

NETHERLANDS

with the contribution of Ineke Veldhuis-Meester

I. The education system

A. General information about the education system and its legal framework

Principles and general objectives of education

For the principles and general objectives of education, the diagram of the education system and current reforms in secondary and tertiary education see the full version of the country report at the ITT website (<http://www.itt-history.eu>) and the Eurydice database: Eurybase - The information database on education systems in Europe (<http://www.eurydice.org>).

Structure of the education system¹

The education system is:

comprehensive until (student age of)	12 years
selective from (student age of)	12 years
Compulsory full time education up to	16 years
Vocational education form	16 years
General education:	
HAVO (senior general secondary education)	17 years
VWO (pre-university education)	18 years

Population by educational standard²

Population aged between 25 and 54 years by highest educational standard (school leaving or graduation) in percentage:

	Male	Female	Total
below secondary II [ISCED 2]	30%	37%	34%
secondary II [ISCED 3]	39%	36%	37%
post-secondary, non-tertiary [ISCED 4]	4.5%	4.5%	4.5%
tertiary I [ISCED 5A/6]	24%	20%	22%
tertiary II [ISCED 5B]	2.5%	2.5%	2.5%

B. Statistical data

Teachers, students, history students, trainee teachers, trainee history teachers, teacher trainers

Pupils³

Pupils in	Male	Female	Total
Upper secondary general education			768 000
Upper secondary vocational education			20 900

¹ Source: Eurydice Nederland.

² Year 2002, embargo for publication until 14 September 2004, age group: 25-64 years old population. Source: EAG 2004, table A1.1

³ Lower and upper secondary education combined. Source: <http://www.minocw.nl/english/figures2003/008.html>. Retrieved 28 March 2006.

• Number of pupils and students

	97/98	98/99	99/00	00/01	01/02
Total	3 365 700	3 386 100	3 425 100	3 459 500	3 508 700
Primary education	1 613 500	1 628 600	1 638 800	1 644 000	1 652 600
Secondary education	880 600	885 000	891 000	894 900	904 200
Adult and vocational education	434 700	429 100	434 800	448 400	464 400
Higher professional education	277 300	284 800	299 300	306 900	315 000
Universities	159 600	158 600	161 300	165 200	171 700

• Ratio of upper secondary graduates to total population at typical age of graduation⁴

	Male	Female	Total
Ratio of upper secondary graduates to total population at typical age of graduation			147 700

• Number obtaining qualifications

	96/97	97/98	98/99	99/00	00/01
Secondary education	172 600	165 700	161 100	159 600	147 700
Vocational training	65 300	68 500	71 400	70 000	72 300
Higher professional education	53 700	52 600	53 200	54 700	55 200
Universities	26 00	22 600	20 700	20 500	20 100

*Students*⁵

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)			523 182

• Students per institution

Institution/ ISCED	Male	Female	Total
Universities, ISCED 6			187 200
ISCED 5			334 500
Other: Open University, ISCED 6			21 182

• New students in 2002/03

Institution/ ISCED	Male	Female	Total
Universities, ISCED 6			365 000
ISCED 5			850 000
Other: Open University, ISCED 6			9 138

• Students graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities, ISCED 6			21 100
ISCED 5			60 200
Other: Open University, ISCED 6			337

*Number of trainee teachers*⁶

	Male	Female	Total
Post-secondary education and above (=ISCED 4, 5 and 6)			48 543

⁴ No distinction between male and female, no ratio available, only total number. Source: <http://www.minocw.nl/english/figures2003/008.html>. Retrieved 28 March 2006

⁵ Source: The Educational System in the Netherlands. Eurydice, 2004, 6.19

⁶ Source: Eurydice 6.19, <http://www1.oecd.org>. Retrieved 28 March 2006

• Trainee teachers per institution⁷

	Male	Female	Total
Universities, ISCED 6			900
ISCED 5			14 543
Teacher training colleges, ISCED 5			25 000

• New trainee teachers in 2002/03⁸

	Male	Female	Total
Universities, ISCED 6			600
ISCED 5			9 150

• Trainee teachers graduating in 2002/03 per institution⁹

	Male	Female	Total
Universities, ISCED 6			500
Pedagogical universities HBO, ISCED 5			4 100
Teacher training colleges PABO, ISCED 5			6 100

• History students per institution¹⁰

	Male	Female	Total
Universities, ISCED 6			745

• New history students in 2002/03

	Male	Female	Total
Universities, ISCED 6			4 760

• History students graduating in 2002/03 per institution

	Male	Female	Total
Universities, ISCED 6			365

Trainee history teachers¹¹

• Trainee history teachers in state, non-state (private) and church institutions¹²

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities, ISCED 6	81	53	134	30	18	48	30	18	48

⁷ Jaarboek onderwijscijfers 2003 gives the number of 63900 student in both ISCED 5s. Source: Eurydice 6.19, <http://www1.oecd.org>. Retrieved 28 March 2006.

