the first three years of senior general secondary education or pre-university education, or
   4) vocational education qualifications obtained in a training course as referred to in article 7.2.2, first paragraph, sub b up to and including f, of the Adult and Vocational Education Act (WEB).

### Adult education (BVE)

Adult education comprises Educational Self-reliance (ER), Social Self-reliance (SR), Professional Self-reliance Unqualified (PRO), Professional Self-reliance Qualified (PRG) and Adult General Secondary Education (VAVO). Courses are extremely varied in nature, relatively short and not generally associated with any formal qualification.

### Ethnic minority students (adult and vocational education)

An ethnic minority student is defined as someone who was born in one of the target group countries and one of whose parents was born in a target group country or both of whose parents were born in one of the target group countries. The target group countries are specified in the BVE information supply scheme. Roughly speaking, these are the undeveloped countries.

### One figure HO

The concept of One Figure HO pertains to the numbers of students and graduates in the higher education (HO) sector. "Enrolled in HO sector" means that participants are counted only once, either in HBO or in WO. The reference date is 1 October.

### First enrolments (HBO and WO)

These figures pertain to students enrolling for the first time in an HBO or university course in the Netherlands.

### First year at institution (HBO)

These figures refer to students enrolling for the first time at a particular HBO institution. The numbers of first-year students according to this definition are important in relation to the system of funding.

### Success rate (universities)

- Success rate: percentages of full-time students in a given cohort that graduate by the nth year of enrolment; figures also include degrees obtained at other universities or in other areas of study.
- Propaedeutic success rate: percentages of full-time students in a given cohort that pass the propaedeutic examination by the nth year of enrolment; figures also include relevant passes at other universities or in different areas of study.
- Post-propaedeutic success rate: the ratio between the number of students in a given cohort that successfully complete a particular course after n years and the number of students in that cohort that passed the relevant propaedeutic examination.

### Open University

- 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.
- University degrees: all university degrees awarded in the relevant calendar year.

## D. Institutions and Staff

### Institutions

Depending on the use and the type of school (education sector), a distinction can be made between school boards or competent authorities, institutions or schools and ancillary sites or locations. Several institutions or schools can be placed under one school board or competent authority. An institution or school can comprise several locations or ancillary sites.
In this publication, "institutions" refers to the main premises of educational institutions recognized and funded by the Ministry of OCW.

*Primary education:*
Figures for mainstream primary education exclude schools for the children of itinerant workers (e.g. schools for barge operators' children or circus

# Notes and Definitions

children), and those for special schools exclude hospital schools. They relate to numbers of schools on 1 January (the reference date).

*Secondary education:*
Numbers of institutions on 1 September of the relevant year.

*Adult and vocational education:*
Specialist trade colleges, independent institutions and ROCs are terms which have only been used since the Adult and Vocational Education Act (WEB) came into force. Figures refer to numbers of institutions on 1 September of the relevant year.

*Universities:*
Numbers of institutions on the reference date, 1 October.

## Average school size/size of institutions

This is calculated by dividing the number of pupils or students per calendar year by the number of institutions.
Universities: the average size of institutions is calculated on the basis of student numbers, including external students.

## Types of education provided at (secondary) special schools

Within (secondary) special education, 11 different types of education are distinguished:

- education for deaf children (DOVN)
- education for hearing-impaired children (SH)
- education for children with severe speech disorders (ESM, special education only)
- education for visually handicapped children (VGK)
- education for physically handicapped children (LG)
- education for chronically ill children (LZ)
- education for children with severe learning difficulties (ZMLK)
- education for severely maladjusted children (ZMOK)
- education for children in paedological institutes (PI)
- education for preschool children with developmental difficulties (IOBK, special education only)
- education for multi-handicapped children (MG)

## Staff in full-time equivalents (FTEs)

*Primary education:*
The figures are based on the CASO system; data has been collected by CFI. Figures pertain to total staff numbers excluding substitute staff on the reference date, 1 October.

*Secondary education:*
The figures are based on the CASO system; data has been collected by CFI. Figures pertain to total staff numbers excluding substitute staff on the reference date, 1 October.

*Adult and vocational education:*
The figures are based on the CASO system; data has been collected by CFI. Figures pertain to total staff numbers excluding substitute staff on the reference date, 1 October.
The figures relate to adult education and MBO combined.

