

The Netherlands



Care Work with Children

Da Vinci College
COKD

Childcare in The Netherlands

Content

1. Introduction	3
1.1. Dear Student	3
1.2. Children's Rights and Social Policy in the EU	4
1.3. About The Netherlands	4
1.4. Introduction to the Content	6
2. A Visit to a Dutch Child Day Care Centre and Primary School	7
3. The Aims of Educational Care Work	12
3.1. General Aims of Early Childhood Education	12
3.2. Pedagogical and Educational Principles	14
3.3. Theoretical Orientation	17
3.4. Multiculturalism	22
4. Childcare Policy and Practice	23
4.1. Welfare Policy	23
4.2. General Goals of Family Policy	24
4.3. Service Providers/Producers	25
4.4. The Structure of Childcare Services	28
4.5. Benefits for Families	33
5. The Professional Childcare Worker	36
5.1. Occupational Profiles	36
5.2. Job Descriptions	37
5.3. Guidelines for Good Practices	40

6. The Developments in Childcare

6.1. The Past

6.2. Plans for the Future

44

44

47

7. Education and Childcare Training

7.1. The Education System in The Netherlands

7.2. Secondary Vocational Education / Qualification Structure

7.3. Childcare Worker's and Training Assistant's Core Curriculum

7.4. Training Placement Profile Childcare Worker OVDB,
January 2000

49

49

50

53

54

8. Bibliography

57

Appendix 1 Glossary

58

Appendix 2 Example Care Plan

59

1. Introduction

1.1. Dear Student

◆ *Welcome to The Netherlands! We are pleased you are having your work placement here and hope it will be a productive and pleasant time.*

This handbook has been produced in cooperation with six European countries (Finland, Germany, Ireland, Scotland, Sweden and The Netherlands). Teachers, working life representatives as well as students have worked on and influenced this material. This network has had student exchanges for many years, but there was not enough learning material concerning the working fields available to students. This handbook has been written mainly for level three students in Social (and Health) Care who want to do a practical training or want to work abroad with children aged 0 to 6 (childcare, primary school), but is also useful for other purposes. This handbook will focus on working in child day care and primary education, because most of the foreign students have their work placements there.

This handbook contains a lot of information. It is best used as a reference and guide. Please read the contents first and use the relevant material you need at any particular time. There is a small glossary of terms and words used in The Netherlands in the area of childcare (see appendix 1).

When we speak in this handbook about a child care worker or a training assistant we say she or her, but you can also read this as he or his.

We trust you will find this handbook helpful in understanding the Dutch system.

Good luck!

1.2. Children's Rights and Social Policy in the EU

◆ The Convention of the Rights of the Child (1989) is a human rights instrument accepted worldwide. It has been signed by 191 countries. By accepting this instrument, national governments have committed themselves to protecting and ensuring children's rights. It sums up the basic human rights that children have:

- ◆ the right to survive
- ◆ to develop to their fullest
- ◆ to be protected from harmful influences, abuse and exploitation
- ◆ to participate fully in family, cultural and social life

The Rights of the Child sets the lines for social policy and decision making in Europe. Social policy and social protection are regarded as factors promoting economic growth (The European Community Maastricht Treaty of 1992). At the EU-level, social policy-decision making is restricted to drawing up general guidelines and principles that can be found in different Council's Recommendations and Charters agreed on by member states. From an ordinary citizen's viewpoint social policy is a core responsibility of the member states. The EU has laid down only minimum standards and minimum rights. The European Social Charter contains overall agreement on the basic economic, social and cultural rights. The European Social Charter describes the rights of EU-citizens on a general level, and the implementation of these rights is executed by member states.



1.3. About The Netherlands

◆ The Netherlands has the highest number of inhabitants per m² in the European

Union. (This does not mean that there are no regions in the EU of similar size with higher population densities). The Netherlands has got more than 16 million inhabitants.



The Dutch Government thinks that the most important responsibility of the authorities is to monitor the interests of the person who needs protection. The privacy of the family is of secondary importance.

The system of care and welfare contains all services, policy, laws and regulations aiming to encourage the care, support and counselling of people. The care and welfare system wants people to feel and function well in their families, at work, at

school and in their neighbourhoods. On certain conditions, those who cannot do so without daily professional help can go to facilities that offer extra care. The area of care and welfare is divided into several categories.

About 400,000 professionals work in the field of care and welfare in The Netherlands. Many of these people, for example those working in home care, have part-time and/or short-term contracts, which means that they only work a limited number of hours. Most people work either in the field of care for the elderly or the disabled. Some 25,000 people have jobs in youth care, and the same number of people work in local social policy.

Until forty years ago childcare was practically unknown in the Netherlands. In 1965 there were only 65 day nurseries. The demand for childcare grew in the 1970s. The most important reason for this was the promotion of equal opportunities for women. Childcare enables mothers to go out to work, or to keep their job and their economic independence. Most Dutch women work part time.

Different kinds of childcare developed, such as childminder projects, full-time or part-time day nurseries, playgroups and out-of-school care. However, the capacity of these different options remained minimal until the beginning of the 1990s. In comparison with neighbouring countries, the growth of childcare in the Netherlands started relatively late. Over the last ten years, however, it has

become five times as big. There is still a shortage of day care for children, which has often led to waiting lists. According to the recent coalition agreement, the new government is not sure whether any extra money will be spent on child day care in the years to come.

Pre-school playgroups started appearing in 1965. The main goal of pre-school playgroups is to give pre-school children the chance of developing through playing and social contact with children of the same age. In this respect, pre-school playgroups differ from day nurseries, because the primary goal of day nurseries is to make it possible for parents to combine work and care. The number of pre-school playgroups has risen sharply since the 1970s. Joining a pre-school playgroup was more and more regarded as a useful preparation for primary school. Pre-school playgroups have become socially accepted, and sending your child to one is quite normal. In 2001, 50% to 70% of the pre-school children - between 225,000 and 275,000 toddlers - went to pre-school playgroups. There are 4,250 pre-school playgroups in The Netherlands run by 1,800 organisations.

Read further:
<http://websrv1.nizw.nl/eswin/Nleswin/nlswfs.htm>

1.4. Introduction to the Content

◆ This material aims to help you to get a view of the care and education work with children in The Netherlands. It describes the structure of social protection.

First you will visit a Dutch day care centre and a primary school, because this handbook focusses on the ages of 0 till 6. It shows you the care and educational work with children. If you want to have a quick overview of Dutch childcare facilities before reading chapter 2 you can have a look at pages 21 - 23. As an appendix to this handbook there's a glossary with the most important concepts and terms in childcare in The Netherlands. (see appendix 1)

Chapter 3 concentrates on the aims and methods of early childhood education. The fourth chapter focuses on the important services and benefits for children and families. It describes what services or benefits there are, which people get these benefits, what you have to do to get them and the price of these services.

This manual also contains practical information. Chapter 5 focuses on recommendations guiding the care work with children. It also describes cooperation with parents and other professionals. Chapter 6 gives a brief description of the past and future perspectives of childcare. You find names and years of important legislation.



The final chapter of the manual represents the educational system of The Netherlands and the childcare worker's curriculum. More specifically it shows you the contents of the study program.

The following chapter will take you to a Dutch Day-Care Centre and Primary school. You will get a good picture of one typical day with its variety of activities.



2. A Visit to a Dutch Child Day Care Centre and Primary School

◆ Children of 0 - 12 can stay for 5 days or just a couple of days (most of the time 2 - 3 days a week) at the **child day care centre**. In most of these child day care centres they work with horizontal age-groups.

Day care groups:

- ◆ babygroup (0-2)
- ◆ toddlergroup (2-4)



Out-of-school care groups:

- ◆ 4 - 8
- ◆ 8 - 12

The child day care centre is open from Monday till Friday from 07:30 in the morning till 6 in the evening. The childcare workers may work part time or full time. They work in different shifts and are present for 6 or 9 hours a day and have a 30 or 60-minute break. Most of the time they also have a 15-minute coffee and tea break.

Mostly the working hours are: 07.00-16.00 or 08.30-17.30 or 09.00-18.00 or 11.00-17.30.

Primary school has 8 groups. Children go to primary school at the age of 4 and leave when they are 12. Primary school is mostly from 8:30 - 12:00 and in the afternoon from 13:15 - 15:15. On Wednesday the children only go to school in the morning. The teachers at primary school are sometimes assisted by training assistants.

This is a description of an ordinary day at an out-of-school care group and at a primary school in Dordrecht. About 120,000 people live in this city and there are about 13 day care centres (40 locations) and 40 primary schools.

The childcare workers:

Marjolijn, works part time (3 days)

Marjolijn lives in Dordrecht. Her husband works in Rotterdam as a bank clerk. They have two children; one goes to school and out-of-school care. And the other goes to the day care centre for 3 days a week.

Petra, works full time

Petra is single and lives in the centre of Dordrecht. This is her first job as a training assistant at a primary school and she has been working there for one year now.

The Family

Monique is 4 years old and has just started attending primary school. She goes to primary school (5 days a week) and for 3 days she also goes to out-of-school care.

Joris, 18 months old. He goes to a babygroup in the day care centre for 3 days a week.

Both parents have got a job. The father is a manager in a fashion shop and the mother is a teacher at a secondary school.

When Monique was born, the parents inquired about the possibilities of day care for Monique. They wanted to combine working and care for Monique and inquired into the possibility for day care three days a week.

They considered taking Monique to a hostfamily, but finally decided to choose a child day care centre, because there children grow up in a safe place with professional workers.

For Joris the parents pay 450 Euros a month and for Monique 235 Euros. Both parents get an allowance from their employers.

A typical day at a Dutch out-of-school care group and primary school

◆ Today it's Monday and at 06:30 Monique and Joris are called and after breakfast their mother takes them to the child day care centre.

07:30 After taking Joris to the babygroup Monique and mum enter the out-of-school care group. Monique says good morning to Marjolijn very softly, she is still a little shy because this is a new group for her and this is only the second week. Marjolijn asks how she is doing and together they say goodbye to mum. Monique asks if she may sit on Marjolijn's lap and from there she looks at the other 5 children who are playing in the room. Then Anouk arrives. As long as Monique can remember they have been very close friends. When they were three months old they both attended the babygroup

and when they became two, they were allowed to go to the toddlergroup. Monique and Anouk ask if they may draw. Marjolijn helps them to collect everything and then pays attention to the other children and parents who come in.

08:00 Marjolijn's colleague arrives.

After a few minutes Marjolijn says it's time to clear away all the toys and after that the children put on their coats with the help of Marjolijn and her colleague. There are about 18 children.

08:20 Marjolijn and her colleague take Monique and the other children to school, just around the corner.

08:30 At school Marjolijn makes sure that Monique hangs up her coat and goes into the classroom. Then she waves goodbye. The training assistant Petra welcomes the children in the classroom and asks them to go and sit in the circle. She reads all childrens' names and checks if everyone is present. After that she reads the children a story about Winnie the Pooh. Monique's group is a combination group 1 - 2 with 25 children aged 4 - 6. The teacher has worked with a training assistant for one year and is very pleased with her help.