⁸ Figure for ISCED 6: estimation. Source: [http://statline.cbs.nl/StatWeb/Table.asp?HDR=G4,G2&LA=nl&DM=SLNL&PA=70113ned&D1=1&D2=a&D3=1-2&D4=0&D5=\(1-5\),1&STB=G1&LYR=G3:0,T:0](http://statline.cbs.nl/StatWeb/Table.asp?HDR=G4,G2&LA=nl&DM=SLNL&PA=70113ned&D1=1&D2=a&D3=1-2&D4=0&D5=(1-5),1&STB=G1&LYR=G3:0,T:0). Retrieved 28 March 2006, and Nota WIO (working in education) 2005 of the Ministry of Education, page 33.

⁹ 2001-2002. Source: Jaarboek onderwijs 2003, page 66 and 101.

¹⁰ Source: VSNU– United cooperating Universities of the Netherlands.

¹¹ Teacher training colleges not distinguished, pedagogical academies have six different kinds of routes, spread over years, so no numbers per year are available. Source: UCLO.

¹² VU, KUN, KUB. , Teacher training, non-state and church institutions not distinguished: same institutions (see also question A1.42). Source: UVGS, University teachers of methodology of history, oral source, CFI-VSNU.

• New trainee history teachers in 2002/03 per institution¹³

Institution/ ISCED	Male	Female	Total
Universities, ISCED 6	115	80	195

• Trainee history teachers graduating in 2002/03 per institution

Institution/ ISCED	Male	Female	Total
Universities, ISCED 6	105	75	180

Teacher trainers in general and history teacher trainers

• Number of teacher trainers¹⁴

• History teacher trainers in state, non-state (private) and church institutions¹⁵

Institution/ ISCED	State			Non-state			Church		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Universities, ISCED 6	9	3	12	2	1	3	2	1	3

*Teachers in general and history teachers*¹⁶

Number of teachers in school¹⁷

School level	Male	Female
Primary	87 245	26 355
Lower secondary vocational		
Lower and upper secondary general	47 842	23 458
Upper secondary vocational	19 905	15 895

Financing

The annual expenditure per history student by universities is €6 562 (average). The costs of a history student are lower than the average annual cost of a student,.

The costs of a history teacher trainee are lower than the average annual cost of a teacher trainee, but exact figures are not available.

Feminisation

During the last five years, there has been an increase of 51% in female students, but there has not been an increase in female history students. There has also been an increase in female trainee teachers in the last five years, but no increase in female trainee history teachers.

II. Initial training

A. Training institutions

Institutions involved in ITT

Institution	For which school level
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¹³ Source: UVGS.

¹⁴ Not available in Eurydice 2004 (see 8.7.1 and 8.7.2).

¹⁵ Non-state and church institutions not distinguished, they are the same. Source: UVGS, University teachers of methodology of history, oral source.

¹⁶ Number unknown, teachers teach multiple subjects in primary, lower secondary and vocational education.

¹⁷ Upper and lower combined. Source: <http://www.minocw.nl/english/figures2003/008.html>. Retrieved 28 March 2006.

Universities	ISCED 2 and ISCED 3
Pedagogical universities	ISCED 2
Teacher training colleges	ISCED 1

Main purposes of institutions

Institution	Purpose
Universities	BA/MA in subjects and research in subjects
Pedagogical universities	1 teacher training for lower secondary and upper vocational
Teacher training institutes	ITT primary school

Faculties in charge of ITT

Institution	Faculties
Universities	All from which a school subject can be derived
Pedagogical universities	All for which a school subject exists

*TT institutions are required to meet legal standards set by*¹⁸

Institution/ ISCED	the state (including government)	the local/ regional authorities	the training institutions themselves	other bodies (please specify)
Universities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher training institutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pedagogical universities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Number of training institutions

providing a training programme for initial teacher training (general)

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities/ISCED 6	5	2	7
Pedagogical universities/ISCED 5	22	11	33 (est.)
Teacher training institutes/ISCED 5	27	4	31 (est.)

providing a training programme for initial training of history teachers

Institution/ ISCED	State (of which: church)	Non-state (of which: church)	Total number (of which: church)
Universities/ISCED 6	5 (2)	0	7
Pedagogical universities/ISCED 5	8 (2)	0	10 (est.)

B. The structure of ITT: model/qualification/institution/graduation

Initial training of history teachers as a subject of secondary or tertiary education

History teaching is studied (and taught) at universities, pedagogical universities and teacher training colleges as a single subject.

