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# NON-TRADITIONAL VOCATIONAL TRAINING TRAINING FOR WOMEN AND GIRLS IN THE NETHERLANDS

**B & A Groep**

**NON-TRADITIONAL  
VOCATIONAL TRAINING  
TRAINING FOR WOMEN AND  
GIRLS IN THE NETHERLANDS**

B & A Groep  
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**NON-TRADITIONAL VOCATIONAL TRAINING  
FOR WOMEN AND GIRLS IN THE NETHERLANDS**

**insight into the developments in educational emancipa-  
tion in the past ten years**

**The Hague, July 1992**

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**COLOPHON**

This evaluation has been executed <sup>by</sup> of the Equal Opportunities Unit.

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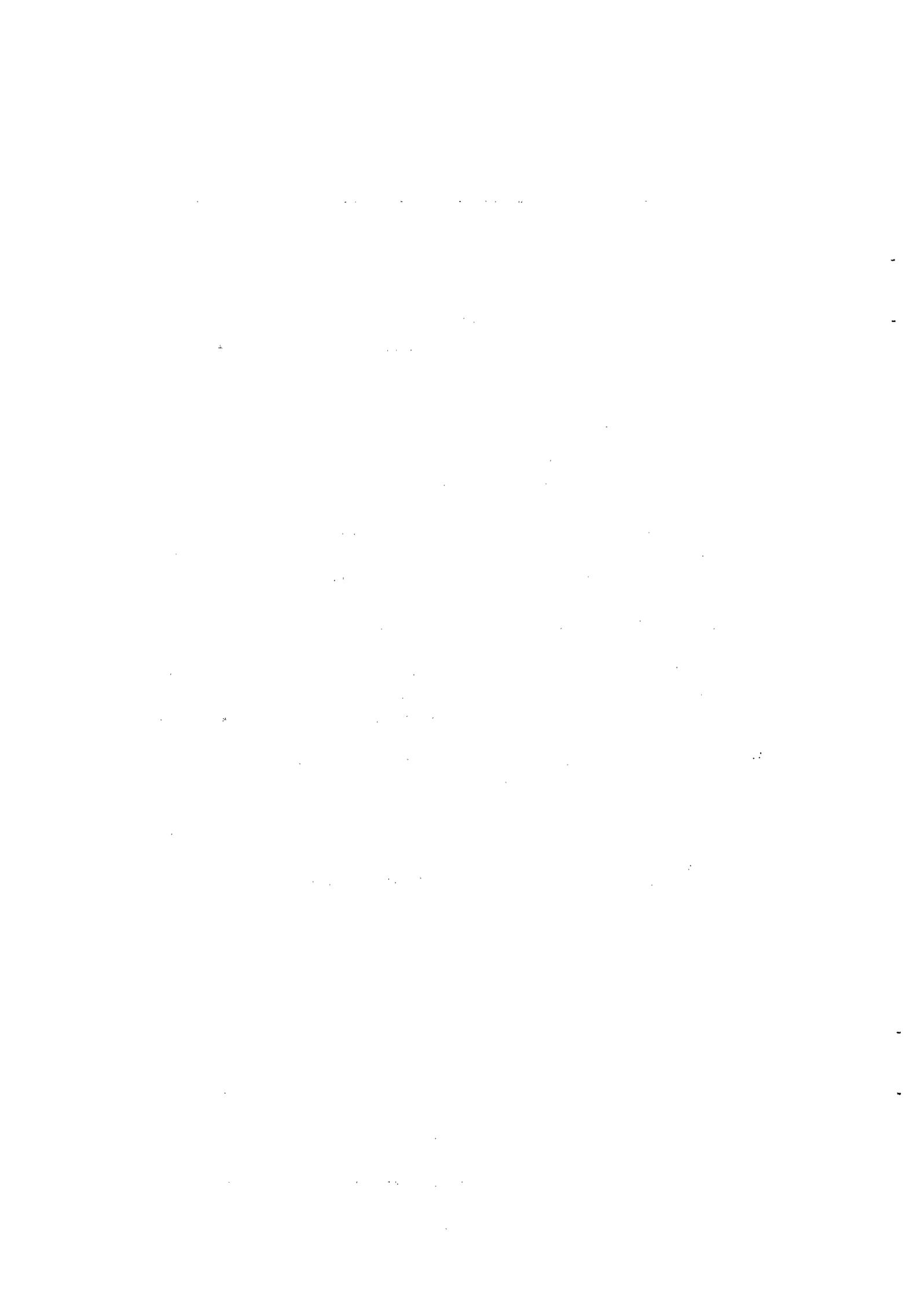
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## 1. INTRODUCTION

### 1.1. Motivation

'Two steps forward, one step back,' is the motto with which the ~~Bureau~~ Bureau for Equal Opportunities of the European Commission has commissioned the description and transfer within the EEC of practical experiences of women in the Netherlands and other EEC member states in the area of vocational education. Motivation for this is the adoption of a resolution of the European Commission on November 24th 1987. This resolution contains a 'Recommendation as regards the vocational education of and for women', in which the EEC member states are requested to take measures in adapting existing vocational courses so that more women may make use of directions seen as typically 'boys' courses'.

Mid 1992, the Bureau for Equal Opportunities of the European Commission is interested whether the 1987 resolution has had any effect within individual EEC member states. What are the developments, the experiences, and insights in the area of vocational education for women? How does this take shape in practice, and which approach and method are used? What can individual member states learn from each other in this matter? Transfer of practical information is considered an important instrument by the Bureau for Equal Opportunities for learning from one other. In the past amongst others the IRIS Network was set up in order to, through a bottom-up approach, exchange information on vocational education for women within and between member states. Therefore, apart from the effects of the resolution, the Bureau for Equal Opportunities is also interested in the significance of the IRIS Network for the development of vocational courses for women in an individual member state.

In order to give a description of the Dutch background, the intrinsic developments, and future expectations in educational emancipation of women, the Bureau for Equal Opportunities has, specifically for the Netherlands, called in B&A Group. The commission is to describe the practical experience in the field of vocational education for women over the past ten years, so that gathered material may be presented to other member states of the EEC.

### 1.2. Labour market situation in the EC

Despite the increase in women's participation on the labour market in EEC member states in the past decade, this has not kept pace with the labour market situation of women. A large part of employment of women is to be found at the menial level in

businesses and organizations as for example in administrative functions. Furthermore employment for women is strongly concentrated in a few business sectors such as health care and retail.

**Table 1**  
**Employment of women in the EEC split in percentages over the three most important sectors; 1985 - 1988**

	1985	1986	1987	1988
Agriculture	8.0	7.5	7.3	6.6
Industry	20.5	20.1	19.8	19.3
Services	71.6	72.4	72.8	74.1
Total	100.1	100.0	99.9	100.0

Source: Employment in Europe (Dutch edition, p. 33).

