

# Netherlands

## Introduction

According to the analysis in St. Aubyn et al. (2009), the tertiary education system of the Netherlands is among the best performers in terms of quality and efficiency of public expenditure. The Netherlands is at the production possibility frontier, or very close to it, essentially due to excellent scientific production.

## Indicators

**Table - Summary of indicators in St. Aubyn (2009)**

Scores of efficiency indicators						
Average ISI citation		Recruiter review		Peer review		
	Score	Rank	Score	Rank	Score	Rank
NL	5.51	1	1.50	3	1.82	4
<b>best performer</b>	NL - 5,51	1	IE - 2	1	FI - 2	1
<b>worst performer</b>	RO - 1,63	26	CZ -1.06	16	GR - 1.02	16

  

Indicators of main determinants of efficiency						
Funding rules		Staff policy		Evaluation		
	Score	Rank	Score	Rank	Score	Rank
NL	5.10	11	10	1	7.5	3
<b>best performer</b>	PT - 7,8	1	CZ, DK, NL, AT, SK, SE, UK - 10	1	HU - 8,3	1
<b>worst performer</b>	SK - 2,9	18	FR - 1,8	18	GR - 2,3	19

  

Descriptive indicators							
	Academic staff	Students	Graduates <i>per capita</i>	Publications	Students <i>per academic staff</i>	Graduates <i>per staff</i>	Graduates <i>per student</i>
NL	2.2	34.6	6.7	1.0	15.9	3.1	19.4
EU27	1.9	33.7	7.1	0.6	17.8	3.7	19.8

  

PISA		
	Score 2000*	Rank
NL	525	3
<b>best performer</b>	FI - 540	1
<b>worst performer</b>	RO - 410	18

In quantitative terms, the teaching performance is average (number of graduates per academic staff) while research activities achieve excellence. Quality in both teaching and research is very high.

As regards research, the above-average production per capita is explained by high academic staff productivity and also a relatively large academic staff. Moreover, research has the largest impact of scientific production in terms of citations. On the quality of teaching, the recruiter review indicator is excellent, which reflects graduate employability and the score of the peer review indicator, which reflects the ranking of Dutch Universities, is also among the highest. Students per academic staff are below average, suggesting quality of learning experience for students.

The average PISA scores are excellent.

The Dutch performance compares to that of Denmark, Finland, and Sweden. Moreover, cost effectiveness seems a main characteristic of the Dutch higher education system.

As regards the efficiency indicators, the score of the staff policy indicator attains the maximal value (together with the Czech Republic, Denmark, Austria, Slovakia, Sweden and the UK) and the score of the evaluation indicator is very good. The scores for the funding rules indicator is below average, however during the peer review it emerged that current funding rules are good but probably not fully taken into account by the available indicator.

The role of business is important (it accounts for 24% of the budget of research in Universities).

### ***Policy developments***

The Netherlands is an early reformer, starting reforms in 1985 and merging TEIs in 1983.

Universities of Applied Sciences and Research Universities are governed by the same law since 1993.