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**LEGISLATIVE ENSURING EDUCATION AND PROFESSIONAL TRAINING IN THE NETHERLANDS**

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**КЛЮЧОВІ СЛОВА:**

система освіти і професійної підготовки, законодавство Нідерландів, освітні програми, рівні освіти, фінансування освіти, освіта дорослих, дуальна система.

**Реферат**

Розкрито систему освіти і професійної підготовки Нідерландів, яка забезпечує реалізацію освітніх програм різного рівня. Схарактеризовані програми початкової освіти, спеціальної освіти на початковому і середньому рівнях, загальної середньої освіти, початкові середні допрофесійні програми на основі школи, середні професійно-освітні програми, програми вищої освіти, а також загальні та академічні програми для освіти дорослих, які побудовані на модульній основі.

Висвітлено положення законів Нідерландів: «Про повну загальну середню освіту», «Про професійну освіту та освіту дорослих», «Про вищу освіту і наукові дослідження», «Про регіональну реєстрацію та координацію», «Про студентське фінансування», «Про фахове спрямування», «Про професії в освіті».

Встановлено, що навчальні заклади і школи професійного навчання об'єднані в регіональні центри професійного навчання. Таким чином навчальні заклади в системі професійної освіти комбінують навчання з практичними заняттями на виробництві. Існують два варіанти професійної освіти: а) практика складає від 20% до 60% навчального часу; б) навчання як додаток до професійної діяльності, згідно з яким практика складає не менше 60% навчального часу.

Управління в професійній освіті відбувається по вертикалі та по горизонталі. Горизонтальне управління відноситься до організації внутрішнього керування і контролю, а вертикальний вимір означає підзвітність відносин між навчальними закладами і Урядом Нідерландів. Встановлено, що на відміну від горизонтального управління та моніторингу, вертикальне управління здійснює контроль за професійною освітою, перевіряє, чи виконуються законодавчі норми і гарантії якості на місцях.

Приділено увагу виконавчій структурі, на яку покладено виконання норм Закону «Про регіональну реєстрацію та координацію». Це виявляється в тому, що ця структура бере на себе обов'язок повернути в систему освіти осіб, які закінчили навчання і далі не пішли навчатися чи працювати. Це можливо завдяки відпрацьованому механізму ідентифікації та реєстрації випускників навчальних закладів.

Розкрито особливості та напрями дій Уряду Нідерландів під назвою «Викладач 2020: професіонал».

Development of economy in Ukraine causes need of system changes in the field of professional education which is a prime vendor of qualified personnel for modern labor markets. It is about reforming of the educational legislation which will define a legal, organizational and financial and economic basis of functioning and development of system of professional education in Ukraine, creation of conditions for professional self-realization of the personality and satisfaction of requirements of

labor market, society and state in qualified personnel.

In this context progressive experience of functioning of systems of professional education in economically developed countries of the world is valuable. In particular, the educational legislation of the Netherlands which feature consists in providing differently-level and many vector trajectories of forming and development of the identity of future specialist is of scientific interest. Let's notice that the persons which seized professional education have advantage in

receiving the first workplace that positively affects decrease in unemployment rate among youth. Key feature after secondary professional education is obtaining qualification in dual system and in system of school education.

Freedom of education is the important principle of formation of the Netherlands, according to article 23 of the Constitution of the country [12, p.4]. It allows to implement unique educational programs, forms of the organization of training, and also standards of activity of educational institutions. That is, liberty principle in the organization of training means, as the state, and private educational institutions are free in determination of contents and forms of educational activity. At the same time, the Ministry of Education, sciences and cultures and the Ministry of Economics of the Netherlands establish the quality standards of education. These standards define what objects are subject to studying, the expected results of training, content of national examinations, the number of school days/hours in a year, necessary qualification of teachers. They also give to parents and pupils voting power in questions of improvement of contents and forms of education.

Let's notice that in the Netherlands education is obligatory for pupils aged from 5 up to 16 years. Persons aged from 16 up to 17 years (on August 1 every year) without the general or top-level initial professional qualification of secondary education are obliged to continue study. It is a so-called «qualification debt» (kwalificatieplicht). It was entered in 2008, for prevention of an early exit of youth from an education system. It is possible to call it obligatory and forced education.