The teacher is preparing an activity for the children for this morning. The children are working with the theme "Autumn" at this moment and they are going to make a big tree with real leaves. The children go outside to search for real leaves, which they need for the next activity.

10:15 The children sit in the circle again to drink something and eat a biscuit.

At about **10:40** the “big” activity is taking place. All children have to help making a wonderful autumn tree. They have to glue as many leaves as possible on a big tree the teacher has drawn on a paper.



11:00 At the day care centre the other childcare workers arrive and there is a transfer (they discuss any particulars of the children, the programme of the day, etc.) After that Marjolijn lays the table for lunch (bread).

11:30 Time is up and school is out, Marjolijn and her colleagues are waiting at the playground and when everyone is there, they go to the out-of-school care building.

When they arrive, all children have to wash their hands and after that they all sit down to have lunch. In this way they can eat quietly and talk with each other and the childcare workers about school and their activities during the weekend. Monique eats two slices of brown bread, one with cheese and the other with chocolate hail. After lunch there is some time to play inside or outside, before they go back to school. Marjolijn has a chat with Monique about school, because this morning Monique’s mother told her that Monique thinks she is a little afraid of going to school and that she really needs time to get used to that.

13:00 The children go to school again. They walk in a row. Marjolijn takes the children to the classroom and waves behind the window, just like the mums and dads do.

School starts at **13:15**.

This afternoon they will make music at school. Every Monday afternoon Pauline, the music teacher, comes to make music with the children. Most of the time they dance and sing together and the music teacher plays the guitar.



Monique likes this very much. After the music lesson the children can play outside for a while. Monique likes riding a tricycle (a bike with three wheels) and playing in the sandbox. At **14:45** the children go back inside again and Petra asks them to sit in a circle. The teacher says that they have to pay attention, because she wants to play a memory game with them. In the middle of the circle there are different objects. All children have to close their eyes, the teacher picks one of the objects and hides it, so that the children cannot see it. Now the children may open their eyes again and she asks

Jan if he knows which of the objects is gone. Jan guesses right ...it's the doll!

At the day-care centre Marjolijn has time to clean up and after that it is time for her lunchbreak.

At **15:15** school's out again. When Monique leaves, the teacher walks with her to Marjolijn and says everything went very well with Monique that day. At the out-of-school care the children get a drink and after that they can do what they want. One of them is going to play a computergame, some of them go outside to play and others help Marjolijn to make a beautiful windowpainting for the big celebration at the end of September.

Monique is very tired and climbs upon the couch. Marjolijn and her colleagues guide the children, but let them as free as possible in their games or activities, because after school the children need some time to relax. They must be able to spend their leisure time the way they want. Some children go to a sports club or a handicraft club. The childcare workers take care that the children get there in time and pick them up.

16:00 It's the end of Marjolijn's shift. She says goodbye to the children and her colleagues.

17:30 Monique's father arrives and the childcare worker tells him that everything went fine today and the teacher was very pleased, because Monique was very happy today. For the childcare workers it's very important to have good contact with the parents, especially when children have to deal with a new situation, such as going to school for the first time. It's important to support both the children

and the parents in such situations. The child day care centre frequently organises information evenings for parents. Parents and childcare workers discuss different themes about standards and values in bringing up children.

Monique says goodbye and then she and her dad go and pick up her brother Joris.

17:50 The children who are still at the day care centre clear away all the toys and the childcare worker writes down the necessary information for the early shift of the next day.

At **18:00** all children have gone home and the childcare workers also leave the building.

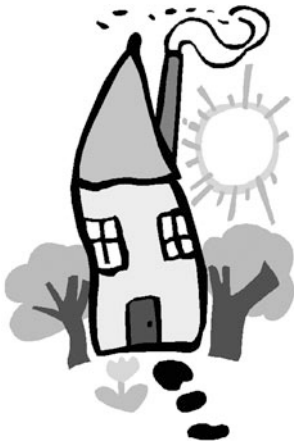
Monique and Joris go home with their father on bike. When they come home, their mum is still at work. Their dad makes dinner and asks Monique if she wants to help him. Joris plays with his DUPLO toys.

At **18:05** mum arrives and gives Monique and Joris a big hug. She asks Monique and Joris about their activities at the child day care centre, the out-of-school care and school. Monique tells her about the music lesson and shows what kind of dance she has learned today. Joris tells her that he made a beautiful drawing of Sinterklaas. At **19:15** it's time to watch "Sesamstraat" on television.

At **18:30** supper is ready. Today they will eat potatoes, brown beans and bacon. At **19:15** they all go upstairs the children brush their teeth and the parents read them a bedtime story before going to sleep.

This is an example of how a day can be for young children in Holland. It's difficult to give a "typical" Dutch day, because the situation differs from one family to another,

We have to mention that a lot of young children whose parents work don't visit an out-of-school group before school and during lunchtime. A lot of children are taken to school by one of the parents and have their lunch at school. Most of the time there are no professionally trained childcare workers at school during lunchtime but mothers or volunteers.



3. The Aims of Educational Care Work

3.1. General Aims of Early Childhood Education

◆ Parents are responsible for the upbringing of their children. According to The Civil Code parents have to take care of their children, raise them and provide for their upbringing. If they do not do so sufficiently and their children are in physical or moral danger, the judge may remove parental authority. Provisions affecting the family, such as child benefit, maternity leave, parental leave and childcare are the main areas of action of the family policy.

The large number of different life styles also resulted in different views on the upbringing of children. However, this does not take away the fact that the ideal of a child-oriented upbringing is widely supported. Overall, the changes in the upbringing of children led to a liberalisation of opinions. Authoritarian views on parenting slowly disappeared and this gave children and young people more freedom. Nowadays, the 'negotiating family' is the trend. For example, parents and children choose a school together. In almost all cases, children are the result of a conscious choice by the parents. Parents want the best for their children and they want to bring their parenting views into practice as well as possible. Against this background, they are open to suggestions and advice from experts.

Much care of children in The Netherlands is given on an informal basis by grandparents, neighbours, friends, unofficial childminders, etc. However, the number of professional childcare workers is increasing all the time. The reasons for this include the improvement of the image and the supply of professional childcare. In addition, more and more people have come to the conclusion that childcare is good for the development of the child. Many parents use a combination of professional and informal childcare. It is not unusual, for instance, for a child to go to a day nursery one day of the week and to its grandparents on another day.

Child day care makes it possible for parents to combine care and work. At the moment this is the main starting point of child day care. Child day care is not the same as childminding. Society demands high quality, not only parents but children as well.





In The Netherlands child day care centres and primary schools are free to choose their own pedagogical vision, but there are also general requirements.

Child day care, just like other kinds of childcare, is included in the Social Welfare Act, which was introduced in 1994.

The central government is responsible for the national tasks. These are:

- ◆ monitoring, identifying and analysing trends in society;
- ◆ starting new innovative projects of national significance;
- ◆ promoting childcare at a national level;
- ◆ ensuring a basic level of quality;
- ◆ ensuring information is shared at an international level;
- ◆ ensuring the existence of national childcare organisations

The government sets a number of basic quality requirements. These requirements are mainly about the size of the group, the play area and staff training. The present requirements are the basis for the new legislation and they are being improved or supplemented where necessary.

Most of the Dutch child day care centres have the same kind of general goals:

- To be a good substitute for family life, meant for children from 0-12
- To be an organisation which gives services to the children and their parents. These services meet the wishes and interests of the children and parents as much as possible
- To guarantee the welfare of the children by creating an environment in which children feel safe and can develop as much as possible
- To increase the quality of care by working with a professional pedagogical plan.

3.2. Pedagogical and Educational Principles

Childcare

◆ **The Treaty of Children's Rights** is often used as a starting-point

This Treaty was drawn up by the United Nations in 1989 and was signed by more than 170 countries.

It aims at improving and developing human dignity and describes children's rights.

These rights can be divided into four main groups. Before talking about these four groups, there are two very important rules:

- ◆ All children have the right to be loved and cared for
- ◆ All children are equal

The four main groups are:

1. Take - care - of - me - rights
2. Get - your - hands - off - me - rights
3. I - have - an - opinion - rights
4. I - need - extra - care - rights

Some specific and very important rights are:

- ◆ The right to equality, without making a difference because of race, religion or nationality
- ◆ The right to special protection for physical, mental and social development
- ◆ The right to have a name and a nationality
- ◆ The right to have food, a home and medical care.



- ◆ The right to get special care for mentally or physically disabled children
- ◆ The right to be loved and understood by the parents
- ◆ The right to get free education and enough time for play and leisure
- ◆ The right to get first aid in time of emergency
- ◆ The right to be protected against neglect (not receiving the care that is needed) and exploitation
- ◆ The right to grow up in a spirit of solidarity, understanding, friendship and justice among the nations

All rights have aspects that can be used while working in childcare. Organisations of child day care want to express the way / method they use in caring for the children and explain why. The general policy plan describes the vision / mission statement of the organisation. This policy plan must be translated into a pedagogical working plan. The desirable way of bringing up / educating children must be presented in this vision. Visions of parents and workers and workers themselves must be in tune with each other.

Theories of pedagogues and psychologists are often found in the vision and behaviour of both parents and workers. Think about:

- ◆ Thomas Gordon
- ◆ Maria Montessori
- ◆ Janusz Korczak
- ◆ Reggio Emilia (Loris Malaguzzi)
- ◆ Margo Meeuwig

In 3.3. you will find a theoretical orientation and you can read further information about the main startingpoints used by Dutch child day care organisations.

In The Netherlands there are early education programs in which playgroups co-operate with primary schools. These programs are developed for children of 2 - 6.

You can find more information about the pedagogical and educational principles in the factsheet "Early Childhood Education" (VVE) on www.nizw.nl.

Professional childcare workers in child day care aim to support parents in combining work and care. Therefore they create different kinds of care - for people of all income categories - and extra activities for children of all age groups. The care and extra activities are linked with each other, or one is a continuation of the other; the quality and continuity for all people involved are guaranteed as much as possible.



Pedagogical vision:

- ◆ Childcare workers have to offer high quality care and facilities so that children can develop in a responsible way. They stimulate children to make their own choices on the basis of respect shown by both parties for each other. The children find out about their own capacities through a diversity of activities and skills. This leads to a greater freedom of choice and is very important for their future.

Working goals:

- ◆ To stimulate the children to respect each other's standards and values in a multicultural society and to be able to make choices respecting each other
- ◆ To stimulate self-confidence and dignity
- ◆ To teach children skills and activities so that they can behave socially and can cope with conflicts
- ◆ To stimulate children in their social and emotional development
- ◆ To stimulate children to do things suitable for their age and level of development without help
- ◆ To support children in their language development and fluency
- ◆ To stimulate children's creativity

Primary schools

◆ One of the key features of the Dutch education system, guaranteed under article 23 of the Constitution, is freedom of education, which is the freedom to found schools, to organise teaching in schools and to determine the principles on which they are based (freedom of conviction). This means that people living in the Netherlands have the right to found schools on the basis of their own religious, ideological or educational beliefs financed by the government. The result of this constitutional right is that schools in The Netherlands differ from each other in terms of their religion or ideology.