*The structure of ITT is*¹⁹

University: consecutive and concurrent

Pedagogical universities: concurrent

Teacher training colleges: concurrent

¹⁸ Specified other bodies: church authorities and a single private nondenominational teacher training institute (Rudolf Steiner philosophy).

¹⁹ Source: VSNU – United Cooperating Universities of the Netherlands, ICL – Inter University Commission for Teacher Education.

Length of studies/training

• Form of graduation and allocation of years for ITT of history teachers

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG-training
Teacher training college, ISCED 5 (for teaching history in primary schools) ²⁰	Examination (written and oral), and HAVO graduation, fees, possibility to get scholarship	written, oral, practical	4	Bachelor of Education ²¹	No	None, admission at end of study
Pedagogical universities, ISCED 5 (for teaching history in lower secondary schools) ²²	Examination HAVO and VMBO, fees, possibility to get scholarship	written, oral, practical	4	BA	Yes	None, admission at end of study
University, postgraduate TT (for teaching history in upper secondary general schools) ²³	Examination, fees, possibility to get scholarship	written, oral, practical	1	MA ²⁴	Yes	1 year of PG training in TT institutes ²⁵
Pedagogical university (for teaching history in lower or upper secondary vocational schools) ²⁶	Examination, fees, possibility to get scholarship	written, oral, practical	4	x	Yes	None, admission at end of study

• Form of graduation and allocation of years for teaching EDC/civic education in secondary general schools

For the credentials for teaching EDC (education for democratic citizenship)/civic education in secondary general schools, students get a qualification separate from history teaching and have to follow a curriculum which is completely separate from the curriculum of history teaching. They also have to follow a curriculum where the training for history teaching and for EDC/civic education are combined.²⁷

²⁰ Source: www.minocw.nl. Retrieved 28 March 2006, VGN

²¹ History is part of the programme, there are no specific history teachers.

²² Source: VSNU – United Cooperating Universities of the Netherlands, ICL – Inter University Commission for Teacher Education.

²³ Source: VSNU – United Cooperating Universities of the Netherlands, ICL – Inter University Commission for Teacher Education.

²⁴ Since 2004: integrated in university for history and education: in 5 years.

²⁵ Sometimes personal study path developed after assessment of skills.

²⁶ Source: www.minocw.nl. Retrieved 28 March 2006.

²⁷ Source: VSNU – United Cooperating Universities of the Netherlands, ICL – Inter University Commission for Teacher Education.

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
University of postgraduate teacher training	Examination BA or MA in history, sociology, law, technology, fees, possibility to get a scholarship	written, oral, practical	1	X	Yes	combination of PGT in schools and at University TTI
Pedagogical university			4			

• Form of graduation and allocation of years for teaching EDC/civic education in (Lower and) upper secondary vocational schools²⁸

School level	Entry requirements	Final exam	Length of study in years	Degree	Diploma thesis	PG training
Pedagogical university	fees, possibility to get a scholarship	written, oral, practical	4	x	yes	none, admission at end of study

*Standards for ITT*²⁹

• Professional profile

There is a professional profile for history teachers in the Netherlands.

The professional profile is important for the implementation and planning of curricula, educational programs and practical work.

• Certification system (qualified teacher status)

There is no process of certification after finishing studies of history teaching (e.g. qualified teacher status). The approximate percentage of all history teachers who have acquired qualified teacher status for secondary schools is 90-100%³⁰.

• Low-qualified history teachers

In the Netherlands there are also low-qualified history teachers actively teaching history in school. The approximate percentage of such teachers is less than 2%³¹.

• Core curriculum

There is no common/core curriculum for all institutions of initial training for history teachers in the Netherlands.

– General guidelines for the conception of ITT

General guidelines for the conception of ITT come from the Ministry of Education and universities, teacher training institutions and the ICL.

– Coordination of curricula

Curricula of different institutions are coordinated on a national level. Curricula of the same institutions are also coordinated on a regional level.

²⁸ Source: Council of Pedagogical Academies.

²⁹ Source: VSNU – United Cooperating Universities of the Netherlands, ICL – Inter University Commission for Teacher Education.

³⁰ Source: I. Veldhuis- Meester.

³¹ Number unknown, not documented; though not many. Source: I. Veldhuis-Meester.

Training at universities

- Curriculum

The current curriculum dates from 2001 (year of implementation) and is going to be replaced by another curriculum in 2004 (year of replacement).

- The relationship in history teacher training

Institution/ ISCED	History courses	General pedagogic/ didactics courses	Subject didactics courses	Practical training	other
Universities, ISCED 6	80%	3%	7%	0.10%	

These courses are always separate³².

