

Foreign Affairs

Teaching and teachers in the Netherlands



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Introduction

This country report on teaching and teachers in the Netherlands is published as part of the series *Foreign Affairs. Teaching and teachers in North America, Europe and Australia*. In order to make it possible to compare the countries with the Netherlands, all the country reports are identical in terms of their structure. Each country report ends with an appendix in which a number of aspects of teaching and teachers in the country concerned are compared with the Netherlands. The appendix in this country report compares the Netherlands with the OECD average. The Netherlands differs from the OECD average in some respects but not in others. A few notable points are:

Dutch teachers' salaries are considerably higher than the OECD average; teachers in upper secondary education in particular earn more. In some countries, including France, Germany, the United States, Austria and Switzerland, salaries are even higher.

The number of Dutch primary school teachers aged 49 or over is somewhat lower than the OECD average, whereas secondary school teachers, along with those of Germany, Sweden and Italy, are among the oldest. The percentage of women teachers in primary education does not differ much from the OECD average. In secondary education, the ratio of men to women in the Netherlands is noticeably better balanced. Dutch teachers spend more hours teaching than teachers in other OECD countries. Only in Switzerland, New Zealand and the United States do teachers spend more time in the classroom. The number of pupils per class in the Netherlands is somewhat above the OECD average. The number of pupils per full-time staff member in primary schools is in line with the average of the other countries. As far as secondary schools are concerned, however, the Netherlands is among the countries with the highest number of pupils per staff member. Dutch expenditure on education as a percentage of gross national product (4.7 percent) and as a percentage of total government expenditure (10.7 percent) is lower than the OECD average, which is 5.9 and 13 percent respectively.

I Organisation

Freedom to provide education and freedom of school choice is a constitutional right in the Netherlands (Article 23 of the constitution). Anyone is free to establish a school and provide education based on ideological or religious principles. State and non-state schools have equal status in the constitution.

Central government is responsible for educational laws and regulations. Central government's main tasks are: to structure and pay for education, organise the state education system, supervise the education sector, hold examinations, provide study grants and promote innovation in education. The Education Council advises central government in this regard.

The *provinces* ensure that there is a sufficient number of state schools. Non-state schools can appeal to the provincial authorities if they do not agree with decisions taken by the municipality. The *municipalities* have the following statutory duties and powers with regard to schools within their territory: to fund and organise accommodation for schools, to maintain the schools advisory service (up to 1 August 2005), to allocate budgets to combat educational deficits, to provide adult education, to implement the Municipal School Transport Act (*Wet gemeentelijke regeling schoolvervoer*) and enforce compulsory education legislation.

The *schools* are managed by a school board. This board controls the school's finances and is responsible for personnel policy, educational policy and pupil admission policy. The government provides additional funding to encourage the school boards to join forces. Schools can buy in advice from the *Schools Advisory Service*, a regional organisation specialising in solving problems among pupils. From 1 January 2005 schools will be allowed to choose the organisation from which they want to buy in advice.

State education

State schools are institutions governed by public law which come under the responsibility of the municipal executive of the municipality in which the school is situated. An increasing number of municipal executives are setting up governing committees or foundations in order to delegate the tasks performed by the municipal authorities. State education is provided by the government and the schools are accessible to all pupils.

Non-state education

Non-state schools are institutions governed by private law, managed by an association or foundation and funded by the government. Non-state education is subject to the same laws as state education. Most non-state schools are based on religious beliefs. In addition, there are non-state schools with a specific educational focus, such as Montessori or Jena Plan schools. Non-state schools may refuse children if their parents do not subscribe to the school's principles. About seventy percent of pupils are taught in a non-state school.¹

1.1 Funding

The Ministry of Education, Culture and Science (OCW) funds almost all government expenditure on education, part of which goes direct to the institutions and another part via the municipalities.