*Higher professional 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 1 October of the academic year. Green (agricultural) education is not included.

*Universities:*
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 Agricultural University are not included.

## Average age of staff

The average age of staff in primary, secondary and adult/vocational education is calculated on the basis of CASO data (staff numbers in FTEs).
Reference date: 1 October of each year.
For HBO, the average age is calculated on the basis of RAHO staff numbers on the reference date, 1 October.

## Female staff (as a percentage)

*Primary education, secondary education and adult/vocational education:*
The percentage of women in FTEs is derived from CASO data (staff numbers in FTEs) on the reference date, 1 October of each year.
*Universities:*
The percentage of women is based on the number of staff in FTEs on the reference date, 31 December (excluding the Open University and green education).

## Percentage of staff aged 50 and older

*Primary education, secondary education and adult/vocational education:*
The percentage of staff aged 50 or over is derived from CASO data (staff numbers in FTEs). Reference date: 1 October of each year.

# Notes and Definitions

*Universities:*
The percentage aged 50 or older is based on staff numbers in FTEs on the reference date, 31 December (excluding the Open University and green education).

### Staff numbers expressed in redundancy benefits
Staff on redundancy pay are expressed in benefit FTEs. Figures pertain to the numbers on the reference date, 31 December.

### Participant/staff ratios
The ratios are calculated by dividing the numbers of pupils/students per calendar year by the number of staff per calendar year (see also definitions of pupils/students and staff).

## E. International educational statistics

### International Classification of Education Programmes (ISCED-97)
In order to make an international comparison of educational systems possible, the different education programmes are divided into a number of categories in accordance with internationally agreed rules.

In the Education International section of this Key Figures edition, Dutch terms are used for the various ISCED categories. The link between these terms and the Dutch education programmes is specified below.

| | |
|---|---|
| ISC0: | |
| Pre-primary education | Primary years 1 and 2 |
| ISC1: | |
| Primary education | Primary education, except primary years 1 and 2; special primary education; special education |
| ISC2 + 3 : | |
| Secondary education | VMBO; HAVO; VWO; MBO;<br>A further distinction is made between:<br>- ISC2: lower secondary education: VMBO; first stage HAVO/VWO; MBO level 1; secondary special education<br>- ISC3: upper secondary education: second stage HAVO/VWO; MBO levels 2-4 |
| ISC4: | |
| Post-secondary education | Education at a Glance further distinguishes a category of post-secondary education. In the Netherlands, this category comprises MBO level 4 (specialists) and the one-year HBO study courses.<br>In the "Education International" section of this publication, post-secondary education is included as a part of the concept of secondary education. |
| ISC5: | |
| Tertiary education | ISC5: universities; 2-4 year HBO; ISC5A: long, predominantly academic study programmes (WO and 4-year HBO); ISC5B: short vocational study programmes (2-3 year HBO) |
| ISC6: | Study programmes for doctoral candidates. |

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.

### 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 2003, 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, but not in the per capita expenditure for tertiary education excluding R&D. Also included, finally, are spending by the local governments and participants' contributions to the establishments (including course and tuition fees).

### 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 with a given amount of money, converted into another currency using purchasing power parities, the same amount of goods and

# Notes and Definitions

services can be bought 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. Definitions used

(as in the OCW annual account and the OCW budget)

### OCW expenditure

- Primary and secondary education: excluding accommodation costs (financed by local governments)
- Secondary education and adult/vocational education (MBO): including school fees (collected by OCW)
- Adult and vocational education (MBO): excluding adult education and integration courses, excluding course fees
- Higher professional education and universities: excluding tuition fees
- Universities: excluding spending on research and medical services
- All expenditure excluding student finance
- All expenditure excluding other programme expenditure and overhead costs

### OCW expenditures for an education sector

The total of OCW expenditures (as specified under 1) on education for a (sub) sector of education, in so far as the funds are intended to maintain and run the education system for the participants concerned.

### Netted OCW expenditures for an education sector

"OCW expenditures for an education sector" minus OCW revenues. Expenditures are netted with revenues if they come about through repayments or settlements of excess amounts paid out by OCW. The OCW revenues that contribute to raising the level of expenditures (such as school fees) and earmarked subsidies from other departments (such as for TNO) are not netted.

