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## THE EDUCATIONAL SYSTEM OF NETHERLAND

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### Abstract

*This studied aims to know the educational system in Netherland. The research method is literature review or literature study, which contains theories relevant to research problems. The result of the educational system of Netherland that the politics and structure of educational system: the Dutch government through its constitution places freedoms in the education system, namely: (a) freedom to establish educational institutions; (b) organize it; and (c) determine their own religious basis or underlying belief. The structure and type of education: there are three levels of formal Dutch education, namely primary, junior secondary and vocational education, and general high school, vocational academies and universities. The general secondary school structure consists of 4 types of schools, namely: pre-university (VWO, 6 years), vocational level I (MAVO, 4 years), and upper level (HAVO, 5 years), vocational academies, and other types of schools. The education management; The form of the Dutch education system is centralized. The responsibility of the central government lies in matters relating to the organization, funding, inspections, examinations, promotion innovation. The reflection of educational of netherland; role of the education inspectorate is very large in controlling the implementation of education in the Netherlands.*

**Keywords:** *The Educational System, Netherland.*

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## INTRODUCTION

The Netherlands has an area of approximately 42,000 square kilometers or 16,216 square miles (Agustiar, 2001). Total population of the Netherlands as of 27 September 2017 totaled 17,025,400 and is at serial number 65 based on world population 0.229% of 257 (CIA World Factbook 2004). Geographically, almost half of the Netherlands is less than 1 meters below sea level. However, the province of Limburg, which located in the southeastern part of the Netherlands, slightly hilly. Highest surface is Vaalserberg, which is in the province of Limburg, has a height of 321 m. The lowest surface is Nieuwerkerk aan den IJssel, which is 6.76 m, below sea level. Lots of low ground guarded by dijk and walls sea. Some areas in the Netherlands, for example the Flevoland area, must reclaimed. The reclaimed area is called a polder. One of the construction the famous one is Afsluitdijk (Cover of the Embankment), which separates the lake IJssel (IJsselmeer, formerly called the Zuider sea or Zuiderzee) with the sea Wadden (Waddenzee). The length of the embankment is 32 km, and the width is 90 m.

The Netherlands is a small country among the European community countries and is one of the most populous countries in the world. The population is multicultural. In the 19th century, Dutch social class was based primarily on lineage. In the 20th century, the structure of society developed which was more meritocratic, more pursuing profit, by making education an important factor in determining social status. The existence of religious conflicts in the Netherlands gave rise to a unique education system, which provided extraordinary protection for the democratic rights of groups or individuals.

In 1982, the proportion of the population working in the economic sector was divided into the following categories: agriculture (6.1%), industry and crafts (26.6%), trade (22.2%).

Employment in the service sector has increased since the 1950s, while in the agricultural sector has decreased (Nur, 2001:76).

In the Netherlands, the end of the 19th century and the beginning of the 20th century was a time when the pattern of influence and power crystallized into two: first, political lines; and second, the religious line. This pattern is reflected in the social life of the people in the Netherlands. Freedom in the field of education has been outlined in the Dutch constitution and this is reflected in the education system.

All schools are state funded but differ on pedagogical (Maria Montessori, Helen Parkhurst, etc.) and religious (Catholic, Protestant, secular) lines. The state finances education and most other social services but private, often religious, organizations generally run them. This form of social segmentation is known as pillarization. Conflicting cultural trends can be differentiated in the process of pillarization. The emancipation of religious groups in the nineteenth and early twentieth centuries was the main driving force behind its development (Lijphart, 1975). At the same time, this self-chosen form of segregation represents a form of internal social control. In religious circles at the beginning of the twentieth century, it was generally considered that religious socialization in one's own schools would make it possible to prevent the moral decline and undesirable forms of emancipation propounded, for example, by socialism and feminism. The development of pillarization in the Netherlands in the last century can also be viewed as having furthered political stability, as the political elite was able to maintain unity above division. This was possible in a climate where national solidarity and the existence of individual identities went hand in hand. Public debate about pillarization has flared up again in recent decades. The strict religious boundaries between the so-called 'pillars' or segments are becoming less distinct. Schools of all faiths and persuasions are confronted, for example, with a philosophically mixed pupil population (i.e. a population that is mixed in terms of religious and ideological beliefs). The state accepts responsibility for maintaining a diverse system of schools, which is expressed in the recognition and equal funding of public and private schools. This 'freedom of education' permits Islamic and Hindu schools to be opened according to the same rules that apply to Catholic, Protestant and Jewish schools. Nowadays, 30% of schools are Catholic, 30% Protestant and 30% secular. The first Islamic schools were opened in the 1980s and 1990s. Now there are 44 primary schools (less than 1% of all primary schools in the country) and 2 secondary schools based on Islamic principles (Vermeulen, 2004; Shadid & van Koningsveld, 2006).