Primary schools currently receive a staff budget (based on the number of pupils), a budget for equipment (based on the Londo system and an additional reimbursement funding system) and a school budget for implementing personnel policy. As of 1 August 2006 primary schools will receive block grant funding, which they will be free to spend as they wish.² *Secondary schools* have been receiving block grant funding since 1996 to cover all personnel and equipment costs. The *adult and vocational education sector* is funded by the Ministry of Education, Culture and Science (vocational training) and municipalities (adult education). The *higher education sector* receives block grant funding from the Ministry of Education, Culture and Science. Educational institutions also derive income from school and tuition fees and contract activities.³

1.2 Supervision

The *Education Inspectorate* is an agency that oversees schools under the responsibility of the Ministry of Education, Culture and Science. The Education Supervision Act (*Wet op het onderwijstoezicht*, WOT) states that the inspectorate must operate in an independent and professional manner. The inspectorate assesses and promotes quality in education. The supervision process must not restrict freedom of education or the accountability of the educational institutions themselves.⁴

2 Education system⁵

Pupils are required to attend school from age five to age seventeen inclusive. The majority of pupils, 99 percent, start primary school at the age of four. Education is fully compulsory for a minimum of twelve years until the end of the school year in which pupils have their sixteenth birthday. In the subsequent year education is partially compulsory, with pupils attending school at least two days a week. Pupils aged sixteen and over have to pay school fees, the amount of which is set each year (916 euro in 2003/2004).

Special schools are provided for pupils with a disability or learning difficulties. There are also special schools for pupils with a physical, sensory or intellectual disability and pupils with behavioural disorders. Children with learning and educational problems can attend special schools at primary level. These pupils can then proceed to employment-oriented training, which lasts four years and prepares pupils for a place in the labour market. They also receive training in practical skills.

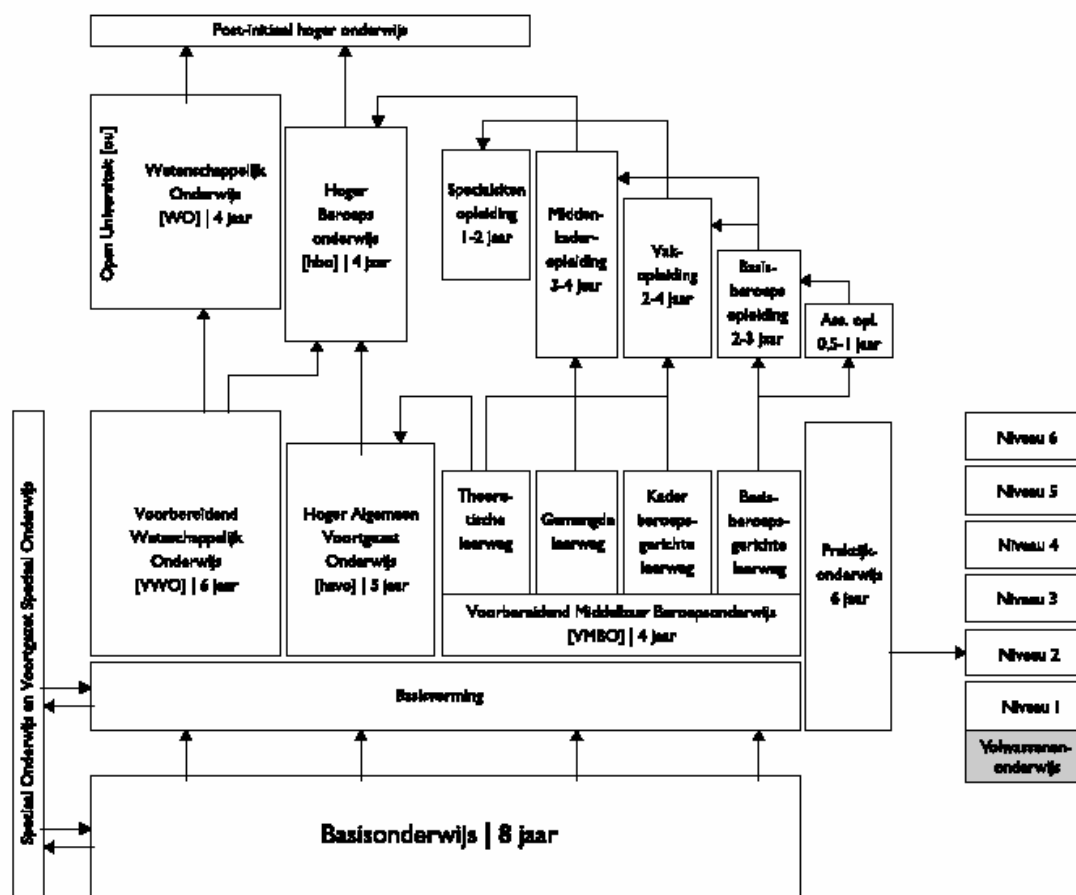


Figure 1: The education system in the Netherlands.