The education system and professional training of the Netherlands provides implementation of different level of programs (fig. 1):

(A) primary education (primair onderwijs) for pupils aged from 4 up to 12 years. Duration of training makes eight years;

(B) vocational education at the initial and average levels for pupils aged from 3 up to 20

years with problems in training or in behavior / intellectual, touch shortcomings;

(C) the general secondary education (algemeen voortgezet onderwijs) includes three types:

1) to university education (the integrated initial and average programs) (voorbereidend wetenschappelijk onderwijs) it is purchased within six years and conducts to the EQF4 level (ISCED 244). These programs train pupils for the higher education at research universities and for higher education at universities of applied sciences. Such education is purchased aged from 12 up to 18 years. Let's notice that this education level is also available also to adults;

2) initial and average programs (hoger algemeen voortgezet onderwijs) are integrated, duration of training makes five years. After their successful completion pupils can pass to the EQF4 level (ISCED 244) for mastering professional programs of an average control link or integrated initial and average programs (the fifth year to university education, ISCED 344) These programs prepare for further training in system of higher education. This level is available to pupils aged from 12 up to 17 years, and also to adults;

3) two main programs. They are theoretical and mixed with preparation to before professional education (voorbereidend middelbaar beroepsonderwijs - theoretische en gemengde leerweg) and conduct to the EQF 2 level (ISCED 244). Their duration is four years. They prepare also for further mastering the professional EQF 3 programs. This level is available to pupils aged from 12 up to 16 years, and also to adults.

(D) initial average professional programs on the basis of school (voorbereidend middelbaar beroepsonderwijs - kaderberoepsgerichte of basisberoepsgerichte leerweg) conduct to the EQF 1 or EQF 2 levels (ISCED 244). Four years on training of persons for further studying in the senior classes of professional programs (ISCED 253) are for this purpose allotted. This level is available to pupils aged from 12 up to 16 years.

