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EDUCATIONAL SYSTEM
IN THE NETHERLANDS

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EDUCATIONAL SYSTEM
IN THE NETHERLANDS

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DESCRIPTION OF THE EDUCATIONAL SYSTEM IN THE NETHERLANDS

1 ADMINISTRATION

1.1 New legislation

The current system of education in the Netherlands is in the process of changing radically as a result of the passing of the Act of 14th February 1963: the Wet op het voortgezet onderwijs. The new Act regulates all education after the six years of primary schooling up to, but not including, university-level education and will supersede a series of earlier Acts still in force. Its entry into force (probably in 1968) has, however, been made subject to the enactment of the necessary transitional statutory provisions.

Nevertheless, in virtue of the "Experimental Act" that was passed at the same time, new forms of education are already being tried out. This survey gives the new nomenclature in certain instances and to some extent takes account of the new educational structure.

1.2 Educational administration

The Minister of Education and Sciences is responsible for the legislation on education and for the execution of the educational laws with exception of those on agricultural education falling under the Minister of Agriculture and Fisheries.

An Education Council, constituted by law, gives advice to the Minister, with regard to new bills and on matters relating to curricula and reorganisation, and also with regard to the execution of certain laws.

The Minister is assisted in the discharge of his duties by one or more State Secretaries, who are in common with the Minister political persons, and by a Secretary-General who is a high official and who is in charge of the administration of the Ministry. The Minister has under him two Directors-General (one for education in school and one for sciences), an Inspector-General, two counsellors, and the Heads of the various departments, sub-departments, and of the Inspectorate of Education.

1.3 Public and private education

By Openbaar onderwijs is meant the education that is provided through the national or municipal government; Bijzonder onderwijs (private education) embraces all education that is imparted by private institutions, whether denominational or non-denominational. The division of education into two main types derives from the principle that parents should be afforded the possibility of giving their children an education that is in keeping with their own way of life, their convictions and their preference for certain methods of teaching.

About 80 % of infants' schools, 70 % of primary schools and 90 % of vocational training schools are privately run, which has a bearing on the fact that private education is in many cases subsidised on a basis related to Government expenditure on public education, so that expenses are refunded in full (with exception of the private university education where costs are refunded for 95 %).

1.4 Curricula

As far as the Openbaar onderwijs is concerned, the Government gives more or less binding directions as to the curricula. With regard to the Bijzonder onderwijs the regulations being the basis for subsidies are less definite.

1.5 Compulsory education

Education is compulsory throughout an eight-years period between the ages of about $6\frac{1}{2}$ and $14\frac{1}{2}$. More than 90 % of children receive post-primary education. Compulsory education is free. Partly by means of scholarships and interest-free loans an endeavour is made to give every Dutchman the chance of receiving the education for which he is best suited.

1.6 Reorganisation of post-primary education

Underlying the reorganisation aimed at the Wet op het voortgezet onderwijs, 1963, is the fact that the current legislation governing post-primary education falls short of the development of education and society. The six separate Acts that regulate education at present date from different times and are not sufficiently attuned to each other. Moreover, new pedagogic and didactic conceptions have created the need for greater differentiation in education.

(a) The new Act stresses the interests of the pupils; each pupil must in so far as possible be allowed access to a type of school that fits his capacities and interests.

(b) It allows for differentiation in the instruction given at certain types of schools by introducing key subjects and optional subjects.

(c) The introduction of a transitional year as the first year at all post-primary schools is designed to facilitate the transition and to enable the pupil to be judged as to his suitability for the school in question. Where possible the same number of periods will be devoted to all subjects during this transitional year so that pupils can change schools at the end of the year, without having missed a year of their new school curriculum. In connection with possible changes of course, the new legislation also provides facilities for attending comprehensive schools under a single direction, which combine various types of training and prepare pupils for diplomas of diverse kinds and standards.

(d) The new Acts lays stress on giving children a thorough general education that is not geared solely to a particular trade or profession. It provides not only that each type of vocational training shall be preceded by a period of general education but also that considerable time shall be devoted to general subjects during the vocational training itself.

(e) Thus, the pupil who completes a vocational training course beginning with elementary vocational training and going on to the more advanced elementary and secondary vocational training will also have had an adequate general education. He will even be qualified to seek admission to an institute of advanced technology or the like.

(f) The new Act confirms the existing system of equality whereby the costs of publicly and privately controlled education are de-

frayed to an equal amount from public funds and whereby both types of school confer certificates of equal validity. In virtue of the new Act the Minister of Education is required to draft a plan for the post-primary schools to be established within a given period. This provision was made in view of the necessity to maintain a balance between the number of schools of different types.

2 GENERAL PRINCIPLES

The Constitution and the various education Acts lay stress on the safeguarding of the freedom of parents to choose an education for their children in accordance with their principles and beliefs. They nevertheless ascribe definite responsibilities to the Government and require it to make education as an object of constant solicitude.

The Constitution lays down that the cost of private general primary education that satisfies such conditions as are prescribed by law shall be defrayed from public funds to the same extent as the cost of public education. The conditions must guarantee standards of private education identical with those set for public education, but they must at the same time guarantee freedom in the choice of educational means and in the appointment of teachers.

