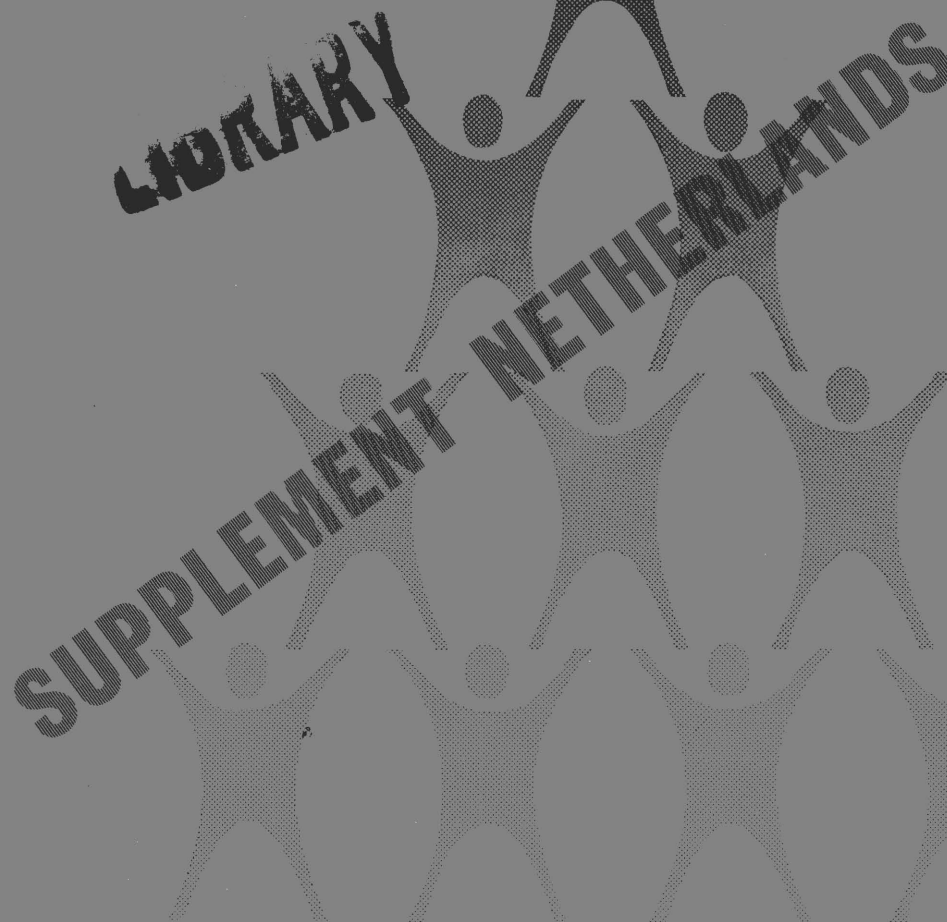
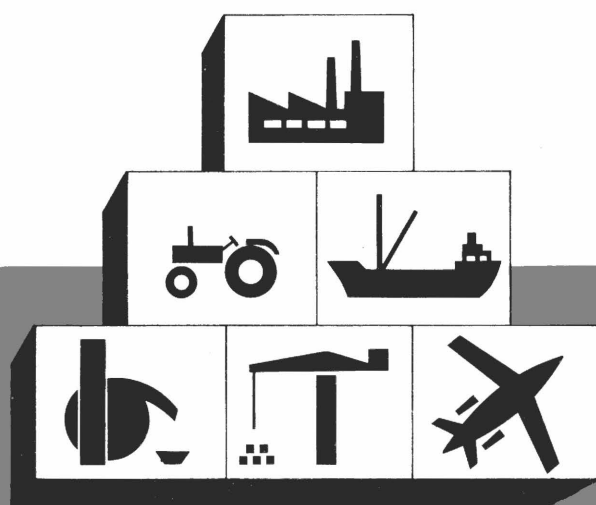


Vocational training

information
bulletin



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**The state
and development
of vocational training
in the Netherlands**

Introduction

This publication contains an outline of vocational education as provided and undergone in pursuance of specific laws governing education. The ministries concerned here are the Ministry of Education and Science and the Ministry of Agriculture and Fisheries.

Vocational training which is provided — not in pursuance of specific laws governing education — by other ministries, industry, private individuals and private institutions is therefore not covered, since it falls outside the scope of the two ministries referred to. The Ministry of Social Affairs has, however, in a separate contribution, supplied a survey of activities which are not pursued on the basis of specific laws governing education.

It may also be pointed out with regard to correspondence tuition that the recognition of institutions for this form of education is the exclusive concern of the government (Ministry of Education and Science).

Principles on which policy is based

The industrialization of our country, which increased considerably after the Second World War, rapid technological and scientific development, the expansion of the service sector and the resultant rise in prosperity have led to a considerable increase in the demand of individuals and society for education.

Over about 20 years we have progressed from secondary education for a minority to secondary education for all. In the fifties and at the beginning of the sixties attention was focussed to a considerable extent on the contribution of education to meeting the needs of economic and social development and on the importance of not letting worthwhile talent go to waste. All this, particularly where vocational education is concerned, has led to large-scale expansion, differentiation and qualitative improvement, geared to meeting the needs of society. This does not mean that the general formative education of children and young people at school has been forgotten.

During the sixties the aim of extending equal opportunities of self-fulfilment to everyone was heavily emphasized in education. This approach gave pride of place to the pupil in the teaching-learning process.

In the sixties too, thinking on permanent education also played a part. The explosion of knowledge and rapid social changes have made it necessary for everyone wishing to secure or retain a function in society to continue his education, training and development after leaving school or university. All these factors have made education more than ever into a community concern.

Against the background of this trend in educational thinking, policy is being directed towards the preparation of the young person for active participation in the society of tomorrow by means of a process of social awareness. Preparatory vocational education must, however, at the same time help the younger ones to gain a greater insight into their social situation and into the possibilities of producing changes in it; they must not see this situation as permanent and inevitable. They must, among other things, learn to identify social questions as problems of choice and form their own opinions regarding them. To this end some understanding is necessary of social relationships, values and standards and of the importance of participating in the decision-making process at one's own place of work and in the wider context of politics which will finally determine the direction in which society will develop.

One of the critical areas in this development is the question of external democratization, i.e. that of the unequal degrees of participation at present manifested by the various sections of the population in the various forms of education.