### The number of participants in an education sector

The number of students counted or estimated as being enrolled in a (sub) sector of education on the reference date (1 October).

### Number of certificate holders in an education sector

The number of certificate holders who graduated in the previous school year or the estimated number of graduates in a (sub) sector of education as confirmed on the reference date (1 October). For primary education, the figures pertain to the number of pupils that leave primary education in the school year prior to the reference date and transfer to another education sector.

### Per capita OCW expenditures

"Netted OCW expenditures for an education sector" in a year, divided by the "number of students in an education sector" in the same year.

### Per capita institutional costs

Costs that institutions incur through providing education to the students. The costs are also based on the resources that are received from third parties (such as local governments and parents).

### Staff / FTEs

All staff members that were employed at institutions and that were hired by these institutions (temporary employees or borrowed personnel) on the reference date. One FTE corresponds with a full-time appointment based on a working week of 36 hours without reduced working hours (or 40 hours with a right to 10% reduced working hours).

### Constant values

If the "Per capita OCW expenditures and "OCW expenditures per certificate holder" are expressed in constant values, the figures are based on the CBS consumer price index (CPI) for all Dutch families.

### Definitions for financial figures of institutions

- Solvency 1

The solvency indicates the manner in which the assets on the credit side of the balance sheet are financed, i.e. with equity capital and/or loan capital.

- Solvency 2

This figure is calculated because an institution can influence its capital position and pre-tax operating balance by adapting the position of provisions. Generally there is a margin of fluctuation with respect to the provisions.

- Liquidity (current ratio)

The liquidity ratio indicates the degree to which the institution can meet its obligations in the short term.

- Profitability

This figure indicates that part of the total income or revenues that remains after deducting the expenditures or costs.

# Notes and Definitions

## Standard for financial figures

For the indicator figures (solvency, profitability and liquidity) CFI has developed the following standard:

| | |
|---|---|
| Good: | the figures show a favourable picture. |
| Moderate / sufficient: | the figures show that there is no immediate danger of an alarming position, but that extra vigilance is called for. |
| Poor: | the figures show an alarming position. |

The qualifications can pertain to the capital position (solvency), the liquidity position or the operating result (profitability).

| | Poor | Moderate | Good |
|---|---|---|---|
| Solvency (excl. provisions) | <= 0.1 | > 0.1 and <=0.3 | > 0.3 |
| Solvency (incl. provisions) | <= 0.3 | > 0.3 and <=0.5 | > 0.5 |
| Liquidity (current ratio) | <= 0.6 | > 0.6 and <=1.2 | > 1.2 |
| Profitability | <= -1.0 | > -1.0 and <=1.0 | > 1.0 |

## CBS definitions for non-native persons

- Non-native population

Non-natives are persons who have at least one parent that was born abroad. The first generation consists of persons that were born abroad with at least one parent that was born abroad. The second generation consists of persons that were born in the Netherlands and that have one or two parents that were born abroad.

- Non-Western non-natives

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 pertains to people who were born in the former Dutch Indies and employees from Japanese companies and their families.

- Western non-natives

Western non-natives are of European descent or come from countries where many Europeans or their descendants can be found (Indonesia and North America). Japanese non-natives also belong to the group dubbed Western non-natives because they are generally highly educated employees from internationally oriented Japanese companies.