This horizontal and vertical segregation in the labour market implies that women have less perspective for a career than men. Although the extent differs per EEC member state, this pattern occurs in all member states.

### 1.3. Labour market situation in the Netherlands

The participation of women in the Dutch labour market has also increased over the past ten years, but still the number of women in the Dutch working population lags behind the labour participation of women in for example Denmark, England, and Germany.

**Table 2**  
**Proportion of women in the labour force of each member state: 1980 - 1989**

	1980	1989
Belgium	38.1	40.2
Denmark	44.6	45.7
(West) Germany	38.6	40.0
Greece	30.0	34.9
Spain	29.3	31.5
France	40.8	42.3
Ireland	28.2	31.6
Italy	34.0	34.7
Luxembourg	32.5	35.1
Netherlands	32.0	37.6
Portugal	41.2	42.1
Great Britain	39.6	44.2

Source: Eurostat, Basic statistics of the Community, Luxembourg, 1991.

Women have, just as in other EEC member states, especially been able to benefit from the strong increase in employment in the service industries. In the Netherlands 62.5% of women work in administrative, commercial, and service industry functions. In turn more than half these jobs, over 63%, consist of part-time jobs of less than 35 hours a week.

#### 1.4. Educational level

Through changing economic activity, opening of the internal borders of the EEC, and demographic prospects for the 21st century, there are tensions in the labour market. Employers are looking for new resources on the labour market, where women until now have been an important unused supply of labour.

There is a clear increase discernable in the opinion that it is just as important for girls to get a good education. This increase is rendered in concrete figures if we examine the following table.

**Table 3**  
**Development in the educational level of the Dutch female population (aged 15-64), in percentages**

Educational level	1979	1989
Primary education	36	23
MAVO	11	8
LBO	24	21
HAVO/VWO	3	4
MBO/apprenticeship system	18	30
HBO	6	13
WO	1	2
Absolute (x1,000)	3,881	4,407

Source: CBS, Arbeidskrachtentelling, 1979; Enquête beroepsbevolking, 1989.

It is important that women obtain a good (vocational) education, the labour market has increasingly higher educational demands. Employment for people with primary or extended primary education is decreasing compared to that for people with a secondary education.

### 1.5. Goals and methods

The aim of the Bureau for Equal Opportunities is to obtain insight into Dutch experiences during the past ten years in the area of inflow, throughflow, and outflow of women and girls in non-traditional vocational education. This especially concerns insight in the practical operations of organizations in the field of education and training. Information collected in this manner may serve as an example for other EEC member states.

We would like to thank Mr. F. Boddendijk, member of the IRIS study group for the Netherlands, for his comments on the draft version. Furthermore we would like to thank the following people for their contribution to this booklet: Mrs. E. Rienstra, principal of the 'Alida de Jong Vocational School for Women' in Utrecht, Mrs. A. De Liema, deputy principal of Associated Trades, Mrs. E. Hengeveld, advisor/trainer STEW Amsterdam, Mr. W. Jansen, general manager of international projects CIBB, Mrs. A. van Oss, NMB/Postbank Women's Network, Mrs. G. Verbeet, project manager of emancipation and vocational education for women, BVE process coordination, and Mrs. T. Koning, manager of Logistic Control of Fokker Aircraft BV.

### **1.6. Set-up of this booklet**

In chapter 2 we will further examine the backgrounds to the Dutch situation. Pivotal in this will be the policies and the issuing of rules in the area of emancipation policy and discussing the most important parties concerned with equal opportunities and vocational education for women and girls. Additionally we will outline the developments in the field of vocational education in the Netherlands and the significance of the IRIS network in this matter.

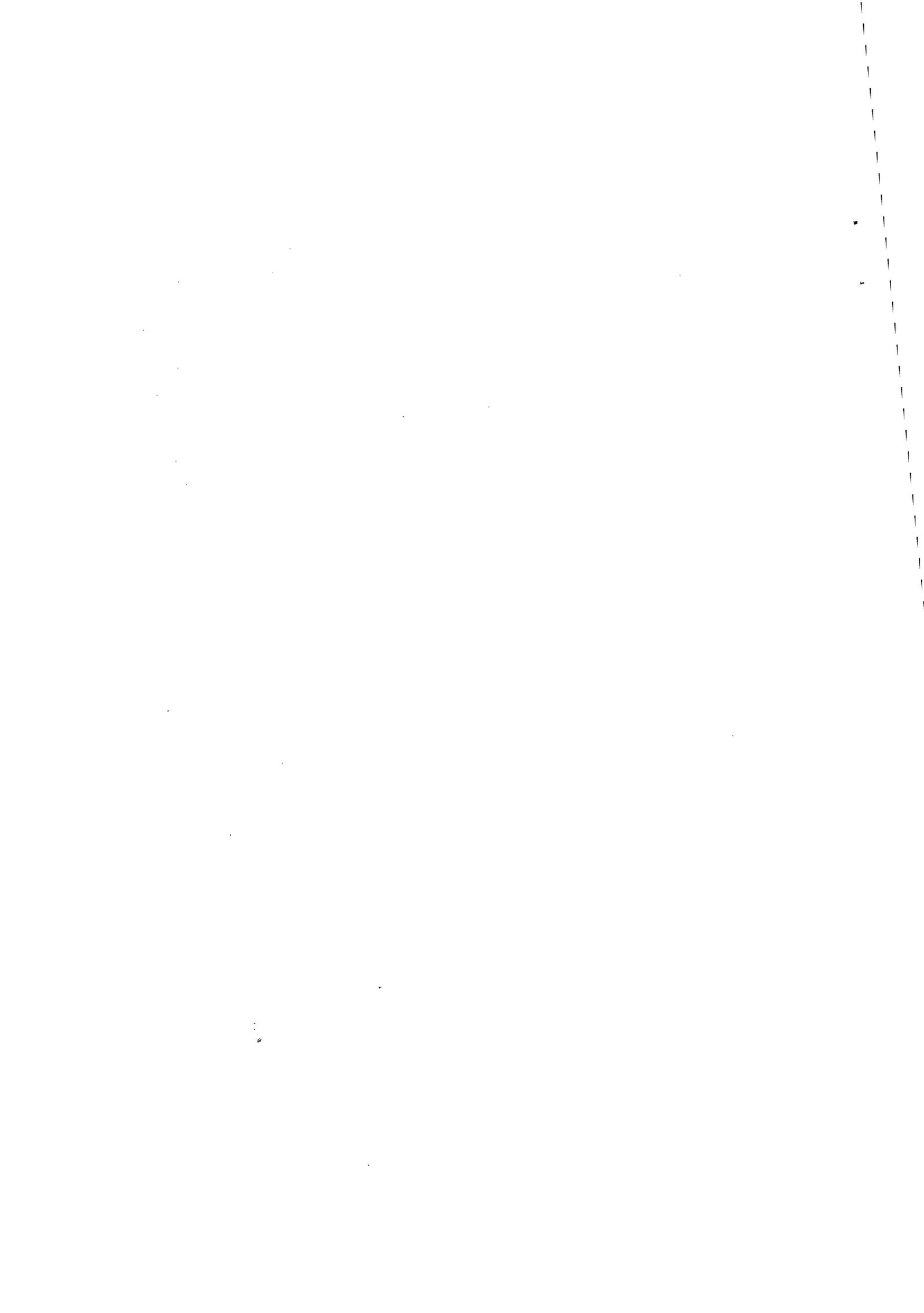
In chapter 3 the intrinsic developments are considered, with specific attention to choice of career, non-traditional vocational education, vocational schools for women, and women's strategies aimed at entrance into non-traditional sectors and functions.

