The Netherlands
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and replaced multiparty democracy with a party-less Panchayat system of electoral self-governance in 1961 that is believed to have caused a major setback, among other things, to the growth of education. The Panchayat governance continued till the restoration of the parliamentary democracy in the 1990s. However, even after the restoration of parliamentary democracy, political volatility impeded progress, including that of education.

In 1996, a Maoist insurgency led to a 10-year-long civil war during which time private schools bore the major brunt of the Maoists and various student unions. Large number of students joined the movement, and escalating violence, coupled with economic and political uncertainty, created an uncongenial atmosphere for education. In 2008 the constitutional monarchy was officially abolished and Nepal was named the youngest republic in the world.

Current Issues
Despite some success under the new education system of the 1950s, access to quality education for all remains a major concern. Gender, class, ethnicity, and lack of resources continue as major barriers to modern education for a vast majority, despite efforts from several nongovernmental organizations.

Gender inequality in education is a particular concern. Traditional values of Hindu fundamentalism in this largely religious nation have encouraged patriarchy. Although legally abolished, child marriage, polygamy, and gendered division of labor have contributed to low literacy among women despite recent efforts by the government. In 2009, only 0.7 percent of the already low literate population were women and at this rate it is estimated that in 2028 just 3.9 percent of literates will be women.

In higher education, lack of infrastructure is a major problem. As recently as 2005, one author notes, many university departments lacked libraries and access to books and scholarly journals. Lack of regulatory curricular standards among colleges has resulted in wide educational disparity among students, and lack of incentives has made recruiting good teachers difficult.

Poor economy and renewed political instability following the failure of the Maoist-led coalition government in 2009 are current concerns for the growth of education in Nepal.

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See Also: Gender Inequality: High School Dropout Rates; General Educational Development; India; Political Activism (Student) and Student Movements.

Further Readings


Netherlands

The Netherlands has a prosperous and open economy, which depends heavily on foreign trade. The economy is noted for stable industrial relations, fairly low unemployment and inflation, a sizable current account surplus, and an important role as a European transportation hub. The Netherlands derives more than two-thirds of its gross domestic product (GDP) from merchandise trade.

Services account for more than half of the national income and are primarily in transportation, distribution, and logistics, and in financial areas such as banking and insurance. Industrial activity generates about 20 percent of the national product and is dominated by the metalworking, oil refining, chemical, and food-processing industries. Construction amounts to about 6 percent of GDP. A highly mechanized agricultural sector employs no more than 2 percent of the labor force but provides large surpluses for the food-processing industry and for export. The country is one of the leading European nations for attracting foreign direct investment. It is located in western Europe, east of Germany and north of Belgium. The Netherlands, along with 11 of its European Union (EU) partners, began circulating the euro currency on January 1, 2002.

The Netherlands has a population of 16.4 million (January 2008), living in an area of approximately 41,526 square kilometers (33,900 square kilometers excluding rivers, lakes, and canals). The population density is 483 people per square kilometer (2006).
The greatest concentration of the population is in the west of the country. Of the 443 municipalities, 25 have a population of 100,000 or more (2007). On January 1, 2008, there were 3.2 million people in the Netherlands with an ethnic minority background, almost 20 percent of the total population. Of the non-Western minority groups, the Turks constitute the largest group, numbering over 370,000 people, followed by the Suriname and Moroccan groups, each numbering over 335,000 people. The Antillean/Aruban groups number over 132,000 people. Of these four “classical” minority groups, as of 2012, 40 to 50 percent belonged to the second generation. For the other non-Western minority groups, the number of people belonging to a second generation is substantially lower. For the Afghans and Iraqis, for example, the proportion of second generation is 20 percent.

History of Educational System
In 1848 the Netherlands adopted a new constitution, which laid down that the ministers, not the king, bore responsibility for acts of government. The constitution of 1848 guaranteed freedom to provide education. So education is regarded as a fundamental right, and anyone can found a school—government as well as public organizations. In 1806, the school act was accepted and resulted in the introduction of class education with standardized teaching material for subjects such as reading, writing, and sometimes arithmetic as well as supervision of the quality of education by the government.