Structure of education

Legislation

The Dutch system of education is based on the following Education Acts :

| | |
|---|------|
| the Nursery Education Act | 1955 |
| the Primary Education Act | 1920 |
| the Special Education Order | 1967 |
| the Secondary Education Act | 1968 |
| the University Education Act | 1961 |
| the Apprenticeship Act | 1966 |
| the Education of Early School Leavers Order | 1970 |
| the Compulsory Education Act | 1969 |
| the Recognition of Correspondance Course Institutes Act | 1972 |

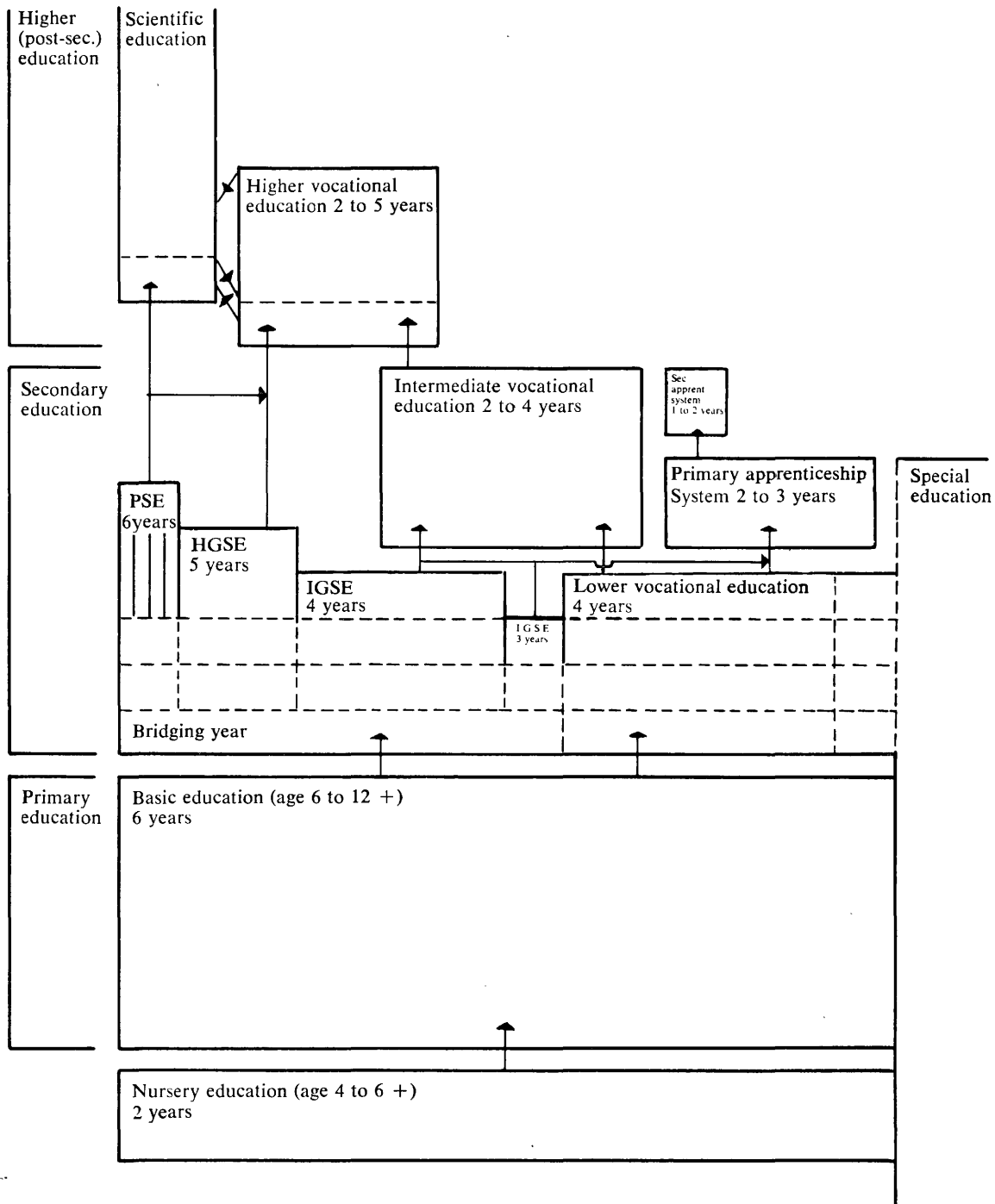
Compulsory school attendance

School attendance is the responsibility of those who exercise authority over a minor (parents, guardians) and of those who take actual responsibility for the care of a minor. They are obliged to ensure that :

- the child is registered at a school; and that
- the child regularly attends the school at which he is registered.

The duty to register the child at a school commences on 1 August of the year in which the child reaches the age of six years and eight months.

Structure of Dutch system of education



IGSE = Intermediate general secondary education

HGSE = Higher general secondary education

PSE = Preparatory scientific education

Compulsory education ceases when the pupil has completed 10 years of schooling and in any case at the end of the school year in which the pupil reaches the age of sixteen years.

Provisions have been introduced with effect from 1 August 1971 to make partial school attendance compulsory, following on from the period of compulsory full-time schooling, for minors who do not attend full-time day education. This period of compulsory education on one day a week, initially for one year, may eventually be extended to a two-year period requiring compulsory school attendance on one or more days per week.

The institutions for part-time education, in which the partial school attendance requirements can be complied with are :

- institutes of education for early school leavers;
- schools for vocational education to the extent that they provide education within the framework of the apprenticeship system;
- institutions in which education and/or training is provided to the extent that these are designated by the Minister of Education and Science.

Structure

The Dutch education system is built up as follows :

- nursery education;
- lower education (basic or primary education);
- special education;
- secondary education;
- post-secondary education.

This survey will deal exclusively with vocational education.

Vocational education

Lower and intermediate vocational education fall into the category of secondary education, higher vocational education is assigned to that of post-secondary education.

The three forms, however, are all regulated by the Secondary Education Act.

The Secondary Education Act refers to seven types of education within the vocational education sector in addition to teacher training.

This Act also divides the system up into lower, intermediate and higher vocational education.

Lower vocational education (LBO)

Introduction

1. Aims

Lower vocational education (LBO) is designed to give young people in the 12 to 16 age group a general formative education by way of a more practical teaching-learning situation and to provide initial guidance either in occupations and occupational fields or in possibilities of further study and training, usually further vocational education.

2. Organization of the education

The duration of this education is four years. The first year is a general year. The second comprises a minimum of twenty lessons a week in general subjects and is thus also of a general nature. After this follows a preparatory vocational phase of two years. The first year is usually referred to as a 'bridging year', the first and second years together as the educational groundwork. The main emphasis in this groundwork phase is on helping the pupil by suitable pedagogic and didactic means on the one hand to get his bearings in his new situation and, on the other hand, to get to know his own capacities with particular reference to further studies and the choice of occupational field in which he will eventually work.