In the last chapter we measure up the developments in the Netherlands. On the basis of the aims of educational emancipation we will examine the findings and future expectations as presented in the previous chapter. Finally we will point out which of the elements are of importance for the other EEC member states.

The Hague, July 1992

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## 2. NATIONAL BACKGROUND

### 2.1. Development of ideas in the Netherlands

Practically at the same time as the revival of the feminist movement in the seventies, ideas about 'permanent education' are beginning to receive attention. At a conference in 1973 on 'Permanent schooling and education of adults in trade and industry' female employees are still seen as older women who have remained unmarried. One female participant of the conference predicts that in the future an increasing number of women will, in time, return to the labour process. From the audience Joke Smit, who will later be a leading figure in the field of (educational) emancipation, argues for the establishment of a State Committee consisting of members who are knowledgeable about the specific problems of women in the area of permanent education.

Education expressly for women is virtually non-existent in that period; adult education consist only of evening schools and correspondence courses. In 1975 'daytime education for adults' is started. In the Netherlands this was chiefly known as 'moedermavo'. Within vocational education women and girls are a rarity, except for those courses that are known as typically female, such as health care and administration.

Through the influence, amongst others, of the State Committee, as propagated by Joke Smit, ideas about permanent education shift toward education for women. In a memorandum by the Committee, 'Mary's mother can do more!', a plea is made for schooling and education that is geared toward the needs of different women's groups. There is a demand for schooling that offers a second chance in order to support women who want to participate in the labour process, either anew or for the first time. At that time there is talk of the importance of 'second chance education' and education for women that will 'break set patterns' with the aim of making this clear to as many people as possible. Many of the plans are realized, some proposals are however only brought into practise in the eighties, such as orientation courses for women who want to (re-)enter the labour market.

Important in the ideas about permanent education is the attention to the requirements of each group. And to the motivation of adults who have a educational disadvantage. Inequality in chances to take advantage of education is not limited to certain social strata, but is extended to gender-specific inequality; women and girls are seen as a separate group that are in arrears when compared to men. This body of ideas, as a product of the emancipation in the seventies, has proved to be an important policy guide for the government in developing education as an instrument for emancipation. Important in the development of vocationally oriented educational emancipation is that this phase is preceded in the seventies by more general, socially oriented courses. This

type of educational emancipation is characterised by the organization of so-called VOS-courses (Vrouwen Oriënteren zich op de Samenleving = women-and-society). In these courses experiences are exchanged and critically examined, and possibilities of change are discussed. Only after this phase of consciousness does the (in-)accessibility of the labour market with its hindrances become clear, with which demands are now formulated in order to improve vocational education for women and girls.

## **2.2. Policy for educational emancipation**

In the last paragraph we already mentioned the supportive emancipation activities of the Ministry of Education, such as in 1973 for the foundation 'Marie, get smart!'. This foundation has as its objective the stimulation of participation of girls in education. These are the first signs that the policy-makers have a ready ear for social developments at that time. For the then situation of women and girls in the area of equal opportunities. For the aims of government policies and how these may be attained. These are all still grey areas in the initial period of educational emancipation.

### **Emancipation memoranda of 1979, 1980, and 1985**

It is not until 1979 the first memorandum on educational emancipation appears. This first memorandum is characterized by a survey of the problem area. For this the memorandum get the illustrative title: 'A draft of a policy for emancipation in education and scientific research'. In 1980 the second memorandum on educational emancipation appears, in which the extent of execution of the policy is evaluated. When the third memorandum appears in 1985, the goals of educational emancipation may be further highlighted and an attempt is made to broaden the basis of the policy. When in 1986 it is decided to make emancipation policy an inextricable part of general policy of authorities and organizations, the state secretary for Education decides there will be no fourth memorandum on educational emancipation.

### **Central goals**

In order to direct educational emancipation the government works from a number of central goals. These are the breaking of set social patterns, reassessment of human qualities apart from gender, and recovering educational arrears. These items will be central themes in the policy for educational emancipation. We will encounter them further in this booklet as:

- 1. Equal participation in all forms of education;*
- 2. Structural changes in educational possibilities and the organization of education;*
- 3. Breaking through traditional imagery in education.*

### **Shape of policy**

After the appearance of the first memorandum on educational emancipation in 1979, policy is foremost specific. The method used is characterized by the application of separate projects which must form

educational emancipation. Material that is produced through these projects must be must be transferred to standing organizations.

In the development of the shape of policy for educational emancipation the third memorandum was an important one. In this memorandum the final shape of policy for educational emancipation is determined. Within every development of policy of government, organizations, and institutes the emancipation policy must be considered. This policy will be known in the Netherlands as the 'facet policy' within educational policy.

As a result of these frames of policy more attention has developed for 'target groups', so that girls and women are taken into account as a 'facet' in general government measures in vocational education.

### **Monitoring policy**

One of the problems in the educational emancipation policy so far, is in which manner may the results of this policy be measured? In 1986 a report is published in which the educational emancipation policy during the previous ten years is described and evaluated. The most important conclusions that policy up to that moment is fragmented and consists of large number of specific measures. These are measures that are executed in the margins of ongoing government policy. The measures turn out to have rather vague goals, the effects are consequently difficult to measure. Furthermore the measures are not compulsory, participation is not obligatory, and the practical details are left up to the school organization.

### **Appraisal of policy**

If we may turn the spotlight back onto the three central goals: 1. equal participation; 2. structural changes; 3. breaking through traditional imagery, much must still be done.

The foremost bottlenecks in education are in the area of unequal throughflow of girls to, amongst others, higher education. The educational programmes in the different types of education are lacking as regards a perspective to breaking set social patterns. The dominant culture in education effects girls being less well equipped for making their own choices and for an independent existence.