Around 1860 more subjects were introduced, such as history, geography, music, Dutch language, and knowledge about nature. Teachers had to pass an examination and the number of students per teacher was limited up to 70. The number of schools had increased and the “educational dispute” between confessional schools and neutral, public schools started. This dispute regarded two issues. First, only neutral, public schools were subsidized for this improvement and confessional schools were not. Furthermore, teachers in public schools were paid by the government and teachers in confessional schools were not. The second issue was about the role of religion in education. The Netherlands was strongly segregated by confessional conviction at that time, and this segregation was also reflected in government. In 1889, the primary education act was changed so confessional school were subsidized as were the neutral, public schools. For all schools, school fees have to be paid. In 1900, compulsory education was introduced. Children attend class from ages 6 to 12 years. The confessional parties in government were against this act, as they believed that the parents were responsible for the education of their children (a child belongs to his or her parent and not to the state), and they were worried about regions where no appropriate confessional schools were available, where parents had to send their children to neutral, public schools. From 1905, the teachers of confessional schools were also paid by the government. In 1920, the school dispute ended by accepting the act that treats the confessional schools and neutral schools similarly: teachers are paid by the central government, and costs of buildings and educational materials are covered by the city government. Also by the act, compulsory education was extended one year and classes reduced in size.

From 1940, all schoolbooks were reviewed by a commission to check whether less complimentary or negative wording regarding the German occupying force is used. Jewish authors were not allowed to publish and references to Jewish persons were accompanied by the quote “of Jewish origin.” With the end of World War II in 1945, the educational system was restored to the level previous to the war.

In 1968, the Mammoetwet was accepted, which introduced a new educational system that restructured secondary education. In 1985, primary education was restructured; kindergarten and primary education became joint so children have to attend primary education from 4 years of age up to 12 years.

At present, there are public, special, and private schools in the Netherlands. The first two are financed by the government; all schools are supervised by the government and are allowed to ask for school fees. For all inhabitants of the Netherlands, education is compulsory from age 5 (from the first day of the month a child turns 4) up to 16, if a student qualifies (MBO-2 certificate or higher). In other cases, the student has to attend school up to 23. In the 2007 to 2008 school year, some 3.7 million people were enrolled in government-funded education. The education was provided by approximately 8,300 schools.

Educational Structure
There is limited formal educational provision in the Netherlands for children under the age of 4. Early childhood education is geared to children ages 2 to 5 who are at risk of educational disadvantage. From 4 up to 12, a child attends primary education, which
has eight groups (levels). Groups one and two can be regarded as kindergarten. From group three, children learn to read, write, and do arithmetic. In group eight, most students are tested for their competences by means of a citotoets. This test is a national competence test for group eight students. On the basis of this test (as well as the advice of the teacher), students are advised about their secondary education.

In addition to mainstream primary schools and secondary schools, there are special schools for children with learning and behavioral difficulties who—temporarily, at least—require special educational treatment. There are also separate schools for children with disabilities of such a nature that they cannot be adequately accommodated in mainstream schools. Pupils who are unable to obtain a preparatory vocational secondary education qualification, even with long-term extra help, can receive practical training.

After primary schooling, children choose between three types of secondary education:

- Pre-university education for six years.
- Senior general secondary education for five years.
- Preparatory vocational education for four years. This type of secondary education has four learning pathways: basic vocational program, middle-management vocational program, combined program, and a theoretical program.

Most secondary schools are combined schools offering several types of secondary education so that pupils can transfer easily from one type to another. After completing preparatory vocational education (VMBO) at the age of around 16, pupils can proceed with secondary vocational education (MBO). Pupils who have successfully completed the theoretical program within preparatory vocational secondary education (VMBO) can also go on to senior general secondary education (HAVO).

**Supplementary Vocational Education**

According to the Compulsory Education Act, pupils must attend training until the age of 18 if they do not have a “starting qualification” (HAVO-, VWO-certificate, or an MBO-level 2 certificate). Most of these pupils attend supplementary vocational education at a regional training center. These training centers also provide adult vocational training. This type of secondary vocational education has two learning pathways:

- A vocational training program: a combination of learning and an apprenticeship (five days per week at school and periods of practical working experience at a company).
- A vocational tutoring program: a combination of learning and working (each week one day at school and four days working at a company).