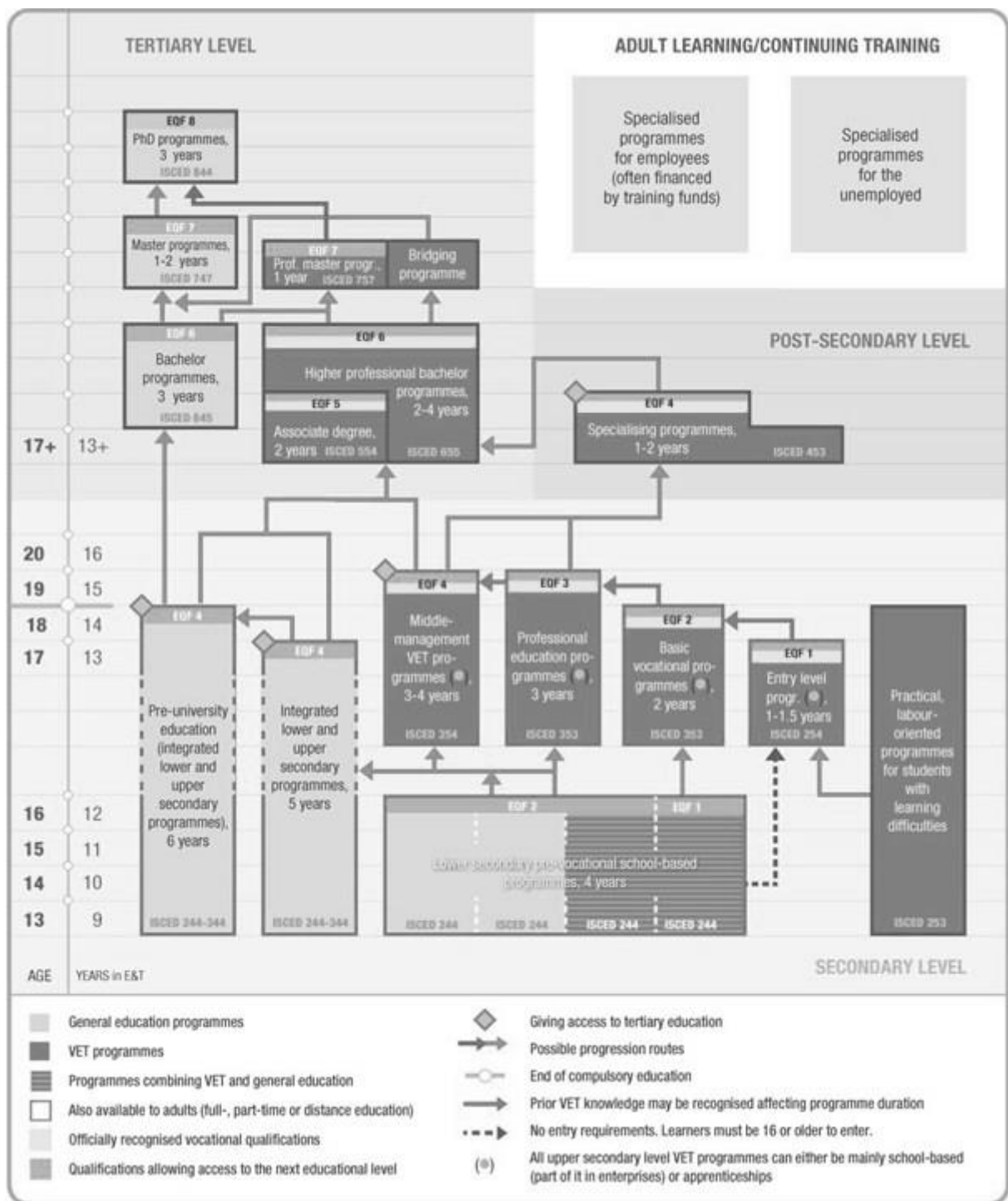


Fig. 1 Structure of formation of the Netherlands [1, p. 16].

Except these programs, the working program oriented to pupils who did not seize initial, average professional programs based on school (ISCED 253) has practical value. This level is available to age groups from 12 to 18/19 years, and to adults;

(E) average professional educational programs (middelbaar beroepsonderwijs (ISCED 254, 353-354) are developed for pupils aged from 16 years and are more senior. They include programs from two to four years. Feature of such programs is that they included four directions of

training which, in turn, are divided into four levels (EQF 1-4);

(F) the professional and academic direction has the higher education:

1. Higher education (hogeropsonderwijs) is open for the students who reached 17-18 years. Generally this program is oriented to training of the bachelor (ISCED 655/EQF 6), however, since 2011, still the two-year program for mastering the master's level was added to it (ISCED 554/EQF 5, ISCED 757/EQF 7). Training happens within 4 years for the level of the bachelor and 2 more years for mastering the master's level.

2. University (scientific) education (wetenschappelijk onderwijs) offers baccalaureate programs lasting from 3 up to 4 years (ISCED 645/EQF 6) and from 1 to 2 years for masters (ISCED 747/EQF 7). Let's notice that for training the age qualification of 18 years is established. After the termination of the master program there is an opportunity to continue training for a degree of PhD (the doctor of philosophy) (ISCED 844, EQF8).

(G) further professional education and preparation cover a number of professional and general courses for workers who look for work, the unemployed, and also the workers who are engaged in an individual labor activity, employers.

Education, and in particular professional education and preparation, in the Netherlands are regulated by the following legal acts:

- *Law «About Secondary Education» (Wet op het Voortgezet Onderwijs)* – for an initial, general average and before professional education [2]. Are provided by this law: a professional orientation of training already at elementary school; introduction of the correspondence form of secondary education which can be combined with professional activity; availability of secondary vocational (professional) education for children with special needs; integration of educational institutions for the purpose of expansion of opportunities of professional orientation; concentration of

educational process on requirements and interests of pupils, on individual observation of their development, for the purpose of implementation of diagnostic, estimated and predictive functions of professional education; a possibility of a combination of compulsory education at comprehensive school and occupational works in the senior classes of high school; availability of an additional 13th class (at the choice of the pupil) comprehensive school which covers the general and professional education, training at a basis of part-time employment; functioning of the Centers of professional education and preparation, and also Institute of professional training for entrepreneurs in the sector of small and medium business.