Continual attention to emancipation in educational policy, together with a specifically recognizable emancipation policy will also be necessary during the next ten years. Such is the conclusion in 1986. The memorandum 'Social position of girls and young

women' of 1988 once again points out that education is one of the pillars of emancipation policy.

In the Policy Plan for Emancipation in Vocational Education of 1991 by the contact group for emancipation in vocational education<sup>1</sup> this matter is still topical. Point of departure is the supposition that access to paid employment is the key to economic and cultural independence for girls and women. Vocational education, concludes the Policy Plan, now has the challenge of preparing girls and young women for the labour market as well as possible. By well prepared it is meant that women and girls can present themselves as professionals with a good, likely qualification, competent to deal with the resistance that she will meet in her profession and able to arrange her private life as she sees fit.

### 2.3. Structure for vocational training in the Netherlands

The question now arises in which manner emancipatory projects of the government are executed. Before we further detail these projects we will first clarify the educational structure in the Netherlands, within which emancipation policy is realized. We will deal with the structure in which emancipatory activities principally take shape.

#### Education on day-release basis

In the first place there is BBO (Beroepsbegeleidend Onderwijs = vocation-supporting education) which includes the apprenticeship system and short MBO courses (Middelbaar Beroepsonderwijs = senior secondary vocational education). This type of education trains craftsmen and -women and is characterized by a combination of theory and practical work. The theory is taught at a Streekschool (apprenticeship training institute) and practical work is done in the industry or a trainee workshop. The courses should be seen as specific to a branch of industry. They generally take about two years and are completed with a nationally recognized certificate. All important branches of industry have their own form of BBO, in which the Ministry for Education and Science and the Ministry of Social Affairs provide the most important facilities for the realization for this type of education.

The BBO has known an emancipatory development since 1980. The strategy is aimed breaking through horizontal segregation and relates to specific vocational courses as well as more general orientation programmes. Characteristic to the strategy is aimed at a knowledge of problem areas, a broadening of support, and anchoring of emancipatory goals within the standing organization.

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<sup>1</sup> *Policy Plan for Emancipation in Vocational Education 1991-1995. Advice from the contact group for emancipation in vocational education to the Ministry of Education and Science*

### **Senior secondary vocational education**

The MBO (Middelbaar Beroepsonderwijs = senior secondary vocational education) consists of a three-year full-time theoretical course, part of which is a short practical period. This type of education must be seen as branch-specific courses which subsequently give access to mid-level functions in certain branches of industry.

In this type of education the MTO (Middelbaar Technisch Onderwijs = secondary technical education) already started emancipatory programmes in 1980. The projects are a result of the emancipation memoranda by the Ministry of Education. Initially the emphasis is on emancipation development in the field of research as a method of improving consciousness of the problem area. In a later period there is more emphasis on the performance of activities. Specific activities for female pupils are set up, such as 'hands-on days' to stimulate inflow and introductory summer courses.

After the onset of the part-time MTO schools the Ministry of Social Affairs gave a considerable financial impulse toward schooling women, including those returning to work. This happened within the framework of education for job-seekers at the secondary technical level. From 1986 onward there are emancipatory projects in non-technical MBO. The first period is characterized by the development of educational instruments by supporting institutes. In the second period there is more concern for the educational institute itself. Much of the attention is given to the position of women in management and to the testing of educational instruments.

### **Remedial education**

Remedial education differs from the previous two types of education in both form and target groups. First, this type of education is supported, as regards the facilities, by the Ministry of Social Affairs and the social partners, employers' and employees' organizations, of the various branches of industry.

Secondly, parts of the courses take place in educational facilities which come under the Ministry of Social Affairs, the Centres for Vocational Training and Vocational Schools for Women. Aside from this education is provided at company training schools and use is also made of existing educational infrastructures as in the BBO mentioned earlier.

Finally, this type of education is accessible to adults, who because of their age, have no right to regular vocational education and, because they have no paid job, do not have access to courses in trade and industry.

### **Projects by branches of industry**

The projects by branches of industry are an important link in improving the accessibility of vocational training for girls and women. The important frame of policy

in this is the 'girls component' of the Contribution for Vocational Education for Youths of 1985. Through this measure businesses are entitled to additional subsidy when are willing to educate a female pupil in a branch of industry that has fewer than 50% girls in training. From 1990 onward this type of subsidy is no longer channelled to training businesses, but is regionally executed. The new projects are based on the local/regional labour market situation, are executed by regional foundations of the branch of industry, and are embedded in the existing educational infrastructure.

The projects for women and girls are characterized by a group approach, a transition route of four months maximum, and additional supervision, before and after finishing the course. See paragraph 3.2 for more on this, when we will enter more fully into this type of education.

#### *Vocational schools for women*

More specifically we can mention the Vrouwenvakscholen (Vocational Schools for Women), which were founded from 1984 onward. Typical for this type of education is a demonstration of the improvement of educational possibilities for women returners. The policy framework of the schools has an experimental status, with besides an executive function, also a development function and a transfer function.

\* The development function is especially meant to develop new courses and to break open 'male' sectors.

\* The transfer function is aimed at the transfer of experience and insights in training women and girls to existing vocational education and the Centres for Vocational Training.

Financing of the Women's Vocational Schools take place through facilities provided by the Ministry of Social Affairs and the European Social Fund. In May 1990 it was agreed that the Women's Vocational Schools should be integrated, as regards contents and administration, with either the Centres for Vocational Education or regular vocational education by 1994.

## **2.4. Emancipatory projects**

### **Specific policy**

At the beginning of the eighties the first projects for emancipation are started. Based on the previously mentioned emancipation memoranda circulars were formulated on which schools and training institutes could act.

The intention of the emancipatory projects is to improve the accessibility for girls and women of traditional boys' courses. The central goals for the 21 new projects fit in with the central goals:

1. Equal participation:

*\* opening up for girls the traditional 'boys' courses' ;*

2. Structural changes:

*\* shaping new vocational training that is not from the start gender-oriented;*

3. Breaking through traditional imagery

*\* the development of programmes that are aimed at the elimination of sex- and stereotyping.*

Through this specific policy the government wants to remove the arrears of women and girls. At the same time these projects should see to it that their end results or products are integrated in current policy.

**1980 - 1984: The development of programmes**

Most of the emancipatory programmes begin in the course year of 1981/1982 and are granted for the period of two to three years. It is especially the apprentice training institutes, education institutes, and Short-term MBO that want to contribute to realizing the emancipatory goals. It is striking that during the start of the first projects education institutes have the upper hand compared to vocational education.