- Training of history competencies

The history curriculum is the same for students who want to become teachers and for students who want to become historians/researchers.

– The general history courses in the curriculum are both chronologically structured and thematically structured; students are free to choose what they prefer.

– Content of local, regional, national, European and world history in history courses³³

– Proportion of political, social, economic and cultural history³⁴

- In history courses the following approaches are

Extremely important: problem-oriented, multicultural; very important: multi-perspective; important: multicultural; hardly used: teaching by example.

- Training in historical methods during general courses

Focuses quite a bit on: hermeneutics of history, qualitative analysis, discourse analysis, working in and with archives; focuses on: quantitative analysis, statistics; hardly focuses on: working in and with museums.

- EDC as part of the curriculum

The following competencies are explicitly emphasised in training:

System of laws, jurisprudence. political systems, civics/civil and political rights, human rights education,. civic education, global education, citizenship education

- Training of subject history didactics/methodology

The following competencies are explicitly emphasised in training:

Textbook analysis, analysis of curricula, planning and organising lessons, teaching through directive structure, interactive teaching, organising project work, use of media, use of

³² History at pedagogical academies is constantly changing. Now 50% subject, 50% didactics.

³³ Depending on students' choices, all fields have to be covered: local, regional, national – European – world. Complete variety in every university, according to special fields of research or selected topics according to interest.

³⁴ Depending on students' choices, all fields have to be covered.

information technology, training of teamwork, training of key qualifications, interdisciplinary cooperation, multicultural aspects, conflict resolution and conflict management

Trainee history teachers are trained to implement the results of new historical research in classroom teaching. Example: History teachers can subscribe for membership of the scientific historical organisation KNHG (Royal Dutch Historical Association). They are also trained to use research methodology in the classroom.

– Courses in (history) subject didactics

Every university has its own course organisation. Generally attention is paid to structuring of lessons, pedagogy and didactics + subject knowledge for lower secondary and upper secondary, approaches, different activities according to the aims set, testing in all varieties, new ideas about school history: content approaches, theoretical aspects, theoretical concepts for the training of subject (history) didactics.

• Educational sciences, general didactics, pedagogy

The following courses are part of the curriculum³⁵:

Theories of education, theories of teaching, theories of didactics, learning psychology, professional development, planning and organising lessons, teaching through directive structure, interactive teaching, organising project work, use of media, use of information technology, interdisciplinary cooperation.

Every university has its own organisation. They all focus on the competencies laid down in the professional profile.

• Practical training during universities studies

About 10-20 lessons to be given at school, as well as micro-lessons during session in the institute.

– Institutional links between universities and other institutions to accomplish practical training during university studies

There are institutional links (forms of cooperation) between universities and other institutions to accomplish practical training during university studies.

– Forms of practical training during studies at universities

Microteaching, mini-labs

– Relation between theory and practice

There are established forms aimed at relating the theoretical production in (history) subject didactics to the practical work of history teaching in the classroom. The IT course within the subject study is completely organised in in-service workshop, seminars, etc.

Postgraduate initial training (PG-ITT) for history teachers

There is an obligatory postgraduate initial training for history teachers in the Netherlands who wish to teach history in primary and secondary schools.³⁶

³⁵ Every university has its own course organisation . Generally attention is paid to structuring of lessons, pedagogy and didactics + subject knowledge for lower secondary and upper secondary. Approaches, different activities according to the aims set. Testing in all varieties, new ideas about school history: content approaches, theoretical aspects.

³⁶ Only for teaching in upper secondary education. After 2003 this PG will be part of MA, teaching history.

- Structure of PG-ITT

Obligatory length of PG-ITT is one year at universities.

- Institutions involved in PG-ITT for history teachers

Universities and secondary schools.

- Number of institutions for PG-ITT

Six universities, four of which are state universities, two non-state.

- Core curriculum for PG-ITT

Yes, there is a common/core curriculum for PG-ITT for all institutions involved.

- General guidelines for PG-ITT

General guidelines for the conception of PG-ITT come from universities and teacher training institutions.

- Coordination of PG-ITT curricula of different institutions

Curricula of different institutions are not coordinated.

- Coordination of PG-ITT curricula of the same institution

Curricula of the same institution are coordinated on an institutional level.

- The Curriculum of PG-ITT for history teachers

The current PG-ITT curriculum dates from 2001. The new elements of this new PG-ITT curriculum are more competence-based courses and adaptation to BA/MA system: more on-demand modules.

- Coordination of courses in PG-ITT

Academic courses, general pedagogy, subject didactics, practical training in PG-ITT for history teachers are partly coordinated.

- Extent of practical training

50% of the year (30 EC).