# Abbreviations

| | |
|---|---|
| AOC | Agricultural Training Centre |
| AS | academic staff |
| AZ | teaching hospital |
| BaMa | bachelor's-master's degree structure |
| BAO | mainstream primary education |
| BAPO | scheme to promote employment of older persons |
| BBCU | Cultural Expressions Funding Decree |
| BBL | block or day release in secondary vocational education |
| BOL | full-time vocational training in secondary vocational education |
| BPRC | Biomedical Primate Research Centre |
| BPV | workplace training |
| BRIN | Basic Register of Institutions |
| BVE | adult and vocational education |
| BZK | Ministry of the Interior |
| CASO | Salary Payment Office |
| CBS | Statistics Netherlands (Dutch central bureau of statistics) |
| CERN | Centre Européen de Recherche Nucléaire |
| CFI | Central Funding of Institutions Agency |
| COS | Sector Councils Consultations Commission |
| CPI | consumer price index |
| CRIHO | Central Register of Higher Education Enrolment |
| CROHO | Central Register of Higher Education Study Programmes |
| CuMi | ethnic minorities |
| CWI | Centre for Mathematics and Computer Science |
| DGO | personal and social services and health care education |
| DSL | Dutch as a second language |
| EAG | Education at a Glance |
| EBB | National Labour Force Survey |
| ECHO | Ethnic Minorities in Higher Education Expertise Centre |
| ECN | Netherlands Energy Research Centre |
| EET | Economics, Ecology, Technology |
| EMBC | European Molecular Biology Conference |
| EMBL | European Molecular Biology Laboratory |
| ERR | Final Examination Results Register |
| ESA | European Space Agency |
| ESO | European Southern Observatory |
| EU | European Union |
| EU-15 | the 15 EU member states until 30 April 2004 |
| Eurostat | European Union Statistics Agency |
| EZ | Ministry of Economic Affairs |
| FES | Economic Structural Reinforcement Fund |
| ft | full-time |
| FTE | full-time equivalent |
| FRE | staff unit of account |
| GBA | Municipal Basic Administration |
| GDP | Gross Domestic Product |
| GNP | Gross National Product |
| GOA | Municipal Policy on Eliminating Educational Disadvantages |
| GTIs | Large Technological Institutes |
| HAO | higher agricultural education |
| HAVO | senior general secondary education |
| HAVO-d | HAVO with certificate |
| HBO | higher professional education |
| HBO-d | HBO with certificate |
| HBO-prop | HBO propaedeutic course |
| HO | higher education |
| HOI | Circulation Figures Institute |
| HOOP | Higher Education and Research Plan |
| IBG | Information Management Group |
| ICN | Netherlands Collections Institute |
| ICT | information and communication technology |
| ILT | Integrated Survey of School Rolls |
| IMES | Migration and Ethnic Studies Institute |
| IPC | Innovation and Practical Training Centre |
| IPO | Interprovincial Consultation Agency |
| ISOVSO | Special Education Interim Act |
| ISCED | International Standard Classification of Education |
| ITS | Institute for Social Science Policy Research |
| (I)VBO | individualized and ordinary pre-vocational education |
| (I)VBO-d | (I)VBO with certificate |
| KB | Royal Library |
| KBB | Vocational Education and Industry Knowledge Centre |
| KNAW | Royal Netherlands Academy of Arts and Sciences |

# Abbreviations

| | |
|---|---|
| KSE | Adult Education Qualification Structure |
| KUB | Brabant Catholic University |
| KUN | Nijmegen Catholic University |
| KUOZ | Statistics on University Research |
| LCW | School and Course Fees Act |
| LGF | Pupil-specific financing |
| ll | pupils |
| LLL | Life-Long Learning |
| LNV | Ministry of Agriculture, Nature and Food Quality |
| LOM | education for children with learning and behavioural difficulties |
| LONDO | system for funding school running costs |
| LWOO | learning support (formerly IVBO, since 1999/00 including VSO-LOM) |
| MAVO | junior general secondary education |
| MAVO-d | MAVO with certificate |
| MARIN | Netherlands Maritime Research Institute |
| MBO | senior secondary vocational education (BOL+BBL) |
| MBO-d | MBO with certificate |
| MLK | education for children with learning difficulties |
| MCO | Music Centre of the Broadcasting System |
| NAS | non-academic staff |
| NBLC | Dutch Centre for Libraries and Literature |
| NFC | Dutch Cinematography Federation |
| NLR | National Aerospace Laboratory |
| NOB | Netherlands Broadcasting Company |
| NOS | Netherlands Broadcasting Authority |
| NOWT | Netherlands Observatory for Science and Technology |
| NPS | Netherlands Programme Foundation |
| NRF | National Restorations Fund |
| NT2 | Dutch as a second language |
| Nuffic | Netherlands Organization for International Cooperation in Higher Education |
| NWO | Netherlands Organization for Scientific Research |
| nwp | non-academic staff |
| OCW | Ministry of Education, Culture and Science |
| OECD | Organization for Economic Cooperation and Development |
| oop | ancillary staff |
| op | teaching staff |
| OPDC | Special Education Centre |
| OU | Open University |
| OVSK | public transport pass for students |
| OWB | Research and Science Policy |
| PABO | Primary School Teacher Training College |
| PBC | Provincial Library Centre |
| PC | Protestant |
| PIRLS | Progress in Reading Literacy Study |
| PISA | Programme for International Student Assessment |
| PO | primary education |
| PPP | purchasing power parity |
| PRO | practical education |
| pt | part-time |
| RAD | State Archives Department |
| RAHO | Higher Education Employment Register |
| RBG | National Budget |
| RDMZ | Department for the Conservation of Historic Buildings and Sites |
| REC | Regional Expertise Centre |
| RIOD | National Institute for War Documentation |
| RIVM | National Institute for Public Health and the Environment |
| RK | Roman Catholic |
| RL | interest-bearing loan |
| ROA | Research Centre for Education and the Labour Market |
| ROB | State Service for Archaeological Investigations |
| ROC | Regional Training Centre |
| RUBS | Register of school-leavers and their destinations |
| R&D | Research and Development |
| SBAO | special primary education |
| SFB | Student Finance Policy |
| sgs | combined school |
| SO | special education |
| STER | Radio and Television Advertising Authority |
| STT | Netherlands Study Centre for Technology Trends |
| SVO | Institute for Educational Research in the Netherlands |
| SVO | special secondary education (VSO-LOM + VSO-MLK) |