3. Differences in levels

It has been found that the majority of pupils in LBO schools form a heterogeneous group. Considerable differences arise in both aptitudes and capacities. In order to accommodate these differences education authorities endeavour to devise curricula which cater for all levels in each subject.

The C programme for a particular subject sets the level which must be reached, also with a view to continuing to various forms of intermediate vocational education. The B programme represents a somewhat lower level, which however need not necessarily exclude continuation to other forms of further education.

The A programme may be characterized as a moderated or otherwise oriented B programme.

4. Individual vocational education

Curricula have also been developed for pupils who, owing to learning and/or social difficulties need a more personalized form of education. This is called 'individual vocational education' (IBO). Generally speaking, pupils in this category follow an A programme. It is provided either in a special school or in a department — and only a department — of a school for technical, domestic science or agricultural education.

5. Admission to course of education

Lower vocational education (LBO)

Only pupils can be admitted to the first year who have completed their sixth year at a basic school, or the last year of an education at a school for special lower education in which the content of the teaching is equivalent to that of a basic education.

Individual lower vocational education (ILBO)

Pupils can be admitted to schools in this category who have completed their fifth year at a basic school and have attended basic school for at least six years, or have come from a school for special lower education and have followed at least six years' special lower education, which may also have included some education at basic schools.

Forms of lower vocational education

1. Lower technical education (LTO)

This branch of education provides, in addition to a general formative background in which, for example, the pupil is taught to think and act in technical terms, an orientation towards the practice of occupational activities of a technical nature. LTO also includes individual technical education (ITO).

The following departments may be attached to lower technical schools: building technology, catering science, electrical engineering, graphic techniques, interior service engineering, mechanical engineering and automotive engineering.

Within the broader scope of these departments specialization is possible in the fourth year of study.

Thus within the mechanical engineering department, specializations are possible in engineering bench work, metal cutting work, precision metal working, agricultural engineering and process technology.

Then there are other departments which only cater for a relatively small number of pupils.

Lower nautical education (LNO)

Lower nautical education prepares pupils for the pursuit of occupations connected with seafaring. Medical examination is a condition of entry to an LNO school.

LNO includes :

- (a) primary course for fishermen education for fishermen (duration 3 years);
- (b) inland navigation courses, including training for the dredging industry (duration 4 years);
- (c) courses for occupations in docks and transport (duration 4 years);
- (d) seamen's training (duration 4 years);
- (e) course for able seaman, foreign trade (duration 1 year).

2. Lower domestic science education (LHNO)

This branch of education provides general and practical training for occupations in housekeeping and farming households and for occupations in welfare and other fields. The pupils can choose the practical subjects on which they wish to concentrate, e.g. :

- (a) domestic science subjects;
- (b) needlework subjects;
- (c) simple office activities ;
- (d) shopkeeping practice.

Hairdressing also falls into the LHNO category

After obtaining a diploma a student may under certain circumstances go on to study at one of the intermediate domestic science schools or an intermediate socio-pedagogic school. There are also individual schools for domestic science in the LHNO system (IHNO).

3. Lower agricultural education (LAO)

Lower agricultural education includes schools in the field of agriculture, horticulture, forestry and food technology. The LAO system devotes a great deal of attention to general background education. It lays a basis for vocational preparation and is intended to be followed by further studies at intermediate agricultural schools, in the apprenticeship system, at vocational schools or through special courses.

The lower agricultural schools provide four-year courses. There are schools for individual agricultural education (ILO schools).

4. Lower vocational education for craft and small-scale trading occupations (LMO)

This system includes the schools which give preparation for (self-employed) occupations in trades, craft or services. LMO is not split up into departments.

5. Lower economic and administrative education (LEAO)

This form of education gives a preparation for occupations of an economic and administrative nature.

LEAO has no subdivisions.

Further study or training

Apprenticeship system

In the apprenticeship system training may be received under an apprenticeship agreement in the practical pursuit

of a particular occupation combined with an education which is both general and geared to the occupation concerned.

The practical part of the training is given in the enterprise of the apprentice's employer and the educational part at a school.

The apprenticeship agreement is a contract which is concluded in the presence of representatives of the national board between the employer and the apprentice.

If the apprentice is a minor, his legal guardian takes his place. The apprenticeship agreement ceases to be effective when the apprentice has reached the age of 27.

This form of education is supervised by national and regional training boards. The Minister of Education and Science draws up the programmes for practical training on proposals from the national board and arranges for their publication in the Dutch *Staatscourant* (official gazette). The practical programme indicates the minimum requirements for admission, the duration of the practical training and the requirements which the apprentice must meet in the practical part of his examination.

The national boards also serve as intermediaries in the conclusion of apprenticeship agreements and ensure that the terms agreed are observed. The regional boards have a particular task in providing information; they maintain contact with parents, apprentices, schools, institutions for career guidance and employment agencies and cooperate in the drawing up of apprenticeship agreements; they ensure that the apprentices regularly follow both the general and vocationally oriented parts of their education.

The courses of practical training are subdivided into primary courses and secondary courses. The duration of the primary training is at least two years; in special cases one year is a possibility.

The duration of the secondary training is at least one year. In most cases the apprentice gets eight or nine lessons lasting 50 minutes on one day a week. This daytime education is given the whole year round, apart from the school holidays of course.

The maximum requirement which can be imposed for entrance is the diploma from a school for lower vocational education or the fact of having completed an equivalent course of general secondary education.

The vocational education with which we are concerned here is that in the technical, domestic science, craft and trade, economic and administrative and agricultural fields.

At the end of their practical training the national board will enter the apprentices for an examination. Those permitted to sit are the apprentices who have regularly attended their school classes.

Education for early school leavers

The institutes for education for early school leavers are primarily concerned with those young people who enter working life fairly soon after completing their compulsory schooling, i.e. without having benefited to any great extent from secondary education.

In order to encourage the participation of these young people in the society of adults, the institutes set themselves the task of giving them pedagogical guidance. They do not provide training for a particular occupation nor do they provide general secondary education. Their approach also dispenses with the formal character of education as such with its systems of assessment, fixed programme requirements etc. It is not only different in content but also in methods and didactic approach.

The specific methods of these institutes of education also differ distinctly from those of the youth organizations. They must be affiliated to a national organization whose task includes the encouragement of education for young people in employment and the coordination of the work of the affiliated bodies. Apart from these institutes of education for young people up to and including the age of 18 (those not subject to the regulations governing compulsory partial school attendance may also take part), there are also institutes of education for young adults aged 17 to 27 (VJV) whose activities mainly take the form of evening courses. These institutes are also qualitatively supervised by a national organization.