- Induction

There is no obligatory form of induction for newly employed history teachers.

Minority and gender issues, multicultural aspects

- Minority issues³⁷

- Gender issues³⁸

- Multicultural aspects

The ITT curriculum is designed to prepare trainee teachers for teaching history in the context of a multicultural society³⁹.

³⁷ Not divided into different courses, most courses have this aspect included. Minorities have been a part of the Dutch history through the ages.

³⁸ It is not a compulsory part, but a free choice. The gender perspective is included in the Netherlands: every university has a department for gender studies.

Professional competencies

The following professional competencies are explicitly emphasised in training:

	history courses	general didactics	subject didactics	practical training
Capacity to think in historical categories and to relate information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity to relate current events or information to historical processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Capacity for critical analysis and synthesis of historical information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to comment, annotate or edit historical sources and documents correctly according to the critical canons of history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to organise complex historical information in coherent form	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Research skill in history	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Capacity for applying historical knowledge in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical and self-critical abilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and organising lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching through directive structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Reflection and self-evaluation of the training course/ the lesson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Monitoring/social dynamics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interactive teaching (e.g. pupil-centred, process-oriented forms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of media	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use of information technology	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of teamwork	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Training of key qualifications (social and communicative skills)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interdisciplinary cooperation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

• Scale of professional training⁴⁰

• Information technology and e-learning

During ITT studies, the percentage of ITT students who have access to computers is	100%
During ITT studies, the percentage of ITT students who have access to the Internet is	100%
Percentage of ITT training laboratories equipped with computers	100%
Percentage of institutions/faculties/departments of history equipped with a content management system	100%
Percentage of institutions/faculties/departments of history equipped with a learning management system	100%
There is technical support for the use of information technology at the following percentage of teacher training institutions	20%
There is didactical support for the use of information technology at the following percentage of teacher training institutions	20%

During the whole period of studies, approx. 10% of time is devoted to training for use of New Media/Information technology.

³⁹ Source: Bitep Utrecht IVLOS.

⁴⁰ Spread throughout the whole course, also during the subject-specific courses.

Evaluation of ITT courses

- Official evaluation of training courses by the training institutions

There is an official evaluation of training courses by the training institution for:
History courses, general didactics courses, subject didactics courses, practical training
It takes the form of verbal feedback, written feedback, standardised evaluation.

- National evaluation of training courses

There is a form of national evaluation of training courses for⁴¹:
history courses, general didactics courses, subject didactics courses, practical training.
It takes the form of standardised evaluation.

Institution organising the national evaluation: VSNU

- Informal evaluation of their courses by the trainers

There is an informal evaluation of their courses by the trainers for:
history courses, general didactics courses, subject didactics courses. practical training
It takes the form of verbal feedback, written feedback.

C. The students

Training of key competencies

- History teacher training emphasises these key competencies:

Institution/ ISCED	academic qualification	didactic qualification	psychological qualification	juridical / institutional qualification	other qualification
Universities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pedagogical universities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher training colleges	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- Kind of learning environment in which training of these key competencies takes place:

	academic qualification	didactic qualification	psychological qualification	juridical qualification	other qualification
Individual studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Group work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Project work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Participation of students in planning and organisation

Trainee history teachers are involved in the planning and organisation of the curricula, academic courses, didactics courses, subject didactics courses, practical training.

Students participate in the university council (delegates of all faculties), faculty council and committee of course education.

International mobility

In the Netherlands, there are ITT programmes explicitly designed to foster the international dimension of teacher education. Trainee history teachers are prepared for international

⁴¹ External audit of quality.

mobility through courses such as WIDLO (Working Group International Discussion of ITT), DIA (programme included) and BITEP (in Utrecht)⁴². There is also voluntary participation in student exchange programmes like CILO and the Europees Platform.

D. Trainers

The trainers

- Professional groups involved in ITT for history teachers: historians, advisory teachers, pedagogues, didacticians and ICT education.

- Coordination of these groups

These groups are coordinated.

Forms of cooperation: throughout the programme all teachers are involved apart from the subject specific courses.

- Interdisciplinary cooperation between these groups

There is interdisciplinary cooperation between these groups.

Kind of cooperation:

Coordinated by the curriculum, in academic training, in practical training, in didactic/pedagogic training.

One development has been the growth of international schools for children of expatriates or Dutch parents returning from abroad. These schools offer an international curriculum enabling children from all over the world to get comparable general education against a background of multicultural understanding and communication. Another development has been schools that have made internationalisation part of their mission. This has resulted in student exchanges and cooperation between many schools in Europe. The last decade has seen a growing number of Dutch schools that offer bilingual education, i.e. 50% of the national curriculum is taught in another European language of tuition, in most cases English.