Source: *Onderwijsgids voortgezet onderwijs* (Guide to secondary education) 2002/2003.

2.1 Pre-school facilities

The Netherlands provides no educational facilities for children aged under four, but there are nursery facilities, i.e. over 4,200 child-care centres. Child-care centres and playgroups are covered by the Welfare Act (*Welzijnswet*) (1994).

2.2 Primary education

Primary education is intended for children aged from four to about twelve (years one to eight). There are almost 7,000 primary schools, each with an average of 220 pupils.

The Primary Education Act (*Wet op het primair onderwijs*) lays down the courses or subjects to be taught, while schools decide how the number of teaching hours is to be allocated. Each school sets out in its school plan the conditions under which a pupil is allowed to move on to the next year. Having completed eight years of education, pupils must satisfy the criteria as described in the Primary Education Attainment Targets Decree (*Besluit Kerndoelen Basisonderwijs*) 1998. All pupils must leave primary school not later than in the year of their fourteenth birthday.

2.3 Secondary education

Children can start secondary education from the age of twelve. In 2003 there were 667 secondary schools.

Secondary education is provided at schools for:

- employment-oriented training, from the age of 12 (schools for pupils who for various reasons cannot be taught in mainstream education);
- pre-vocational secondary education (VMBO), age 12 to 16;
- senior general secondary education (HAVO), age 12 to 17;
- pre-university education (VWO), age 12 to 18.

Secondary education is divided into two stages: the first and the second stage. The first stage of secondary education covers the following years of study:

- the four-year VMBO course;
- the first three years of HAVO and VWO.

All pupils receive a basic secondary education during their first two or three years, involving lessons in at least fifteen subjects. The Task Group for the Reform of Basic Secondary Education has advised the Minister of Education, Culture and Science to give schools greater freedom to decide on the content of the curriculum. The Minister is set to put forward a legislative proposal in autumn 2004.⁶ The upper years of HAVO and VWO are part of the second stage and prepare pupils for higher education. Pupils increasingly work on their own as part of the concept of independent study in secondary schools (the so called “study house”).

Pre-vocational secondary education (VMBO)

In 1999 VMBO was created by combining preparatory vocational education with MAVO (junior general secondary education). The course lasts four years and concentrates on four educational sectors: engineering and technology, business, care and welfare, and agriculture. There are also four learning pathways that pupils choose at the end of their third year:

- the basic vocational programme (practical subjects and placements);
- the middle-management vocational programme;
- the combined theoretical and vocational programme;
- the theoretical programme (formerly MAVO).

After obtaining the final diploma, pupils can transfer to senior secondary vocational education or to the fourth class of senior general secondary education.

Senior general secondary education (HAVO) and pre-university education (VWO)

Senior general secondary education lasts five years and is a preparation for higher vocational education. The six-year pre-university education course (at a “gymnasium” or “atheneum”) prepares pupils for university. In the second stage, pupils choose a profile:

- economics and society;
- culture and society;
- science and health;
- science and technology.

Adult and vocational education (BVE)

The BVE sector consists of the following educational institutions:

- Regional training centres (ROCs). These institutions provide senior secondary vocational education in the sectors of technology; economics and services; and health care. Adult education and contract training are also provided;
- Agricultural training centres (AOCs). The AOCs provide pre-vocational and senior secondary vocational education in the agricultural sector;
- Specialist vocational schools. Here pupils can receive training for specific industries, e.g. courses for printers, butchers, furniture makers and painters.⁷

The BVE sector involves 600,000 students. The institutions range in size from 150 students in specific specialist institutions to 28,000 students in the ROCs in the Randstad urban conurbation (Amsterdam-Utrecht-Rotterdam-The Hague). About two-thirds of students attend vocational training and the rest follow adult education courses.⁸

Vocational training (700 different courses and 400,000 trainees) consists of two learning routes and four levels. The learning routes are the vocational training programme (BOL) and the block or day release training programme (BBL). The difference between these two programmes is the amount of time trainees spend with an employer: in the case of BBL this is over sixty percent and in the case of BOL at least twenty percent of the time. The duration of courses ranges from six months to four years. There are four levels of vocational training:

- Level 1: training to assistant worker level;
- Level 2: basic vocational training;
- Level 3: professional training;
- Level 4: middle-management and specialist training.