After end of high school graduates can go in two ways: or training at university, or vocational training (4 years for this purpose are necessary). Let's notice that training on average professional educational institution thanks to transitional programs also opens a way to the academic education;

*Law «About Professional Education and Education of Adults» (Wet Educatie en Beroepsonderwijs)* [3]. According to this law, as professional education it is understood: agricultural education; economic and administrative education, technical education; education which belongs to the service industry and health care; training in housekeeping and craft; secondary trade and economic education and so forth.

According to this law educational institutions and schools of professional training were united in the regional centers of professional training. All educational institutions in system of professional education combine training with a practical training at production. There are two options of professional education: a) practice makes from 20% to 60% of school hours; b) training as addition to professional activity according to which practice makes not less than 60% of school hours. The regional centers of professional training provide also education and adults.

The maximum number of students at one vocational school – 25 thousand people [13, p. 90].

Management in professional education happens down and across. Horizontal management treats the organization of internal management and control, and vertical management means the accountability of the relations between educational institutions and the Government of the Netherlands. Let's notice that horizontal management covers also the relations between educational institutions and stakeholders. In particular, an executive power at the local level, using the powers of authority and instruments of influence, maintains good relations with the local / regional concerned parties: employers, local governments and other regional organizations.

Unlike horizontal management and monitoring, vertical management exercises control of professional education, checks whether regulations and quality assurances on places are carried out;

Law «About the Higher Education and Scientific Research» (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek) – regulates receiving higher education and scientific education [4]. These two types of education are provided with the highest schools and universities. In September, 2002 in the Netherlands the education system which provides receiving degree of «bachelor» (bachelor) and «master» (master) was entered. Training duration for receiving degree of the bachelor makes three years in system of scientific education and four years in system of higher education.

After completion of training on the bachelor's degree students within system of scientific education can continue specialized training for receiving degree of the master. Duration of training at this stage makes, depending on the chosen direction, from one to two years. Training for receiving degree of the master in medical specialties lasts three years. In an age group from 18 to 27 years of 19,2% of all citizens 0,8% - in system of partial day higher

education study in system of day higher education.

After end of a four-year first phase of scientific education students can continue specialization or be engaged in scientific research. In the Netherlands there are nine universities of the general profile, three technical and one agricultural. Specialized research institutes are a part of universities [5].

In development of professional education of the Netherlands an important role is played by also following laws:

Law «About Regional Registration and Coordination» (Regionale Meld-en Coördinatiewet). This legal act is directed to reduction of number of the youth which is not wishing to continue further training (in particular, it is about receiving the higher education or professional training of young people aged from 18 years for which visit of educational institutions is not obligatory) [6]. Let's notice that responsibility for involvement of young people to mastering education is conferred on regional cells, so-called «municipalities» (local governments), there are one in each of 39 regions of the Netherlands.

The municipality represents executive structure to which accomplishment of the provisions of the law «About regional registration and coordination» is assigned. It is shown that the municipality undertakes a duty to return to an education system of the young people who ended training and not wishing to study or work further. It is possible thanks to the fulfilled mechanism of identification and registration of graduates of educational institutions;

- Law «About Student's Financings» (Wet studiefinanciering) – helps students to whom 18 years in expenses on training were performed. Let's notice that this law helps only with receiving stationary \ day education [7].

The basic principle of financing of professional education is based on grant system, gives to educational institutions considerable freedom at making decision on how to spend the

available resources. They receive a fixed amount on one student plus a fixed amount on educational institution. A part of financing is provided in quality of encouragement for good effectiveness on the basis of the national target indicators approved with governing bodies. There are also additional financial incentives for students who are carried to a risk zone (from dysfunctional families, etc).

The public expenditures on professional education make 68%, and the others (32%) pay the companies and private enterprises. Total amount of expenses on the higher secondary professional education steadily grows, such growth began since 2000.

In 2014 in professional education «cascade financing» was entered. It the point is that educational institutions receive money for each student for the term of no more than six years with additional financing within the first year.