Participation education

The situation of young people at work has been a subject of growing concern since 1969. The situation of this category of young people is characterized by a lack of opportunities for self-fulfilment both in education and in society, so that they are among the least privileged in society.

The 'Memorandum of educational and employment measures for young people at work', published in 1970, presented the guidelines of a policy designed to put an end to this situation. Among the elements contained in this policy outline, in addition to measures in the field of compulsory school attendance (see page 7), were proposals for the development of a new form of education, which the Memorandum called 'participation education'. This participation education must be evolved from an integration between the system of education for young people at work and the apprenticeship system, which would concentrate on participation in various social processes outside the school (family, activities of unions, clubs and societies, employment etc.) as a starting point for the educational process. It is anticipated that this form of education, which is geared more to everyday life, will provide a better means of meeting the needs and exploiting the potential of these young people. Since 1971 experiments have been in progress to develop participation education.

In 1975 policy concerned with the evolution of new educational facilities for young people at work was further

developed in a new memorandum entitled 'Towards participation education'. This new document assigns three functions to participation education. One is concerned with the remotivation of young people, another with providing a link with other forms of education in a third role and the system offers programmes of its own. In this way vocational training courses, as at present applied within the apprenticeship system, and other programmes more geared to personal development acquire equal status with one another.

Emphasis will at the same time be laid on the guidance of the student in selecting his own programme of education from the range of possibilities available at the school. The principle defined above of participatory learning is thus regarded as a fundamental characteristic of participation education. The intention over a period of ten years is to establish this form of education in its initial outlines in what will be called institutes of education and training, which will cooperate with one another on a regional basis. The regional cooperation associations of autonomous institutes for education and training, thus established, will have attached to them so-called regional service centres, in which all those courses of training and other programmes will be concentrated which, for economic or other reasons, cannot be undertaken by the separate institutes themselves. These institutes for education and training will evolve out of the existing institutes of education for early school leavers and the schools at which general and vocationally oriented education is now given within the framework of the apprenticeship system.

Intermediate vocational education

Introduction

The object of intermediate vocational education is to prepare young people in the 16 to 20 age group for middle management functions in society's institutions, for self-employed occupations and professions or for further study and training, e.g. in higher vocational education. Admission is generally possible for school leavers from the intermediate general secondary education (MAVO) or lower vocational education (LBD) systems, depending on the final grades obtained in those schools.

Forms of intermediate vocational education

1. Technical education

Intermediate technical (MTO) schools

These schools provide general preparation for groups of occupations of a technical nature in the design, executive, supervisory, administrative, economic or commercial fields, provided these occupations broadly fall within the middle management category. The emphasis in this form of

education lies on the development of a good understanding of practical problems through the acquisition of extensive theoretical and technical knowledge.

The main branches of MTO study are: construction engineering, mechanical engineering, electrical engineering and road and waterway construction.

The duration of courses is four years, one of which must be a period of practical training. The MTO diploma provides access to post-secondary education (higher technical education, higher nautical education) and to courses of training for teachers for the lower and intermediate technical vocational education system. The diplomas of a number of schools and departments authorize the holders to set up practices and enterprises in their own names.

Within the MTO system there is a group of schools of a more specific nature, the so-called vocational MTO schools. Further training is given in follow-up courses.

Training for laboratory assistants

These courses are designed to train staff capable of understanding technical language and of carrying out analyses accurately in accordance with specifications all of them at intermediate level.

The training takes approximately three years. The students first of all follow a common course lasting one year. After this they branch out into one of four specializations.

Intermediate nautical education (MNO)

The schools train candidates for the provisional diploma of marine technician (VD), mate coastal trade, marine engineer coastal trade, mate deep-sea fishing, marine engineer deep-sea fishing, and the preliminary diploma for skipper/master in the Rhine and inland shipping trades. Medical examination is compulsory.

- (a) Provisional diploma, marine technician foreign trade.
The course lasts three years either as a day or evening course.
It is necessary to be at least eighteen years of age in order to sit the examination.
- (b) Mate coastal trade.
The training takes one year.
The diploma may be obtained on reaching the age of 18 and after completion of three years' deck service.
- (c) Marine engineer coastal trade.
The training takes one year.
The diploma may be obtained on reaching the age of 18 and after one year's service on board sea-going vessels.
- (d) Mate deep-sea fishing.
The training lasts one year.
The diploma may be obtained on reaching the age of 18 and after two year's deck service.
- (e) Marine engineer deep-sea fishing.
The training lasts one year.

The diploma may be obtained on reaching the age of 18. At least one year's engine room experience on motor vessels is required.

- (f) Diploma preliminary training as skipper/master in the Rhine and inland shipping trades.
The training lasts one year.

Note :

The training facilities under (b) and (c) are provided within the framework of a 2 to 3 year course (depending on preliminary training, i.e. 3 years or 2 years' secondary education). Before admission to the course for mate coastal trade and marine engineer coastal trade the requirement of two years and one year at sea, respectively, must also be met.

2. Intermediate domestic science education (MHNO)

The intermediate domestic science education system comprises branches of study listed below. Admission is generally for school leavers from the intermediate general secondary school (MAVO) system and from the lower domestic science schools, depending on the grades obtained and on the subjects chosen.

(a) Dressmaking

This course provides preparation for the pursuit of occupations in workshops or ready-made garment factories and the practice of dressmaker on a self-employed basis. The dressmaking diploma is required for admission to the fashion design department course.

Duration of course : two years.

(b) Fashion designing

This course takes up where the dressmaking course leaves off and is intended to provide preparation for occupations at intermediate level of a more creative nature, including the design and making of made-to-measure garments.

The duration of the course is one year.

(c) Preliminary training for higher vocational education (VHBO)

This training forms a bridge between lower domestic science education and higher vocational education, particularly the higher domestic science section, and the pedagogical academy and social academy.

The duration of the course is three years.

(d) Orientation for the caring profession (OVb)

This one-year course provides guidance in or familiarization with the professions in the social services and welfare sector. During the course a period of practical field training of 2 to 3 months is undertaken in an institution and/or a family.

Students wishing to continue their studies may qualify for further training in hospital social work, maternity social work, care of old people or home help work.

This course will cease with effect from 1 August 1976 because the lower vocational education system as a whole will now be able to give four-year courses,

(e) Institutional assistant (INAS)

This course gives preparation for the occupation of housekeeping assistant in institutions and for further training for the hospital service (training for nurses).