Adult education (200,000 students) provides the following courses: Dutch as a second language, courses aimed at social self-reliance and functioning in society, and general secondary adult education.

2.4 Tertiary education

In 2002 the bachelors-masters structure was introduced in the Dutch higher education system, as well as the European Credit Transfer System (ECTS – one credit equals twenty-eight hours of study and one year of study is worth sixty credits). This reform is the result of agreements reached among the European countries in Bologna.

There are almost fifty government-funded higher professional education institutions and over sixty approved institutions. Although the latter are governed by the Higher Education and Research Act (*Wet op het hoger onderwijs en wetenschappelijk onderzoek*, WHW), they are not funded by the government. Around 325,000 students attend higher professional education (HBO). HBO courses have a student workload of 240 credits and provides theoretical and practical preparation for a working career. On completion of their course, students are awarded a bachelors degree.

University education (WO) is provided by the twelve universities (funded by the Ministry of Education, Culture and Science), an agricultural university (funded by the Ministry of Agriculture, Nature and Food Quality), an open university and eight approved university institutions. University courses consist of a bachelor stage worth 180 credits and a master stage worth 60 credits. The twelve universities are attended by over 180,000 students. Students can finish their studies after the bachelor stage and receive the title of bachelor. After graduating from the master stage, students receive the title of master, *drs*, *mr* or *ir*.

Teacher training

- *Primary school teacher training (PABO)*. Some thirty higher education institutions provide primary school teacher training, which in 2003 encompassed more than 25,000 students. Practical experience is an important part of this training, at least a quarter of which is spent on teaching practice. In their final year students can be employed as a trainee teacher to teach at a primary school for a specific period. On completion of their training, teachers are qualified to teach in primary schools, special education and employment-oriented training.
- *Secondary school teacher training*. There are grade one and grade two secondary teacher training courses in general subjects. Only grade two courses are provided for technical and agricultural subjects.
- *University teacher training*: this one-year course can be taken by students after graduating from university with a masters degree. Students specialise in a subject and obtain a grade one qualification on completing their training.

A grade two qualification allows a teacher to teach in the first three years of VWO and HAVO and in all years of pre-vocational and senior secondary vocational education. With a grade one qualification teachers can teach at all levels of secondary education.⁹

In the next few years teacher training courses will have to be made consistent with the competence requirements laid down in the Education Professions Act (*Wet beroepen in het onderwijs*, BIO).

Training of teaching assistants

There are no training requirements for teaching assistants, classroom assistants and teacher support staff. The Education Professions Act does not yet lay down standards of competence for teaching assistants, but these will be formulated over the next few years.

The ROCs provide training for teaching assistants at levels three and four. Teaching assistants (level four) can subsequently be admitted to primary school teacher training (PABO) and gain their qualification by following a dual training programme.¹⁰

3 Teaching staff

The Education Professions Act was passed by the Dutch parliament in June 2004. This Act states that in the future teachers will have to satisfy seven standards of competence laid down by the Minister. Schools must give them the opportunity to achieve this. The seven standards of competence have been drawn up in draft form and the government will adopt them by Order in Council. Although the requirements are different for teachers in primary education, secondary education and adult and vocational education, they cover the same competencies. Teachers must meet the following competence requirements:

- Interpersonal competence;
- Pedagogical competence;
- Subject knowledge & methodological competence;
- organisational competence;
- competence for collaboration with colleagues;
- competence for collaboration with the working environment;
- competence for reflection and development.¹¹

Many schools and teacher training institutions are already applying these competence requirements. In the future, the testimonials of graduate teachers will show that they meet the competence requirements.¹²

Teaching support staff who are involved in the primary process will also have to conform to competence requirements in the future. These have yet to be drawn up.

3.1 Posts

The following posts are available in primary and secondary education:

- classroom assistant;
- teaching assistant;
- teacher support worker;
- teacher;
- deputy head teacher;
- head teacher.