Parents and children in the Netherlands can choose from a range of both publicly run and privately run schools.

Publicly run schools are run by the local authorities or by a governing committee chosen by the local authorities to do this. They are open to all children regardless of religion or appearance. Some publicly run schools are based on specific educational principles. Montessori schools, Jenaplan schools and “De Vrije School” are some examples.

You can read more about different kinds of schools on the website of the Ministry of Education, Culture and Science (<http://www.minocw.nl>)

Around 65% of all children who go to school in The Netherlands attend **privately run** schools. These are run by an association or foundation. Most of them are either Roman Catholic or Protestant, but there are also Jewish, Islamic, Hindu and Humanist schools in The Netherlands. Apart from this, there are private non-denominational schools that are run by an association or foundation but are not based on any specific religion or ideology. Like some of the publicly run schools, many privately run schools base their teaching on specific educational principles, like those of Maria Montessori. Unlike publicly run schools, which must admit all pupils, private schools can use criteria for admission. In practice, however, most private schools do not use such criteria for allowing pupils to join their school.

There are no government rules about dress in Dutch schools. In exceptional circumstances, such as when there is no school available within a reasonable distance from home, parents may have the right to a refund of (part of) the costs of travelling to and from school. Boys and girls are educated in the same way.

The freedom to organise teaching means that schools are free to determine what is taught and how. The Ministry of Education, Culture and Science, however, has a number of statutory standards in relation to the quality of education. These are about the subjects to be studied, the attainment targets and the contents of national examinations. There are also rules about the number of children per

group, the number of terms per year, teacher training and teaching qualifications, the rights of parents and pupils to have a say in school matters, and the duty of planning and reporting. As a rule, schools enjoy considerable freedom in the choice of textbooks and materials and the way in which they manage their affairs. The Education Inspectorate supervises the manner in which schools fulfil their responsibilities on behalf of the Minister of Education.

In 1998 the Primary Education Act (WPO) was introduced. Primary schools in The Netherlands have to focus on the child's:

- ◆ continuous development
- ◆ gaining essential knowledge
- ◆ development of social, cultural and physical skills
- ◆ emotional and cognitive development;
- ◆ development of creativity;
- ◆ ability to grow up in a multicultural society.



3.3. Theoretical Orientation

◆ As explained in 3.1. every child day care centre or primary school in The Netherlands is free to choose its own theoretical vision. There are a lot of differences between child day care centres and primary schools when you look at the structure of the building, the furnishing, the division of the groups and the number of children in a group. Pedagogical vision and working according to this vision has a big influence on what a child day care centre or primary school looks like.

The starting-points Rest, Cleanliness and Regularity (in Dutch the Three R's), which were the basis of the pedagogical climate, are still well known today. Mr. Fröbel developed a method that was used in infant schools. He wanted to develop the self-reliance of children. Maria Montessori developed this method further. Later the infant schools were changed into special schools for toddlers.

In the Netherlands much attention is given to a good and nice lay out of the rooms. It is for example quite usual to have a number of activity corners in the rooms. The pedagogical and theoretical principles are mostly used in childcare for younger children. For older children

(> 8) the main principle is that out-of-school care is regarded as leisure time for children in which they may choose what to do.

Read further on www.nizw.nl.

We have already mentioned some important pedagogues for Dutch childcare. In the following we will try to summarize the most important issues by which the influence of the pedagogical vision of the *childcare* organisation can be recognised.



Thomas Gordon

- ◆ **Active listening:** try to listen to children as actively as possible, this means that as a childcare worker you will have to try to tell children how you think they feel. As a childcare worker you have to observe them carefully;
- ◆ **Solve problems on your own:** as a childcare worker you have to stimulate children to find solutions for their own problems. This will make them more independent and it also reduces the risk that you will get the role of referee. Most of the time it is enough to put the problem(s) into words;
- ◆ **To give “I – messages”:** As a childcare worker it is very important to analyse difficult situations and to determine what the cause is: whose problem it is: yours or the other’s? It’s very important to listen to yourself carefully; you have to know your own limits. The way in which you say to a child that you don’t like his/her behaviour is very important. When you start with “I don’t like....” or “I’m disappointed....”, you make your feelings clear. After that you carefully describe the behaviour of the child and give a clear reason why you have this feeling. Read more about “I – messages” in the books of Thomas Gordon;



Maria Montessori

- ◆ **Own pace:** the child is at the core. You have to respect the uniqueness of the child. Children have a natural urge to explore the world. You have to give them space for that and let children explore at their own pace;
- ◆ **Own choices:** it is important for children to experience that they are capable of acting independently and that they can make their own choices and decisions. As a childcare worker you have to observe children carefully and try to adapt to the needs the children themselves express. It is your task to create an environment in which children can develop independently.

Reggio Emilia (Loris Malaguzzi)

- ◆ **Talented people:** children are seen as talented people, little investigators with rights like adults. Already from birth, children can express themselves and make clear what they want. Children possess a hundred languages. Adults have lost this many-sided language and must learn again what young children want to say. What we supply and the way we associate with children has to make them more curious, enterprising, creative and co-operative
- ◆ **To observe and document:** Children express what they want to do. Childcare workers have to act on this. The main role of the childcare worker is to observe and document. A lot of what childcare workers see is documented in word and image (for example photographs). Childcare workers discuss this together and in this way they come to know how children develop their investigation process and how they can support the children. Adults have to create conditions in which children can explore things;
- ◆ **Working with themes:** In Reggio Emilia they work a lot with themes. The interest of children is the starting point of choosing the themes

Margo Meeuwig

- ◆ **To explore the world:** children need space and “materials”. Child day care centres don’t have to be “children’s paradises”. This will enlarge the gap between the world of children and adults. At home children experience a lot. The family is the last place where, like in earlier years, parents show their children how to live. Housekeeping and maintenance determine the rhythm of the day. Children explore a lot of things. In a child day care centre you have to take family life with its common experiences as an example.



Janusz Korczak

- ◆ **To treat with respect:** Children have to be regarded as valuable human beings, who have the right to be respected like adults.
- ◆ **To be a child again:** being a child-care worker means that you have to become a child again yourself: trust yourself, know yourself before you try to understand children. Be yourself and observe children carefully during the moments they develop freely. The relation between educator and child has to be equal.
- ◆ **Practical experience as a basis:** Every child and every situation is different. Children have to be protected against dangers they don’t see, but our help mustn’t obstruct the individual qualities of the child. Children mustn’t be protected against all dangers, children learn from the dangers they meet and learn from the mistakes they make.
- ◆ **Respect, trust and forgiveness:** you have to trust the natural goodness and honesty of children. You have to accept children the way they are. Children have their own personality, which you have to respect. You are not allowed to demand children to become like us. Children are not allowed to do everything they want: we all have rights. It’s better to forgive than punish children because of negative behaviour.

We also know different types of primary education. Apart from regular Primary Education there is reform education (such as Jenaplan, Dalton and Montessori). At the core of these reform types is the way in which the child experiences his/her environment. The child learns to discover things and to solve problems on his/her own and together with others. These types of education do not tell children what to do but challenge and allow them to develop socially, intellectually, emotionally and creatively at their own natural pace. We will explain two of these types of education briefly.



Dalton Education

This type was developed by Helen Parkhurst in 1920.

- ◆ **The starting points:** independence and working individually contribute to personal selfdevelopment. Taking one's own responsibility stimulates a positive image of
- ◆ **Task and pace:** The task is the central pedagogical instrument and the didactic working mode. The child arranges his/her own work and in this way determines his/her own pace.
- ◆ **Groups:** the pupils in one group are of the same age. Form work , group work and individual work alternate. The teacher stimulates, supports, co-ordinates and monitors progress.

Jenaplan Education

Developed by Peter Petersen around 1924.

- ◆ **Starting points:** developing the personality as a whole. An open attitude towards each other and the world, which shows that the child feels involved. Handling freedom, responsibility and independence.
- ◆ **Basic activities:** talking, working, playing, celebrating (and possibly children's philosophy).
- ◆ **Groups:** group life is at the core. A child starts as the youngest of the group who is helped and who grows in a natural way into being the oldest who helps the younger children.

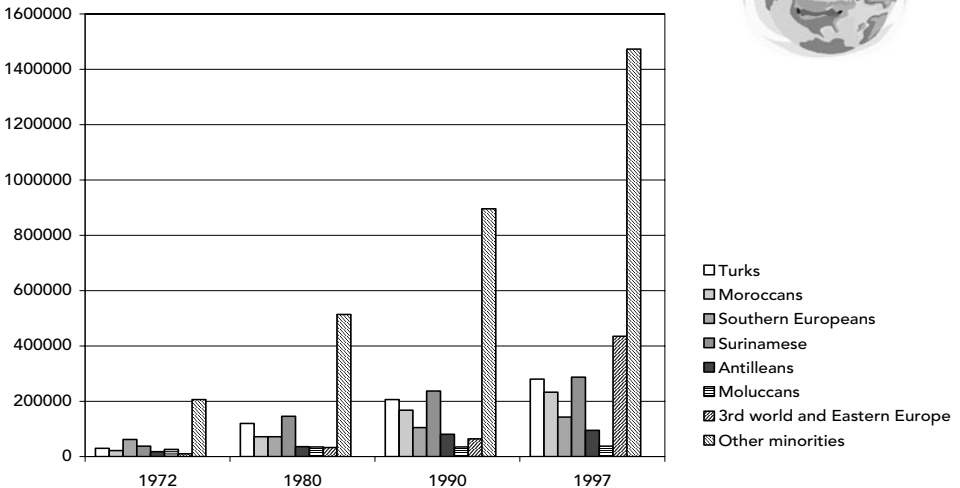
3.4. Multiculturalism

◆ In The Netherlands there are a lot of immigrants and asylum seekers. They often have a backlog when they arrive in our country because they do not speak the language, have little money, a different culture, do not know their way around, and have a backlog in education. The main cause of this backlog in education is a possible language deprivation (Surinam and Antillean people have not got this). The expectations of the parents also play a part in this. When they are planning to return to their own country they may consider education of lesser importance.

The Childcare centres, pre-school playgroups and Primary schools are accessible to everyone. In 3.2. we already mentioned that there are early education programs, in which playgroups co-operate with primary schools. These programs are developed for children from 2 to 6 (“Early Childhood Education”). The teachers help the children to learn Dutch, so that they do not start primary school with a backlog.

Because of changes in the policy concerning immigrants and asylum seekers the number of them coming to The Netherlands has been reduced during the last few years.

Ethnic minority population of The Netherlands



Source: www.cbs.nl

4. Childcare Policy and Practice

4.1. Welfare Policy

◆ In The Netherlands, local social policy provides guidance to people who have problems and helps them to solve difficult situations. A great many institutions deal with local social policy, for example community centres, community development work, youth work, services for the elderly, social work, informal care and institutions for part-time, non-formal education. In addition, schools, the police and other local government services are concerned with all kinds of social issues. Local social policy is meant to achieve co-operation and, in some cases, full integration of all these types of work. Important issues in local social policy are the integration of people into society: integration at work, in education, in the family and in the neighbourhood. Common alternative terms for integration are 'social cohesion' or 'the stimulation of participation in society'. In other words, local social policy is concerned with the prevention of social exclusion.

