

IMPLEMENTATION OF AN INCLUSIVE APPROACH IN THE EDUCATIONAL SYSTEM OF THE KINGDOM OF THE NETHERLANDS

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The article analyzes the secondary education system functioning in the Kingdom of the Netherlands. From the standpoint of the implementation of an inclusive approach, the current practice of secondary education at the VMBO level is presented on the example of the CSG Het Noordik secondary school in Almelo. The authors of the article paid special attention to the organization of social and pedagogical work with children with special educational needs in the conditions of the Center for Education and Services (Almelo, The Netherlands).

Keywords: inclusive approach, education system in the Kingdom of the Netherlands, levels of secondary education (VMBO, HAVO VWO), heterogeneous groups, socio-pedagogical assistance and correction.

Organizationally and structurally, the education system in the Kingdom of the Netherlands is quite different from the education system in the Republic of Belarus. One of the main differences can be called the individualization of educational routes for each child.

In Holland there is practically no unified system of pre-school education. Only private kindergartens and care centers are functioning in the country, where children are left from three months of age for a few hours a day.

Children begin to receive secondary education from the age of five (most of them at four, but at five it is compulsory. In the first two years of study, children are actually being prepared for systematic, goal-oriented learning through playing lessons and individual group practical activities. Only from the third grade do children learn the basics of various sciences. Homework begins only from the sixth grade.

Even in elementary school, each child passes two tests. One is a test of achievements aimed at determining the level of formation of knowledge and skills within the curriculum. The second is an IQ test that reveals the intellectual potential of the individual. Depending on the test results, the educational trajectory for each child is determined.

In the Kingdom of the Netherlands, children aged about 12 years old are moving to the level of secondary education. There are three options for secondary education.

VMBO is a four-year course of school curriculum aimed at gaining knowledge and skills in a particular profession (hairdresser, cook, nurse, etc.). Compared to the system adopted in the countries of the former Soviet Union, this is reminiscent of vocational education. However, all students receive a rather serious basic training, which allows them to move to another level of secondary education.

The HAVO level prepares students for admission to higher educational institutions of an applied nature, where specialists with higher education are trained with a specific profile of subsequent labor activity. In such universities, teachers, social workers, and others are trained. HAVO education at the secondary education level lasts five years.

The most difficult and prestigious level of secondary education in the Kingdom of the Netherlands is VWO. After its completion, students can enroll in higher education institutions of an academic or research nature. Education at this stage of secondary education lasts 6 years and is comparable to gymnasium preparation.

A distinctive feature of the Dutch educational system is its flexibility and democracy. In the system, it is possible to move from one level of education to another, which allows interested and capable children, moving along various educational routes to get a higher education of an academic (research) profile.

As part of the implementation of the European mobility program «Mobility Scheme for Targeted People-to-People-Contacts»/ mobility program for targeted interpersonal contacts), the best educational experience of educational institutions of the Kingdom of the Netherlands - Almelo High School of CSG was introduced. This educational institution provides training at the VMBO level.

Let us dwell on the specifics of the organization of the educational process.

The first thing to note is that there is no classroom system traditional for all educational systems in the post-Soviet space. Accordingly, classes even visually differ in a constructive organization focused not on the dominant of the teaching management, but on individual, pair and group work.



Photo 1. – Educational process in CSG Het Noordik, Almelo

The system of education in Dutch schools is more like the Dalton Plan. The Dalton Plan assumes that students are primarily self-employed in the program for each school subject, which are issued at the beginning of the school week. Children plan their learning activities and choose the sequence of work on assignments. The teacher serves as a consultant and assistant. Thus, all learning is based on three basic principles: freedom, independence, cooperation.