The duration of the course is two years including one year's practical in families and/or institutions. With effect from 1 August 1976 the duration of the course will be one year and its scope will be restricted to preparation for further training on in-service courses for the nursing and welfare sector. The aspects concerned with preparation for housekeeping occupations will be taken over by the new 'domestic science' training scheme.

Holders of diplomas can go on to train in nursing.

(f) Child care/juvenile welfare

This training is intended to provide preparation for care occupations in children's homes, children's day centres, institutions for child protection etc.

The training takes two years, including practical periods spread over the entire duration of the course in families and institutions.

Further study is possible in courses for educational staff in child care institutions (group leaders).

(g) Training class

The intention of the training class is to give girls having been through general secondary education supplementary training in the general domestic field.

Entrance requirement : MAVO-4 or equivalent AVO training.

The course lasts one year.

The training class diploma frequently performs a bridging function to courses which are subject to minimum age conditions, for example in-service courses for the nursing occupations.

(h) Domestic science

The aim of the course is to develop knowledge and skills in all that is necessary for the exercise of supervisory functions in the management of institutions.

The duration of the course is three years, including a practical period in institutions.

Entrance to the course is on the basis of a diploma from a school of preparatory scientific education (VWO), higher general secondary education (HAVO) or a four-year course of intermediate general secondary education (MAVO-4).

(i) Pharmacist's assistant

This course provides preparation for the occupation of an assistant in a pharmacy (management and supervision retained by the pharmacist) and in the laboratories of drug companies.

Admission to the course is on the basis of a MAVO-4 diploma or equivalent qualification. The duration of the course is 2 years. During the course the trainee works in a pharmacy.

Students sitting the examination must have reached the age of 18. Courses are in preparation for doctor's assistants and dentists' assistants. The duration of these courses will be two years.

Admission will be on the basis of a MAVO-4 diploma or equivalent preliminary training qualification.

A committee has been looking into ways in which better coordination can be brought about between vocational training courses in this sector and those in the sector of intermediate social-pedagogical education (MSPO). See section 7 for a description of this training. A policy document is in preparation for the restructuring of intermediate domestic science education and intermediate social-pedagogical education on the basis of the advice put forward by the committee referred to.

3. *Intermediate agricultural education (MAO)*

Intermediate agricultural education comprises training courses for agriculture, market gardening, forestry and land development and for food technology. These courses are designed for future entrepreneurs such as farmers, market gardeners, dealers in agricultural products, employees of large firms and for occupations concerned with agriculture and market gardening.

The duration of the course for the intermediate school of agriculture and market gardening is two or three years, for the forestry and land development school three years and for food technology four years (including practical year).

The two-year course represents a more direct approach from the point of view of the practical situation in a firm and may be expected to appeal more to the more practically minded young people. The more difficult three-year course goes deeper into the background of everything which takes place in the firm.

4. *Intermediate education for craft and small-scale trading occupations (MMO)*

The purpose of education for craft and small-scale trading occupations is to prepare students for the pursuit on a self-employed basis of occupations at intermediate level in craft and small and medium-sized trading enterprises.

The emphasis is laid on both the theoretical and practical aspects of business economics and commercial studies.

The duration of the course is three years.

5. *Intermediate economic and administrative education (MEAO)*

The purpose of intermediate economic and administrative education (MEAO) is to provide preparation for administrative, commercial, managerial and secretarial functions at intermediate level.

The duration of the course is three years.

6. *Training for the posts as play leader and head play leader in a nursery school*

Training is given for the certificate of proficiency as a play leader (A) and for the certificate of proficiency as a head play leader (B).

The training for A takes three years in full-time day training and for B one year (part-time, e.g. Wednesday afternoons).

Only head play leaders can be appointed as heads of nursery schools. Admission to A is possible on the basis of the intermediate general secondary education (MAVO) diploma and after undergoing the first three years of a school of preparatory scientific education (VWO) or of higher general secondary education (HAVO).

Admission to B is only possible on the basis of the play leader's certificate.

7. *Intermediate social-pedagogic education (MSPO)*

Intermediate social-pedagogic education comprises the following courses.

(a) Home help's course

This intermediate course provides preparation for the occupation of home help. The course takes two years and consists of regularly alternating periods of theory and practice, comprising a total of 38 to 41 weeks. Admission to the course is possible on the basis of a lower vocational (LBO) diploma or an equivalent standard of proficiency. The training for this occupation may also be followed on a part-time basis, in which case candidates for admission must be at least 22 and must be employed on a part-time basis in family welfare work.

(b) Course in the care of old people

This intermediate course of vocational training provides preparation for the profession of geriatric social worker. The training takes two years and consists of regularly alternating periods of theory and practice totalling 38 to 41 weeks. For admission requirements see paragraph (a).

(c) Sport instructor's course

This course provides preparation for leadership functions in physical education and sports activities, with special attention devoted to personality development. The training consists of a two-year day course followed by a practical period of half a year.

Separate follow-up courses provide facilities for specialization in one or more branches of sport.

Admission to the course is possible on the basis of the MAVO-4 (intermediate general secondary education) diploma. The physical fitness and personal and sporting background of each candidate is examined. Medical examination is also required.

(d) Occupational therapist's course

This course provides preparation for the profession of occupational therapist. The two-year course provides training over a period of 1 1/2 years for the occupational therapist's diploma.

There are two periods of practical training lasting three months. Then there is a period of six month's practical training for the diploma to be endorsed with the 'leader' qualification.

(e) Intermediate vocational course in social services

This course is designed to provide general preparation for professions at intermediate level in the social services.

The course takes three years.

In the first year classes are usually given on two evenings a week. For the second and third year of the course half a working day may also be added.

Admission is on the basis of the four-year MAVO diploma (MAVO-4) or an equivalent qualification, or one of the diplomas in home help work, child care (KVJV), nursing A/B.

In principle any one of these qualifications is sufficient for admission, irrespective of age. In practice, however, 16 and 17 year olds generally speaking have little chance of being employed in an institution or service in the field of social services. For admission to the second year the trainee must be employed for at least 20 hours per week in a working situation considered suitable by the training institute.

(f) Intermediate vocational course in industrial relations and personnel management

The course is designed to provide preparation for occupations at intermediate level in the field of manpower supply and personnel work. The part-time training takes three years. Admission is on the basis of the MAVO (4-year course) diploma or equivalent standard.

(g) Intermediate vocational course in institutional work

The purpose of the training is to provide preparation for occupations in institutional work at intermediate level, in institutions for both young people and adults.

The day course takes three years, the second of which is a year of practical training. The part-time course also takes three years, with classes given for one day a week.