The emergence of local social policy and the discussions on social innovation have stimulated a way of thinking and working that is more client-oriented and focuses on specific situations, which promotes co-operation among different care sectors. In many municipalities, multi-functional welfare organisations, containing all kinds of community work previously discussed, are being established. More and more services are becoming part of local social policy.

Eventually, this could lead to a system in which only intensive, mainly residential services for child and youth care and care for the elderly and the disabled are arranged on a provincial or regional level.

The way in which services are financed is also changing. Formerly, institutions were granted an 'institution subsidy.' Based on yearly reports of their activities, institutions would get a more or less fixed sum of money by the national government. Municipalities are increasingly trying to finance institutions on the basis of products or output, because this will not only increase efficiency, but reduce costs as well.

You can find more information about this subject on:
<http://websrv1.nizw.nl/eswin/Nleswin/nlswfs.htm>



4.2. General Goals of Family Policy

◆ In the autumn of 1996 the Dutch Government published a paper on its family policy. The paper describes the role of the Government in the social position and functions of the family in a large number of fields, but with a strong accent on youth policies. Together these efforts make up an implicit policy on the family. The family has a special position in view of its role in the upbringing of children. This is why special attention is paid to the policy of creating optimal conditions for playing this role. The increasing number of different relationships has caused discussion about the definition of 'family' units. According to the definition by the National Committee for the Year of the Family, the Dutch Government has decided to define the family as "every living arrangement consisting of one or more adults responsible for the care and upbringing of one or more children".

This definition indicates the key function of the family, namely caring for and raising children. In this definition, upbringing means giving a sense of security, safety and well being, in short, parental affection, but it also includes socialisation, the transfer of values and standards, the provision of health and education, the preparation for a position in society and the protection of physical integrity. Upbringing also means giving children attention, supervising them and also, very importantly, allowing the child the freedom to make its own contribu-

tion and have its own responsibility. The family is a source of affection and a legal, socio-economic and consumer unit and offers both parents and children the opportunities for personal development and mutual care.

All kinds of living arrangements are treated as families on a basis of equality with the traditional family (that is mother, father and children) and with families consisting of several generations. These other living arrangements include foster families, single-parent families, stepparent families and homosexual/lesbian families. This does justice to the different forms of living together, which now exist in Dutch society. The authorities in The Netherlands do not make any value judgements on the different types of family and ways of living together.

Not all parents are able to provide their children with a safe and balanced upbringing. All kinds of serious problems may make it necessary to intervene in the family situation in the interests of the child or the parents.

The Ministry of Public Health, Welfare and Sports and the Ministry of Social Affairs and Employment mostly deal with family related policies at a national level. From the non-governmental side the Netherlands Family Council (Nederlandse Gezinsraad (NGR)) deals with family policy. This Council is an independent organisation studying families and other living arrangements. It monitors policies of government and social organisations and comments on these. The composition of the Council reflects the scientific disciplines and

philosophies of life in The Netherlands. Above all, the Council subscribes to the autonomy of the individual and the right to organise his or her life. The NGR wants a consistent (government) policy that is based on the diversity of living arrangements, which must be related to the dynamics in life.

Read further on:
<http://websrv1.nizw.nl/eswin/Nleswin/nlswfs.htm>



4.3. Service Providers/ Producers

◆ In The Netherlands, childcare is organised at a local level. All facilities are arranged at a local authority level. However, there are regional collaborative arrangements, for example in the form of childminder care regions. Local authorities taking part in these have assigned organising childcare to the central local authority or to the regional childminder organisation. A childminding agency - usually located in the central local authority - then serves the whole region. There are also local authorities that share one-day nurseries. Between them they

make up a 'day nursery region'. These two groups of local authorities have day nursery facilities, but they are not always located in their own territory. By the end of 2000, 94% of all local authorities in the Netherlands had a day nursery or a branch of a childminding agency and 88% of all local authorities had out-of-school care.

Nowadays childcare is financed by the government (local authorities), companies and parents.

Local authorities can subsidise childcare in a number of different ways. For example, they can reserve places for specific target groups. Operating subsidies for childcare facilities are becoming smaller and less common. Finally, indirect subsidisation is possible by charging low rents or land prices for childcare facilities. Not all of these receive a subsidy and therefore not all parents benefit from a subsidised place at the moment. At the end of 2000 there were 28,729 subsidised childcare places. A significant proportion of childcare is paid for by companies on behalf of their employees (company places). In many cases companies call on a placement agency for this. There is an income-related employer's contribution.



There are more than 62,862 company places. The average rate charged for a company place for children up to the age of three is € 9,176 and for children between 4 and 12 it is € 5,494 per year. Childminding agencies charge an average of € 1,316 a year (2000) for placing a child with a childminder. On average parents pay a childminder € 2.90 per hour.

The parental contribution is usually set on the basis of the table of recommended charges drawn up by the Ministry of Health, Welfare and Sports. The table shows three forms of child care, namely full-time day nurseries, half-day and out-of- school care, and after-school care. The parental contribution increases with the family's taxable income and the

duration of the childcare (the number of days a week) and it is calculated on a monthly basis. The table is adapted every year, and distributed to the organisations that use it (including most companies and local authorities), around the end of the year. The sums in the table are only recommendations. Consequently, in practice it may happen that two sets of parents with the same income pay different amounts. Parents also have the right to claim tax deductions. In order to give an impression of the table of recommended charges, a few lines from the table are given below. The recommended amounts to be paid for childcare by parents with different taxable family incomes can be read from the table. These amounts apply to full-time child care and are in Euros.

Parental contribution child day care 2002

Number of days per week	First child					Second child				
	1	2	3	4	5	1	2	3	4	5
Taxable household income										
Under 1,190	10	20	30	40	50	10	20	30	40	50
1,746 – 1,841	30	61	91	122	152	12	23	35	46	58
2,567 – 2,655	57	114	172	229	286	17	34	51	68	85
Above 4,175	110	220	331	441	551	33	66	99	132	165

Source: NIZW Factsheet Childcare, September 2002

Number of places in different types of childcare

Type of childcare	Baseline measurement *	1999	2000	2001	End 2002
Day nursery	66,380	71,238	79,298	93,345	113,119
Out- of- school care	19,278	32,438	37,642	49,458	61,545
Childminding agency	8,208	8,775	9,252	11,387	12,022
Total	93,866	112,451	126,192	154,190	186,686
* The number of places for out of school care on 31 December 1996 The number of places in day nurseries on 31 December 1998					

Source: NIZW Factsheet Childcare, September 2002



Number of children per group in childcare

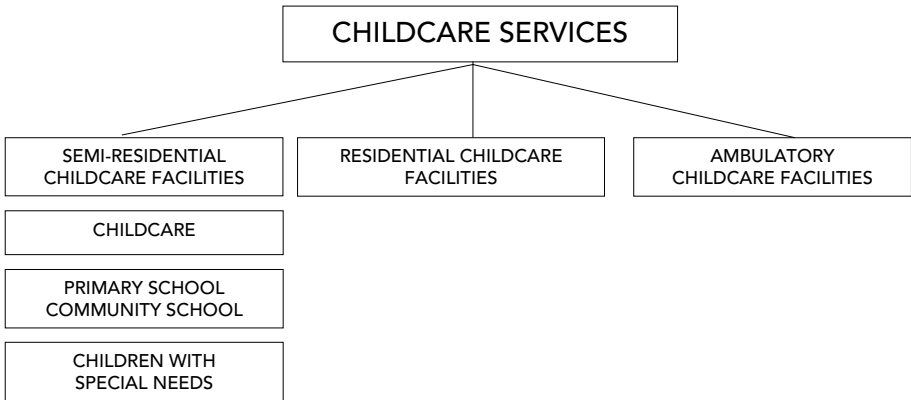
Age children	Maximum number of children per group
0 – 1	12
0 – 13	16
4 – 13	20

Number of staff per number of children in childcare

Age children	Number of children	Number of staff
0 – 1	4	1
1 – 2	5	1
2 – 3	6	1
3 – 4	8	1
4 – 12	10	1

Source: NIZW Factsheet Childcare, September 2002

4.4. The Structure of Childcare Services



◆ In this handbook we will only pay attention to some semi-residential facilities: the childcare facilities, primary school and childcare for children with special needs (early childhood education).

Semi residential childcare facilities

Childcare facilities

Day care for children is defined as the organised and paid care and upbringing of children aged between 0 and 12 by people other than the parents. Child day care consists of a range of different types of services. Many children spend either full or half days in day nurseries until they are four years old. In addition, there

are playgroups, where children usually spend a few mornings or afternoons each week. Childminding is another form of child day care. Parents may pay a childminder to look after their children. A childminder usually has several children in his/her charge at one time. Families often choose a childminder who comes to their own home. As school hours in The Netherlands are not the same as regular working hours, there is out-of-school care for children up to the age of 12.

The role of child day care in the broader local youth policy is another matter under discussion. The Government policy focuses on finding potentially problematic situations and developments early. As a result, activity programmes for families, including child day care, receive much

attention. Child day care can be a useful instrument in identifying children who need special care and attention. For this reason, the national government regards playgroups, which are usually part of community centres, as an important service in its policy on depressed areas.



Different types of childcare:

Day nurseries / child day care centres (0 - 4)

In a day nursery children are looked after in groups that are usually made up of children of the same age. However, children of different ages may also be put into the same group. This varies from one day nursery to another. The children are supervised and looked after by qualified staff. A day nursery is open during the day on all working days. Children can be looked after for the whole day or part of the day.

Out-of-school care (4 – 12)

A centre for out- of-school care, also known as a kids club, looks after children of primary school age after school, on the days that there are no classes and during most of the holidays. The time spent in a kids club is not at all programmed. The primary focus is on free play and the staff concentrate on supporting the children's own initiatives.

There is room for relaxation and physical activity. Recently more group activities or courses have been organised, particularly for older children.

Child minders (0 - 12)

Childminding agencies match parents who want childcare for their children and childminders, who look after children in their own homes or in the child's home. The childminding agency also supervises childminders. A childminder does not look after more than four (extra) children at the same time. Childminders are subject to the same rules as all types of professional childcare meaning that the space and the toys must be suitable for children. There are more than 280 childminding agencies in The Netherlands, with approximately 18,900 childminders.

Other types of childcare

Pre-school playgroups (2 / 2 ½ – 4)

Children in this age group can attend a pre-school playgroup for two or three mornings or afternoons a week. The primary educational goal of pre-school playgroups is to give toddlers opportunities for playing and social contact. Social and political interest in pre-school playgroups has grown in recent years. This is mainly from a preventive viewpoint because problems in a child's development can be identified at an early stage. These playgroups can play a part in tackling educational disadvantages through the targeted application of early childhood education. Pre-school playgroup facilities are often neighbourhood-based and are mainly used by families in which one of the parents does not work.