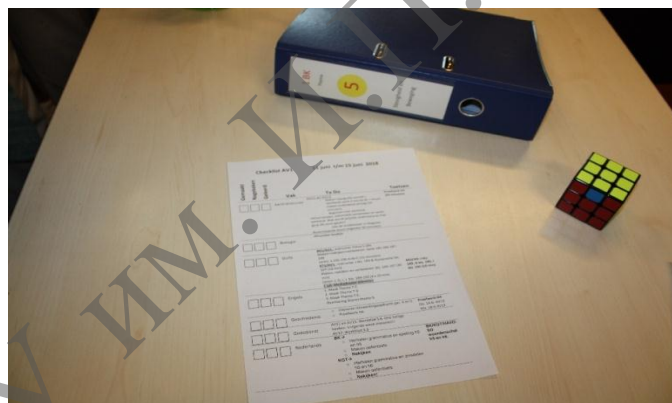


Photo 2. – Is an example of an individual study paper (CSG Het Noordik, Almelo)

Conceptually, the ideas of inclusive education are present and functioning in the education system in the Kingdom of the Netherlands.

The generalization of a wide range of sources makes it possible to distinguish two relatively independent approaches to the interpretation of the concept of “inclusive education”. The first approach lies in the sphere of correctional pedagogy and is focused on children with peculiar psychophysical development, their inclusion in the general educational system. The second approach, a broader one, considers inclusion in the aspect of a multicultural concept and is aimed at meeting the educational needs of children of various heterogeneous groups. The following heterogeneous groups are distinguished: children of migrants and refugees; children from families of representatives of various religious denominations; children with disabilities and / or

psychophysical features; children from families with varying degrees of social distress (marginal status, etc.); children gifted in intellectual and creative fields of activity; children with socio-emotional exclusivity, with learning difficulties; adolescents and young people belonging to different youth subcultures.

The education system in Holland structurally varies and individualizes educational routes, which ensures inclusion within the system itself. Dalton technology, in turn, provides for the individualization of education depending on the educational needs, abilities and potential of each individual child. Mastering the skills of cooperation through individual-group work and independence in learning and cognitive activity provide the formation of skills to learn and work in a team.

Specialized classes are equipped for profiling and mastering skills in the field of a particular profession in the school.



Photo 3. – Educational room for the development of the profession of a hairdresser (CSG Het Noordik, Almelo)

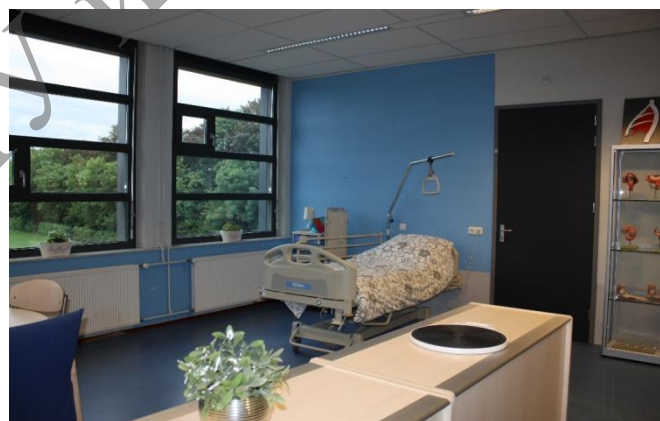


Photo 4. – Educational room for the development of the profession of nurse (CSG Het Noordik, Almelo)

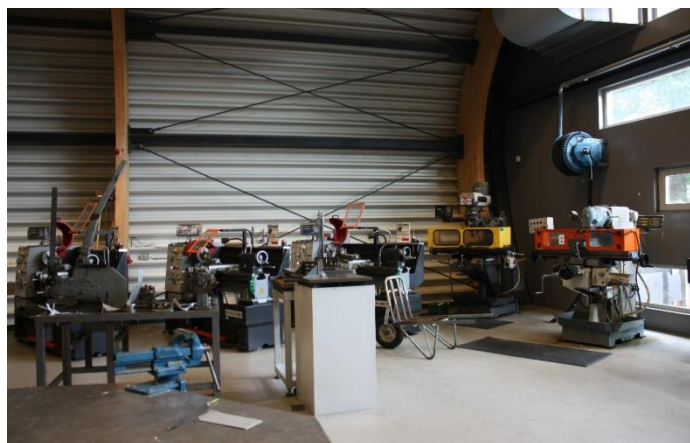


Photo 5. – Workshops (CSG Het Noordik, Almelo)

The experience of Dutch schools in secondary education profiling is very informative for the Republic of Belarus, since, in connection with the decree of the Council of Ministers of the Republic of Belarus of 02.08.2018 No. 575, the educational program for vocational training of employees (employees) in within the framework of the subject “Labor Education” in the X (XI) class. In our republic, already equipped facilities functioning in vocational, secondary specialized and higher education institutions, as well as in additional education institutions for adults and additional education for children and young people will be used for vocational training [2].