3 ORGANISATION OF STUDIES

3.1 General Education

- 3.1.1 - Since 1956 the Kleuteronderwijs (pre-primary education) for children between the ages of 4 and 7 years maximum has been governed by a separate Act. For the most part, this type of education is given in private schools.
- 3.1.2 - Gewoon Lager Onderwijs (ordinary primary education), which is regulated by the Primary Education Act of 1920, is designed to impart a basic education in the form of a six-years course. Openbare lagere scholen (public primary schools) come under the jurisdiction of local authorities. The curriculum is drafted by the headmaster and fixed by the burgomaster and aldermen in consultation with the inspector of education.
- 3.1.3 - Buitengewoon lager onderwijs (special primary education) is provided for children who are mentally or physically unfit to attend ordinary primary schools. Schools for children whose parents have no fixed domicile (e.g. children of barge-crews and caravan dwellers) also fall into this category.
- 3.1.4 - The Gymnasium, which is attended after the six-years course at primary school, gives an education lasting six years for those who intend to study at a university or at other institutions of higher education. In the last two years the pupils are separated into two sections: the alpha-section where the emphasis is on Greek and Latin, and the beta-section with Greek and Latin, but where the emphasis is on science.
- 3.1.5 - Hogere Burger School, H.B.S. (modern grammar school) provides a five-years course (sometimes 6 years). After the first three years pupils are divided into two sections: A en B. In the A-section the stress is on economic and social studies and languages, and in the B-section on mathematics and science. The H.B.S. has a dual purpose: for some it is a pre-university training, for others it is a general education at advanced level for careers in commerce, industry etc., or an education that leads to higher vocational schools. In virtue of the new

legislation the present five-years H.B.S. in so far as it prepares pupils for university education will be superseded by a new type of school (Atheneum) offering a six-years course.

- 3.1.6 - The Lyceum combines the gymnasium and the H.B.S. with a uniform basic course of two years. Attached to some Lyceums are departments of secondary schools for girls where pupils can continue their studies after completing the basic course.
- 3.1.7 - The Middelbare School voor Meisjes (secondary school for girls) provides a five-years course. Under the new Act this type of school falls into category HAVO hoger algemeen voortgezet onderwijs (general post-primary education at upper level); in the future, HAVO-schools will also serve to replace the present five-years H.B.S. designed to provide a general training for careers in commerce, industry etc., and also as preparation for technical and vocational education at the upper level.
- 3.1.8 - Schools for Uitgebreid Lager Onderwijs ULO (advanced primary education) have until now been governed by the Primary Education Act although in essence they belong to the sphere of secondary education. They are attended after the six years at primary school and in general comprise a four-years course, in some cases three years. Besides the usual elementary subjects, tuition is given in English, French, German, general history, mathematics, and the principles of commerce. Under the new Act the education at present given at advanced primary schools will be superseded by - MAVO middelbaar algemeen voortgezet onderwijs (general post-primary education at intermediate level). As a rule these schools will prepare pupils for a secondary vocational training school.
- 3.1.9 - Voortgezet Gewoon Lager Onderwijs V.G.L.O. (complementary primary education) comprises a minimum of two years following the six years at primary school. It is a branch of education which is less theoretical and more attuned to practical skill. In addition to the ordinary primary school subjects, the curriculum includes world history, handicrafts, and needlework and housecraft for girls. Under the new Act, the LAVO, lager algemeen voortgezet onderwijs (general post-primary education at lower level) will be given during the first, or the first and second years at a lagere technische school to facilitate gradual transition or at separate schools providing a two-years course.

3.2 Technical and vocational education

- 3.2.0 In pursuance of the Nijverheidsonderwijswet 1919 the aim of technical and vocational education is to prepare young people with a general grounding for trades and crafts, industry, the mercantile marine, domestic economy, rural domestic economy and feminine handicrafts, while continuing their general education. It comprises also the training for social workers, the training by the apprenticeship-system and provides for schools of applied art and retail trade.
- 3.2.1 Technical Education. There are schools of various levels that prepare children for technical careers:
 - 3.2.1.1 Lagere Technische School, L.T.S. (lower general and technical education). Pupils attend these schools directly after the sixth year of primary education. In general the training provided covers a three-years period.
Existing two-years courses are gradually being extended to three years. For certain types of training the duration of the course is fixed at four years. The object of training is to furnish a basis

for the pupils' further development either under the apprenticeship-system or in factories and workshops only.

- 3.2.1.2 - The Leerlingstelsel (apprenticeship-system) in the apprenticeship-system the pupil receives at the basis of an apprenticeship contract a training in the practical skill of a certain trade, as well as general and vocational education. In addition to the vocational training the pupil is obliged to attend a vocational day or evening school for general education and professional training. A bill on the apprenticeship-system is under discussion at the States-General.
- 3.2.1.3 - Uitgebreed Technische School, U.T.S. (secondary technical school). Pupils wishing to attend schools of this type, which were introduced in 1950, are required to have undergone a preliminary training consisting of at least two and in general three years of voortgezet onderwijs. These are day-schools offering a preparatory (or transitional) year ("schakelklas") for pupils from lower technical schools and a two-years theoretical course followed by a one-year practical course. They are intended for boys who are likely to occupy subordinate posts or to become heads of small enterprises after the appropriate continued training on the job. The main courses given are elementary mechanical, electrical civil and hydraulic engineering.
- 3.2.1.4 - Hogere Technische School, H.T.S. (technical college). The minimum requirement for admission to these schools is in general four years of voortgezet onderwijs. The courses are designed to improve general technical knowledge by a thorough theoretical grounding based towards direct application. The training prepares pupils for intermediate posts of all kinds in industrial undertakings. The course lasts - after a preparatory year for those who had four years of voortgezet onderwijs - four years including one year of training on the job. Generally the schools have the following departments: architecture, civil engineering, hydraulic engineering, mechanical engineering and electrical engineering. Some of these schools also provide for shipbuilding and marine engineering, aeronautical engineering, applied chemistry, applied physics, applied industrial economy, mechanical technology, geodesy, surveying motor engineering, chemistry, textile engineering or metallurgy.
- 3.2.1.5 In all branches of vocational and technical education for boys there are vakscholen providing training in one or a limited number of trades. On the L.T.S.-level there are e.g. schools for seafishery and inland shippingschools, printing trade-schools, textile trade-schools, footwear trade-schools, etc. Then there are bedrijfsscholen (factory-schools) for boys, run by certain industrial concerns. On the U.T.S.-level there are trade-schools for musical, instrument makers, photographers, etc. On the H.T.S.-level there are nautical schools, schools for training engineers for ships or aircraft, the mining school, the advanced textile training school etc.