The adult and vocational education sector also has the post of instructor.

Schools can also include the post of senior teacher in their career structure. This already happens in ten percent of schools.

All primary and secondary schools must have an integrated personnel policy in place by 1 August 2005.

	Primary education		Secondary education		Adult and vocational education	
	Individuals	FTEs	Individuals	FTEs	Individuals	FTEs
Classroom assistant	3,796	2,656	92	63	17,142*	13,575*
Teaching assistant	3,668	2,204	1,957	1,643		
Teacher support worker	19	12	303	176		
Trainee teacher	2,295	863	406	299	31,411	23,887
Teachers	123,908	87,700	70,956	58,061		
(Deputy) head teacher	11,801	10,760	4,202	3,994		

* Total support staff (including management staff)

Table 1: Number of teachers as individuals and full-time jobs by type of education as of 1 January 2003.

Source: SBO, Jaarboek 2003, Onderwijsarbeidsmarkt in beeld.

There are no set arrangements for placing teachers, as is sometimes the case in other countries, and they are free to apply for any post and change jobs.

Outflow

Each year twelve percent of teachers in primary education leave the sector; about one fifth of them leave for another educational sector, half choose another profession or stop work and about fifteen percent retire. In secondary education, nine percent leave the sector each year. Of these, more than a quarter go to another educational sector, a third go to a job outside teaching or stop work and about seventeen percent retire.¹³

3.2 Working conditions

Teaching staff in state schools are government employees and come under the Public Servants Act (*Ambtenarenwet*). Staff working in special schools are not: they enter into a contract with the school governing body. However, for all practical purposes, they are regarded as government employees. Each teaching post is linked to a salary scale. After completing fifteen years' service a primary school teacher earns 1.14 times the gross domestic product per head of population and a lower secondary school teacher earns 1.22 times this figure. This is somewhat below the OECD average. By contrast, an upper secondary

school teacher earns an average of 1.7 times the GDP per head of population, which is more than the OECD average (1.43).¹⁴

Teachers can officially retire at the age of 65. Many teachers take advantage of the Flexible Pension and Retirement Scheme (FPU), which allows them to retire or reduce their working hours between the ages of 55 and 65.¹⁵

	Primary education		Secondary education		Adult and vocational education
	Scale	Monthly salary	Scale	Monthly salary	Monthly salary
Classroom assistant	3			1,352 – 1,871	
	4			1,379 – 1,969	
Teaching assistant	4	1,379 – 1,969			
Teacher support worker	7	1,563 – 2,391		1,563 – 2,391	
Teacher	LA	2,120 – 3,058			
	LB	2,198 – 3,359		2,198 – 3,359	2,199 – 3,361
			LC	2,211 – 3,920	2,212 – 3,922
			LD	2,220 – 4,459	2,221 – 4,461
Deputy head teacher	AA	2,122 – 3,162			
	AB	2,171 – 3,410			
	AC	2,220 – 3,920			
Head teacher	DA	2,433 – 3,583			
	DB	2,528 – 4,061	11	Max 3,920	
	DC	2,624 – 4,541	12	4,459	
	DC+	2,624 – 4,733	13	4,836	
			14	5,314	3,973 – 5,317
			15	5,838	
Chair of governing board (from 13)			16	6,414	
Chair of executive board			18	5,317 – 7,751	

Table 2: Salary levels at 1-3-2003

Source: Dutch Eurydice Unit (2004), The education system in the Netherlands 2004, Ministry of Education, Culture and Science, The Hague.

3.3 Training

Schools have controlled their own in-service training budget since 1993. In-service training can be given by all kinds of bodies. Often, teacher training institutions also offer in-service training courses for teachers. They can receive assistance from the Schools Advisory Service for doing so.

In the school year 2003/2004 primary schools spent twenty percent of their decentralised budget on training. Secondary schools spent twelve percent of their decentralised budget on training in that year.¹⁶

Primary schools are given a school budget to spend on management support, integrated personnel policy and school-specific problem areas, as well as on training. When block grant funding is introduced, they will have more freedom and accountability in terms of their spending.

Secondary schools also have to fund in-service training from the block grant. The Education Professions Act states that teachers must maintain their competence and that the school is responsible for ensuring they do so. The collective agreement stipulates that teachers must spend ten percent of their annual hours of work on enhancing their expertise. In addition, teachers must draw up a personal development plan at least once every three years. Schools are responsible for supervising starting teachers.

