

# Prevocational education in the Netherlands





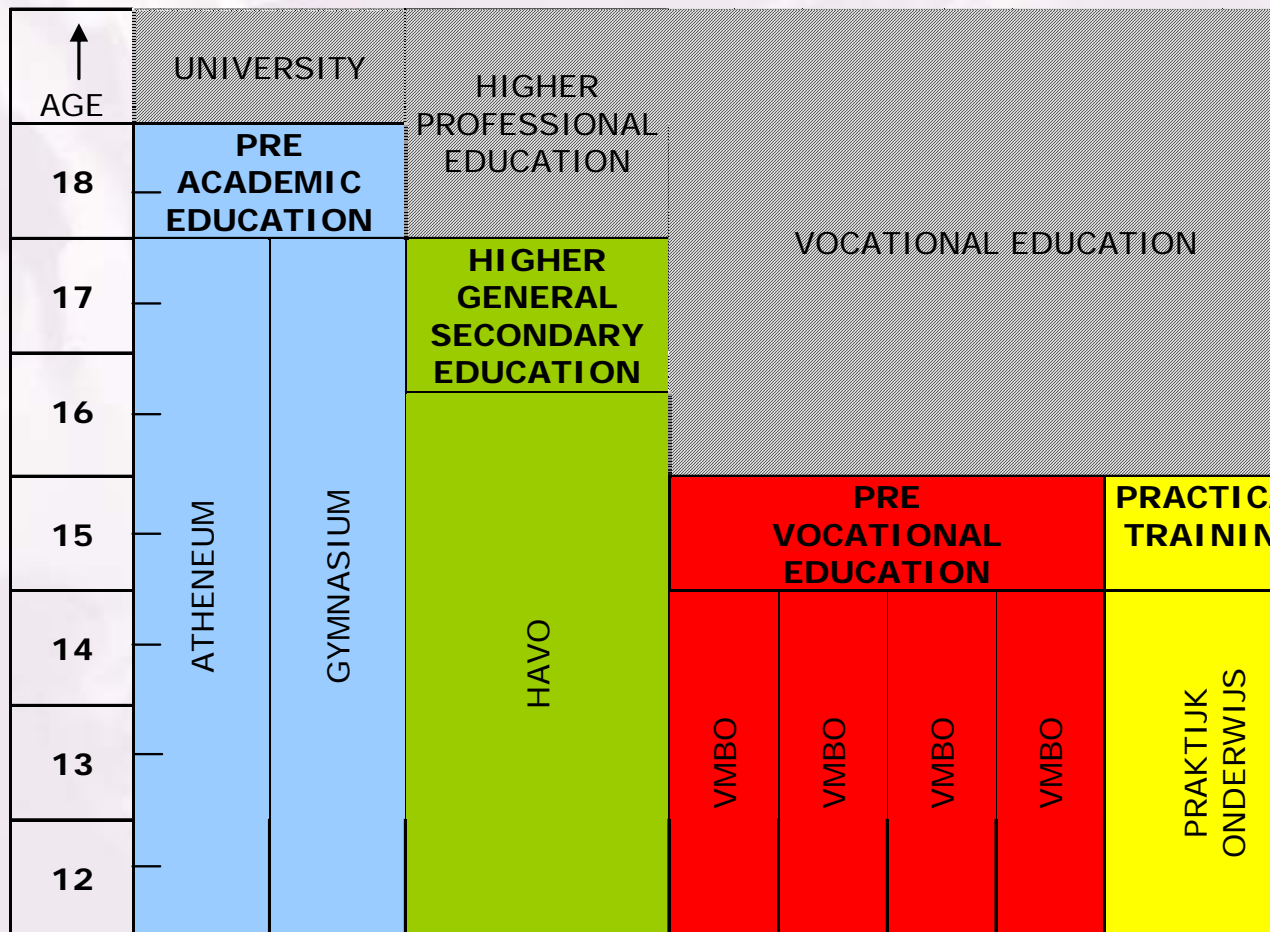
## Dirk van der Spoel

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Minister of Education, Culture and Science in  
the Netherlands