3.2.2 Huishoud- en nijverheidsonderwijs

Here again there are various standards:

- 3.2.2.1 - The Lager Nijverheidsonderwijs voor meisjes L.N.O.M., (elementary domestic economy education for girls) admits girls who have received a six-years course of primary education. One third of the training consists of general education, for the rest tuition is given in the rudiments of cooking, sewing, home care, furnishings,

- and dress. The rural domestic economic schools concentrate on the running of a rural community household.
- 3.2.2.2 Uitgebreid lager nijverheidsonderwijs voor meisjes, U.L.N.O.(m), (advanced elementary domestic economy training) is intended for girls who wish to undergo a more advanced training in the various feminine occupations (home economics, etc.). The length of the training varies between one and three years depending on the type of course chosen. Conditions of entry vary considerably.
- 3.2.2.3 Middelbaar nijverheidsonderwijs voor meisjes M.N.O., (secondary domestic economy schools) train girls as domestic economy teachers and prepare them for the requisite diplomas.
- 3.2.3 Land- en tuinbouwonderwijs (agricultural and horticultural education) exists on different levels of voortgezet onderwijs (continued education): the elementary schools in those fields provide a post-primary general education of the lower level as well as a vocational training.
The vakscholen provide a more extensive training in specific sectors and the middelbare land- en tuinbouwscholen aim at further specialisation on secondary level.
The Hogere land- en tuinbouwscholen train for senior functions on those fields.
- 3.2.4 Scholen voor de detailhandel (schools for the retail trades) give a preparatory training for an independent prosecution of a trade, commerce etc.
- 3.2.5 Handelsscholen (commercial schools). These schools provide general education and commercial training to future administrative personnel. Not only commercial subjects are taught, but languages, history and geography as well. There are commercial day schools (four years course) and commercial evening schools (3-5 years courses).
- 3.2.6 Kunstnijverheidsonderwijs (training for fine and applied arts) is given at secondary schools of industrial art to pupils who have completed the ULO. There are sections specialising in drawing, painting, modelling sculpture, textile, fashion and advertising design, pottery, gold and silver work, and industrial design.
- 3.2.7 Sociaal-pedagogisch onderwijs (Socio-pedagogic training). These schools prepare pupils for careers in youth education, adult education, social work, community development, personnel management, health care and physical training.
- 3.2.7.1 Sociale Academies train pupils for careers in social work, community development, cultural work, and personnel management. The course lasts four years and includes periods of practical training. The minimum requirement for admission is a leaving certificate from a secondary school and the minimum age is 18.
- 3.2.7.2 Scholen voor jeugdleidersopleiding (training of youth leaders). These day courses are given to future youth leaders and last about three years. The minimum requirement is a leaving certificate from a secondary school and the minimum age is 18.
- 3.3 Teacher training
- 3.3.1 Opleidingsscholen voor kleuterleidsters (infant teachers' training schools). The minimum requirement is an education at an ULO-school. The training comprises a three-years-day-course for future teachers (women) and an additional year of evening classes for headteachers.

- 3.3.2 Kweekscholen voor onderwijzers (primary teachers' training schools). The training is divided into three phases. The first phase of two years constitutes a continuation of general education for those who have not proceeded beyond lower-grade schools of continued education. The second phase, again of two years, constitutes the teacher training proper. At the end of the course a certificate can be obtained which qualifies the holder to teach at an ordinary primary school. The third phase of one year comprises a more advanced training towards full qualification for a post at an ULO-school or for a headship at an ordinary primary school. Separate certificates can also be obtained in a number of specific subjects taught at ULO-schools.
- 3.3.3 Opleiding tot leraar (training of secondary school teachers). Training is given at universities or institutes preparing pupils for the secondary school teachers' certificate.
- 3.3.4 Teachers for technical schools for boys are trained at the schools of the Nederlands Genootschap tot opleiding van leerkrachten voor het nijverheidsonderwijs (Netherlands Society for the Training of Teachers for Technical Education), except in cases where qualifications are governed by other education acts. In the main these are evening schools comprising a two-years basic training, a two-years intermediate training, and a two-years advanced training. Qualifications for teaching at domestic economy schools for girls can be obtained at secondary domestic economy schools for girls, except in cases where qualifications are governed by other education acts. The training comprises a four-years course of day classes.

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A. INDEX METHODIQUE

Voortgezet onderwijswet, 1963 (1.1)

Wettelijke regeling van het onderwijs dat gegeven wordt na het zesjarig basisonderwijs, met uitzondering van het wetenschappelijk onderwijs

Brugjaar (1.6)

Eerste jaar van het nieuwe voortgezet onderwijs (wet 1963) met ongeveer gelijk program om definitieve keuze van schooltype na de eerste klas te vergemakkelijken

Algemeen voortgezet onderwijs (avo) (wet 1963)

Op drie niveaus:

LAVO op lager (3.1.9)

MAVO op middelbaar (3.1.8)

HAVO op hoger niveau (3.1.7)

Voorbereidend wetenschappelijk onderwijs

(v.w.o.) (3.1.4+3.1.5+3.1.6)

Leidend naar universiteiten enz., via Gymnasium, Atheneum of Lyceum (combinatie van gymnasium en atheneum)

Beroepsopleiding in wet 1963: (3.2)

Alle onderwijs, voorbereidend op een beroep, met inbegrip van de pedagogische beroepen. De drie niveaus lager, middelbaar en hoger zijn gebaseerd op respectievelijk LAVO, MAVO en HAVO

Kleuteronderwijs (3.1.1)

Onderwijs dat aan het lager onderwijs en aan de leerplicht voorafgaat

Gewoon lager onderwijs

I. 6 (3.1.2)

Basisonderwijs, dat als gemeenschappelijke basis geldt voor alle vormen van voortgezet onderwijs