The system of work with children of various heterogeneous groups existing in the schools of Holland requires a separate study. Every child has the right to receive adequate education at his own level in accordance with his abilities. Thus, inclusion is not just a declared installation, but a real-life system. If the child is “special”, this means the need to organize additional psychological and pedagogical support.

Such support is carried out on three levels – in the classroom, in the school and special support outside the school.

The group of children in need of additional pedagogical support includes children with socialphobia (imperative and inescapable strictures of learning) and dyslexia.

Understanding the essence of dyslexia is characterized by different approaches in Western and Russian speech therapy. Thus, dyslexia in Western science is understood as a specific learning disability, having a neurological origin, associated with the inferiority of the phonological components of the language and characterized by difficulties in mastering reading, writing, impaired motility and coordination, problems with concentration. Secondary consequences of this violation may be problems with reading comprehension, and a bad reading technique hinders the development of vocabulary and affects the quality of education in general [1]. In domestic speech therapy, each of the above violations has its own term and is considered as unrelated violations (dyslexia (difficulty in reading), dysography (problems with writing), dysorphography (spelling difficulties), dysfraxia (difficulties with motor skills and coordination) and attention deficit disorder.

For such students in the education system in the Kingdom of the Netherlands, specially designed teaching aids are used that the teacher uses when working with the child in the classroom.

For the organization of special support at the school level, a variety of specialists, teachers with special professional skills and skills (social worker, social teacher, psychologist, doctor, etc.) are involved. As a rule, the discussion of complex pedagogical problems occurs in a team, where the strategy and tactics of individual correction and assistance are developed.

The school has a special center (Het Pluspunt), whose employees assist students in organizing training activities, in planning, doing individual work and more.

Also, for work with children experiencing certain problems and difficulties, the Center for Education and Services is functioning, aimed at carrying out social and pedagogical work, which is attended by children from different schools in a certain district.

This Center works with children with the following problems: low motivation to learn, increased anxiety, decreased concentration, impaired information processing, dyslexia, dyscalculia, family education problems, social problems, emotional problems (depression, anxiety), post-traumatic stress disorders, opposition -cause disorders (ODD), autism.

Children are sent to the Center from general education schools to correct the problem that has appeared. Children attend the institution for a certain amount of time (depending on the program) and then return to school. In the classes of the Center, 10–15 students study at the same time, with whom only a few teachers work. Each child is engaged in an individual educational program. The objectives of the Center are the normalization of the life of the child for training in secondary school, stabilization of the situation, its support, the organization of joint work with family and school.

The center implements several programs.

The REBOUND program is designed for delinquent behavior students of 12–18 years of age at all levels of secondary education. The duration of this program is 3–6 months. This program uses methods based on the structural-dynamic approach to the psychology of personality. Group work, methods of supporting cognitive behavior and enhancing social skills, etc. are widely used. The center interacts with law enforcement agencies, the family and the school. Every four weeks, the commission carries out a multidisciplinary assessment of behavioral correction and student development.

The LINK program involves children of 12–19 years of age at all levels of secondary education. These are children who have experienced severe emotional stress, are depressed, are in fear, etc. The prevalence of these problems is 1–2 % of the total number of students in the area that the Center serves. This program is implemented through a gradual increase in the number of studies, taking into account the need for individualization of the thematic content of the program. A multidisciplinary assessment of the development and correction of the child is carried out every 6 weeks.

The SCHAKEL program is designed for students of 12–18 years of all levels of secondary education who have more serious problems in development, training and behavior. This program is being implemented within 2 years with the aim of returning the child to a secondary school, and not to the special education system. The main methods of implementing the program are aimed at supporting cognitive and social

behavior, at positive results of treatment and ensuring positive dynamics. Multidisciplinary assessment of the children of this program are 2 or 3 times a year.

Thus, the multi-level system of social-pedagogical work and support of students with special educational needs built in the Kingdom of the Netherlands allows to effectively implement an inclusive approach in education.

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