Young teen out-of-school supervision (12 – 16)

Young teenagers are supervised in a fairly informal group context by trained staff. It is usually agreed in consultation with parents and children what freedom the children will have and what rules there are for visiting clubs, friends and so on. Such supervision is possible from the beginning of secondary school up to the age of 16. In some cases younger children can also make use of young teen arrangements when they do no longer feel at home in a kids club or when it is better for them to get used to more freedom. There is always a place where homework can be done, and if necessary this can be supervised. Young teen supervision is in an experimental phase and there are only a few programmes at the moment.

Lunch clubs (4 to 12)

More and more children bring a packed lunch to eat at school rather than going home for lunch. In many cases lunch clubs are organised by parents of children at the school or by volunteers, although more and more schools organise such clubs themselves. Some schools have a schedule with a shorter break for all children, they eat at school and consequently they all go home earlier. At the moment there is a discussion about higher professional levels and more effective financing of these lunch clubs.

Primary school

The primary school combines the former nursery school (kleuterschool) and the old-style primary school and is for children from 4 to 12. Attendance is compulsory from the age of 5. Formal reading instruction and arithmetic start at the age of 6. Primary education lays the foundation for all subsequent education. Children go to primary school from the age of four to around twelve, after which they go to secondary school.

Under the Primary Education Act schools must perform certain tasks. One of the tasks is that schools must teach certain subjects. There are also rules about what pupils must learn about each subject. These are known as attainment targets. Another important condition is that schools must only appoint qualified teachers. The Education Inspectorate checks that schools comply with the laws and regulations laid down by the government. It visits the schools and reports on their quality.

For more information see www.owinsp.nl

As well as learning things, pupils must develop the skills and understanding they will need in modern society. Schools therefore have to pay attention to the fact that there are many people in the Netherlands today whose roots lie in other countries and who may have a different way of life. It is very important that children learn to respect the origin and customs of other people. Schools are not only expected to encourage the intellectual development of children but the creative, social and emotional development as well.

The law does not prescribe exactly how schools must teach. Children can, for instance, be grouped in different ways. At most primary schools the pupils are grouped by age. There are eight year-groups, each child begins in group 1 and, if all goes well, moves up each year until they are in group eight. At some schools, children of different ages are placed in the same group. Others have a flexible

arrangement and children are grouped according to their level of development or ability. Schools that use the traditional year group system increasingly take account of differences between pupils and the fact that some children learn faster than others. In schools where children are grouped by level of development or ability rather than by age, staff will make a decision each year about which class is best suited to each child. Children normally spend eight years at this kind of school, just like children at schools with a more traditional structure.

You can find further information at:

www.minocw.nl/download/doc/pogids2001en.doc

Community school

School and community-related activities are integrated in the 'community school' concept. In the community school, educational facilities are linked to other facilities that are important to children and parents, such as childcare, pre-school playgroups, sports, recreation, health care, parent support etc. Because the facilities are under one roof (multifunctional centre), it is easier to attend school and the various facilities are in better harmony. The community school is seen as a valuable development that is almost a necessity in high-risk neighbourhoods. In practice there is a great diversity among community schools. This is because community schools have been created on the basis of local initiatives. These initiatives meet the needs that result from many developments in

society: developments such as tackling developmental disadvantages and the increasing need for childcare. Each community school has a different formula because of the local authority, the local situation and needs, and the goals.

The “Community Schools” factsheet is available on the website of the NIZW (International Centre).



Children with special needs

Children with a (language) disadvantage

Childcare and pre-school playgroup work can help parents that are at a social and/or economic disadvantage with their family tasks. Childcare facilities in depressed areas concentrate more and more on parent support and development enhancement. Parent support is aimed at supporting the process of upbringing. It wants to improve the upbringing of children, in which parents and carers are the focusing points. Providing parents with support with their parenting tasks is an essential element of preventive youth policy. The Dutch abbreviation for this policy is VVE, (Early childhood education), which wants to offer all disadvantaged children the best development opportunities possible. It wants to reduce their language and other disadvantages at the beginning of their school careers by means of special programmes.

Vulnerable children

More and more day nurseries look after children with specific problems and do their best to make them fit in with the group. These may be children with a disability, a disorder, behavioural problems, a development deficiency or problems at home. The day nurseries that have experience with looking after children with special needs can be general day nurseries that create places for vulnerable children in the ‘regular’ group. However, they may also be day nurseries with a special programme for vulnerable children. These are referred to as day nurseries with a plus function. Day nurseries with a plus programme usually look after children who do not belong to the group of children that gets childcare, youth care or care for the disabled, but who need special care.

The “Parenting Support” and “Early Childhood Education (VVE)” factsheets are available from the NIZW (International Centre).

4.5. Benefits for Families

MONETARY BENEFITS FOR FAMILIES	REGULATIONS TO COMBINE CARE FOR CHILDREN AND WORK / STUDY
TAX ADVANTAGE DEPENDING ON WAGES CHILD ALLOWANCE	MATERNITY LEAVE MATERNITY LEAVE FOR PARTNERS ADOPTION LEAVE PARENTAL LEAVE DIFFERENT REGULATIONS, Such as: <ul style="list-style-type: none">• FINANCIAL SUPPORT IN CASE OF TEMPORARY CAREER BREAK• 10-DAYS' CARE LEAVE• CALAMITY LEAVE

Monetary benefits for families

Tax advantage depending on wages

Parents / supporters can get back part of the money they pay for child day care by tax advantage every year.

Child allowance

Financial support for families with (a) child(ren) upto 18:

- ◆ children of upto 16, who belong to the family or whom the family looks after;
- ◆ children between 16 and 18, who are studying, who are unemployed or disabled and don't get a certain salary out of labour. When the family is not able to support the child financially it can apply for this allowance.



The amounts of child allowance.

◆ The size of the allowance depends on the size of the family and the age

of the children. The size of the family is not relevant for children who were born after 31st December 1994. Sometimes one child counts for two child allowance children. This depends on whether the child lives outside the family or not and whether there is an income from labour. For a limited category of children over 18 the allowance is based on the age.

These are the amounts of child allowance as from 1 July 2001: in Euros per child per three months.

Child allowance per child in Euros per 3 months

Families with:	Till 24 years old
1 child	€ 238.30
2 children	€ 269.17
3 children	€ 279.47
4 children	€ 302.09
5 children	€ 315.66
6 children	€ 324.71

Source: www.CBS.nl

Regulations to combine care for children and work / study (Work and Care Act , 2001)

Maternity leave

For pregnancy and delivery the mother has a (fully) paid 16-weeks' leave.

Partner maternity leave

After the birth of the baby the partner has the right to have a two working days' leave.

Adoption leave

This is a regulation for people who adopt a child. Both parents get a (fully) paid four weeks' leave. This regulation also goes for foster parents, when the child is taken into the family permanently.

Parental leave

For both parents there's a legal right to unpaid leave. When parents get twins or triplets etc. they can take unpaid leave for every separate child. Recently it has become attractive for employers to pay the employee during parental leave because of tax deduction. Foster parents can also use this regulation if they live in the same house and care for and raise their foster children permanently.

Different regulations such as:

Financial support in case of a temporary career break

In consultation with the employer an employee can decide on a career break in order to care for an ill person. Under certain conditions an employee can get financial support.

Calamity leave

When a child, foster child, partner or another close member of the family suddenly has to go to the hospital there is the right to calamity leave. The employer must give the employee leave for the time needed to make the first necessary arrangements. This regulation also applies to other calamities.

Palliative leave

It is possible to take leave in order to care for an incurably ill person at home or in the hospital. For a maximum of six months the employee has a right to financial support



10-days' care leave

This kind of leave gives people the right to take a maximum (partially) paid leave of 10 days to take care of an ill child, partner or parents. Foster parents can also use this regulation if they live in the same house and care for and raise their foster children permanently.

5. The Professional Childcare Worker

◆ To become a professional childcare worker in The Netherlands you will have to study Social Pedagogical Work (SPW). In this education there are 3 levels. You can find an overview in chapter 7. The differences in levels refer to the differences in responsibility, complexity and transfer.

You can read more about these differences on the website of the OVDB (National Board of Secondary Vocational Education of Welfare, Health and Sports): www.ovdb.nl

5.1. Occupational Profiles

Qualification SPW, level 3

Job description

◆ The social pedagogical worker, level 3, assists and provides services in the framework of primary living and housing conditions in the child's own home or a substitute home. The assistance and services offered by a social pedagogical worker (often) contain combined aspects of care and guidance. The professional character of assistance and service provision is expressed in its planned, targeted and systematic organisation. The social pedagogical worker works within the institution or is assigned to work elsewhere.

There are specialisations in this job such as:

- ◆ Social pedagogical worker for childcare;
- ◆ Social pedagogical worker for the disabled;
- ◆ Social pedagogical worker in primary education.

A qualified social pedagogical worker level 3 is educated for working in all three fields, mentioned above. The education itself is broad, but there are three specialisations within it. Students choose one of these three specialisations and spend more time of their practical training in the specialisation chosen.

Besides SPW primary education level 3 there's also a level 4 course for training assistant, especially for those students who want to study further to become a teacher. We will describe this qualification briefly:

Qualification Training Assistant, level 4

Job description

◆ The training assistant works in the lower groups of primary education, but also in schools for special education. The training assistant carries out simple educational tasks, supports children when playing and learning, offers care regarding safety and hygiene, provides social and educational care to children at risk, helps to ensure a sound educational environ-

ment, offers practical and organisational skills for class management, takes part in consultation and supports the organisation of school activities. The activities are aimed mainly at supporting the group teacher when working with children in lower primary school. A training assistant must be able to work in various situations and in various schools under a specific welfare policy of a partnership.



5.2. Job Descriptions

Responsibilities and tasks of the childcare worker

◆ The childcare worker is occupied with the daily care and education of a group of children of 0 - 12 under the responsibility of the head of the child day care centre.

The childcare worker has a vision on the place of the child day care centre in the life of the child and his/her parents and thinks positively about the objectives of the organisation.

The childcare worker has some knowledge about:

- ◆ The development and education methods (pedagogy) of children;
- ◆ The possibilities regarding activities;
- ◆ The different ways in which children live;
- ◆ The methods of groupwork with children

The childcare worker reacts to the wishes of the children and their parents, is able to understand children's interests and respects the different backgrounds of children, parents and other colleagues. The childcare worker is creative and independent and is able to handle feedback. She / He has the courage to take decisions and initiatives and is able to reflect on his/her own professional skills. The childcare worker must be able to co-operate well with colleagues and other organisations.

Main tasks of the childcare worker

- ◆ to guide children in a group and individually and to create a situation in which children feel safe and stimulated.
- ◆ to take care of good (regular) contact with the parents and be informed about any specific aspects (daily routine, food, etc.) and particularities of the children;
- ◆ to monitor the development of the children and to report about this on a regular basis and to report to the head of the child day care centre in case of remarkable behaviour.
- ◆ to participate in the integrated judgement of the child and to make an observation report when needed
- ◆ to take part in team meetings;
- ◆ to guide students who have their work placement daily and to report about this to the head of the child day care centre
- ◆ to care for the group room and the material daily and to carry out light household activities.