The projects are seen as an important motive in making different types of labour sensitive to emancipation. Experience is gained in the development and execution of, and making exchangeable programme materials. The development of methods for emancipatory work with girls, the supervision of girls who receive training in a technical occupation. The development of strategies to broaden the basis of support for emancipatory activities.

A number of aspects of already active project must however be avoided in future. In practice it appears that too much attention is given to the development of programmes. This way the goal of equal participation of girls in all types of education is pushed into the background too much. Furthermore many of the teachers, specifically responsible for an emancipatory project, find themselves in an isolated position within the organization. The existence of an emancipatory is often an excuse for other teachers not to get involved in emancipation. In popular speech these (female) project managers are referred to as the 'cop-out Kate' of the organization. Broadening of the basis of support for emancipatory activities is lacking, which leads to the threat of vanishing projects results afterwards, if there no structural change in the organization of education.

At the same time this illustrates the essence of the problem area in the then current policy for educational emancipation. That policy, using experimental emancipatory projects, may mainly be characterized as specific policy. It concerns independent measure that are more or less separate from other policy.

Despite the decision at the end of 1983 to continue specific policy, in new general policy to be developed there will be a systematic check on the conditions that may be used to expressly improve the educational possibilities for women and girls.

#### **1984 -1987: broadening the basis of support**

In this period the so-called project policy continues, in which only emancipation facilities are provided for those institutes and educational organizations that did not make use of these in the first round. This is in order to give as many institutes as possible in a few years the opportunity to give extra attention to emancipation. Typical for these new projects is the attention that must be given to broadening the basis of support in the standing organization. This is described as making an organization emancipation-sensitive. Aside from this, insights and experiences must not be limited to one single project or institute, but there should be an exchange of project results.

Goal of this project period is the aiming of activities not exclusively at the development and compilation of programmes. Making a choice from one or several developmental activities. The most important projects in this period are characterized by:

- \* the development of programmes that contribute to the emancipation of women and girls;*
- \* the development of an educational method and approach for the benefit of working with girls from a emancipatory point of view;*
- \* the development of teaching material and methodological directives for the preparation and support of girls who receive technical training;*
- \* the development of broad, non-traditional careers guidance;*

The projects in the period 1980 - 1987 illustrate the fact that women and girls encounter obstacles when they make a non-traditional choice for training and career. The conclusion from those projects is that female students are perfectly capable, after a short period of induction and habituation, of performing in a traditionally 'male' profession. The unaccustomedness as regards women who have chosen a 'male' profession is great. The environment requires quite some time to adjust.

### **1987 - 1991: additional facilities**

On July 1st 1987 there appears a circular from the Ministry of Education that marks a new phase for the period 1987 to 1991. There is a larger effort to bring about equal participation in all types of education. Inadequate preparatory training of female students for a technical occupation can well be made up for through an additional foundation course. Apart from the usual absence of adequate preparatory training, women and girls often lack elementary basic skills and insight. What boys learn through child's play, must still be imparted to girls. The exceptional position that women occupy requires supplementary supervision, in practise as well as at school.

In practice it appears that, besides women and girls who have already chosen for a technical education, there is a large number of women and girls who, though they have chosen for a technical career, would like to familiarize themselves further with the different technical courses. In the implementation of such a programme, intensive supervision of the participating girls and women is necessary.

Important in realizing equal participation of girls in technical education in particular is the provision of additional task units, as an instrument for the development of equal opportunities for women and girls. The task units may be specifically employed for two target groups:

- 1. girls and women who are familiarizing themselves with and are changing to a technical course;*
- 2. girls and women who are participating in the first year of the primary course in the field of a traditional 'boys' course'.*

The quantity of facilities is determined annually and is based on a prognosis of the number of female entrants. This prognosis is made on the basis of the actual number of entrants in the previous year. In this manner schools and institutes are forced to give a realistic view of their expectations.

### **2.5. The significance of IRIS for the emancipatory projects**

#### **The recommendation**

When the European Commission sends the 'Recommendation on vocational education of and for women' to the member states on November 24th 1987, the Netherlands have already built up experience in the encouragement of equal opportunities for women and girls during a period of seven years.

In the 'Recommendation' the European Commission asks the member states to take measures to adapt existing vocational education in such a manner that more women may make use of those courses that are seen as typically 'boys' courses'. The

background corresponds with Dutch insights: vocational education is essential for women if they want to profit optimally from economic growth, technological progress, and changes in the labour market that are expected for the nineties.

### **Network**

In stimulating the implementation of the 'Recommendation' the Commission itself provides instruments, amongst others by setting up the IRIS Network. In contrast with other EEC networks, IRIS is especially meant as a network for projects in the field of women's vocational education in the various member states. The central objective is the putting into contact of projects and so of teachers and students from different regions and countries.

Besides the general coordination at the European level by the Brussels Bureau Crew, the national coordination takes place through a working party, in which the Netherlands are represented by a member of the Council for Emancipation and the Ministry of Education.

The projects involved in the Netherlands are to be found in vocational education, industry branch projects, educational organizations of the Ministry of Education, and those of the Ministry of Social Affairs. Annually between 20 and 25 projects participate in the IRIS Network. The participating projects of the IRIS Network are, amongst others, to be found in Women's Vocational Schools, in the sector of new technology, and in the area of specific target groups.

For the organizational support of the IRIS projects in the Netherlands the CIBB (Centrum Innovatie Beroepsopleiding Bedrijfsleven = Centre for Innovation in Vocational Education in Trade and Industry) in Den Bosch is responsible. This organization has been involved in international projects in vocational education since the mid-eighties, especially at the level of BBO and MBO.