(1.1)

loi réglant l'enseignement post-primaire qui se situe entre l'enseignement primaire et l'enseignement universitaire (1963)

(1.6)

première année scolaire (année de transition) du nouvel enseignement post-primaire (Loi 1963) avec un programme à peu près commun, facilitant le choix définitif du type d'école après la première année

enseignement général post-primaire (Loi 1963)

LAVO au degré inférieur

MAVO au degré moyen

HAVO au degré supérieur (Lavo-3.1.9, Mavo-3.1.8, Havo-3.1.7)

(3.1.4+3.1.5+3.1.6)

enseignement menant aux études universitaires donné dans le Gymnasium, l'Atheneum ou le Lycée (combinaison de gymnasium et d'atheneum)

(3.2)

tout enseignement professionnel et technique, préparant pour une profession (y compris la formation des maîtres) Les trois niveaux inférieur, moyen et supérieur sont basés sur le LAVO, MAVO et HAVO correspondant

(3.1.1)

enseignement pré-scolaire (facultatif)

(3.1.2)

enseignement primaire (servant de base à tout l'enseignement post-primaire)

Explanatory list of terms

A. CLASSIFIED LIST

(1.1)

law regulating all education after the 6 years of primary education, excluding university education (1963)

(1.6)

first year (or bridge-year) of the new post-primary education (Act 1963) with nearly common programme, facilitating reconsideration of choice of school

general post-primary education (1963 Act)

LAVO at lower level

MAVO at intermediate level

HAVO at upper level (Lavo-3.1.9, Mavo-3.1.8, Havo-3.1.7)

(3.1.4+3.1.5+3.1.6)

studies leading to higher education (e.g. universities) either at Gymnasiums, Atheneums or Lyceums (combination of gymnasium and atheneum)

(3.2)

all vocational and technical education (including teacher training). The three levels lower, intermediate and upper are based on the corresponding LAVO, MAVO and HAVO

(3.1.1)

pre-school education (not compulsory)

(3.1.2)

primary education (the common basis for all post-primary education)

Buitengewoon lager onderwijs (3.1.3)

Onderwijs voor kinderen die niet geschikt zijn voor het bezoeken van de gewone lagere school of daartoe niet in de gelegenheid zijn

Gymnasium (3.1.4)
G, II - III, 6

Voorbereidend wetenschappelijk onderwijs

Hogere Burger School (h.b.s.) (3.1.5)

G, g, II - III, 5

Hoger algemeen voortgezet onderwijs, ten dele met voorbereiding op wetenschappelijk onderwijs

Lyceum (3.1.6)

g, G, II - III, 5-6

Een combinatie van gymnasium en h.b.s. en met eventueel een middelbare school voor meisjes

Middelbare school voor meisjes (3.1.7)

g, II - III, 5

Hoger algemeen voortgezet onderwijs (HAVO) voor meisjes, ter voorbereiding op de intrede in de maatschappij of op de scholen voor hoger beroepsonderwijs (ulo)

g, II, 3-4

Middelbaar algemeen voortgezet onderwijs (MAVO) (MAVO), waar het middelbaar beroepsonderwijs op kan aansluiten

Voortgezet lager onderwijs (v.g.l.o.) (3.1.9)

g, II, 2

Lager algemeen voortgezet onderwijs (LAVO) ter voorbereiding op intrede in de maatschappij of geleidelijke overgang naar het eigenlijke beroepsonderwijs

enseignement primaire spécial (Note: cet enseignement s'occupe également des enfants de bateaux etc.) (3.1.3)

(3.1.4)
enseignement général secondaire, menant aux études universitaires

(3.1.5)
autre type d'enseignement général secondaire pouvant aussi mener aux études universitaires

(3.1.6)
combinaison d'un gymnasium et d'une hogere burgerschool et éventuellement d'une middelbare school voor meisjes

(3.1.7)
enseignement général secondaire (HAVO) pour jeunes filles, qui peut aussi donner accès aux écoles d'enseignement professionnel supérieur

(3.1.8)
enseignement général secondaire (MAVO), avec des possibilités de continuer dans des écoles d'enseignement professionnel du second degré

(3.1.9)
enseignement général secondaire (LAVO), classes terminales

special primary education (Note: the education of the children of bargees etc. also comes under this heading) (3.1.3)

(3.1.4)
general secondary education, leading to university education

(3.1.5)
another type of general secondary education, which can also lead to university education

(3.1.6)
a combination of a gymnasium and a hogere burgerschool, in certain cases with a middelbare school voor meisjes

(3.1.7)
general secondary education (HAVO) for girls, which also prepares them for advanced vocational studies

(3.1.8)
general secondary education at intermediate level (MAVO), leading to intermediate technical schools

(3.1.9)
lower general secondary education (LAVO) of a terminal character

Lagere technische school

(l.t.s.) (3.2.1)

v, II, 3

Lager technisch onderwijs op basis van de lagere school en met voortzetting van het algemeen vormend onderwijs

(3.2.1)

enseignement général et technique (cycle inférieur)

(3.2.1)

lower general and technical education

Leerlingstelsel(3.2.1.2)

v, III, 3-4 (p.t.)

Voortgezette technische opleiding in het bedrijf na de lagere technische school of na de leerplicht voltooid te hebben (p.t.)

(3.2.1.1)

Schakelklas (S) voorbereidende klas om overgang van L.T.S. naar U.T.S. en van daar naar H.T.S. mogelijk te maken

(3.2.1.2)

enseignement professionnel à temps partiel pour apprentis

(3.2.1.2)

part-time vocational training for apprentices

(3.2.1.1)

classe de transition entre L.T.S. et U.T.S. et ensuite vers H.T.S.

(3.2.1.1)

transitional class from L.T.S. to U.T.S. and thereafter to H.T.S.