The BITEP aims to prepare teachers anticipating to teach in a multicultural, bilingual and international setting.⁴³

Structure of personnel in training courses

The training courses are run 30% by one teacher/trainer, 20% by a team of university lecturers/trainers, 10% by a team of university lecturers and advisory teachers.⁴⁴

E. Training of teacher trainers

In-service training

There is an opportunity for in-service training for teacher trainers at universities. The cost of the in-service training is covered by the teacher training institution⁴⁵. The training includes: improvement and training of self-reflection, training in directing and steering the learning process, forms of evaluation.

Specific training

There is specific training for teacher trainers of history.

⁴² Source: UVGS.

⁴³ Source: Bitep flyer, Bilingual and International Teacher Education Programme.

⁴⁴ Source: UOCC.

⁴⁵ Sometimes “fifty-fifty” TT+II.

Every university has its own training for advisory teachers, school tutors and coaches, though not in the specific field of history, and only in general didactics and pedagogy.

The training of trainers

- The trainers are trained by

are trained by:	historians	advisory teachers	psychologists	educationalists	didacticians	external trainers	others
Historians	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Advisory teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Psychologists	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Education- alists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Didacticians	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External trainers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Place of training for the trainers

Internal personnel development for:

Historians, advisory teachers, didacticians, pedagogues, psychologists, school tutors, coaches

External personnel development for:

pedagogues, school tutors, coaches

- Internal personnel development is normally done by

Historians, professional trainers (example: short courses on coaching, supervision, structuring and the professionalisation process)

- External personnel development is normally done by

Experts from other institutions.

- International mobility of history teacher trainers

History teacher trainers are encouraged to participate in international research or exchange programmes. They are prepared for international mobility through individual action and bursaries of the EU via EP. There is individual participation in educational cooperation programmes, but no participation in international research projects. Via EU programmes, there also is participation in school link and exchange projects.

III. History teaching in primary and secondary schools

A. The subject

Basic information about history as a subject in secondary school education (student ages from 10-18/19):

• History as a school subject⁴⁶

School level	Full name of the subject
ISCED 1 – Primary school (years of age 4/7 – 10/12)	Geschiedenis en samenleving
ISCED 2 – Lower secondary general school (years of age 10/12 – 14/16)	Geschiedenis and civics
ISCED 2 – Lower secondary vocational school (years of age 10/12 – 14/16)	Geschiedenis
ISCED 3 – Upper secondary general (years of age 14/16 – 18/19)	Geschiedenis (as a separate course: Maatschappijleer)
ISCED 3 – Upper secondary vocational school (years of age 14/16 – 18/19)	Geschiedenis (as a separate course: Maatschappijleer)

• Separate subject

Is history a separate subject?

School level	Separate subject	Name of the comprehensive subject	Percentage of history in the comprehensive subject
ISCED 1 – Primary school	yes ⁴⁷		
ISCED 2 – Lower secondary general school	yes ⁴⁸		
ISCED 2 – Lower secondary vocational	yes		
ISCED 3 – upper secondary general	yes		
ISCED 3 – Upper secondary vocational school	yes		

• Number of history lessons

Number of lessons per grade each week and school type:

Grade (age)	Primary	Lower secondary	Lower secondary vocational ⁴⁹	Upper secondary general	Upper secondary vocational ⁵⁰
1 (6-7)					
2 (7-8)					
3 (8-9)					
4 (9-10)					
5 (10-11)					
6 (11-12)					
7 (12-13)		2 lessons per week		2 lessons per week	
8 (13-14)					
9 (14-15)					
10 (15-16)					
11 (16-17)					
12 (17-18)					
13 (18-19)					

⁴⁶ Source: <http://www.edufield.nl/nl/leren/inhoud3.htm>. Retrieved 28 March 2006, and Platform of course content societies.

⁴⁷ Hardly separately taught, approximately once a week starting from 9-10 years of age. Source: http://www.citogroep.nl/po/vakken/wo-alg/domeinb/dom_gesch/eind_fr.htm. Retrieved 28 March 2006.

⁴⁸ There is a tendency to embed history in a learning area: man and society. Source: VGN.

⁴⁹ Division in two groups. Lower ability vocational: 80-120 hours spread over two years, it is up to the school when it is taught, either all in one year, or divided over two. Higher ability vocational is the smallest group with 160 hours: Two years of two hours a week.

⁵⁰ Lower ability: 120 to 160 hours, only in the sector care and welfare, it is an optional subject (3-4 hours in two years). Higher ability: 200 hours, one year 2 hours, one year 3 hours. The 40 extra hours are seen as enrichment.