3.4 Status of the profession

Over three quarters of the Dutch population appreciate the way in which teachers exercise their profession. By contrast, the Dutch believe that only twenty-five percent of other Dutch people share this opinion.¹⁷

The status of the teaching profession is regarded as a problem. The Ministry of Education has, for example, run various campaigns to improve the image of teachers.

3.5 Level of unionisation

In the education sector almost 39 percent of employees are members of a trade union, which is considerably higher than the average of over 22 percent in the Netherlands as a whole.¹⁸ There are a number of unions representing teaching staff:

- ABVAKABO FNV (public sector union);
- VAWO (Association for Staff of Universities and Research Institutes);
- AOb (General Education Union);
- CNV Publieke ZaaK (public sector union);
- Onderwijsbond CNV (Christian Teachers' union);
- Unie BVE – VO (Union for Teachers in Adult and Vocational Education).

Head teachers' organisations:

- General Association of Primary School Heads (AVS);
- Secondary school managers.

In addition, there are the following employers' organisations:

- Besturenraad (School Boards Council);
- Bve Raad (Council for Adult and Vocational Education);
- VSNU (Association of Universities);
- HBO-raad (Higher Professional Education Council);
- VOS/ABB (Employer Organisation for State and Other Pluralist Schools);
- KBO (Employer Organisation for Catholic Primary Education);
- KBVO Employer Organisation for Catholic Vocational and Secondary Education);
- VBS (Employer Organisation for General Non-State Schools);
- WVO (Employer Organisation for Secondary Education).

4 Education labour market

The Dutch education labour market has undergone major changes over the past twenty-five years. In the 1980s many new teachers were dismissed as a result of mergers between schools, the falling number of pupils and cuts. To prevent an ageing teaching workforce, measures were introduced to allow older teachers to take early retirement. For example, the *scheme to promote the transfer of teaching staff* made it possible for older teachers to work part-time or stop working altogether, provided that the vacancy arising was filled by a young, newly qualified teacher. Yet the number of unemployed teachers and teachers on redundancy pay continued to rise. In the mid-1990s the Ministry of Education, Culture and Science started to pursue a policy of finding employment for teachers on redundancy pay.

Acting on the advice of the Rutten committee, the Ministry of Education, Culture and Science decided in 1996 together with employers' organisations and trade unions to establish SBO (Council for the Education Labour Market). SBO coordinates and guides, in a general way, labour market policy in the Education and Science sector. SBO brings together the employers' and employees' organisations in the education sector. Because of factors such as the reduction in class size and the reduction of working hours, shortages

started to arise in the education labour market at the end of the 1990s. SBO then set up various projects to attract and train more teachers.

Just before the start of the school year 2000/2001 the number of vacancies in primary schools had risen to 6.7 percent of all posts. Ten percent of these vacancies were still unfilled at the beginning of the school year. In secondary schools six percent of posts were vacant and, at the start of the school year, fourteen percent of these were still unfilled.¹⁹ The number of vacancies started to fall again slightly in school years 2001/2002 and 2002/2003.

The government and the organisations concerned then did their very best to improve the situation. The education labour market became more open, mainly thanks to the appointment of lateral entrants. More teaching support staff were employed and the career structure was reformed. Subsequently, the total number of vacancies in primary and secondary education and in adult and vocational education decreased sharply in 2003: from 2,800 full-time posts in the third quarter of 2002 to some 1,250 full-time posts in the third quarter of 2003. There are various reasons for this: first and foremost, the number of pupils rose less than anticipated as a result of the fall in the number of asylum seekers. The end of the reduction in class sizes also had an effect. In addition, the economic recession helped create a situation where more people chose a job in teaching and fewer left the profession quickly.²⁰

The shortages are not evenly spread across the country. The big cities in particular have difficulty filling vacancies. The percentage of unfilled hours in secondary schools is almost three times greater in the four biggest cities than in the rest of the country. Also, not every subject is faced with teacher shortages.²¹