Uitgebreid technische school (u.t.s.) (3.2.1.3)

v, II - III, 3

Beroepsonderwijs volgend op de lagere sector van het technisch onderwijs

(3.2.1.3)

enseignement professionnel suivant l'enseignement général et technique (cycle inférieur)

(3.2.1.3)

vocational education after the completion of lower general and technical education

Hogere technische school (h.t.s.) (3.2.1.4)

v, III - IV, 4

Opleiding voor personen die de schakel kunnen vormen tussen hoofdleiding en uitvoering bij industriële ondernemingen

école technique supérieure (3.2.1.4)

technical college (upper level) (3.2.1.4)

Zeevaartschool (3.2.1.5)

v, III, 2

Opleiding voor stuurlieden, scheepswerktuigkundigen en telegrafisten

(3.2.1.5)

formation de pilotes, de mécaniciens et de télégraphistes de la marine marchande

(3.2.1.5)

training for navigation officers, engineers and telegraphists for the merchant navy

Lager nijverheidsonderwijs voor meisjes (3.2.2.1)

v g, II, 2

Lager huishoudonderwijs voor meisjes met voortzetting van het algemeen vormend onderwijs

(3.2.2.1)

enseignement technique ménager élémentaire combiné avec une continuation de l'enseignement général

(3.2.2.1)

elementary domestic science education for girls combined with a continuation of general education

Uitgebreid lager nijverheidsonderwijs (u.l.n.o.)

v, III, 1-3 (3.2.2.2)

(voir page 11)

(see page 11)

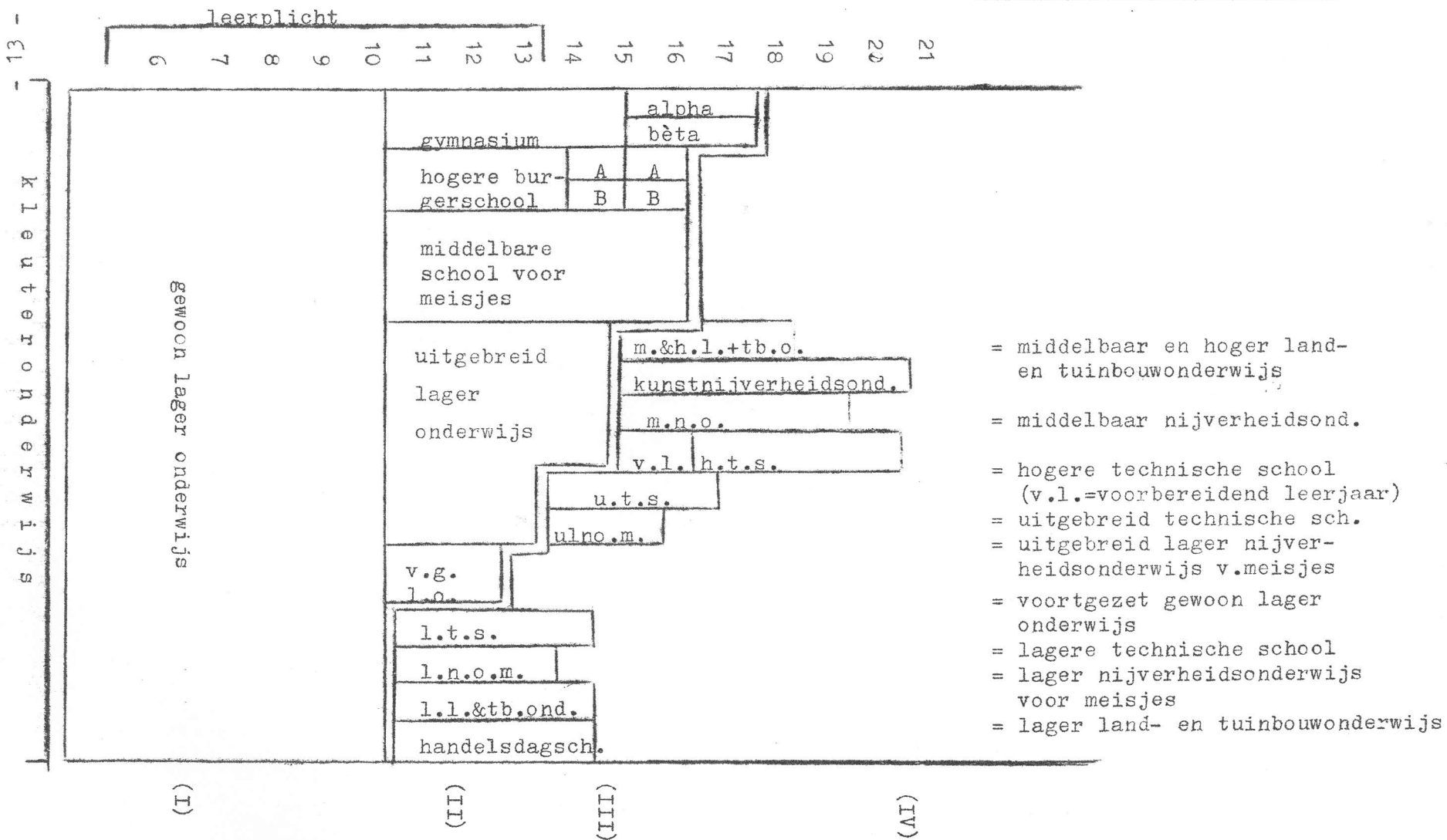
Scholen voor meisjes die zich verder willen bekwaamen in huishoudkundige en andere vrouwelijke beroepen	(3.2.2.2) enseignement ménager primaire supérieur et préparation à d'autres occupations	(3.2.2.2) schools which offer a more advanced form of education in domestic science and in other women's work
<u>Middelbaar nijverheids- onderwijs voor meisjes</u> (m.n.o.) (3.2.2.3) v, III, 1-4	(3.2.2.3) formation des maîtresses d'enseignement technique et ménager	(3.2.2.3) teacher training for girls at domestic science schools
Opleiding voor lerares bij het nijverheids- onderwijs voor meisjes (3.2.3)		
<u>Land- en tuinbouwonderwijs</u> op lager, middelbaar en hoger niveau van voortge- zet onderwijs	enseignement agricole et horticole aux niveaux inférieur, moyen et supérieur de l'éducation post-primaire (3.2.3)	agricultural and horticultural education at lower, intermediate and upper levels of post-primary education (3.2.3)
<u>School voor detailhandel</u> v, II, 4 (3.2.4)	(3.2.4) école pour le commerce de détail	(3.2.4) school for the retail trades
Voorbereiding voor het zelfstandig uitoefenen van detailhandel in het algemeen		
<u>Handelsschool</u> v, II, 4 (3.2.5)	(3.2.5) école de commerce (formation des employés de bureau)	(3.2.5) commercial dayschool (training for clerical and administrative personnel)
Opleiding van administratief personeel		
<u>Kunstnijverheidsschool</u> v, II, 5 (3.2.6)	(3.2.6) école secondaire d'arts appliqués	(3.2.6) secondary school for applied arts
Middelbaar kunstnijverheids- onderwijs		
<u>Sociale academie</u> (3.2.7.1) v, IV, 4	(3.2.7.1) formation des moniteurs de jeunesse, d'assistantes sociales, etc.	(3.2.7.1) training of youth leaders, social workers and persons entering similar occupations
Voorbereiding voor jeugd- leider en voor andere sociaal- pedagogische beroepen		
<u>Kleuterleidstersopleiding</u> v, III, 3 + 1 (3.3.1)	(3.3.1) formation des jardinières d'enfants	(3.3.1) infant-school teacher training
Opleiding voor kleuter- leidsters		
<u>Kweekschool voor onder- wijzers(essen)</u> (3.3.2) v, I - III - IV, 5	(3.3.2) formation du personnel enseignant des écoles primaires	(3.3.2) primary school teacher training
Opleiding voor onder- wijzers/onderwijzeressen lagere school		