Admission is on the basis of one of the diplomas from intermediate general secondary education (MAVO-4) or in child care or home help work.

(h) Youth leader's course

This course is designed to provide preparation for the profession of youth leader in clubs and community centres.

The two-year part-time course is open to persons who have reached the age of 18, are employed in the field of activity concerned and have a MAVO diploma.

(i) Intermediate vocational course in cultural work

This course is designed to provide preparation for cultural work at intermediate level.

Admission to the three-year course is on the basis of one of the diplomas of intermediate general secondary education (4-year MAVO course), in family welfare or child care: the minimum and maximum ages for admission to the course are 16 and 21 on 1 October of the year of admission.

Post-secondary education

Post-secondary education covers higher vocational education and scientific education.

Higher vocational education (HBO)

The purpose of higher vocational education is in general to give the student a theoretical and practical preparation of a standard which will enable him after some experience to take on a managerial or staff position. There are many arguments to support a closer relationship between higher vocational education and scientific education. A number of committees have been set up in order to investigate ways in which this cooperation could be brought about in limited fields. Basic concepts have been worked out whereby the two forms of education could be regulated by a single Act.

Admission to higher vocational education is generally possible on the basis of the diploma of higher general secondary education (HAVO) or intermediate vocational education (MBO).

Higher technical education (HTO) is given at schools with a course duration of four years. The third year is spent in firms, under the supervision of the school.

An HTO diploma may, in certain cases, render the holder eligible to continue his studies in scientific education.

Higher nautical education (HNO) covers courses for qualification as a mate and marine technician (duration of course 1, 2 or 3 years) and radio-telegraphist (2 years) on board foreign trade vessels. Experiments are in progress with courses leading to qualifications as mate and marine technician comprising a similar structure to that of the HTO system (duration of studies 4 or 5 years).

Courses are provided at laboratory training schools designed for laboratory technicians :

(1) in independent research and development occupations (duration of course 3 years).

Experiments are in progress in which the duration of the training is extended in order to facilitate the broadening of personal development possibilities;

(2) in occupations requiring critical insight into the first evaluation of results in terms of the initial problem.

Higher domestic science education (HHNO) includes courses in dietetics, child care and education (KNO) and applied domestic science (THW). The third year of this four-year course is a year of practical training under the supervision of the school.

The higher agricultural education (HAO) system includes the higher agricultural schools (home and tropical branches), the higher horticultural schools, the higher forestry and land development school, the higher schools for food technology and the higher school for horticulture and land-

scaping. All graduates from the HAO schools are entitled to admission to the Landbouwhogeschool (College of Agriculture). Holders of diplomas from higher agriculture schools and from the higher schools for food technology are entitled to admission to the veterinary faculty.

All higher farming courses are of four years' duration, including half a year's practical training.

Higher education for the craft and small-scale trading occupations (HMO) is provided at two higher hotel schools with a course duration of three years. The purpose of this form of education is to prepare young people for managerial posts in hotels, cafes, restaurants and similar establishments, such as manager, executive, assistant manager, head of non-medical service in hospitals etc.

Higher economic and administrative education (HEAO) is provided at schools with a course duration of three years. The training facilities are split up into three departments from the second year on, namely:

- (a) industrial administration;
- (b) commercial and economic studies;
- (c) economic and legal studies.

In a limited number of schools for HEAO there is the possibility of a fourth branch of study, i.e. data processing for business and industry. This branch of study, unlike the other three mentioned, provides courses lasting four years. The Institute for Higher Education in Recreation and Tourism also falls within the HEAO category. It provides a three-year course designed to train people for executive and managerial positions in industry and (semi) public administration. There are separate branches of study for economic and sociological specializations.

After obtaining the final HEAO diploma it is possible to continue studies at the faculties of economics and law of establishments of scientific education (WO).

The establishments for social-pedagogic education (SPO) include schools which provide preparation for occupations in the field of education for young people, adult education, cultural work, social work, community projects, personnel work, child protection, health care, library work, journalism and for other professions in the social-pedagogical field. In some cases it is possible, after obtaining a higher SPO diploma, to go on to study at an establishment for scientific education (WO).

Art education. The establishments for art education (KuO) include schools which provide preparation for occupations in various fields of the arts. The schools at which art education is provided include schools for higher vocational education in the field of music and theatre, the academies for visual art and the film academy.

Teacher training. The training school for educationalists (pedagogical academy) gives courses lasting three years. It is possible for holders of the certificate of proficiency as fully qualified teachers to go on to study at some faculties of an establishment of scientific education (WO).

There are a number of certificates for teachers in the secondary education sector which can be obtained by sitting for a state examination. Diplomas obtained from many training courses are also recognized as authorizing the holder to teach in the same way as the teacher's qualifying certificate.

Training is given at day schools, part-time courses and universities. Graduates from establishments of scientific education and higher vocational education may in certain circumstances also be appointed as teachers. In 1970 an entirely new training scheme was devised. A special feature of this new scheme is the 'three-grade' system; there are courses for certificate of proficiency first grade (approx. 6 years), second grade (4 1/2-5 years) and third grade (approx. 4 years) and the double proficiency certificate: each student entering for this certificate must qualify in two subjects. Another essential difference is the considerable attention which will be paid to educational science in the training.

Those entitled to be admitted to the new courses include: holders of a higher general secondary (HAVO) or preparatory scientific (VWO) school diploma and holders of certain diplomas of higher and intermediate vocational education. The teachers' training courses of the old type at present offer facilities — mainly in the form of evening classes — for studying for a diploma to teach at a technical vocational (TBO) school. This involves a preparatory course of two years and a main course of four years.

In order to train staff for the early school leavers' education scheme, the Landelijke Organisatie Vormingswerk werkende Jongeren (LOVWJ) (National Organization for Education for Early School Leavers) maintains a so-called internal courses. These courses are intended for programme leaders who are appointed on the basis of ability (without special teaching qualifications). For three years they get tutorial training taking up one day a week. Consultations are in progress to decide whether, within the perspective of the new educational facilities for young people at work, it might not be more appropriate to integrate these internal courses into the new teacher training system.

Continued education

Supplementary educational activities

Further vocational education

Various courses are provided within the framework of associations of former students and through the institutes of (higher and intermediate) vocational education. In most cases these are intended for those who obtained their diplomas a number of years previously and since then have been applying their vocational training in practice.

Further training for teachers

Structural changes in education and new teaching programmes impose the need for all teachers to undergo refresher training from two points of view : scientific knowledge of the subject and mastery of the occupational in the specifically educational context.

Facilities available at present consist of occasional courses and vacation courses.