# Abbreviations

| | |
|---|---|
| TIMSS | Trends in International Mathematics and Science Study |
| TNO | Netherlands Organization for Applied Scientific Research |
| TS | study cost allowance |
| TS17- | study cost allowance for pupils aged 17 and under |
| ud | university lecturer |
| uhd | senior university lecturer |
| ULO | university training courses for secondary school teachers |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| USZO | benefits agency for the public service and education sector |
| UWV | executive agency for employee insurances |
| VAVO | adult general secondary education |
| VBO | pre-vocational education |
| VBO-d | VBO with certificate |
| VBTB | From Policy Budget to Policy Justification project |
| VeLo | simplified Londo system |
| VMBO | pre-vocational secondary education (combination of MAVO, VBO, LWOO and PRO) |
| VNG | Association of Dutch Municipalities |
| VO | secondary education |
| VO-d | VO with certificate |
| VO 18+ | study cost allowances for secondary school pupils aged 18 and over |
| VSNU | Association of Dutch Universities |
| VSO | secondary special education |
| VSV | early school leaving, school failure |
| VUA | Free University of Amsterdam |
| VWO | pre-university education |
| VWO-d | VWO with certificate |
| VWS | Ministry of Health, Welfare and Sports |
| WAO | Disablement Insurance Act |
| WBO | Primary Education Act |
| WBSO | Promotion of Research and Development Act |
| WEB | Adult and Vocational Education Act |
| WEBU | Science Budget |
| WEC | Expertise Centres Act |
| WHW | Higher Education and Research Act |
| WIS | Redundancy Pay Information System |
| WL | Delft Hydraulics |
| WO | university education |
| WOPI | University Staff Information System |
| WOTRO | (Foundation for) Scientific Research for the Tropics |
| wp | academic staff |
| WPO | Primary Education Act |
| WSC | Specific Culture Policy Act |
| WSF | Student Finance Act |
| WSNS | "Going to school together" project |
| WTOS | Study Costs and School Fees Allowances Act |
| WTOS18+ | study costs allowances for participants in adult education aged 18 and over |
| WTS | Study Costs Allowances Act |
| WU | Wageningen Agricultural University |
| WVO | Secondary Education Act |

# Index

# Index

# Index

# Index to tables and figures

The numbers in this diagram refer to pages in this publication. Pages indicated in black (odd numbers) contain tables relating to the subject in question. Figures relating to the subject are presented on the pages indicated in red (even numbers).