### **International orientation**

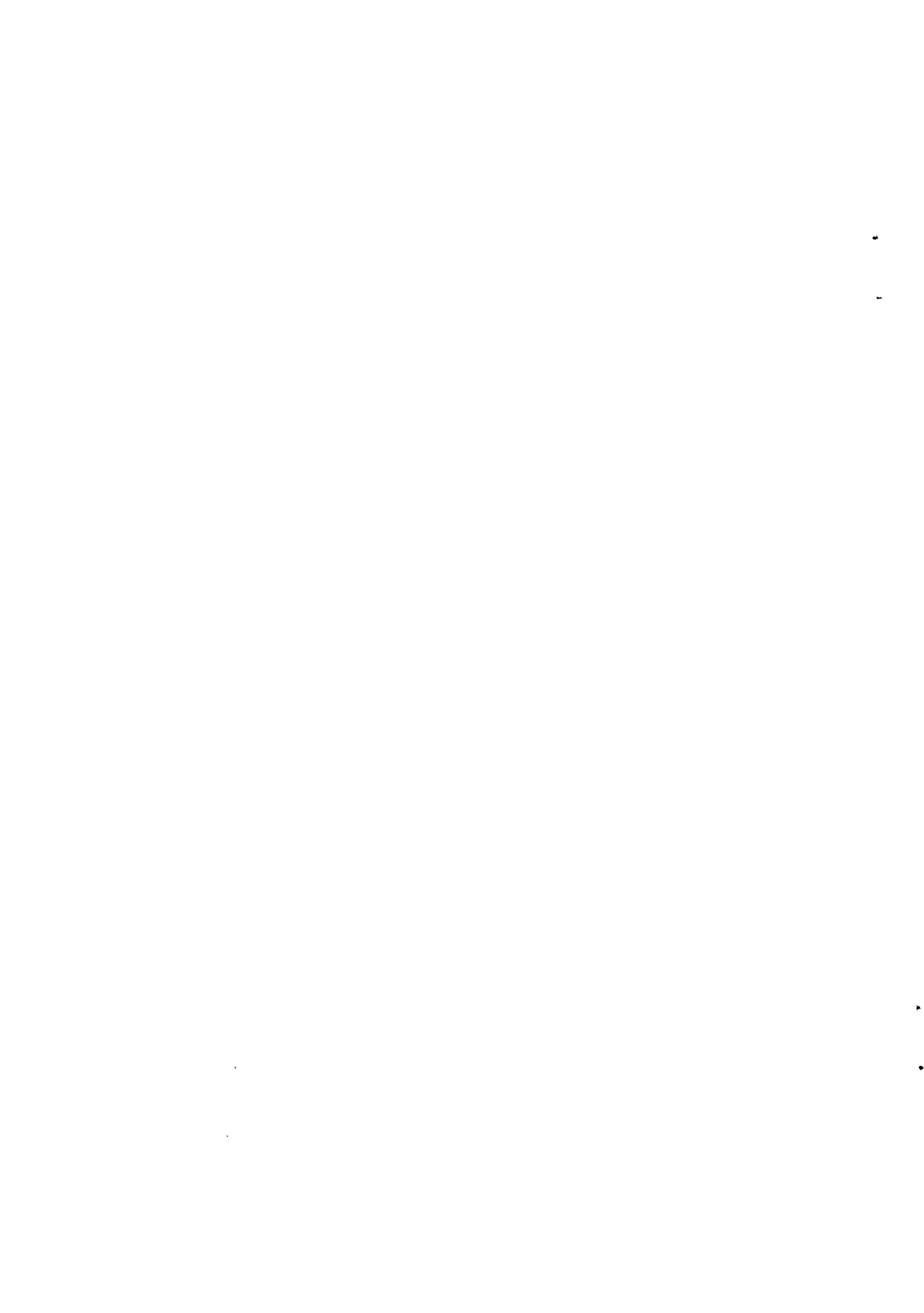
An important shift in the international orientation of vocational education in the Netherlands occurs in 1990, when the new cabinet takes office. The Minister of Education, through his memorandum 'Grenzen verleggen' ('Pushing back the frontiers'), initiates the internationalization of vocational education from a national perspective. Through the strong prompting from the national level for internationalization 'Brussels' and 'The Hague' develop more or less separately as regards policies. Furthermore there is an important difference in approach between EC projects and Dutch projects that are internationally oriented. The coordinating mechanism of the Dutch projects is primarily determined by project management, whereas in the EC projects this operates through networks. The result is that the first has a much clearer motivation than the other, which is of a more optional nature as regards interrelations.

### **Influence**

The national developments within vocational education for women and girls in the Netherlands have not been fundamentally influenced by IRIS. However, the consciousness concerning international orientation of policy has been stimulated and Dutch projects have achieved national esteem.

A clear example of such a process is STEW (Steunpunt Eigen Werk = Support-Centre for Self-Employment) in Amsterdam. The start of the IRIS Network, in 1988, comes at a very convenient moment for STEW. The development of the European aspect stimulates STEW in coming out with developed knowledge, experience, and skills.

Before STEW becomes member of IRIS, European contacts already exist through LEI. In the framework of this network there is an exchange programme with the organization 'FULL EMPLOY' in London. Through this European orientation the organization comes into contact with IRIS. The IRIS Network has functioned especially in realizing the transfer of information, development of material, and the growth of European networks such as NOW and LEI. Participation in IRIS gives STEW a national emanation, improves contacts with ministries, and grants STEW national as well as international recognition as an organization with know-how in the field of self-employment and women.



### 3. EMANCIPATION IN EDUCATIONAL PRACTICE

#### **Persistent hindrances**

The structural hindrances that women and girls encounter in their access into the labour market are many and persistent. One may think of professional and functional segregation, insufficient facilities for a career, throughflow problems, and the quality of training.

Aspects of policy are therefore varied and necessary. Such as the promotion of a well-considered, non-gender-determined orientation on education and career for girls. The making and keeping accessible of new and existing courses for girls and young women in non-traditional vocational education. The improvement of access and educational routes and the development of professionalism of women. The increase of self-reliance and the imparting of strategic insight of women in order to obtain access to non-traditional positions and functions.

In this chapter we will further detail these matters, in order to achieve insight into the critical factors for success in emancipatory choice of career, non-traditional vocational training, vocational training for women, and strategies toward non-traditional positions and functions for women and girls. We will illustrate this through actual projects and examples, each preceded by a short introduction on the specifics of the Dutch situation.

#### **3.1. Non-gender-determined choice of occupation**

##### **Influencing the process of choice**

Within educational policy counselling at school and informing (potential) pupils is an important instrument in realizing the central aims of emancipation. While on average girls have better results than boys in primary education, by the end of their school careers they are in arrears. Girls choose courses and subjects that are regarded as inferior and that give less opportunities to advanced training and on the labour market. An example of this perceived inferiority: a boy with a junior secondary vocational certificate is registered as skilled at the employment exchange, whereas a girl with a certificate from a domestic science school is registered as unskilled.

In the early part of the eighties very little attention is given to career counselling in secondary education. When girls choose an advanced training after the fourth or fifth year of school, this is often based on tradition or under the influence of (girl) friends and family. This manner of 'choice' often leads to a confrontation, several years later, with a situation they did not choose for: they are unemployed, educated at a low level

or in a wrong direction. Changes happen in dribs and drabs in the realization of equal participation by women and girls in all types of education.

**Public information: 'Choose science!'**

From the start of the emancipatory projects public information and career counselling of girls form important issues in emancipation policy. The government itself tries to influence the process of choice of girls through information campaigns. The most talk-about campaign is that of the Ministry of Education: 'Choose science!'.

Spring 1987 the public information campaign 'Choose science!' takes off. The aim of this campaign is to motivate girls to choose exact sciences and technical subjects at school. The campaign carries on for several years. The action 'Choose science!' is an alternative to earlier plans by the Ministry of Education to make mathematics an obligatory subject in the second phase of secondary education.