However, in practice, many schools, especially schools with a white Dutch pupil population, have neglected the development of intercultural education (Leeman & Ledoux, 2003; Leeman & Reid, 2006). Since the Primary Education Act of 1985 all schools, regardless of denomination, are expected to pay attention to so-called *geestelijke stromingen* – religions and socio-philosophical movements like feminism, socialism and humanism. This is supposed to be an objective field of knowledge that enables pupils to learn about and gain insight into a range of intellectual and spiritual movements and schools of thought. One of the arguments for introducing this subject was the increasingly plural nature of Dutch society. The schools can choose the emphasis in the content of these lessons and whether they are offered as an integral part of the curriculum or as an optional subject (Veugelers et al, 2003). Schools have now generally integrated this subject in one way or another into the curriculum taught by the class teacher. Only a minority of schools (5%) offer *geestelijke stromingen* as a separate subject taught by a teacher specialized in religious education. Immigrant parents can ask the municipality to create a facility for Islamic religious education in primary schools. Islamic religious education (up to three hours a week) is provided, for example, in 7% of public primary schools (Shadid & van Koningsveld, 2006).

According to the background, the formulation of the problem in this journal is as follows: 1) What is the politics and educational goals?, 2) What is the structure and type of education?, 3) What is the education management? And 4) What is the reflection of educational of netherland?

## **RESEARCH METHODS**

The research method is literature review or literature study, which contains theories relevant to research problems. The problem in this research is to find out the education of netherland. In this section, the concepts and theories used is carried out based on the available literature, especially from articles published in various scientific journals. Literature review serves to build concepts or theories that form the basis of studies in research. Literature review or literature study is an activity that is required in research, especially academic research whose main purpose is to develop theoretical aspects as well as aspects of practical benefits.

## **RESULTS AND DISCUSSION**

### **Politics and Educational Goals**

Politically, the Dutch government through its constitution places freedoms in the education system, namely: (a) freedom to establish educational institutions; (b) organize it; and (c) determine their own religious basis or underlying belief.

The general goals of Dutch educational politics are equal educational opportunities, improvement of the quality of education, and the development of individual and civic responsibility.

The objectives of Dutch education include: (1) implementing justice for the various ideologies that exist in society; (2) increasing the equality of learning opportunities; (3) enhance cultural exchange; (4) increase mobility and social integration; (5) maintain and develop the prosperity and welfare of the community; (6) educating experts and developing their expertise; (7) promote democracy and emancipation; (8) increasing the decentralization of administration and management; and (9) enhancing cultural innovation.

### **Structure and Type of Education**

There are three levels of formal Dutch education, namely primary, junior secondary and vocational education, and general high school, vocational academies and universities.

The general secondary school structure consists of 4 types of schools, namely: pre-university (VWO, 6 years), vocational level I (MAVO, 4 years), and upper level (HAVO, 5 years), vocational academies, and other types of schools.

Universities in the Netherlands consist of 2 layers, namely undergraduate (undergraduate level) and graduate (postgraduate). There are 14 universities in the Netherlands, 10 public, 3 private, and 1 owned by the municipality.

Adult education over 18 years is used for personal purposes and for the benefit of society. The organization of adult education and non-formal education, both public and private, is the responsibility of the central government. Adult education is provided for people aged 18 years and over, and consists of: adult primary education, adult secondary education, vocational or vocational courses, and non-formal adult education. Adult basic education is a series of activities that enable them to acquire the necessary knowledge and skills that can be used for personal purposes and for the benefit of society.

Special programs are also provided for ethnic minority groups who are taught in their respective cultural contexts, for example by using their own language as the language of instruction. But the main goal is for the participants to be able to use their own way in the life of Dutch society. Evening or daytime study time is available at MAVO, HAVO, and commercial high schools (MEAO). These schools award diplomas, although in this system it is possible for participants to take only one subject at a time. The minimum requirement to enter these schools is to have completed compulsory education (compulsory education) (Nur, 2001:82).