The imposition of compulsory periodic refresher training, however, is basically inevitable.

Retraining activities

The Directorate-General for Manpower Supply, attached to the Ministry of Social Affairs, has a number of facilities for training and retraining. A survey of these is contained in a separate contribution.

Supplementary training for the staffs of the Institutes of Education

The programme leaders employed in the institutes of education for early school leavers are able to devote 10 % of their working time to studies.

The supervising authority for each of these institutes of education each year submits a training and supplementary training plan for staff members. This annual plan must be incorporated into a training and supplementary training plan, also to be submitted, extending over a number of years which must take into account developments in this branch of educational work within the perspective of the new educational facilities for young people at work.

The national organizations each year submit for approval a list of their own supplementary training facilities provided for the purposes of the institutes affiliated to them.

Correspondence courses

The correspondence course institutes arrange a large number of technical and vocationally oriented courses. These may be at various levels (comparable with LBO, MBO, HBO). The correspondence course institutes, which are usually engaged in this form of education on a commercial basis, may obtain official recognition under the Correspondence Course Institutes Act.

They then come under government supervision. This provides certain guarantees in respect of the bona fides of the institutions and the quality of the tuition involved.

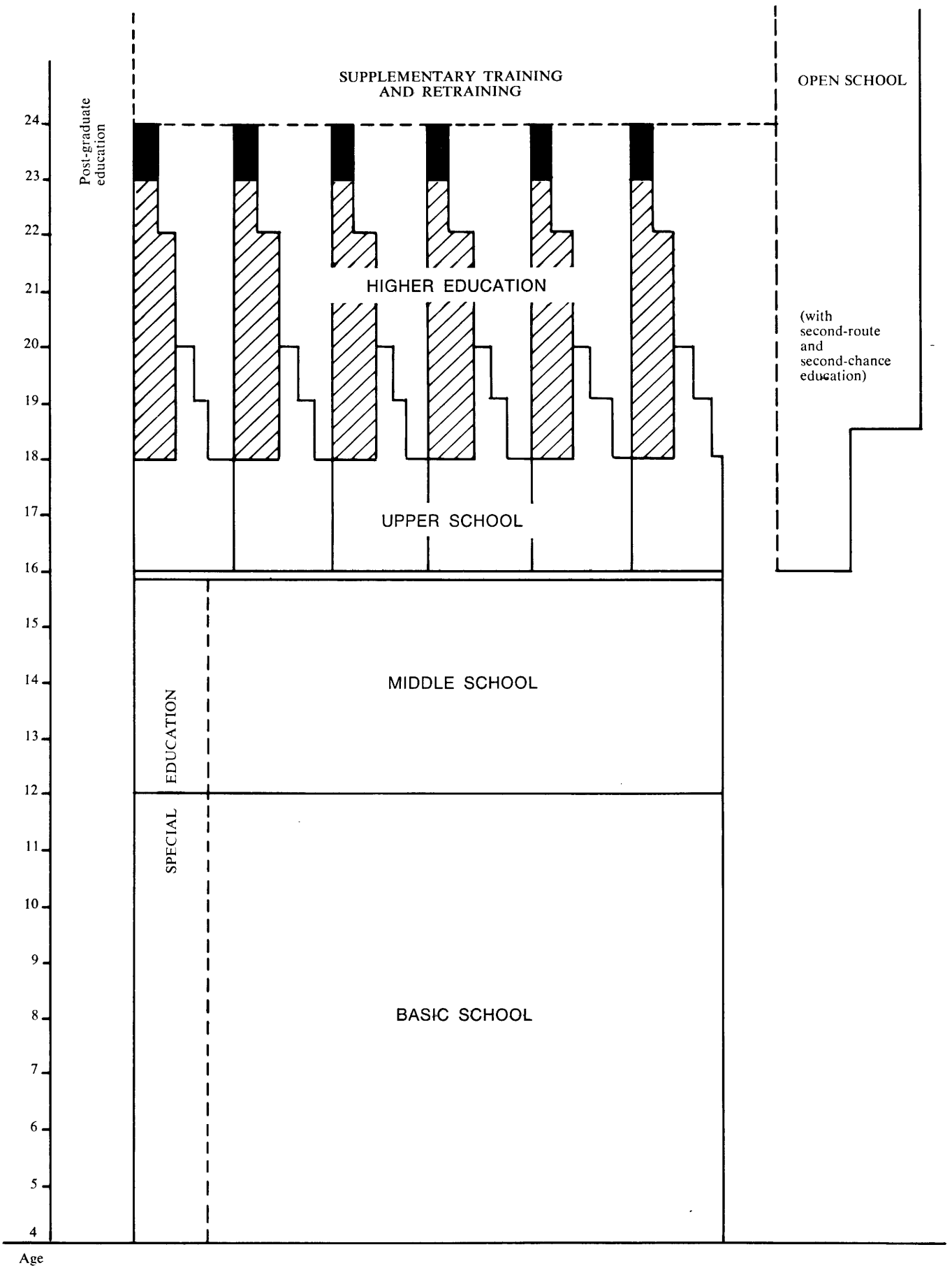
Considerations concerning the education system of the future

The present-day system of education in the Netherlands has to a large extent evolved as a response to the demand of society for trained manpower at a time when science and knowledge derived from it are regarded as an end in themselves, remote from social reality. For these reasons the Dutch education system is extensively geared to the acquisition of skills and knowledge which are necessary for the pursuit of trades and occupations or to the initiation of students into specialized, relatively abstract, fields of knowledge. There is no doubt that these have been and remain important tasks but, because of a too one-sided concentration on these teaching activities, certain tasks in education get less attention than is necessary in the interests of full personal development and good preparation for functions in society. The above remarks were taken from a discussion paper entitled 'Contours of an education system for the future' published in June 1975 by the Minister of Education and Science and the two Secretaries of State. An attempt is made in this discussion paper to present in outline form a future picture of Dutch education as a whole, a picture of the future which must be understood as a long-term vision. What it represents is a perspective for the coming 20 to 25 years. The paper has been widely disseminated in order to stimulate widespread discussion of renewal and development in the education system. After all the reactions have been processed, a new version will be prepared which in its turn will also be presented for discussion.