This public information campaign, however flashy and broad in concept (even buses implore to 'Choose science!' in Spring 1987), achieves few short-term results. Girls aged 12 to 14 turned out to believe that they ought to choose subjects such as maths, but most appeared to mean that other girls should. A lengthier campaign and repetition will, in the long run, accomplish a greater awareness for science and technical subjects, in girls, as well as in parents and teachers.

The campaign, that was repeated three times between 1987 and 1989, shows the following results. Familiarity with the campaign is very high, about 95% of pupils and after one year just about all student counsellors know about it. The effect of 'Choose science!' on choice is only visible in the long-term. The interest of girls has increased, but when you get down to the nitty-gritty they choose something different. Measurements in between indicate that during the campaign period the percentage of girls that intend to choose maths as an examination subject increases significantly. However, the percentage of girls that take a final examination in 1989 in science and/or technical subjects remains constant. This discrepancy between intent and actual choice is due to uncertainty of girls towards science and technical subjects, concludes an evaluation report by the Ministry of Education. The role-enforcing behaviour of parents, school counsellors, and teachers are of importance in the choice of subjects of girls. The problem is especially the self-confidence of girls and the role-enforcing behaviour of parents and teachers. A public information campaign will not simply change stereotypes, as safety and certainty are closely bound up with those. Certain interests are at stake and you cannot simply change those, so runs the criticism of the 'Choose science!' campaign.

### **Career counselling: Woman and Work Centres**

The Woman and Work Centres come into being at the beginning of the eighties as part of the educational 'opposition', of which the 'Women's Vocational Schools' are also part. The Woman and Work Centres are a result of the criticism on the functioning of the employment exchanges. In the mediating these exchanges pay too little attention to women returners. The Woman and Work Centre project wants to set off the shortcomings of the employment exchanges.

The Woman and Work Centres form a source of information for women who are interested in the possibilities on the labour market. Career orientation courses are offered and advice is given on starting one's own business. Apart from this Woman and Work Centres have critical function toward existing institutions, in order to attain these institutions paying more attention to the career counselling of women.

By way of an experiment the Ministry of Social Affairs agrees to the start of 10 Centres. In 1986, in an in-between evaluation, it appears that the Centres make an important contribution to making the labour more accessible to women (returners). Especially because of their available nature, the Woman and Work Centres form a useful augmentation to the services provided by the employment exchange.

On July 1st 1987 the Ministry of Social Affairs grants permission for the start of 36 Woman and Work Centres for a period of four years. Principal task of the centres is:

*Providing information for, giving advice to, supporting and encouraging of women (returners) as regards the accessibility of the labour market and the orientation in education and employment.*

Most Woman and Work Centres have consultation hours and special courses are organized for women returners, aimed at jobs and vocations. Women are also encouraged to receive training in a vocation. After the four-year experiment with the 36 Woman and Work Centres is concluded in 1991, the Ministry of Social Affairs decides on an extension of a year and a half. In the meantime it is investigated whether the method, approach, and insights of the Woman and Work Centre may be adopted into existing organizations.

### **3.2. Girls and young women in non-traditional vocational education**

#### **From services to engineering**

We have seen that the emancipation policy of the BBO is mostly aimed at strengthening the labour market position of women. Women and girls only end up in a limited number of sectors on the labour market, especially in the administrative, the welfare, and the services sectors. The traditional division of roles 'sends' women and girls, as we gathered in the previous paragraphs, as it were, in the direction of these courses and vocations. The result is that women, in comparison to men, take in a very delicate position on the labour market. As is happens, the number of positions in the sectors in which women work is restricted. In order to give women a real chance on the labour market, jobs in traditionally male vocations must be made accessible.

As an instrument for making this possible, during the past ten years use has been made of emancipation projects with the aim of making traditional 'boys' training' more accessible for women and girls. These projects have on the one hand the aim of locating the hindrances that women and girls encounter, and on the other hand of finding ways of eradicating these hindrances. This corresponds with the second and third central goals of the policy of educational emancipation. In this paragraph we will deal with three projects: Girls and young women in technical education; Girls and engineering; and Women in technical vocations. All three project are important instruments in the eighties in realizing the central aims of educational emancipation.

#### **Project I: Girls and young women in technical education**

In 1983 the project for women in technical education for the BBO takes off for the period of four years. The aim is to provide additional supervision and coaching toward the first year for women and girls who have already chosen for a technical course.

The number of women in technical vocations increases in this period, but is still so small that the decision is made to extend the facilities for another four years. From August 1st 1987 to August 1st 1991 training institutes may use additional facilities for the following two target groups:

- 1. girls and women who are familiarizing themselves with and adapting themselves toward a technical course;*
- 2. girls and women who are participating in the first year of the primary training in the vocational directions of metal engineering, systems engineering, car engineering, construction engineering, woodcraft, and catering.*

The educational institutes may for facilities for target group 1, for target group 2, or for both. The additional facilities have a two-fold aim. They are used for supervision,

programme development, or for (coordination) of consultation between teachers, who instruct the pupils involved. They are used to form a separate, smaller group in the framework of an adaptive programme.

In practice it appears that a large number of women and girls are only able to join a technical course through a programme of orientation and adaptation. It also appears that girls and women who choose a technical course need additional supervision and also additional adaptation, especially in the first year of the course.

This is needed to motivate them to continue and complete their training.

### **Project II: Girls and engineering**

The subproject 'Girls and engineering' is aimed at improving the chances for girls to qualify themselves for a technical vocation. It appears that girls who want to exercise a technical occupation, in contrast to boys, often do not have a technical preliminary training. Also, one cannot really assume that girls have acquired basic technical skills in a more general sense. In the training institutes the realization has grown that the participation of girls in technical vocational education requires specific measures.

An important pressure point in the development of projects for girls is the minor participation in technical vocational training. The choice of a technical vocation is still too distant for most girls. The image they have of engineering and of their own possibilities in this sector is hardly fleshed out or simply not real. Therefore the first point of action is the improvement of inflow.

Experience proves in this project that the improvement of inflow of girls into technical training is a process of perseverance, in which the continuity in information and a personal approach are essential. Crucial to the inflow of girls is the possibility of an apprenticeship and employment contract which gives more perspective to employment in the long term. In this way students do not get an employment contract for the duration of the course, but for an indefinite period.

When a girl actually starts on a technical vocational course much attention must be spent on the link between the starting position of a future craftswoman, such as preliminary training and experience, and the demands of the vocation, such as programme and culture of the organization. Not only adaptations to the programme and to the duration of the course are necessary, but also adequate supervision is needed to facilitate girls obtaining the vocational qualification.

Girls who drop out prematurely give reasons that are often connected with the professional culture and acceptance on the shop floor.