The programs at the regional vocational training centers (ROCs) vary in length from one year to a maximum of four years and there are four qualification levels:

- Level 1: assistant worker
- Level 2: basic vocational training
- Level 3: professional vocational training
- Level 4: middle-management specialized training

**Tertiary Education**

Higher education in the Netherlands consists of higher professional education and university education. The pertinent institutions concerned are governed by the same legislation: the Higher Education and Research Act. According to this legislation, higher educational institutions have a large degree of freedom in the way they organize their teaching and other matters to be able to meet changing demands. The institutions are responsible for their own programming and for the quality of the courses they provide. Quality control is carried out by the institutions themselves and by external experts. In 2007, there were 41 institutes of higher professional education with courses yielding some 250 different qualifications for a wide range of positions and occupations in various areas of society. Programs of higher professional education are divided into seven sectors: education, engineering and technology, healthcare, economics, behavior and society, language and culture, and agriculture and the natural environment.

In order to be able to link up with international developments, the bachelor’s-master’s degree structure was introduced in the 2002 to 2003 academic year. Bachelor’s programs hold 180 ECTS, which amounts to three years of full-time studies. Master’s programs take one (60 ECTS) to two years (120 ECTS).
The Position of Immigrant Minority Languages in the Dutch Education System

Immigration has been core to Dutch education from World War II onward: first, when the former Dutch colonies gained independence, then with the welcoming labor policies that have characterized the 1960s and 1970s. In this, three key moments characterize how the Dutch education system has approached immigrants and immigrant minority languages.

The first visible example of attention being paid in education to teaching the “own language” of immigrant minority pupils is found in a 1970 policy paper on foreign workers (Nota buitenlandse werknemers 1970). Although in this paper the concept of “own language” did not get any further specification, there has been a clear distinction between “pure own national education” in which the (unspecified) languages of immigrant minority pupils ought to be used as languages of instruction and “pure Dutch education” with additional teaching “aiming at providing the children with the necessary knowledge about their own language and culture.” It is, however, in 1979 that the Netherlands is addressed for the first time as an immigration country and that, in so doing, the government is called upon to develop an immigrant minority policy in the field of education that pays attention to the teaching of Dutch as a second language, to the teaching of immigrant minority languages, and to intercultural education. This led, in the 1980s, to an educational status quo that can be summed up as follows: minorities ought to integrate, though the state ought to cater to “identity maintenance.”

A complete new perspective on this matter was advocated in 1989 by the Scientific Council for Government Policy. Its report aimed at increasing the societal participation of minorities and their success rate in education. It started to question the benefits of teaching home languages and proposed to offer instruction in home languages and cultures of children but outside the formal educational curriculum. From there, a new perspective on the role of immigrant minorities’ languages in Dutch education was advanced by the committee of experts commissioned by the Ministry of Education. In their report, they proposed the use of a culture policy approach that proposed no distinction among the languages present in education and pleaded for equality among “traditional” foreign languages and the languages that were used by the various immigrant communities settled on Dutch grounds. The committee therefore chose to introduce the term nonindigenous living languages for “all languages that originate from outside the Netherlands and are used on a daily basis by the inhabitants of the Netherlands” to be used as a subject in language teaching. As a consequence of this, the Ministry of Education provided in 1998 a legal basis for teaching nonindigenous living languages. It remains that the devolution of immigrant minority language teaching that followed made very clear that Dutch citizens of nonindigenous descent above all have to speak Dutch in order to be considered active members of Dutch society.

The above-mentioned resolution showed a strong tension between the multilingual nature of Dutch education and the “monolingual panic” that took place around its implementation. In reply to this tension, the Ministry of Education asked the Education Council to state its vision on the contribution of immigrant minority language to the integration, participation, and improvement of school results for immigrant minority pupils. The vision expressed by the Education Council suggested a split between language support and language teaching. The former should have become part of a policy for Dutch as a second language; the latter, instead, should have been part of a separate cultural policy. Last, the council suggested abandoning the term nonindigenous living languages and substituting the term new modern foreign languages where the latter would have been advocating for these languages to receive the same educational status as “old” foreign languages. The new government that took office in 2002 has never reacted to this advice. Rather, it explicitly gave priority to the learning of Dutch and abolished any facilitating arrangement for the teaching of immigrant minority languages.