| | Overall | PO | VO | BVE | HBO | WO | Science | Green |
|---|---|---|---|---|---|---|---|---|
| **Output** | | | | | | | | |
| Participants, participation rates | 7,8,9,18,19,21 | 9,18,19,44,45 | 9,18,19,56,57 | 9,18,19,68,69,73 | 9,18,19,80,81 | 9,18,19,92,93 | | 9,19,57,69,80,81,134,135,136,137 |
| Minorities, disadvantages | | 44,45,46 | 57 | | 98,99 | 98,99 | | |
| Special needs provision | | 44,45,46 | 56,57,58 | | | | | |
| Movements and transfer rates | 7,8,18,19,35,38,39 | 18,19,46 | 11,18,19,38,39,58,59 | 11,18,19,38,39,70,71 | 11,18,19,20,38,39,86,87 | 11,18,19,20,92,93 | | 81,92,137 |
| Vocational sector | 38 | | 38,39 | 38,39,70 | 38,39 | | | |
| Duration of studies | 21 | | | | | | | |
| Certificates, graduates | 7,10,11,33,35,38,39 | | 10,11,38,39,59 | 10,11,38,39,71 | 10,11,13,38,39,80,81,82 | 10,11,13,32,89,94,95 | | 80,81,137 |
| Success rates, duration, dropout rates | 38,39 | | 38,39,58,59 | 38,39,70 | 38,39,82,83 | 94,95 | | |
| Education level | 10,11,12,13,21 | | 10,11 | 10,11 | 10,11 | 10,11 | | |
| Basic qualification, (early) school-leavers | 12,21,33 | | | 74,75 | | | | |
| Skills (TIMSS, PISA, LLL, ICT) | 33,37,41 | 14 | 16,17 | | | | | |
| Disciplines, levels, structure | 20 | | 56,57,62,63 | 64,68,69,73 | 13,20,80,81,82 | 13,20,93,95 | | 136 |
| Publications, doctoral theses, citations | 7 | | | | | | 7,128,129 | |
| **Process/organization** | | | | | | | | |
| Institutions: numbers | 7 | 22,23,49 | 22,23,61 | 22,23,71,73 | 22,23,85 | 22,23,95 | | 137 |
| Institutions: sizes | | 49 | | 72 | 84,85 | 97 | | |
| Institutions: boards, denominations | | 48,49 | 61 | | | | | |
| Staff: numbers of FTEs | 7 | 23,51 | 23,61 | 23,73 | 23,85 | 23,96,85 | 7,126,127 | |
| Staff: percentage of women | 24 | 23,24,51 | 23,24,61 | 23,24,73 | 23,24,85 | 23,24,96,97 | 126,127 | |
| Staff: ages, 50+ | | 22,23,50,51 | 22,23,25,60,61 | 22,23,25,73 | 22,23,85 | 23,97 | | |
| Staff: salaries | | 25 | 25 | 25,73 | 85 | | | |
| Curriculum, lessons, pupil-teacher ratios | 24 | 24,25 | 25 | 25 | 84,85 | 97 | | |
| Staff: vacancies, unemployment | 36,37 | 34,35,37 | 35,37 | 35,37 | 37 | 37 | 37 | |
| Staff: absentee rates, disability benefits | 36,37 | 36,37 | 36,37 | 37 | 37 | 37 | 37 | |
| ICT: infrastructure, skills | 40 | 40,41 | 40,41 | 40,41 | 40,41 | 40,41 | | |
| **Input** | | | | | | | | |
| Expenditure: flows of funds | 6,7,26,27,30,41,140 | 27,30,42,140 | 27,30,52,53,140 | 27,30,64,65,140 | 27,30,76,77,140 | 27,30,88,89,140 | 6,122,123,130,132,140 | 134,135 |
| Expenditure: public-private | 31 | 31 | 31 | 31 | 31 | 31 | 123,130,131 | |
| Expenditure: as a percentage of GDP | 26,27,31 | 26,27,30 | 26,27,30 | 26,27,30 | 26,27,30 | 26,27,30 | 123,133 | |
| Expenditure: per participant, certificate holder | | 28,29,31,42,43 | 28,29,30,31,53 | 28,29,31,65 | 28,29,31,76,77 | 28,29,31,89 | | 135 |
| Institutional expenses | | 28,29 | 28,29 | 28,29 | 28,29 | 28,29 | | |
| Institutions: financial data | | | 54,55 | 66,67 | 78,79 | 90,91 | 124,125 | |
| **Student finance** | | | | | | | | |
| Expenditure | 6,27 | | 29 | 29 | 29 | 29 | | |
| WSF, OVSK | 100,101,102,103,104 | 101 | 101,102,103,104 | 101,102,103,104,105 | 101,102,103,104,105 | | | |
| WTOS | 100,101,104,107,108 | | 106,107 | 106,107 | 106,107 | 106,107 | | |
| Course fees, tuition fees | 108 | | 109 | 108,109 | 108,109 | 108,109 | | |
| **Culture** | | | | | | | | |
| The arts: performances, tickets sold | 7,111,113 | | | | | | | |
| Film sector | 111,114,115 | | | | | | | |
| Broadcoasting and the press | 111,116,117 | | | | | | | |
| Public libraries | 7,111,118,119 | | | | | | | |
| Museums, public records | 7,11,118,119,121 | | | | | | | |
| Expenditure, flows of funds | 6,26,110,111,112,115,116,118,119,120,140 | | | | | | | |
| **International comparisons** | 12,13,15,16,17,20,21,24,25,30,31,32,33 | 15,24,25,30,31 | 12,13,14,15,16,17,24,25,30,31 | 12,13,14,15,17,24,25,30,31 | 12,13,24,25,30,31 | 12,13,24,25,30,31 | 126,130,131,132,133 | |