Except public financing, also other financing sources, such as activities for the contract, and also the grant paid to students have professional colleges. There is a scheme of subsidies for the companies to cover expenses on creation of new educational places.

Higher education is financed by partially fixed amount and partially depending on the number of students.

The contract form is paid by the enterprises or natural persons depending on a tuition fee and arrives to educational institutions which perform training. The companies receive considerable benefit from subsidies when they offer educational places for receiving the second professional education.

The Ministry of Education directs practically all central public expenditures on education through specialized agency (Dienst Uitvoering Onderwijs). Its role key in financing and regulation of state policy regarding professional education. It allows means to send or directly to educational institutions, or through municipality. It is worth noticing that municipalities perform financing of special projects (for example, reduction of tendencies of

an early exit from education or improvement of professional training).

Thus, financing of education in the Netherlands is performed on the basis of the credits, discounts with additional financing which depends on the income of parents, and also for public funds.

Important the fact that the power increased the term necessary for accomplishment of credit obligations, namely: the loan repayment period is increased by training from 15 to 35 years. Also young people who study should not pay for additional public financing which is calculated according to the income of parents. This public financing includes payment of public transport. However, such financing is provided for only for 10 years of training.

For students of the senior classes of the professional direction the system of financing did not change. For support of professional education of the power of the Netherlands left grant system. At the same time, an innovation is what for students of the professional direction will be issued the card of the student of educational institution thanks to which he will have an opportunity free of charge and beyond all bounds to use public transport. Since 2017 this innovation will be available also to students who did not reach 18 years yet;

- *Law «About Inspection of Education» (Wet op het onderwijstoezicht)* – is directed to teachers of organizations of the primary, secondary, general education and all levels of professional education [8]. The minimum requirements to qualification and continuous professional development of teachers are defined by this law.

Let's notice that 60% of teachers of secondary professional education are directed to receiving higher education at the level of the bachelor, and 25% of teachers aim to get the higher academic education according to social polls of 2015 [9]. It should be noted that more than a half of teachers in system of higher education have the higher education and every 10th of them has scientific degree. Thus, the

tendency to increase in number of the teachers having the higher professional or university education at the level of the master increases;

- Law «*About Professions in Education*» (*Wet op Beroepen in het Onderwijs*) – became effective in 2006 [10]. It is directed to regulation of standards of competence for teachers and other educators in system of primary, general secondary, professional education and education of adults. The law provided the requirement that each educational institution makes out and runs business of all teachers which works in educational institution. In this document information on qualification and activity of teachers is entered. As a result, all data are classified and contributed to the general statistical fund.

The action plan of the Government of the Netherlands under the name «the Teacher of 2020 is important: - the professional» (*Actieplan Leraar 2020 - een krachtig beroep*). It is a part of the legislation in the field of professional education and solves several pressing problems: increase in number of teachers in system of secondary professional education; increase in progress of pupils; improvement of quality of teaching in professional educational institutions [11].

The action plan provided: first, introduction of the professional register of teachers. It will stimulate them, to support and improve the professional competence. Important and the fact that since 2018, registration will be obligatory for all pedagogical workers of an education system of the Netherlands.

Besides according to this law organization that exercises control over information is a part of the international depletion which provide quality of education [14, p. 244].

Secondly, the mechanism of encouragement of schools to change of their «status» to the level of the highest professional educational institution is implemented. In particular, by providing their cultural component, stimulation of the professional HR policy. It will give to teacher's sufficient opportunities for

professional growth, and also financial stimulation for high-quality teaching. Also the fact that educational institutions will receive additional financing for promotion of teachers to higher positions belongs to important changes.

Thirdly, improvement of quality of training of teachers on the basis of standards. The qualitative professional level of teaching is one of the most important accreditation criterions of educational institution, and accreditation is one of its main tasks.

The system of professional education and preparation of the Netherlands is directed not only to young people, it includes training and adults who have no corresponding qualification and basic education. In that case for the specified people education is not obligatory. Adults just shows intention to study, but are not obliged to do it. At the same time they are generally concentrated on improvement of the skills: social, the main (literacy, diction).

Education for adults includes mastering the general programs at higher level. Let's notice that universities offer the academic training programs of adults which are constructed on a modular basis.