## Content of this lecture :

- ❑ structure of the Dutch ed-system
- ❑ main policy direction in education
- ❑ prevocational education, what's that?
- ❑ problems or challenges
- ❑ developments
- ❑ the advisory counsel

# Secondary and tertiary education in the Netherlands



## General policy in education over the last ten years :

- decentralisation
- deregulation

Main policy document in  
education:

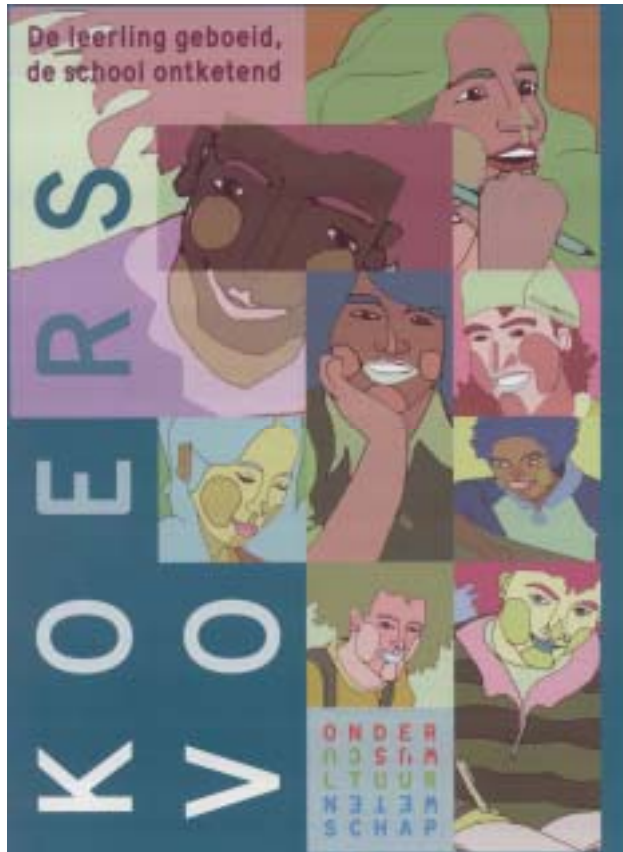
Course SE



# Course SE

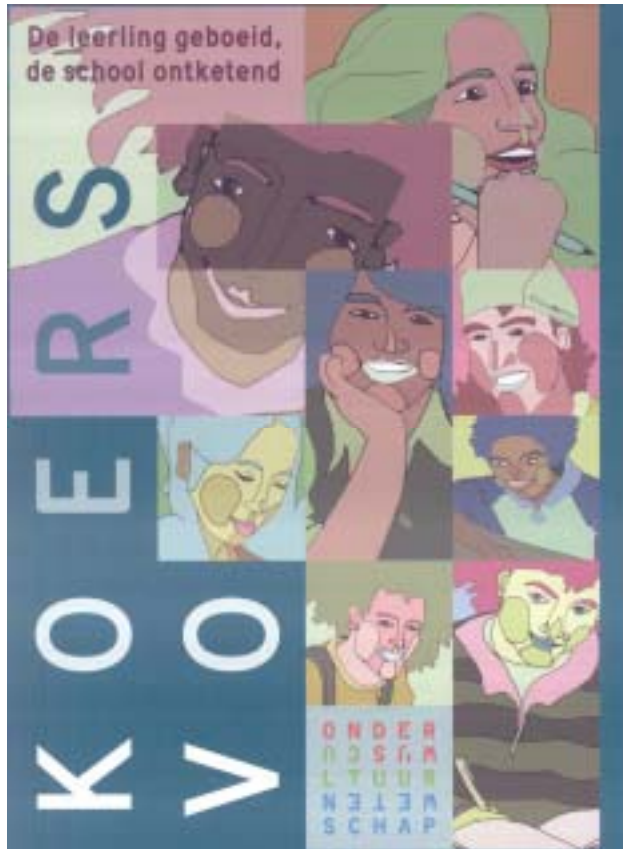
# the pupil captivated

the school unfettered



- learning career and continuous learning lines
- you can learn anywhere
- dealing with differences
- exams as proof of your own ability

# the pupil captivated the school unfettered



- own influence on programme and arrangement
- more space because of global exam demands
- cooperation with the world outside because of the pupil (social mission)
- link between learning and pupil (personal)