- History curriculum in school⁵¹

(For a more detailed version of the school curricula of the Netherlands see the ITT website <http://www.itt-history.eu>)

- Aims and content of the subject in primary school⁵²

History and society

Children get to know the situation and time period of people in the past. They become familiar with simple source material and learn to make comparisons between the past and the present. Attention is also paid to norms and values, both in their own culture as well as in other cultures, of the past and the present. The child gets to know the Dutch political system through political events like elections, speeches by the Dutch queen, and through political decisions.

- Aims and content of the subject in lower secondary general school⁵³

The ability to think in terms of different areas and changes over time; knowledge, understanding and skills relating to historical structures, processes, figures and events which are of relevance to modern day phenomena, trends and issues at regional, national, European and global level; knowledge, understanding and skills relating to the development of the modern political system in the Netherlands and how it operates and interacts with society; an insight into their own involvement in social phenomena, trends and issues which are the product of the past and into the working of the Dutch political system; the ability to conduct simple research on their own.

- Aims and content of the subject in upper secondary general school⁵⁴

- Aims and content of the subject in lower secondary vocational school
It is the same as for lower secondary general school.

- Aims and content of the subject in upper secondary vocational school⁵⁵

The pupil should recognise different types of historical questions and formulate them as self-sufficiently as possible, be able to find information to answer questions given to him or which he himself formulated, be able to transmit the results of a learning activity to others, use information and communications technology when studying historical events, phenomena and persons, be able to conduct simple research of limited size about themes.

- Content

GS/K/4	The colonial relationship of Indonesia with Holland
GS/K/5	Dutch political system
GS/K/6	Industrial society in the Netherlands
GS/K/7	Social security and care society in the Netherlands
GS/K/8	Cultural and mental development in the Netherlands after 1945
GS/K/9	The cold war

⁵¹ See Source: <http://www.ivgd.nl/indexen.htm>. Retrieved 28 March 2006.

⁵² Source: <http://www.edufield.nl/nl/leren/inhoud3.htm>. Retrieved 28 March 2006.

⁵³ Source: UNESCO – The educational system in the Netherlands – general information page 18.

⁵⁴ Source: UNESCO – The educational system in the Netherlands – general information page 18 and 19 and Euroclio <http://www.eurocliohistory.org/>. Retrieved 28 March 2006. joke@euroclio.nl.

⁵⁵ Aims and content differ with every kind of vocational training, but mentioned aims are aims that apply to all kinds. Italic text only applies to theoretical vocational training. Source: www.eindexamen.nl.

– The ratio of local/regional, national, European and world history in the school curriculum for the whole period of compulsory lessons/ history courses

Local history	10%
Regional history ⁵⁶	–
National history	10%
European history	40%
World history	40%

– The ratio of political, social, economic and cultural history in the school curriculum for the whole period of compulsory lessons/history courses⁵⁷

Political history	40%
Social history	25%
Economic history	25%
Cultural history	10%

*Political history*⁵⁸: Pupils can reflect on the headlines in the political rise and development of the nation of the Netherlands and in more general sense of nations.

Social history: Pupils can explain how social class is predicted by factors such as birth, ethnicity, religion, possession, education, profession and gender. Pupils can describe processes of emancipation, urbanisation and individualisation and how they affected households and families.

Economic history: Pupils can describe important economical events like the emerging of farming in prehistoric times, the emerging of cities and city economy in medieval times, the rise of trade capitalism and entrepreneurship in the Dutch Republic, industrialisation and the effects on labourers, and finally the development of capitalism and communism as economical systems.

Cultural history: Pupils can acknowledge what influence Roman culture had on societies in Western Europe and which traces are still visible in present day. They can give examples of contacts and influences between Christian European culture and Islamic Arab culture in medieval times up to present time. Furthermore they can recognise some important developments in modern western societies like mass media, mass culture, individualism, group cohesion, youth culture, ideologies and religions.

– The relation between history and other (school) subjects

Development of insight into functioning as a democratic citizen, in international aspect and in environmental aspect; handling information from different sources on a relatively high abstraction level: searching, organising, selecting and judging; creating a methodological approach to investigate historical and social questions,; using information and communication technology to process textual image and number material, with specific attention to historical sources.

⁵⁶ Local and regional history are combined.

⁵⁷ Source: The comparative study on ITT of history teachers in 13 member states of the Council of Europe, March 2000.

⁵⁸ Source: www.minocw.nl. Retrieved 28 March 2006.

– The teaching of history as a subject⁵⁹

History is taught as a single subject in:

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
History is taught as a single subject	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
History is taught in a fixed combination (e.g. geography)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught as an integrated subject (e.g. history and social studies)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History is taught under the umbrella of a broader subject (e.g. social studies)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

This is in development; there is a tendency to interweave history, geography, civics and economy in primary and lower secondary education.