Responsibilities and tasks of the training assistant

The profession of assistant in primary education hasn't existed for a very long time. In special education assistants have worked for many years. In the mid-nineties Minister Melkert made a plan to find jobs for people who had been unemployed for a long time. The so-called Melkert-jobs were jobs subsidised by the government. In this way the employer got a full-time worker who was often very motivated. One of these newly created jobs was that of training assistant.

More or less at the same time the government started the project "Together To School Again" (Weer Samen Naar School -> WSNS). More and more children cannot function in an ordinary primary school. For these children there are special schools. The government that mainly finances education wants to reduce the number of children who attend special education. As many as possible problems have to be solved in regular primary education. This means a

Salary and working hours childcare worker

FUNCTION	MONTHLY SALARY BEFORE TAX IN EUROS	WORKING HOURS
Groupassistant (level 2)	€ 1,165 – € 1,445	<ul style="list-style-type: none"> • 07:00-16:00 h • 08:30-16:30 h • 09:00-18:00 h for out-of-school care there are different working hours
Childcare worker (level 3)	€ 1,330 – € 1,780	

more difficult task for the teacher. A pair of extra hands in the classroom is very welcome.

So there have been two different independent social developments that have led to the job of education assistant. In the beginning the tasks made it very clear that it was a job for unemployed people. Not much attention was paid to the importance of a training assistant for education.

Nowadays the function has got more aspects. The training assistant is guided by the headmaster and gets functional and operational guidance from the teacher.

Objective of the job:

To support the teacher in carrying out his/her tasks:

- ◆ to offer didactical support
- ◆ to guide children in their development process
- ◆ to guide children in playing and learning
- ◆ to offer the type of care a particular child needs

Contacts

Inside school: with the teacher, other team members, the headmaster and education supporting personnel.

Outside school: with parents, school guidance service, school doctor and speech therapist



Main tasks of an education assistant:

- To develop and organise activities for individual children and groups, focussed on playing, drama, music and dancing that fit in the organisational structure of groups 1 - 4.
- To observe and register deviant behaviour, such as depressive, anxious and reserved behaviour of children in groups 1 - 4 and to discuss this with the teacher.
- To take action when children tease or discriminate against each other, using activities such as songs, stories or play.
- To practise didactical methods in mathematics and language education in groups 3 and 4.
- To carry out aspects of a careplan for an individual child.
- To discuss things with parents and to refer them to the teacher when they have complicated questions.

- To assist in the organisation and performance of schoolactivities, such as parent evenings, schooltrips, Christmas parties, etc.
- To prepare projects: to gather and order material and information. To adapt material so that it can be used in a particular group.
- To participate in household activities

Salary and working hours training assistant

FUNCTION	MONTHLY SALARY IN EUROS, before income tax	WORKING HOURS
Training Assistant in Primary Education	€ 1,330 – 1,780	08:00 – 16:30 h

5.3. Guidelines for Good Practices

General

◆ A professional code has recently been described for childcare workers in The Netherlands.

This code was made in co-operation with the labour union (ABVAKABO) and the childcare workers. The code is meant as a device to guard the quality of childcare.

It is not a law, but it is influenced by the international rights of the child and the constitution of The Netherlands. We would like to give a summary of this code. For your information: what applies to a childcare worker also applies to a training assistant.

1. The childcare worker cares for children and guides them without making any difference regarding philosophies of life, values, standards and habits of children (parents /supporters)
2. The childcare worker does not share any confidential information she gets when working.
3. The childcare worker participates in the development and esteem of the profession and in her own professionalisation related to relevant developments in society. If needed she is able to adapt her daily routine to these developments.

4. The childcare worker is responsible for her own professional acts. She is willing to account for them.
5. The childcare worker's behaviour shows responsibility for the esteem and trust people have of the profession.
3. The childcare worker is aware of her power (mentally and physically) and acts in such a way that she doesn't harm the welfare of the child
4. The childcare worker is concerned with children and their parents but keeps a professional distance.



Co-operation with the parents /guardians.

1. The childcare worker sees to it that care and counselling matches the wishes and needs of the children.
2. The childcare worker tries to get a professional relationship with the child and the parents /guardians. She informs them about the way the pedagogical policy expressed relates to the child, and is linked with the child's needs. The childcare worker informs the parents of their rights and duties by making clear what kind of acts and rules influence the contents of the pedagogical policy.

Participation of parents is very important in child day care as well as in primary education:

- ◆ by knowing the parents, it's easy to understand a child's behaviour
- ◆ to co-operate with each other in bringing up the child;
- ◆ to support each other;
- ◆ to build up a good relationship with the child.

In several ways parents get the opportunity to participate in activities. Some examples:

Parents' councils, formal and informal contacts with the childcare workers, information evenings, participating in out-door activities, reading groups, etc. On a national level there are interest groups for parents.

Co-operation with colleagues

1. The childcare worker is responsible for setting up and maintaining a system for documenting data. She gives children and parents the opportunity to see the information and to adjust it according to the privacy act when necessary.



2. The childcare worker supports colleagues who experience harmful consequences when acting according to the professional code.
3. The childcare worker who finds herself in an internal conflict because she has to act in a way contradicting her philosophy of life, values and norms and / or her professional ideas, has the responsibility to transfer the activities that cause the conflict to other colleagues.
4. The childcare worker co-operates with colleagues as a professional.

Co-operation with professionals / organisations

In childcare and primary education the childcare workers and training assistants need to co-operate with a lot of other organisations when this benefits children and parents.

Some examples of social service organisations

- ◆ Child health centre: physical check up of children from 0 - 4
- ◆ Multidisciplinary team
- ◆ Multidisciplinary teams and education assistants for early detection of development disorders (VTO-team = Vroegtijdige Onderkenning Ontwikkelingsstoornissen)
- ◆ Regional Institute for outpatient mental health care (RIAGG = Regionale Instelling voor Ambulante Geestelijke Gezondheidszorg)
- ◆ Child abuse counseling (Bureau Vertrouwensarts)
- ◆ Regional childcare services
- ◆ The Royal Society for the Prevention of Cruelty to Children (kinderbescherming)
- ◆ Centres for parenting support
- ◆ General Health Care Services
- ◆ Child development and parenting counselling
- ◆ Play and education information

Organisations in the neighbourhood

- ◆ Community Work
- ◆ (other) primary schools
- ◆ District Nursing Service / Home Care

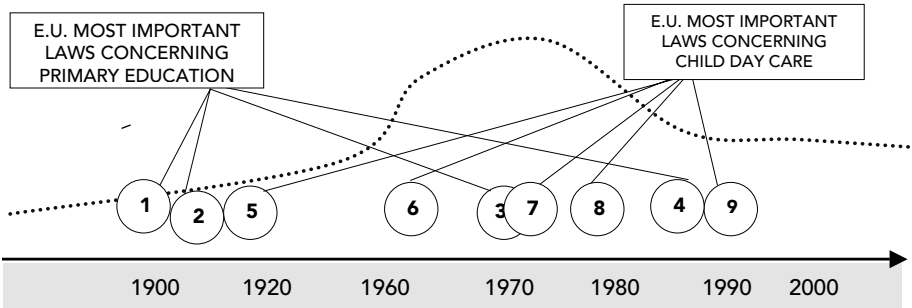
Interest groups

- ◆ ABVAKABO; the labour union which defends the rights of workers.
- ◆ MO-groep; organisation which defends the rights of employers.
- ◆ VNG (Vereniging van Nederlandse Gemeenten); organisation that represents all communities in discussions with the government and supports all communities in developing their policies.
- ◆ BOInk; organisation which defends the rights of parents;
- ◆ NIZW: Dutch Institute of Care and Welfare: quality improvement and innovation projects for care and welfare (including childcare)



6. The Developments in Childcare

HISTORICAL TIME SPAN
PRIMARY EDUCATION AND CHILD DAY CARE IN THE NETHERLANDS



6.1. The Past

Primary Education in the 20th century

◆ *The Compulsory Education Act (1)* was accepted in 1900 and introduced in 1901. From then on all children had to go to school from the age of 6. Public education was free, private education wasn't. In 1920 public and private education got the same rights in the *Elementary Education Act (2)*: the government gave both types of education the same subsidy. From then on the number of children attending a school increased.

Compulsory education was introduced in The Netherlands relatively late. Religion and the struggle between religions constantly caused a delay in the development of education.

With the introduction of compulsory education in the beginning of the 20th century the developments didn't stop. The School Acts and the Compulsory Education Act only arranged elementary education. Infant education (kleuteronderwijs, 4 - 6) developed freely. There was no connection with elementary school (Lagere School).

In 1981 *The Basic Education Act (3)* was introduced which combined infant school and elementary school into a primary school for children of 4 till 12. Children had to go to school at the age of 5, but in practice about 98 % of the children goes to school when they are 4, nowadays.

From then on it was possible to adjust the education of toddlers and schoolchildren.

The Primary Education Act (4)

In 1998 the Primary Education Act (WPO) was introduced. In this act all domains in primary education were adapted to the future. The Dutch government wanted to be sure that The Netherlands were capable of keeping up with the fast economic developments and of maintaining the position of well-educated country.

Some important aspects of the Act:

- ◆ The number of pupils in groups 1 till 4 will be reduced step by step. First of all there must be enough classrooms for that. With smaller groups the teacher can pay more attention to the individual needs of the children.
- ◆ The project Early Childhood Education (VVE) is meant for children who don't grow up speaking the Dutch language and for children who do not get enough stimulation to play. In these projects the playgroups offer a special programme, preparing children for primary education. During the first years of primary education the children also get an intensive education programme.
- ◆ In the years to come quality management will be expressed in the schoolguide, schoolplan, self-evaluations, pupil guiding system and in the reports of the inspection. Schools get support when they show good quality management.
- ◆ The primary school of the future is a community school where more

things take place than teaching.

Within the schoolbuilding all kinds of out-of-school activities are organised for children in depressed areas. This will improve the social structure of the neighbourhood. Schools can contribute to out-of-school care without adding to the task of the teachers.

The Dutch government pays for primary education. Parents only pay a voluntary contribution of about € 25 - € 50 per child per year, which is used to organise all kinds of out-of-school activities.

Child day care in the 20th century

- ◆ Since 1900 different kinds of child day care have appeared.



Because of poverty, mothers were forced to work and babies went to infant schools. The circumstances in these infant schools were very poor. In the beginning of the 20th century twelve unions of infant schools took the initiative to unite and in 1927 they became the *Central Union of Infant schools* (5).

About 20% of the children of 3 - 6 visited an infant school. The starting points Rest, Cleanness and Regularity (in Dutch The Three R's), which were the basis of the pedagogical climate, are still well known.

Mr. Fröbel developed a method that was used in these infant schools. He wanted to develop the self-reliance of children. Maria Montessori developed this method further. Later the infant schools were changed into special schools for toddlers.