## **Education Management**

### **1. Authority**

The form of the Dutch education system is centralized. The responsibility of the central government lies in matters relating to the organization, funding, inspections, examinations, promotion innovation. Provincial officials are responsible for supervising and implementing adult education. The Ministry of Education and Science is responsible for coordinating science and education policies. Decisions on curriculum are made by principals and teachers, secondary school level final exams according to national standards.

### **2. Funding**

Formal education is financed by the Ministry of Education and Science, except for agricultural education which is financed by the Ministry of Agriculture and Fisheries. The source of funds used is from tax income.

The distribution of funds from the Ministry of Education and Science in 1992 was: 21% (basic education), 5% (special education), 20% (general secondary education, pre-university education and junior secondary vocational education), 9% (other vocational and adult education), 24% (for higher education), 18% (scholarship), and 3.4% (teacher education).

### **3. Personnel**

Elementary school teachers are educated at professional colleges for 4 years. Secondary school teachers must have both grade 1 and grade 2 qualifications. Grade 1 qualifications may teach all age groups in all types of secondary schools, and grade 2 may teach at the first 3 year level at VWO, HAVO, MAVO, VBO, and MBO .

Primary school teachers normally work 40 hours a week, in secondary schools 29 hours. Teachers who are burdened with extra tasks are partly relieved of their teaching duties.

### **4. Curriculum and Learning Methodology**

At the elementary school level, the work plan is the main instrument for the school board. The educational program is determined at least once every two years and submitted to the inspectorate.

At the secondary school level, the teaching staff prepares a syllabus and lesson plans which are reviewed by the inspectorate. From 1993 onwards, secondary education students receive 15 subjects from the core curriculum which weighs 3000 hours of lessons each school year.

The development of a new curriculum has been systematically organized since the 1960s. The institution responsible for curriculum development is the SLO.

### **5. Exams, Advancement and Certification**

In almost all primary schools in the Netherlands, students move up automatically from one grade to the next. The first certification or diploma is obtained by students at the age of 12 years based on tests compiled by a central testing agency (CITO). At the secondary education level, the final school exam consists of two parts, namely the school exam and the national exam. At the higher education level, an examination is carried out at the end of the first year called a propaedeutic examination to determine whether a student can attend lectures for the

next three years. At the end of the programme, i.e. after 4 years, students have to take a final exam.

Education Policy In the Netherlands all schools are state funded but differ on pedagogical (Maria Montessori, Helen Parkhurst, etc.) and religious (Catholic, Protestant, secular) lines. The state finances education and most other social services but private, often religious, organizations generally run them. This form of social segmentation is known as pillarization. Conflicting cultural trends can be differentiated in the process of pillarization. The emancipation of religious groups in the nineteenth and early twentieth centuries was the main driving force behind its development. At the same time, this self-chosen form of segregation represents a form of internal social control. In religious circles at the beginning of the twentieth century, it was generally considered that religious socialization in one's own schools would make it possible to prevent the moral decline and undesirable forms of emancipation propounded, for example, by socialism and feminism. The development of pillarization in the Netherlands in the last century can also be viewed as having furthered political stability, as the political elite was able to maintain unity above division. This was possible in a climate where national solidarity and the existence of individual identities went hand in hand. Public debate about pillarization has flared up again in recent decades. The strict religious boundaries between the so-called 'pillars' or segments are becoming less distinct. Schools of all faiths and persuasions are confronted, for example, with a philosophically mixed pupil population (i.e. a population that is mixed in terms of religious and ideological beliefs). The state accepts responsibility for maintaining a diverse system of schools, which is expressed in the recognition and equal funding of public and private schools. This 'freedom of education' permits Islamic and Hindu schools to be opened according to the same rules that apply to Catholic, Protestant and Jewish schools. Nowadays, 30% of schools are Catholic, 30% Protestant and 30% secular. The first Islamic schools were opened in the 1980s and 1990s. Now there are 44 primary schools (less than 1% of all primary schools in the country) and 2 secondary schools based on Islamic principles (Vermeulen, 2004; Shadid & van Koningsveld, 2006).

## CONCLUSION

From the results of the discussion above, the education system in the Netherlands is very good. This is because the Dutch government has carried out their education properly. For example, children with disabilities are given educational services so that they can become useful people in the future. In this way, development in the Netherlands will also take place quickly.

In addition, the role of the education inspectorate is very large in controlling the implementation of education in the Netherlands. That way, if there is a teacher error in carrying out the student education process, it will be immediately addressed. With control over the implementation of education, the quality of education in the Netherlands will also continue to increase.



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