This publication was realized with the cooperation of:

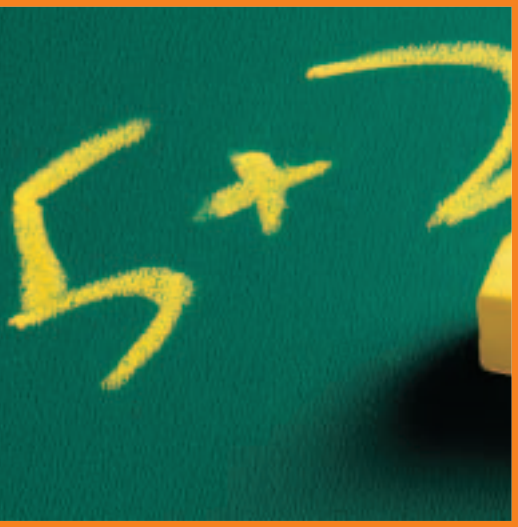
## Ministry of OCW

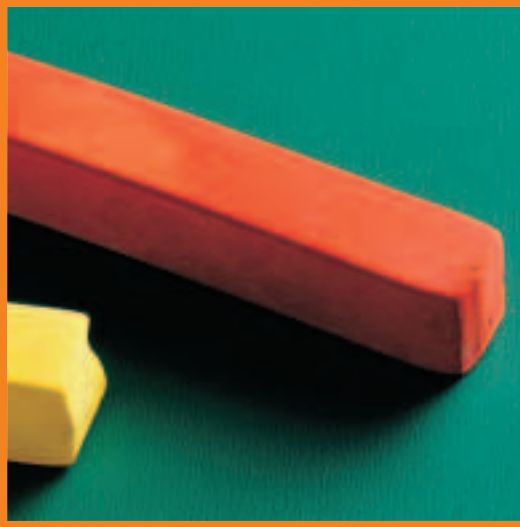
| | |
|---|---|
| Hans Ruesink | (AP) |
| Ton Opstal | (ICT) |
| Floris van Gorkum | (PO) |
| Paul van Oijen | (VO) |
| Freek Visser | (VO) |
| Harry Denies | (BVE) |
| Mark Hesseling | (BVE) |
| Roy Tjoa | (BVE) |
| Jon Tienstra | (HO) |
| Joop den Ouden | (SFB) |
| Michel Dolstra | (DK) |
| Wim van der Knaap | (DK) |
| Jan Kooreman | (MLB) |
| Jan van Steen | (OWB) |
| Gert Korteweg | (FEZ) |
| Jaco van Rijn | (FEZ) |

## Ministry of LNV

| | |
|---|---|
| Bert van Dijk | (DK) |
| Sjaak Keetman | (DK) |





A publication of the Dutch Ministry of Education, Culture and Science
Telephone +31.70.412.34.56
www.minocw.nl

| | |
|---|---|
| Publication | June 2005 |
| Compilation | Jan Piet van der Mijl (+31.70.412.33.25), Ad van de Ven (+31.70.412.38.84) |
| Production | Leo Wijnhoven |
| Design | JB&A raster, Delft |
| Printed by | Hub. Tonnaer, Kelpen |
| Translation | Eurotext, Leidschendam |
| Additional copies | Postbus 51-infolijn,<br>P.O.Box 20002<br>NL-2500 EE The Hague<br>The Netherlands |
| ISBN | 90 5910 2835 |
| Price | € 16 |

See also www.minocw.nl/english/figures/

OCW35.032/1.500/08BK2005B018