## Number of pupils / students in secondary education

- in total: 937.000
- incl. special care: 116.000
- pre-vocational ed.: >60 %

## What is it actually, prevocational secondary education?

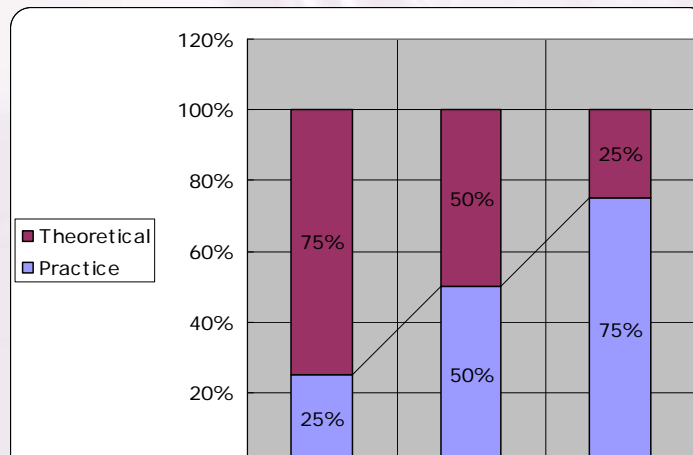
- a four year course for 12 – 16
- national basic curriculum
- broad orientation on training and profession
- sometimes already qualifying

## Sectors in vmbo:

- engineering & technology 30%
- care and welfare 30 %
- business 30 %
- agriculture 10 %

# Learning pathways in vmbo:

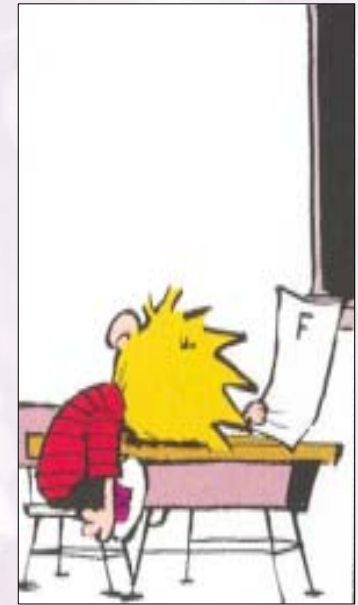
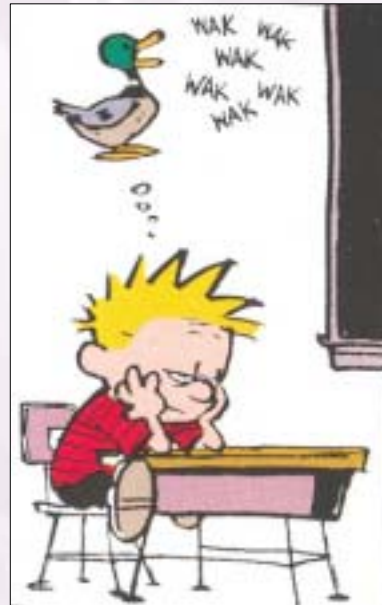
- theoretical programme 34 %
- mixed programme 9 %
- middle management program 25 %
- basic programme 32 %



# What kind of person is a vmbo-pupil?

assertive

activity orientated easily distracted



What are the challenges in  
prevocational education?



- negative image
- negative choice
- staple place for problems  
(f.i. learning, social, multicultural, behaviour and security problems)
- bad, old fashion accommodations
- too early or too late
- gap between school wise and street wise
- little expertise in parliament

- ❑ crowded classrooms
- ❑ too theoretical, too little practical
- ❑ inclusive education: good or no good
- ❑ exams: blessing or curse
- ❑ inflexible structure
- ❑ complicated financing
- ❑ too little orientated on the labour market
- ❑ level of teachers

And the good news is:

- less teachers for one group
- new attractive subjects (technology)
- out-of-school training
- work structure in schools  
(integrated education)
- result responsible teaching teams
- active learning
- broad-based programmes
- continuous learning pathways with  
vocational

## Task for the Advisory Counsel:

to create space in rules and legislations,  
so schools can train their pupils in  
flexible made-to-measure settings



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