After the Second World War (1945) when the economy had been restored, more attention was paid to the aims of the infant schools. The word "child day care centre" was used more frequently.

The management asked the municipalities for money. These municipalities checked which children were considered for a place. They especially wanted places in child day care centres for children of mothers who worked. The child day care centres themselves also wanted to offer a place to children from families with problems in education, marriage and housing.

Since 1960 the child day care centres have played a bigger part in women's liberation.

Mothers were not obliged to work, but *wanted* to work. The waiting lists grew enormously and only children of families that needed it most got a place in the day care centres.

In 1963 the Ministry of Culture, Recreation and Social Work (nowadays Health, Social Care and Sports) sub-

sidised an office with professional workers for the first time. This office informed the child day care centres about how to start a day care centre and how to organise day care. In this period different initiatives were developed such as pre-school playgroups, creches, part-time creches.

In 1973 a preliminary bill of the Act for Child Day Care Centres was not accepted, because of the economic recession.

In 1977 (6) the child day care centres were included in the government estimates for the first time (*Rijksbijdragereregeling Kinderdagverblijven*)

In 1989 *the first Order in Council to stimulate Child Day Care* (7) was introduced. Parents, the government and commerce and industry are all (financially) responsible for child day care. The government gave the responsibility to the municipalities. The quality of care was laid down by the Order in Council. The number of child day care centres increased enormously as a result of this, but the need was still bigger than the places available. Besides the subsidised day care centres more commercial creches and private day care centres were started.

In the *Social Welfare Act of 1994* (8) standards are laid down for the quality of child day care centres. The municipalities were responsible for guarding these standards. The quality is checked by the inspections of general health care services. In the 'Regulation of the Child Day care Centres' you can find all demands. Besides that a number of standards are

recorded in the collective labour agreement of Social Care (CAO-Welzijn).

Because the Ministry of Health, Social Care and Sports wasn't always satisfied with the quality of the checks, it decided to turn a temporary Order in Council with a number of quality rules into an Act. This Order was in force till 2001, after which a national quality system had to be developed.

In January 2000 a separate collective labour agreement of child day care was recorded.

6.2. Plans for the Future

Present and future in child day care

◆ The position of parents in childcare will be strengthened in The Netherlands. This is the basic principle of the *Basic Childcare Facilities Act (Wbk)*, which is expected to be implemented as an act around 2004. The new bill also gives parents a bigger choice in selecting childcare facilities. In principle it covers nursery



care, after-school care and childminder care for children up to 12 years of age.

With this new legislation the government aims to create more opportunities for parents to combine working and care and to improve the accessibility and quality of childcare facilities. The cabinet submitted the bill to the Council of State for advice, and informed the Lower House of Parliament accordingly on 3 December 2001.

The new bill's basic principle is that parents, employers and the government together contribute to the cost of childcare. Parents will pay an income-related contribution. The government will pay working parents and certain target groups a financial contribution for childcare. This contribution will be paid by the Tax Department. Its size will depend on the parents' income and the use and cost of the childcare in question.

Employers will pay a standard contribution laid down in the relevant collective bargaining agreements. This contribution will not depend on household income. When the employer does not pay a contribution, the government will pay the parents an additional allowance.

For certain target groups identified in the bill, people with a welfare benefit, immigrants, people who get an Incapacity Benefit (WAO), people who enter the labour market again and people who have a disability caused by their job, the local authorities or the benefits agency will provide the employer's contribution.

At the moment, not the parents but the childcare providers are subsidised

by the local authorities. In practice this means that currently not all parents benefit because not all providers who offer childcare receive a subsidy. When the bill is accepted, the existing tax regulations on childcare will not be applied any more.

Quality standards and co-participation

◆ The bill *Basic Child Care Facilities Act* is based on the principle that childcare improves the healthy development of the child in a safe environment. It also lays down basic quality standards that all childcare providers will have to meet. Local authorities will no longer be able to make extra demands. Providers will have to register with the local authorities before they can operate as nurseries or childminders.

The local authorities will be responsible for supervising the quality of childcare, including the educational element. This supervision will be carried out by the local health authorities (GGDs). To make this possible a national protocol will be drafted. The central government will monitor the supervision by the local authorities.

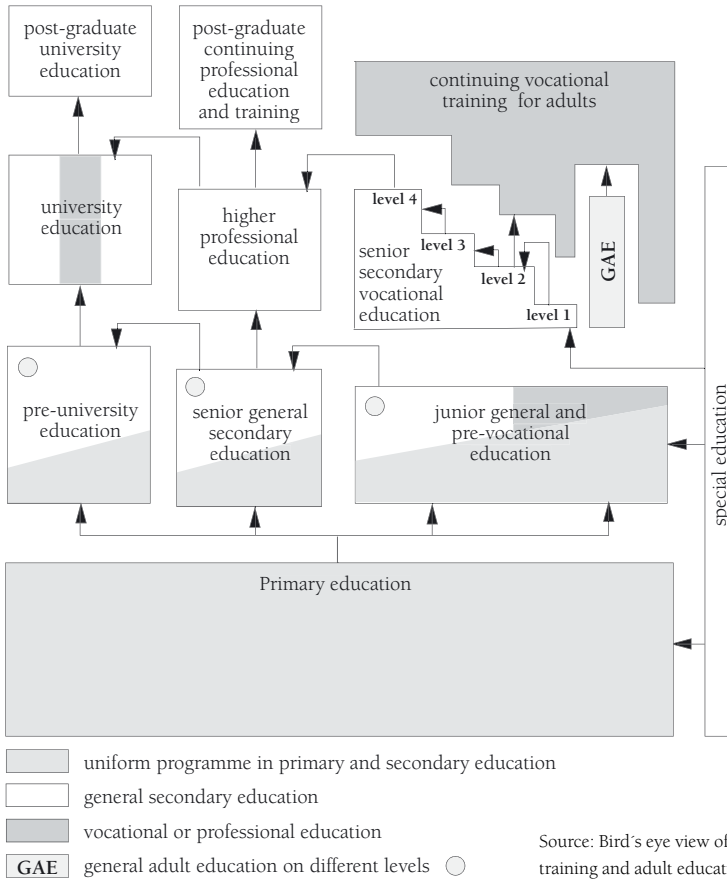
The new bill also organises co-participation for parents, for example through the formation of parent committees. Childcare providers will have to write down their quality policies every four years, including their educational policies and their co-operation with other services for children and young people in the area. They will also have to publish an annual report.

This bill is intended to stimulate the operation of market forces in childcare. The childcare providers will have to respond to parents' wishes. As the parents will have their own budgets, they will make demands regarding the cost and quality of the childcare facilities.

The operation of market forces will also encourage childcare providers and private investors to invest in childcare facilities. Some entrepreneurs have already taken steps in this direction because they expect that this bill will be accepted.



7. Education and Childcare Training



Source: Bird's eye view of Dutch vocational training and adult education, BVE - raad, 2003

7.1. The Education System in The Netherlands

◆ Full-time education is compulsory in The Netherlands for all children between five and sixteen. Children start their school careers at the age of four

in Primary Education (BO) or Special Education (SO). Later, most of them move on to Secondary Education (VO), which branches into Pre-University (VWO), Senior General secondary (HAVO) and Pre-Vocational (VMBO) education with different types of routes. After the first stage of Secondary Education, students move on to Secondary

Vocational Education or the second stage of Senior General Secondary (HAVO) or Pre-University (VWO) at around the age of sixteen. Apart from these mainstream types of education, children with special needs are educated in Special Secondary Schools (VSO).

Young people aged seventeen and eighteen must continue their education at least on a part-time basis. A proportion continues beyond this age in University Education (WO), Higher Professional Education (HBO) or Secondary Vocational Education (SBO, divided into Vocational Training Route (BOL) and Apprenticeship Route (BBL). There are also three levels of Adult Education courses (BE) plus Adult General Secondary Education (VAVO).



*Da Vinci College Social Care
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Flows of funds

◆ The Minister of Education, Culture and Science is the main financial source for the types of education described. The funds are paid directly and indirectly from the Ministry to the educational institutions. The main flows of funds go

via the local authorities (for example, to pay for adult education and, since 1997, primary and secondary school accommodation) and via students themselves, as school and tuition fees paid to secondary vocational and tertiary institutions. Institutions are also free to generate additional income, for example by requesting voluntary parental contributions, by participating in local government projects.

Local government offers around € 365 for each child in primary education and around € 90 - € 140 for each student in secondary and vocational education.

In the figure on page 38 you can see a diagram of the structure of the education system.

7.2. Secondary Vocational Education / Qualification Structure

◆ Good vocational education is of great importance to any labour market. Vocational training should better meet the demands of the labour market and the requirements expressed. The development of the Dutch qualification structure is of vital importance for economic growth in The Netherlands. Since 1996 all training courses in social and health care have been combined into one single system. The qualification structure gives a detailed description of the knowledge, capacities and attitudes one must have

to start as a professional. All vocational descriptions consist of a number of partial qualifications.

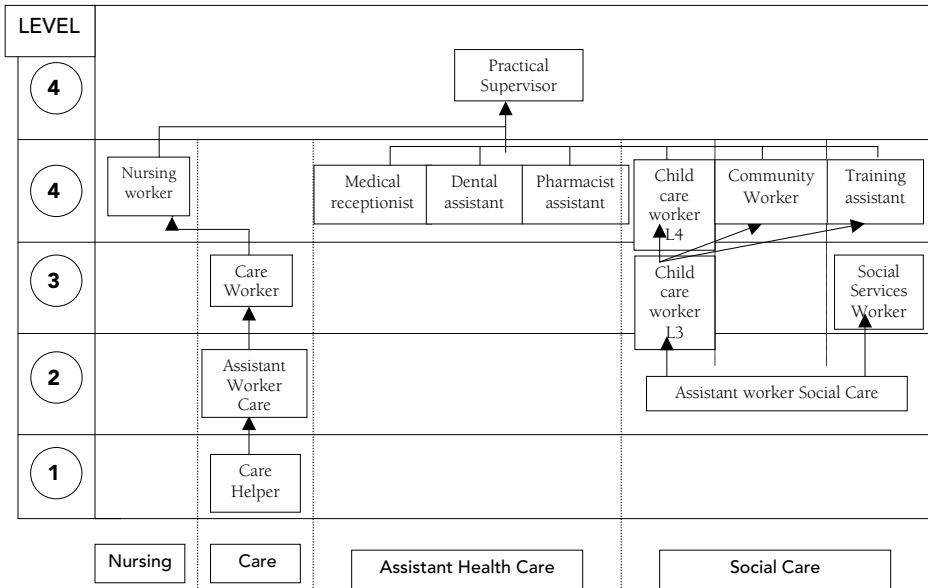
The Dutch qualification structure of secondary vocational education has four different levels:

LEVELS OF QUALIFICATION	TRAINING	DURATION
1. Simple, operational tasks	Assistant training	6 months – 1 year
2. Operational tasks	Basic Vocational Training	2 – 3 years
3. Completely independent execution of tasks	Secondary Vocational Education	3 – 4 years
4. Completely independent execution of tasks, with capability of wide ranging deployment, or specialisation	Middle Management Training	3 – 4 years
	Specialist Training	1 – 2 years

In the qualification structure on the next page you will find an overview of the qualifications in health and social care. After that we will describe which partial qualifications a student must pass to get his or her diploma and the attainment targets they have to achieve during their work placement period.