The paper lists three basic points for a new education strategy :

- (a) Everyone has the right at the start of life to a real chance, i.e. one with as many guarantees as possible, of preparing himself for a proper start in life. This should take up to around the age of eighteen : foundation-laying education up to the age of about 15 to 16, followed by vocational education or preparation for higher education. This is the period of compulsory schooling;
- (b) all possible efforts should be supplied to influence the motivation of schoolchildren, trainees and students in a positive direction, particularly during the final years of the period of compulsory Schooling. One of the most important conditions for this is that there should be a strong link with social reality. Participatory learning should thus also be a central element in the picture;
- (c) this period of compulsory and usually uninterrupted full-time day education is followed by a period of life-long continued learning. In principle the phase of uninterrupted day education at the beginning of this period should be kept as short as possible. An essential feature of this entire period is that working and learning should be systematically alternated and that central importance should be attached to fostering self-reliance and a sense of responsibility to themselves among those participating in the part-time education. Educational law remains effective during this period.

Future structure of Dutch system of education



The discussion paper presents the following broad outlines of the new educational structure.

- (a) Basic school for four to twelve-year-olds.
- (b) Middle school for twelve to sixteen-year-olds.
Basic plus middle school together form the foundation-laying education.
- (c) Upper school for the sixteen to eighteen-twenty age group.
- (d) Higher education for the eighteen to twenty-three age group, followed by a year of post-graduate education.
- (e) After middle school the Open School may be followed in which second-route and second-chance education is provided.
- (f) Special education can be followed by pupils from the age of four to sixteen.

For vocational education the following is of interest.

Foundation-laying education: basic school and middle school

All pupils follow foundation-laying education under the provisions for compulsory school attendance.

This is a complete course of day education. There is no categorial structure and no separation as between general formative education and vocational education. In addition to general education for all pupils vocational guidance will also play a part. The annual class performance system will be dismantled as far as possible. The basic concept is a heterogeneous formation of groups of contemporaries: such groups are not organized according to levels of cognitive intelligence. Some subjects or educational fields are compulsory for all. These include — in addition to, for example, language and arithmetic/mathematics — socially oriented subjects (including knowledge of the environment) and subjects of artistic expression.

A large measure of choice will also be offered in subjects and groups of subjects. For this purpose, in the middle school, the pupils from the heterogeneous learning groups will form up into level groups per subject field.

Testing may be carried out per subject or group of subjects at various levels.

It is the explicit intention that the pupils, at the end of their foundation-laying education, should have achieved a certain final level in a number of subjects and educational fields compulsory for all. The pupil then obtains a diploma or certificate specifying the subjects studied by him and the levels reached in them. On the basis of this he receives advice on what course of further education to follow (the 'final profile').

Upper school and higher education

Middle school is followed by upper school. In order, in particular, to give expression to the link between social reality and education, the upper school is subdivided into

main groups of social activities and educational fields connected with them. The following sectors may be envisaged here:

- social services;
- natural sciences and technology;
- commerce, economics and administration;
- agriculture;
- communications;
- the arts.

This classification according to sectors considerably enhances the possibilities of differentiation in education. In addition the scope for social orientation of the pupils may be improved.

In the sectorally oriented upper schools there will be three streams of specialization:

- a stream of two years of courses of a more theoretical nature, which among other things prepare candidates for higher education;
- an intermediate stream of three to four years geared to occupations of intermediate level;
- a short stream of two to three years geared to occupations of a lower level.

As has been pointed out, advice is given on the basis of the 'final profile' distributed at the end of middle school on what forms of further education should be pursued. That advice is only binding in one instance: if the advised is to proceed to the short vocationally-oriented upper school stream, the student cannot opt for the theoretical stream; the heterogeneity of levels would then be too great. The students thus have extensive freedom of choice. This, however, also means that, at the end of the first year of courses in the upper school streams, the student must satisfy entrance requirements in order to continue his studies in the stream in question.

Under certain conditions he may also transfer at the end of the short vocationally-oriented stream, without any great loss of time, to the intermediate vocationally-oriented stream. The same also applies to the end of the medium-length stream: under certain conditions there is a possibility of transferring to a related programme in higher education. Of course, this 'horizontal' transfer facility works in both directions. There is, for example, also the possibility of switching from the theoretical stream to the intermediate vocationally-oriented stream.

Higher education will not only comprise the present scientific education and higher vocational education systems. The range of possibilities for study will be greater than is the case at present. In addition to the social orientation attention is also paid in higher education to the scientific orientation, albeit to varying degrees and geared to different objectives, such as the application of science and innovative research.

At the end of the first year comes the 'propaedeutic' (preliminary) examination. Certain minimum requirements

must be satisfied in this examination in order to be able to take part in the rest of the curriculum.

Possibilities after upper school and higher education

Once a student has completed a course of upper school and possibly higher education, there are various possibilities open to him for the rest of his life of making use of available educational facilities.

In the first place, opportunities are available for supplementary vocational education. This means that anyone who may need it can benefit from supplementary training or retraining throughout his working life. Supplementary training does not only mean updating and refreshing obsolescent knowledge, and skills; it also means satisfying needs observed from experience in working practice for further specialization and further extension of knowledge.

In the second place, every individual is given the opportunity following programmes of education and development. That is to say, education which is not geared to the acquisition of diplomas, but principally serves the purpose of individual self-fulfilment.

In the third place there is also the possibility of what is known as 'second chance' education. This offers facilities to (young) adults for obtaining the diplomas of upper school and higher education, after all, of which they had previously not had the chance of or which, for whatever reason, they had not taken the chance. This second-chance education is pursued simultaneously with full or part-time employment.

The abovementioned activities will, as a rule, be offered within the framework of the Open School.

Second route education as an alternative

In addition to upper school and full-time higher education — the 'first route of education' there is another possibil-

ity which may be chosen. Here alternative possibilities of obtaining qualifications may be offered to younger people who have been through or partially completed an education: the 'second route of education'. This alternative may be attractive to younger people who wish to combine as much theory and practice as possible and may even wish to integrate them with one another. The second educational route may be embarked upon immediately after completion of compulsory schooling. These educational facilities will also be made available to a large extent within the framework of the Open School.

The relatively new terms 'second-chance education' and 'second-route education' may be a source of confusion. Hence a brief word of explanation. Second-chance education and second-route education both offer facilities for combining theory and practice, learning and working, together. The difference between the two forms of education lies in the age groups for which they are intended.

Second-route education is for younger people of the same age group as those in the corresponding first-route of education.

Second chance education is for (young) adults who, some time after completion of their course in the first-route of education, still want to obtain qualifications. In many cases second-chance education and second-route education may be provided in combination.

Open School

The Open School has already been mentioned a few times. This is an autonomous organization which was set up in order, in collaboration with other organizations, to offer prospective students after completion of their compulsory schooling facilities for supplementary (vocational) education, training and development programmes, second-route education and second-chance education. The emphasis here is on the integration of private study, group tutorial help and information via the mass communication media.

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