B. INDEX ALPHABETIQUE (ALPHABETICAL INDEX)

- 3.1.9 Algemeen voortgezet onderwijs
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- 3.1.3 Buitengewoon lager onderwijs (b.l.o.)
- 3.1.2 Gewoon lager onderwijs (g.l.o.)
- 3.1.4 Gymnasium
- 3.2.5 Handelsschool
- 3.1.5 Hogereburgerschool (h.b.s.)
- 3.2.1.4 Hogere technische school (h.t.s.)
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- 3.2.4 School voor detailhandel
- 3.2.7.1 Sociale academie
- 3.2.2.2 Uitgebreid lager nijverheidsonderwijs voor meisjes (ulno)
- 3.1.7 } Uitgebreid lager onderwijs (ulo)
- 3.1.8 }
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- 3.1.9 Voortgezet gewoon lager onderwijs
- 1.1 Voortgezet onderwijswet
- 3.2.1.5 Zeevaartschool

HET NEDERLANDSE SCHOOLSTELSEL

Diagram I: actuele situatie



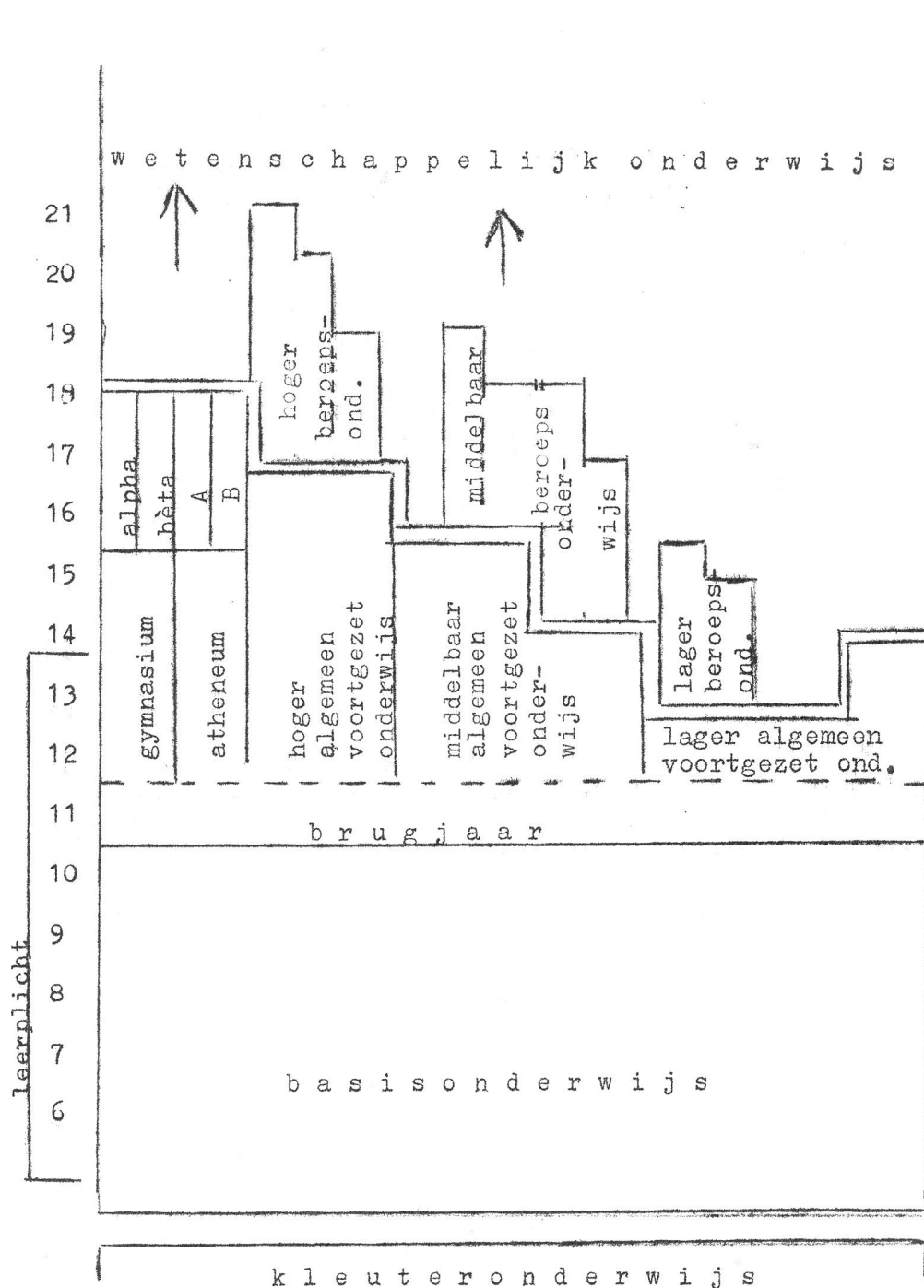
HET NEDERLANDSE SCHOOLSTELSEL

Diagram I a:

volgens de Wet op het voortgezet onderwijs 1963

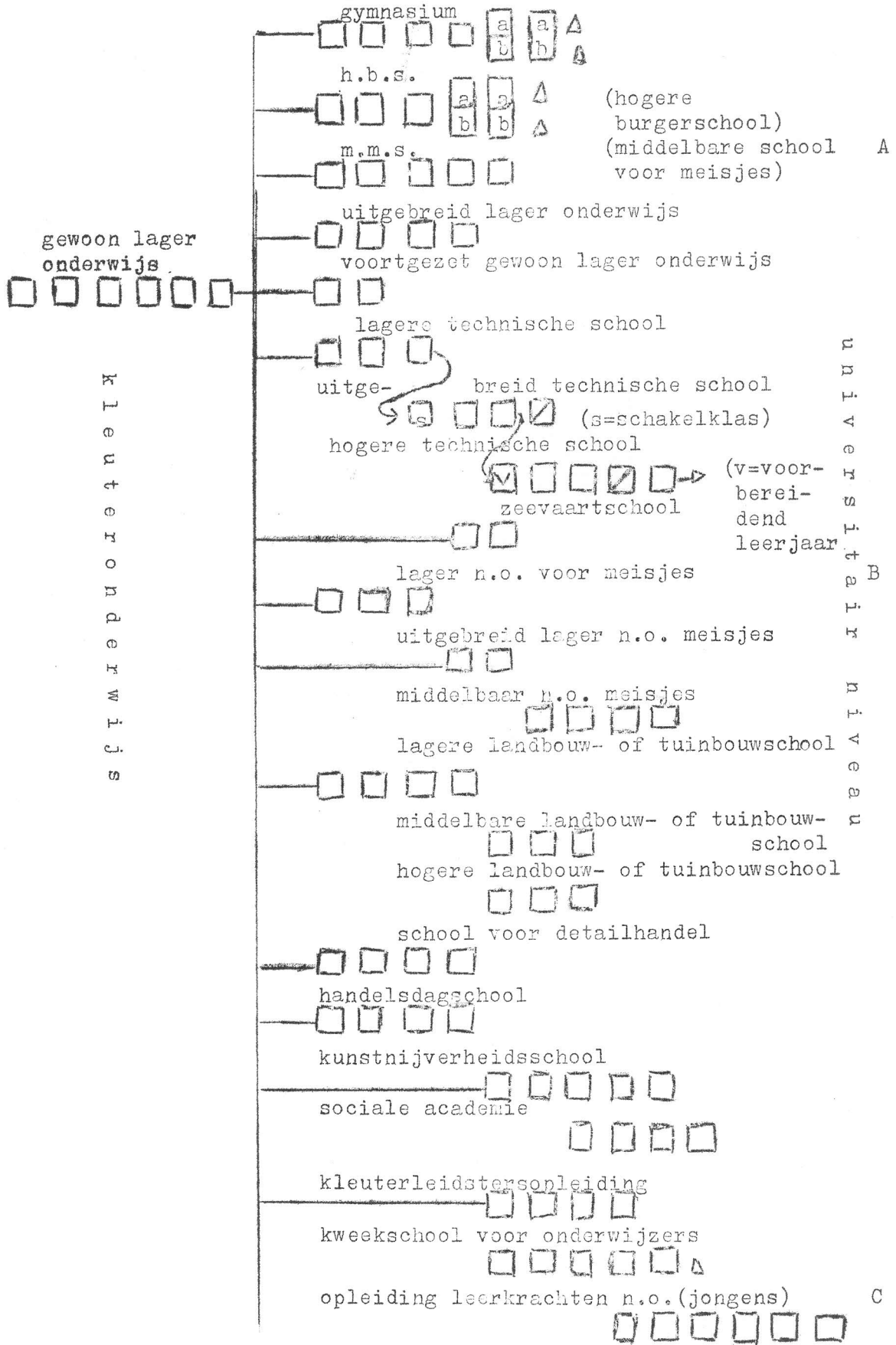
(according to the Law on post-primary education 1963;

selon la Loi sur l'enseignement post-primaire 1963)



leerplicht

6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

S t a t i s t i c s

A. School leavers at different stages

General Education

Categories of school leavers, normal length of school attendance	School leavers			Population in corresponding age group			School leavers as % of corresponding age group		
	1960	1962	1963	1960	1962	1963	1960	1962	1963
1. School leavers who completed the final form of compulsory schooling and did not continue their studies in general education x) normal length: 8 years average age: 14-16	170.000	180.000	183.000	216.000	251.000	238.600	78.4	71.7	76.7
2. School leavers who completed the final form of secondary general education shorter course and did not continue their studies in general education xx) normal length: 10/11 yrs. average age: 16-19	29.200	36.700	40.000	183.400	210.700	226.000	15.9	17.4	17.7
3. School leavers who completed the final form of sec. general ed. and thereby qualified for higher education xxx) normal length: 12/13 yrs. average age: 18-19.	10.900	12.700	14.700	171.800	135.400	194.000	6.3	6.5	7.6

x) Leavers from forms 1-8 of primary education, not admitted to secondary general education; also from forms 1-2 of advanced primary education and from corresponding forms of secondary education and lower vocational education (estimate).

xx) With diplomas of advanced primary education (excluding pupils admitted to secondary education), plus leavers with diplomas of secondary schools for girls or commercial day schools (estimate).

xxx) With diplomas of h.b.s. (modern grammar schools) or gymnasium.