QUALIFICATION STRUCTURE HEALTH AND SOCIAL CARE EDUCATION



On the next pages you will find a description of the qualifications of social pedagogical work. The job description focuses on Social Pedagogical Worker level 3 and Training Assistant level 4. After that you will find the partial qualifications of the course Social Pedagogical Worker (SPW 3) and Training Assistant (OA 4)

7.3. Childcare Worker's and Training Assistant's Core Curriculum

◆ The most common training in order to work in childcare in The Netherlands is Social Care Work (SPW), level three. It is a three-year intermediate level vocational training. This training teaches people how to carry out care and supervision tasks that qualify them to work in childcare, care of the disabled and primary education. A course in Community Work (SCW) can be taken as an alternative to SPW. This course focuses on cultural and social work in the community. It is an intermediate vocational course with a great deal of practical training. The course takes four years and qualifies people for work in day nurseries, pre-school playgroups and youth clubs, as well as homework clubs and residential youth care facilities. The course Training Assistant level 4 (OA 4), mostly takes 4 years. Very often, students take this course after finishing SPW 3 and then it takes 6 - 12 months.

At the end of 2000 there were 37,577 people in paid employment in all types of childcare facilities together.

It's possible to take the course SPW 3 and OA 4 in two different ways:

Through the Vocational Training Route (BOL = attending school and having a work placement) or through the Apprenticeship Route (BBL = learning while working).

The ratio of theory and practice

The work placement is a very important part of the course. Through the work placement the student gains experience and uses the theory studied at school in practice. During the Vocational Training Route (BOL) the student spends a minimum of 20% and a maximum of 59% of the course at work placements. When the student chooses the Apprenticeship Route (BBL), he/she spends at least 60% of the course at work.

Partial Qualifications Social Pedagogical Work (SPW 3) and Training Assistant (OA 4)

BASIC PARTIAL QUALIFICATION

SPW 3 (level 3)

- 301 Method skills 1
- 302 Social skills
- 303 Organisational skills 1
- 304 Professionalism and quality assurance
- 204 Individual and society
- 305 Man, labour and society
- 306 English 2
- 307 Transfer qualification

JOB-SPECIFIC PARTIAL QUALIFICATIONS

- 308 Care
- 309 Supervision SPW 3

SPECIALISATIONS

SPW 3

- 314 Childcare
- 315 Care for disabled people
- 316 Primary education

OA 4 (Training Assistant level 4)

- 4.58 General Professionality
- 4.59 Supervising education processes
- 4.60 Pedagogical supervision
- 4.61 Didactical assistance
- 4.62 Functioning at school

Below you will find a training placement profile of the Childcare Worker made by the National Board of Secondary Vocational Education of Welfare, Health and Sports (OVDB). In this profile you can find the main attainment targets which students have to achieve during their work placement periods. The OVDB uses these profiles to check if work placement organisations are able to educate the student adequately. Such a profile is not available for the Training Assistant yet.



7.4. Training Placement Profile Childcare Worker OVDB, January 2000

BASIC PARTIAL QUALIFICATIONS

301 Method skills I

- o Verbal and written communication
- o Client observation
- o Identification of needs and activities of clients
- o Informing clients
- o Supervising clients
- o Acting in unexpected situations
- o Planned implementation of activities
- o Ensuring discussion of own performance
- o Reporting on work implementation

302 Social skills

- o Employing communication techniques
- o Having discussions with clients
- o with clients and colleagues from other backgrounds
- o Maintaining a relationship of trust with the client
- o Encouraging clients and volunteers
- o Dealing with criticism
- o Handling conflict situations
- o Management

303 Organisational skills I

- o Applying protocols
- o Determining own position in an organisation
- o Participating in policy development
- o Working in a team

- o Working on the basis of codes of conduct and guidelines of the institution
- o Applying procedures in drawing up a work plan

304 Professionalism and quality assurance

- o Guaranteeing the individuality of the client
- o Maintaining professional co-operative relationships with clients
- o Professional action
- o Maintaining personal professional skill
- o Contributing to quality assurance
- o Working within the limits of the organisation, the profession and legal stipulations

JOB-SPECIFIC PARTIAL QUALIFICATIONS

308 Care

- o Planning care requirements
- o Caring for clients in general and for those with chronic disorders
- o Assisting in personal care
- o Offering support in the event of illness or accident (shelter and care facilities)
- o Equipping a place of residence
- o Supervising safety and attendance
- o Contributing to daily timetable and group rules
- o Carrying out domestic care tasks
- o Evaluating the care aspect

309 Supervision SPW 3

- o Collecting information about a client
- o Planning need for supervision of clients
- o Translating support plan for client into own work plan
- o Issuing advice and information relating to day-to-day functioning
- o Organising activities
- o Supervising development-oriented activities
- o Optimising the functioning of the client in a group
- o Supervising client during establishment and experience of values and standards
- o Supervising client during interaction with others
- o Supervising client in practical matters
- o Supervising client during key life events
- o Promoting independence of clients
- o Evaluating supervision aspect

SPECIALISATIONS

314 Childcare

- o Getting familiar with the purpose/function of interest organisation groups in child care
- o Developing a personal vision of upbringing
- o Maintaining a daily timetable and preparing an activity programme
- o Supervising children in their development process
- o Maintaining group processes
- o Supervising play and play activities
- o Promoting language skills of children
- o Communicating with children and their parents/guardians

316 Primary education

- o Acting according to the educational vision and principles of a school and responding consistently
- o Supervising children in their development process
- o Supervising in case of social-cultural differences
- o Supervising play, teaching and learning situations
- o Contributing to extensive care (special care)
- o Offering didactic support
- o Communicating with parents/ guardians

8. Bibliography

Websites

<http://www.minvws.nl>

Ministry of Health, Welfare and Sports

<http://www.minocw.nl>

Ministry of Education, Culture and Science

<http://www.nizw.nl>

Netherlands Institute for Care and Welfare

<http://www.vveducatie.nl>

Early childhood education site (in Dutch):

<http://www.eswin.net/>

The European Social Welfare Information Network (ESWIN) is a network that enables professionals to obtain secondary and tertiary information on social welfare topics in various countries of the UN-European Region. The network has a website which enhances access to information from member countries in the network that includes national information on social welfare systems, key resources and professional bodies active in the area.

<http://websrv1.nizw.nl/eswin/Nleswin/nlswfs.htm>

More specific information about social welfare in The Netherlands

<http://www.dutch-vet.nl>

Information about the Dutch system of vocational education

<http://www.ovdb.nl>

National board of vocational education

<http://www.cbs.nl>

Central Bureau of Statistics

<http://www.cinop.nl>

Centre for innovation of education

<http://www.bveraad.nl>

Council for Secondary Vocational Education and Adult Education in The Netherlands

<http://www.infokinderopvang.nl>

Information about quality developments in childcare (in Dutch)

Books

Who cares?

An overview of the Dutch systems of Health Care and Welfare

Authors:

Hans van Ewijk and Tessa Kelder 1999

Dutch Institute of Care and Welfare (NIZW) International Centre

Kinderopvang

Authors: M. van Eijkeren

1999 Nijgh Versluys

Video

Can I go to the kids club? Well being into focus.

Video about childcare in The Netherlands NIZW, National Institute for Care and Welfare

Appendix 1 Glossary

- ✓ Child minder Dutch: gastouder
A person who has several children in her/his charge (next to her/his own children) in their own house or in the child's home
- ✓ Child day-care-centre / nursery Dutch: kinderdagverblijf
The organized and paid care and upbringing of children at people other than their parents full or half days (age 0 - 4 years)
- ✓ Out-of-school care Dutch: buitenschoolse opvang
A center where children of primary school go to after school and on days when there are no classes. Children can attend out-of-school care also during most of the holidays (age 4 - 12 years)
- ✓ Pre-school playgroups Dutch: peuterspeelzaal
These playgroups give toddlers opportunities for playing and social contact, a few mornings or afternoons each week (age 2 - 4 years)
- ✓ Early childhood education Dutch: Vroeg Voorschoolse Educatie groep
Playgroups co-operate with primary schools, as a preparation (age 2-6 years) for primary school. Special programmes are developed by the Dutch abbreviation which wants to offer all disadvantaged children the best development opportunities possible. It wants to reduce their language and other disadvantages.
- ✓ Primary school Dutch: basisschool
School for children in the age 4 -12 years
- ✓ Community school Dutch: brede school
School and community-related activities are integrated in the 'community school'.
- ✓ Childcare worker Dutch: begeleidster (kinderopvang)
A person who works as a professional in a child care setting

A lot of concepts are explained in this handbook, so it's not necessary to sum them up in this glossary

Appendix 2 Example Care Plan

Example of a care plan/development checklist

Name of the child:..... Date:.....
 Age of the child : Name of the childcare worker:
 Group :

	Normal	Good	Less good	Deviation or particularity
Physical development <ul style="list-style-type: none"> • General • Motor skills (cycling, running, etc) • Motor skills (using eye-hand co-ordination, to paste, etc) • Sleeping • Cleanliness 				
Description of the physical development and explanation of deviation or particularity				
Sensory development <ul style="list-style-type: none"> • Sight • Hearing • Touch • Smell • Taste • Kinetics 				
Cognitive development <ul style="list-style-type: none"> • Following objects by babies • Abstract thinking • Causal thinking / realising consequences of own acting • Knowledge of abstract concepts • Memory 				
Description of the cognitive development and explanation of deviation or particularity				
Language development <ul style="list-style-type: none"> • Making clear what is meant • Understanding what is meant • Vocabulary • Making sentences • Written language / secondary language development 				
Description of the language development and explanation of deviation or particularity				
	Normal	Good	Less good	Deviation or particularity
Social emotional development and development of the personality <ul style="list-style-type: none"> • Contacts with children • Contacts with adults • Balance in feeling alright in a group and own development • Non-verbal communication • Independence • Responsibility • Emotional development: self consciousness, fears, etc • Attachment • Friendships • Co-operative play • Social behaviour • Acting according to values and standards 				
Description of the social emotional development, development of personality and explanation of deviation or particularity				

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The NIZW, The Netherlands Institute for Care and Welfare – Frits Tjadens and Liesbeth Schreuder

Drs. B. van der Kouwe- policyworker - City of Dordrecht

Students of Da Vinci College during 2002-2003 and partner colleges' students who participated in the testing phase during spring 2003.

All materials of the project are downloadable for free from partners websites:

www.caritas-mg.net/frame9.htm

www.haus-berg.com

www.davinci.nl

www.whitehallcollege.com

www.hesote.edu.hel.fi/english

www.linkoping.se/birgitta

www.linkoping.se/ljungstedtska

www.dundeecoll.ac.uk/work_placements_abroad