Future prospects

The problems in the education labour market do not yet seem to be over. One of the causes is the ageing of the profession: in 2007 almost twice as many teachers and head teachers will be retiring as in 2004. Jobs are also expected to become vacant because people move to another sector or stop working. With effect from 2007/2008 the shortage is again expected to be considerable throughout the Netherlands.²²

4.1 Measures and ideas

Over the past few years the Ministry of Education has published a number of policy papers on the education labour market: *Maatwerk voor morgen* (Tailor-made for tomorrow), *Maatwerk 2*, *Maatwerk 3* and the Policy Plan for Teaching Staff. This has resulted in various measures being taken and initiatives developed to strike a better balance in the education labour market. Below are examples of both completed and current initiatives:

*Teacher Training*²³

- *Returners*: funding is provided for returners – former teachers returning to teaching – to attend refresher courses lasting four to six months;
- *Teaching assistants*: some teacher training courses have special training routes for teaching assistants to enable them to obtain a teaching qualification.
- *Trainee teachers*: to make the transition from teacher training to actual teaching more flexible, final-year students are allowed to teach part-time as trainee teachers;
- *In-school training*: schools have been made jointly responsible for staff training. From 2002 to 2004, 111 school boards worked on projects to develop in-school training.²⁴

Attracting teachers

- *Lateral entrants*: since 2000 it has been possible to become a primary or secondary school teacher by a different route. Anyone with a higher vocational qualification or university degree can apply to a school. An assessment is carried out to ascertain whether the candidate is suitable. If so, the candidate can follow a training and coaching route to obtain a teaching qualification in a maximum of two years. Lateral entrants are allowed to teach during their training;

- Non-teachers are allowed to fill the post of head teacher in primary education as career changers, provided that they have no teaching duties;
- The business community and the government are involved in teaching in the SBO projects *Bedrijf voor de klas* (Business in the classroom) and *Overheid voor de klas* (Government in the classroom);
- *Vakmensen voor de klas* (Professionals in the classroom): Technical experts and practitioners are recruited to work in (vocational) education while attending a training course;
- *Regional platforms*: school boards, ROCs and teacher training institutions coordinate among themselves the supply and demand of teaching staff in the region. SBO provides support for the regional platforms;
- *Full Color*: the aim of this SBO Full Color project is to increase cultural diversity in schools by attracting ethnic minorities into teaching;²⁵
- *Postbus 51 (PO Box 51)* is an information point that answers questions from people considering a career in teaching.

Retaining teachers

- *Salary differentiation*: in secondary education, and since 2001 also in primary education, schools have been given an additional budget to allow them to reward teachers for special efforts.
- *Plusleraar* (plus teacher): an experienced teacher, the “plus teacher”, replaces colleagues who are ill and spends the rest of the time performing other duties such as coaching new teachers.

Educational innovation

- The ‘*Customised Teaching in Teams*’ (TOM) project and the follow-up ‘*Tompulse*’ project (primary education).
- ‘*Organising teaching differently*’ (secondary education).

Campaigns

- An image campaign called *Je groeit in het onderwijs* (“You grow in/into teaching”) has been running since 2001;
- In 1999 a campaign was started to recruit secondary school teachers: *Leraar, elke dag anders* (“Teaching – different every day”);
- In 1998 the Ministry of Education, Culture and Science launched a campaign to attract primary school teachers: *Wie leerde ... lezen?* (“Who taught [name of well-known person] to read?”);
- In 1998 the Ministry of Education, Culture and Science launched a campaign to attract former primary school teachers back to the classroom. A letter was sent to 150,000 qualified teachers who were not working in the teaching profession. In 2002, 5,400 candidates were accepted by schools.

5 Conclusion

The Dutch education labour market is undergoing many changes. Allowing lateral entrants into the profession has opened up the education labour market. The economic recession has meant that more people are joining the teaching profession and are staying longer in it as well. This has reduced the teacher shortage. However, according to estimates, the education labour market will continue to be unsettled over the next few years. The ageing of the profession in particular will result in an increase in the demand for teachers and head teachers (in primary schools).