Technical and vocational education

Categories of school leavers, normal length of school attendance	School leavers			Population in corresponding age group			School leavers as % of corresponding age group		
	1960	1962	1963	1960	1962	1963	1960	1962	1963
1. School leavers from elementary technical ed.: elementary techn. schools and elementary domestic economy schools for girls normal length:9-10 yrs. average age: 12-14	66.733	77.275	80.737	216.900	251.000	221.800	30.8	30.8	36.4
2. School leavers from advanced elementary techn. education: advanced elementary technical schools for boys and advanced elementary domestic economy schools for girls normal length:12/14yrs. average age: 15-17	6.603	7.564	8.777	171.700	188.800	250.900	3.8	4.1	3.5
3. School leavers from secondary technical education: technical colleges for boys and secondary vocational schools for girls normal length:14/15 yrs. average age: 17-19	2.748	2.725	2.810	169.300	171.600	217.300	1.6	1.6	1.2

B. Enrolment ration general and vocational/technical education^{x)}

Type of school	Enrolment		Population in corresponding age group		Enrolment as % of corresponding age group	
	1958	1961	1958	1961	1958	1961
Age group 15			193.000	264.000		
total general (post-prim. & primary ed.)	67.500	98.300			34.9	37.2
2 xx) total vocational ed.	39.600	61.700			20.6	23.4
3/4 xx) elementary and sec. vocational techn. ed.	38.900	61.000			20.2	23.1
5 xx) technical education at advanced level	100	-			0.1	0.0
6 xx) teacher training	600	700			0.3	0.3
TOTAL (general & vocational)	107.100	106.000			55.5	60.6
Age group 18			173.000	191.000		
total general (post-prim. & primary ed.)	10.500	13.200			6.0	6.9
2 xx) total vocational ed.	21.700	27.400			12.6	14.4
3/4 xx) elementary and sec. vocational techn. ed.	12.100	17.400			7.0	9.2
5 xx) technical education at advanced level	4.800	2.900			2.8	1.5
6 xx) teacher training	4.800	7.100			2.8	3.7
TOTAL (general & vocational)	32.200	40.600			18.6	21.3
Age group 20			165.000	168.000		
total general (post-prim. & primary ed.)	1.200	1.200			0.7	0.7
2 xx) total vocational ed.	9.100	10.600			5.5	6.3
3/4 xx) elementary and sec. vocational techn. ed.	2.200	3.100			1.3	1.8
5 xx) technical education at advanced level	3.900	3.000			2.4	1.8
6 xx) teacher training	3.000	4.500			1.8	2.7
TOTAL (general & vocational)	10.300	11.800			6.2	7.0

x) Including private schools. Part-time education excluded. No figures available for the situation in 1960, 1962, 1963 and 1964.

xx) See Legend.

Legend (Enrolment Ratios)

- nr. 2 Secondary general education - Algemeen voortgezet onderwijs
includes:
Complementary primary ed. - voortgezet gewoon lager onderwijs
Advanced primary ed. - uitgebreid lager onderwijs
Preparatory higher and secondary education) - voorbereidend hoger en middelbaar onderwijs
- nr. 3 Elementary vocational education - Lager beroepsonderwijs
includes:
Elementary vocational ed. - lager nijverheidsonderwijs
Apprenticeship system - leerlingstelsel
Elementary nautical ed. - lager nautisch onderwijs
Elementary agricultural, and horticultural ed.) - lager land- en tuinbouw- onderwijs
Other elementary) - overig lager beroepsonderwijs
vocational education)
- nr. 4 Secondary vocational/ /technical education - Middelbaar beroepsonderwijs
includes:
Advanced elementary) - (uitgebreid lager nijverheids-
vocational education) onderwijs
Secondary agricultural, and horticultural ed.) - middelbaar land- en tuinbouw-
onderwijs
Advanced nautical ed. - uitgebreid lager nautisch onderwijs
Commercial evening schools - handelsavondschoolen
Other secondary vocational, education) - overig middelbaar beroeps-
onderwijs
- nr. 5 Vocational/technical ed.) - Hoger beroepsonderwijs
at advanced level
includes:
Higher and secondary, technical education) - hoger en middelbaar nijver-
heidsonderwijs
Secondary nautical ed. - hoger nautisch onderwijs
Higher agricultural and, horticultural education) - hoger land- en tuinbouwonderwijs
Art education - kunstonderwijs
Education for priests etc. - (opleiding voor de geestelijke
stand
Other higher vocational ed. - overig hoger beroepsonderwijs
- nr. 6 Teacher training - Opleiding onderwijzend personeel
includes:
Training pre-school teachers - opleiding voor kleuterleidster
Training primary teachers - kweekschoolonderwijs
Training teachers for secondary education etc.) - M.O.-akte opleiding
Training teachers for) - opleiding leerkrachten land- en
agricultural and horti-) tuinbouwonderwijs
cultural education)
Training teachers for, technical education) - opleiding leerkrachten nijver-
heidsonderwijs
Other teacher training - overige opleiding onderwijzend
personeel