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participation de dirigeants de banque, financiers renommés tel que le Baron E. Rothschild et l'avocat Giovanni Agnelli et de professeurs universitaires.

- Signature d'un accord avec huit banques italiennes pour un service spécial de compte courant des Instituts en toute Italie: ce contrat entrera en vigueur ces jours-ci.
- Signature d'un accord avec d'entreprises d'automobiles prévoyant la fourniture facilitée de voitures: cet accord est en train de se réaliser.
- Consultation habituelle sur des problèmes de gestion.
- Assistance dans plusieurs différends de travail.

Il y a en perspectives:

- Des journées d'étude sur «Les Instituts et les normes juridiques italiennes» et, encore, sur «les Instituts et les contrats d'assurance».

Les associés sont à présent deux mille avec la tendance à augmenter.

Actuellement l'AGIDAE est la plus grande association d'écoles en Italie, et je souhaite qu'elle soit aussi la meilleure.

## The situation in Holland

*Speech of Mr. H. D. P. Vening, Holland,  
member of the board of the Netherlands Protestant Schools*

We in Holland, I suppose, have an unique situation compared to many other countries and we greatly prize it. Our system namely is based on a form of equal financing of state *and* private education. On the other hand we realize, that there is the danger of divisions in society according to religions or other persuasions. Nevertheless we appreciate the present situation. It is also no handicap amending to keep pace with educational developments in reflection to the views of Dutch society.

### 1. What was/is the situation?

There is little known of the existence of schools or an education system in the Netherlands before the sixteenth century. Known is that the founding of the universities of Leiden, Groningen en Utrecht in the sixteenth century, was a major step in this direction. There were no national statutory regulations for educations until the nineteenth century, though there were various local schemes, which considerably differed from place tot place.

The first national school legislation was passed at the beginning of the nineteenth century. A passage was inserted into the 1848 Constitution granting freedom to provide education, which meant that the approval of the government was no longer required for the founding of a school. The proponents of denominational education were not satisfied with that, however, as the cost of founding and running a school still had to be borne by the parents. As late as 1857 a Bill to provide for the reimbursement by the state of the expenses of a denominational school was rejected by the Lower House. The freedom to provide education remained a contentious issue in Dutch politics until 1917, when the relevant article in the Constitution was amended

As I already said: This form of equal financing of state and private education is unique to the Netherlands.

## **2. Education and Government**

As the Constitution says, education is a matter of continuing concern to the government. The Constitution also sets out rules for the financing of private education on the same scale as state education. Much emphasis is placed in both the Constitution and the education acts on the guarantee of freedom to give and receive education.

## **3. Legislation and control**

Three ministers are responsible for the legislation and its implementation. The Minister of Education and Science bears ultimate responsibility for all matters concerning education, and he is assisted by two state secretaries, each responsible for a particular area of policy. The Minister for Science Policy has a coordinating and innovative role in relation to the whole field of science and technology, from fundamental research to development. The Minister of Agriculture and Fisheries is responsible for agriculture education. The law provides for an Education Council which advises the Minister on parliamentary Bills, reorganisation and innovation in education and the implementation of education legislation.

## **4. State and private education**

As we have seen, State and private education are financed on the same basis in the Netherlands. State education is that provided by central or local government (the State or municipalities). Private education comprises all forms of education which come about as a result of private initiative, whether they are run according to religious principles or not. State nursery and primary schools are provided by the municipalities, (there are no centrally administered state schools in this sector). Each municipality is obliged to ensure that there are sufficient state schools, which are open to all children, irrespective of their religious persuasions. The founding of private schools in this sector is dependent on private initiative: the schools must emanate from an institution or association which has legal personality. They only qualify for funding if they can demonstrate that the number of children attending the school will meet the legally prescribed minimum: if it does, then the municipality is obliged to help in the foundation and running of the school by providing the necessary funds. The amounts involved are repaid to the municipality by the state, on the same basis as for the state schools. Almost 70% of all the schools in the Netherlands were private.

State and private secondary schools are also financed on an equal basis by the State. The Minister of Education and Science draws up an annual plan stating which schools will be eligible for financing over the next three years, the object of which is to ensure an overall balance in the types of school available. Applications for inclusion in the plan are submitted by or on behalf of municipal councils for state schools and by institutions or associations with legal personality for private schools. The Provincial Executives are responsible for determining whether a sufficient number of schools has been provided. Schools which can be assumed to be attended by pupils in their final year are always included in the plan, provided that the number of such pupils meets the legal minimum.

## 5. Compulsory education

Education is compulsory from 1 August of the year in which a child reaches the age of six years and eight months. At that point parents are obliged under the Compulsory Education Act to register their children at a school. Education ceases to be compulsory at the end of the academic year in which the child has completed ten years of education at one or more schools, or at the end of the academic year in which the child reaches the age of sixteen. All young people who are no longer in full-time education after completing ten years' schooling are still obliged to attend part-time education for a year, which means attending an educational or training establishment for two days per week.

## 6. School and university tuition fees

No fees are charged for nursery education, primary education, special education and the first four years of secondary education. Fees not exceeding fl. 500 per child per academic year are charged after the fourth year of secondary school. The amount of the fee is determined by the inspector of taxes on the basis of the amount of income and wealth tax payable by the parents and taking account of the number of children in the family. Tuition fees of  $\pm$  fl. 800 a year are charged for higher vocational education, while  $\pm$  fl. 850 tuition fees and fl. 150 registration fee are payable for university courses.

### At last

I can understand, that you are thinking after hearing this all: Is it really free private education? My answer is: Yes, because we receive indeed money from the State, but we are free in spending, if we can demonstrate that the organisation of the education answers the purpose for which it is placed at disposal. The organisation of the education is a subject of general standards. Neither more nor less. I hope I gave you some insight in the situation in the Netherlands.

# Enseignement public, Enseignement privé; Malaise en Suisse aussi

de Alexandre Larsac

*Au cours des cinq dernières années, le nombre des élèves de nationalité suisse, en âge de scolarité obligatoire, inscrits dans des écoles privées de Suisse romande a augmenté de près de 12%. Pendant la même période, les Romands venant du secteur privé et qui ont subi les examens organisés par le Service de la maturité fédérale, passaient de 481 à 814 (+69,2%). Tendance nouvelle, de plus en plus de parents appartenant à la strate supérieure de la classe moyenne choisissent l'enseignement privé pour leurs enfants. Cette évolution constitue, à l'évidence, un désaveu implicite pour l'école publique. L'observation est d'autant moins contestable que le malaise frappe pratiquement l'ensemble du monde occidental.*