– Subjects taught at school

	Primary school	Lower secondary	Lower secondary vocational	Upper secondary general	Upper secondary vocational
Geography	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Social studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural studies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Civic education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Human rights education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Comparison: school curriculum vs. ITT

At university, there are no important differences between topics being studied in ITT and the topics which must be taught in school according to the curricula. At pedagogical universities and teacher training colleges, there are differences (bachelors degree in history or in man and society, plus school history).

There have also been important changes during the last ten years within the field of history teaching in the Netherlands: historical consciousness has become more important and more emphasis is put on chronology. This is a reaction to a trend since 1993 to put more emphasis on skills. The intention is to combine knowledge, insight and application. In order to train students in concepts of history and help them to recognise patterns, history is divided into ten time areas that appear in all forms of education and gradually explored and intensified (spiral curriculum).

These changes in history teaching did directly affect ITT.

• Future developments

Following changes for history are expected:

In 2007, the new programme of the Committee for Social and Historical Reform will be implemented.

⁵⁹ Lower secondary vocational sometimes integrated with geography and civics.

B. History teachers in schools

Socioeconomic situation of history teachers

- Job opportunities

In 2002, there were enough positions for graduates of ITT in the Netherlands⁶⁰.

- Salaries⁶¹

In 2002, a full-time secondary school teacher belonged to the middle class of wage-earners.

- Number of history teachers newly employed in 2002⁶²

- Primary (ISCED 1): 420
- Lower secondary (ISCED 2): 610

- Number of unemployed history teachers⁶³

- Primary (ISCED 1): 2 160
- Upper secondary (ISCED 3): 2 137

- Future developments

The number of available jobs will increase significantly because the average age of teachers is rapidly increasing. In a few years, these teachers will resign, resulting in a large number of vacancies.⁶⁴

- Age distribution

The average age of history teachers in primary and secondary schools

The average age of history teachers in the Netherlands is 44 years.

- Age of employment/retirement

– Age at which history teachers normally get hired in primary and secondary schools:⁶⁵

School/ ISCED	Female	Male
Primary education	20-21	20-21
Lower secondary education	22	22
Upper secondary education	24	24

⁶⁰ The vacancy problem in primary education has grown rapidly in recent years. The problems with filling vacancies are the greatest in the western part of the country. There, the percentage of unfilled vacancies rose from 4.6% in 1997 to 14.4% in 2000. For history teachers in secondary education it is difficult to get a full job the first three years after graduation, except in the big cities in the western part of our country, although even here a full job is not easy to find. The job shortage does not apply to other school subjects. Source: <http://www.minocw.nl/english/figures2003/008.html>. Retrieved 28 March 2006.

⁶¹ Source: UOCG.

⁶² Graduate teachers, between 2000 and 2003. Secondary education: lower and upper combined. Source: Ministry of Education, *Nota Working in Education 2003*.

⁶³ Numbers for all teachers. History teachers have slightly more difficulties in finding a job than other teachers. Source: <http://www.minocw.nl/english/figures2003/008.html>. Retrieved 28 March 2006.

⁶⁴ This is a general remark, for history the increase will be flattened by a decrease in lessons because of the subject integration in lower secondary and vocational education.

Source: <http://www.minocw.nl/english/figures2003/008.html>. Retrieved 28 March 2006.

⁶⁵ Source: www.minocw.nl. Retrieved 28 March 2006.

– Age at which history teachers normally retire from teaching in primary and secondary schools:

School/ ISCED	Female	Male
Primary education	58-60	58-60
Lower secondary education	58-60	58-60
Upper secondary education	58-62/65	58-62/65

• Salaries/age

Average salaries of history teachers in euros per level of qualification:

School/ ISCED	< 30 years	50 > years
Primary education	2 120	3 058
Lower secondary education	2 198	3 359
Upper secondary education	2 220	4 459

• Status of the profession history and history teaching in society

– Rank of studies

	Rank
Arts, humanities and theology	2
Social sciences	3
Educational sciences	3
Juridical sciences	1
Natural sciences	1
Mathematics and computer related sciences	2
Medical sciences	1
Engineering and architecture	1

Reputation of history teaching on a scale from 0 (worst) to 10 (best): No rating given, but it appears to be connected with the aspect of usefulness of the school subject for society. History, like law, is becoming more and more a valued preparation for a position in the country's administration.

Reputation of history on a scale from 0 (worst) to 10 (best): Again, no rating given, but for research it is high for contemporary, relevant, socially and politically important issues. In general: usefulness of the school subject for society.