On the basis of stated it is possible to draw a conclusion that the educational legislation of the Netherlands provides the high level of efficiency of professional education and preparation, and the entered high standards to teachers induce them to continuous personal and professional development. Important feature of professional education and preparation of the Netherlands is that it is open for the studying youth and a general population, and each person in the right to get quality education, necessary for it, and the state will promote it.

Considering it need of use of progressive experience of professional education of the Netherlands for modernization of the legislation of Ukraine in the field of professional education as effective system of training of future skilled workers and junior specialists, and also increase in their qualification demanded by labor market is staticized.

In this context the value of experience of education in the Netherlands consists in:

- to training of qualified personnel according to different educational programs in dual system and on the basis of school education;
- change of a trajectory of training at different educational levels;
- introduction of «cascade financing» according to which educational institutions receive money for each student for the term of no more than six years with additional financing within the first year of training;
- management of the public expenditures on education through specialized agency (Dienst Uitvoering Onderwijs);
- financing of special educational projects by municipalities (for example, reduction of tendencies of an early exit from education or improvement of professional training);
- a combination of compulsory education at comprehensive school and occupational works in the senior classes of high school;
- availability of an additional 13th class (at the choice of the pupil) comprehensive school which covers the general and professional

education, training at a basis of part-time employment;

- functioning of the centers of professional training and Institute of professional training for entrepreneurs in the sector of small and medium business;
- horizontal and vertical management of professional education on the basis of the internal management and control based on the accountability of the relations between educational institutions, stakeholders and the government of the Netherlands;
- assignment of responsibility on regional municipalities for involvement of young people to mastering professional education;
- identifications and registration of graduates of educational institutions;
- involvement of adults to mastering the general programs at higher level and the academic programs which are constructed on a modular basis;
- introduction of the professional register of teachers, for increase in their motivation to improvement of the professional competence.

## Реферат

### Законодательное обеспечение образования и профессиональной подготовки в Нидерландах

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#### **КЛЮЧЕВЫЕ**

**СЛОВА:** система образования и профессиональной подготовки, законодательство Нидерландов, образовательные программы, уровни образования, финансирование образования, образование взрослых, дуальная система.

Раскрыта система образования и профессиональной подготовки Нидерландов, которая обеспечивает реализацию образовательных программ различного уровня. Охарактеризованы программы начального образования, специального образования на начальном и среднем уровнях, общего среднего образования, начальные и средние профессиональные программы на основе школы, средние профессионально-образовательные программы, программы высшего образования, а также общие и академические программы для образования взрослых, которые построены на модульной основе.

Освещены положения законов Нидерландов: «Об общем среднем образовании», «О профессиональном образовании и образовании взрослых», «О высшем образовании и научных исследованиях», «О региональной регистрации и координации», «О студенческом финансировании», «О профессиональном направлении», «О профессиях в образовании».

Установлено, что учебные заведения, школы профессионального обучения объединены в региональные центры профессионального обучения. Таким образом учебные заведения в системе профессионального образования комбинируют обучение с практическими занятиями на производстве. Существуют два варианта профессионального образования: а) практика



составляет от 20% до 60% учебного времени; б) обучение как дополнение к профессиональной деятельности, согласно которому практика составляет не менее 60% учебного времени. Управление в профессиональном образовании происходит по вертикали и по горизонтали. Горизонтальное управление относится к организации внутреннего управления и контроля, а вертикальное управление означает подотчетность между учебными заведениями и Правительством Нидерландов. Установлено, что в отличие от горизонтального управления и мониторинга, вертикальное управление осуществляет контроль за профессиональным образованием, проверяет, выполняются ли нормы и гарантии качества образования на местах. Уделено внимание исполнительной структуре, на которую возложено исполнение норм Закона «О региональной регистрации и координации». Эта структура берет на себя обязанность вернуть в систему образования лиц, которые закончили обучение, но далее не пошли учиться, или работать. Это возможно благодаря отработанным механизмам идентификации и регистрации выпускников учебных заведений. Раскрыты особенности и направления действий Правительства Нидерландов под названием «Преподаватель 2020: профессионал».

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