Increasingly, educational institutions and the sector itself are becoming responsible for recruitment policy. In the policy plan *Teaching Staff* the Minister of Education, Culture and Science lists a number of characteristics that educational institutions must have if they are to create a properly functioning education labour market. The educational institution must:

- be self-reliant and innovative;
- have an integrated view of personnel management;
- be involved in the training of teaching staff;
- ensure that teachers have the necessary standards of competence and retain them;
- have means of ensuring quality.²⁶

The Minister of Education, Culture and Science has set three objectives, the aim of which is to create a properly functioning education labour market:

- to match supply and demand better on the regional education labour market;
- to make more educational institutions professional employment organisations;
- to achieve greater coherence in the qualification structure and the teacher training system.

To achieve these objectives, schools will have to cooperate, at both regional and sectoral level.

September 2004

Notes

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Dutch parliament, lower house → <http://www.tweede-kamer.nl>

Dutch parliament, upper house → <http://www.eerste-kamer.nl>

Teaching

General knowledge network → <http://www.kennisnet.nl/>

Primary education knowledge network → <http://www.kennisnet.nl/>

Secondary education knowledge network → <http://www.kennisnet.nl/>

Pre-vocational education platform → <http://www.platformvmbo.nl>

Organising teaching differently → <http://www.lesgevenandersorganiseren.kennisnet.nl>

Tailored Team Teaching → <http://teamonderwijs.kennisnet.nl/>

Stichting ICT op School → <http://www.ictopschool.net>

Teachers

Werken in het onderwijs (Working in education) → <http://www.werkeninhetonderwijs.nl/>

Een goed begin (A good beginning) → <http://ww.nieuwonderwijspersoneel.kennisnet.nl>

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Schoolmanager (School manager) → <http://www.schoolmanager.info>

SBL, Association for the Quality of the Teaching Profession → <http://www.lerarenweb.nl>

IPB → <http://www.ipb-onderwijs.nl>

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Teachers' organisations

Abvakabo FNV → <http://www.abvakabo.nl>

Vereniging voor personeel aan universiteiten en onderzoeksinstituten (VAWO) → <http://www.vawo.nl/>

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Head teachers' organisations

Algemene Vereniging Schoolleiders (AVS) → <http://www.avs.nl>

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Employers' organisations

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Bedrijf voor de klas → <http://www.bedrijfvoordeklas.nl>

Overheid voor de klas → <http://www.overheidvoordeklas.nl>

Appendix 1: Education system and teachers in the Netherlands compared with the OECD average

		The Netherlands	OECD average
Annual salary: starting – after 15 yrs — final, in USD, indexed according to PPP ¹	Primary education	27,464 – 32,750 – 39,645	21,982 – 30,047 – 36,455
	Secondary education	28,498 – 35,055 – 43,552	23,283 – 31,968 – 38,787
		28,773 – 48,889 – 57,808	24,350 – 34,250 – 41,344
Ratio of salary after 15 years to GDP per capita	Primary education	1.14	1.31
	Secondary education	1.22 (o), 1.70 (b)	1.34 (o), 1.43 (b)
Training requirements	Primary education Secondary education	PABO (4 years) Grade two: HBO ² teacher training, Grade one: HBO teacher training; WO ³ Masters (4yrs) plus additional teacher training (1 yr)	
Age distribution: percentage over 49	Primary education	23.2	25.4
	Secondary education	37.1 (b)	28.9 (o), 31.6(b)
Percentage of women in 2002	Primary education	77.6	78.6
	Secondary education (b)	41.1 (b)	64.8 (o), 51.4 (b)
Percentage of qualified teachers who do not join the profession		10 percent (PABO) 36 (NLO/ULO) (2000)	
Number of teaching hours	Primary education	930	792
	Secondary education	867	714 (o), 656 (b)
Total number of working hours	Primary education	1,559	
	Secondary education	1,659	
Number of working weeks		40	37
			35 (o)
Number of teaching days		195	196
Number of pupils per class	Primary education	23.9	22
	Secondary education		24
Number of pupils per full-time staff member	Primary education	17.2	17
	Secondary education	17.1	13,9
Annual expenditure per pupil, USD, 2000	Primary education	4,325	4,470
	Secondary education	5,912	5,501
Cost of education as percentage of GDP		4.7%	5.9%
Education as percentage of total expenditure		10.7%	13%

Source: *Education at a Glance 2003*

Key: o: lower forms

b: upper forms

¹ PPP: Purchasing Power Parity, this means that pay has been converted pro-rata.

² HBO: higher professional qualification

³ WO: university degree