Although the position of immigrant minority languages is no more part of formal Dutch education, it does not mean that migration fluxes and multilingualism do not stand as educational realities on the ground. Rather, a new form of diversity emerging in urban agglomerates and for which the term super-diversity has been coined invites us to reflect on the future of this monolingual approach made to suit the needs of a large multilingual student population.

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See Also: Bilingual Education; Career and Technical Education; Higher Education.
Further Readings


Nevada

Known chiefly for its gambling casinos and breathtaking scenery, Nevada is the seventh-largest state in the United States, covering 110,567 square miles. According to the 2010 census, the population of Nevada is 2,700,551. Nevada became a state in 1864 during the Civil War and is officially nicknamed the Battle Born State. It is also frequently referred to as the Silver State because of its large resources of silver and other metals. The landscape of Nevada varies from plains to deserts and mountains. Nevada shares both a southern and western border with California and an eastern border with Utah and Arizona. Oregon and Idaho lie to the north. Carson City, the state capital, is the sixth-largest city in the state. The three largest cities are Las Vegas, Reno, and Henderson. Some 70 percent of the state’s population live in Clark County, the county in which Las Vegas is located. Nevada has been hit hard by the economic downturn of the early 21st century because many of them are headed for jobs in the casinos or tourist industry. Consequently, higher education has been particularly hard hit by the economic crisis. In the first years of the 21st century, the University of Nevada was faced with a 60 percent tuition increase along with the loss of 400 jobs. At lower levels, rural schools with fewer local funds to draw on are suffering the most, as the government has slashed state funding for education. Even in Clark County, 500 school employees lost their jobs, and programs deemed nonessential, such as after-school and mentoring programs and music and art classes, have been eliminated. Eight of the 17 school districts in Nevada have cut classes back to four days a week in some schools. The state canceled a $10 million program that was designed to bring Nevada in line with federal provisions of the Obama administration. Because of a $3 billion budget gap, an additional 10 percent cut to education is already on the boards for the 2012–13 budget cycle.

History

The land that became Nevada was originally the home of the Patayan and Anasazi Indians. The Mojave tribe arrived around 1200. In 1519, Spain laid claim to the area, but it was not explored until 1540 when Melchi Diaz arrived. Santa Fe was established in 1609. During the first decades of the 19th century, Nevada was a stopping point for travelers heading westward. In 1846, members of the Donner Party were in Nevada when they became trapped by heavy snows near the area that became Reno. Through that frigid winter, they resorted to cannibalism to survive, and ultimately, only 47 of the 87-member group survived to leave Nevada. The Pony Express also stopped in Nevada on its way to California. In 1859, one of the largest silver mines in existence in the world was discovered in Nevada.

Table 1 Elementary and secondary education characteristics

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<tr>
<th></th>
<th>Nevada</th>
<th>U.S. (average)</th>
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<tbody>
<tr>
<td>Total number of schools</td>
<td>677</td>
<td>1,988</td>
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<tr>
<td>Total students</td>
<td>437,149</td>
<td>970,278</td>
</tr>
<tr>
<td>Total teachers</td>
<td>21,839.48</td>
<td>60,766.56</td>
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<tr>
<td>Pupil/teacher ratio</td>
<td>20.02</td>
<td>15.97</td>
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Table 2 Elementary and secondary education finance

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<tr>
<th></th>
<th>Nevada</th>
<th>U.S. (average)</th>
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</thead>
<tbody>
<tr>
<td>Total revenues</td>
<td>$4,364,265,703</td>
<td>$11,464,385,994</td>
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<tr>
<td>Total expenditures for education</td>
<td>$4,477,823,428</td>
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<tr>
<td>Total current expenditures</td>
<td>$3,515,004,345</td>
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