Because of this (female) supervisors of girls in technical vocational training call the culture of the vocation a serious hindrance for girls in functioning as a professional. A series of lessons is developed in which themes concerning the professional culture are treated.

Furthermore, after the greater inflow in 1989 -1990 a start is made with the training of girls in groups in different technical sectors. In this manner problems are raised above the personal level, which makes recognition and handling of them possible.

In the project period of 1987 to 1991 there are, in total, ten organizations of branches of industry, 18 educational institutes, and four information organizations involved in the subproject 'Girls and engineering'.

The primary activity of the project relates to;

- 1. inflow promotion*
- 2. adjustments within the training route*
- 3. promotion of expertise*

Sub 1 Based on the first experiences of the involved parties a model is developed for a regional approach to information on engineering for girls. The aim is to align information activities in the region and where possible to undertake joint activities. The product consists of a manual for a target-oriented network, augmented by case histories based on experiences in two test regions. Besides this an introductory programme is developed that enables girls to gain experience in the relevant sector. This makes the choice for a technical vocation easier for the girls to consider.

The inflow activities are aimed not only at potential female pupils, but also at the branch of industry. Various strategies are developed which are aimed at obtaining positions for girls.

Sub 2 In the course year of 1989-1990 five organizations of branches of industry have prepared an introductory programme for implementation. The programme is aimed at increasing the basic skills of girls before they start the practical course. In the following course year 1990-1991 these courses are implemented in other branches of industry. In the meantime teachers from five schools have developed a manual for the entry of women and girls into technical vocational courses.

Sub 3 At the same time in 1987 a group starts, consisting of five organizations of branches of industry and seven schools, which develops a model of supervision for girls in engineering. This development group supplies models for the cooperation between the practical and the theoretical components of the supervision of girls. Furthermore, instruments are developed that may be used to optimize supervision. In the course year of 1990-1991 these instruments are implemented in other branches of industry and other schools.

### **Project III: Women in technical vocations**

As a result of technological as well as demographic developments a great shortage of technically trained personnel threatens to arise on the Dutch labour market. A factor, especially in case of lower levels in industry and trades, adds to this is the poor image of different branches of industry. Based on the small inflow into vocational education the General Trade Association for Crafts expects a great shortage in skilled, technically trained personnel by the end of the eighties. One of the important measures suggested by the trade association, as regards the expected shortage of personnel, is opening up the trade to women.

Aside from the general recommendation to improve the image of the trade, there is an attempt to encourage the participation of girls in technical training and to improve the sexual equality in 'male' trades through directed exemplary projects.

An example of such a project is the initiative of the VAM (Vereniging van Automonteurs = Association of Car Mechanics) to train girls within the framework of BBO. A project is started for the specific recruitment of girls for the trade. A emancipation-worker is appointed especially for this recruitment campaign and five spouses of garage owners are paid two days a week to make contacts with schools and garages. Their task, each in their own region, is to inquire into the willingness of garage owners to employ female car mechanics. Apart from this it is investigated whether the educational instruments used in garages require changes. The 58 girls who participate in the training appear to encounter few physical problems or problems in skills. There are however socially difficult situations such as sexual harassment by colleagues, or customers unwilling to entrust their vehicle to a girl.

*'Monique Spijkers: car mechanic'*

*'You're only doing it to act tough, my mother said ...'*

*"I was attending a domestic science school and wanted to become something different than for example a hairdresser", Monique explains her choice. "My teacher was enthusiastic when I told him I'd like to be a car mechanic. But my mother said: 'You, a car mechanic? You must be mad. Our dad went to work in construction exactly because he didn't make enough as a mechanic. You're only doing it to act tough!'*

*"I was in a class with only boys. At first they saw me as something of an odd one out. Later that changed, but I had to prove myself twice as hard in order to count. By the way, the supervision I got from school was great. The VAM, the Vocational Education for Car Mechanics, employs a female consultant. I could call her if I needed to.*

*Each year there is an outing for all the female car mechanics in the South and West*

*of the Netherlands. Last year for example we went a shock absorber factory in Brussels. We had a nice dinner and talked about the trade. And don't think we talk about tights.*

*At this garage I started out as a holiday help. I did the delivery servicing on new cars. I also put in the radio's. During training there were of course also other jobs. I'm now a qualified mechanic.*

*You used to need a lot of strength to be a mechanic, but not nowadays. There are devices for everything. Sometimes I can do jobs with my thinner fingers that my colleagues just can't.*

*Not only the customers had to get used to me, but of course also my colleagues. And me get used to them... But that phase is behind us now. Though I still have the feeling that I should be at least as good as a boy..."*

*From: Werking no. 1, January 25th 1990.*

### **Results and insights in a project approach**

In the eighties distinct differences in the approach of emancipation become clear and measurable effects may be observed. This is a result of, amongst others, the specific emancipation policy in vocational education.

The participation of girls in BBO has increased from 14,000 (20%) in 1981 to more than 30,000 (25%) in 1989. There is also a transition of girls to advanced courses within vocational education. In 1981 there are hardly any girls in the technical courses in BBO, by 1989 the number has increased to over 2,000.

The important strategy in the stimulation of processes of change in field of educational emancipation is to work from an experiment toward an institutionalized framework and from the creation of a supportive base to the demonstration of economic necessity. The inflow of women into the labour market must therefor begin through a specific project. Within such a project special attention may be given to properties and attitudes of the target groups. Important in this phase is obtaining an adequate basis of support from other institutes and organizations. It happens in the Netherlands that experimental projects are impeded by the territoriality of existing institutes and organizations. Cooperation with such organizations is a critical factor for success.

The future of experimental projects must become visible through the provision of innovative products, that must in turn be put to use elsewhere in aid of specific groups on the labour market. In this it is important that an experiment is institutionalized within the policy of an organization. Therefor it is of importance to employ, apart from the project leader who is methodologically oriented, a project manager. This official must function strategically within the standing organization. Finally, an important line of action in strategy is not to doctor the structural side of the

organization immediately, but to take care that emancipation becomes an intrinsic part of the current policy of that organization.

There is an increased participation of women and girls in non-traditional vocational training, a greater yield of the training, and an improved throughflow. Projects are succeeding in increasing self-confidence of women and girls within their vocation. In this way a programme of requirements for the female professional is developed in the emancipation programmes. It is an image of specific demands made on women and girls by vocational practice.

This means that there is a structural change in educational instruments and that a different approach is required within training. The projects have succeeded in translating general points of departure in non-traditional vocational training into tangible aids which teachers and counsellors may use. In the starting phase all attention is paid to the development of transition programmes or one single piece of teaching material. The trick is to keep in mind the relation to the training as a whole and the broad approach for the organization of emancipation and the professional woman.

### **3.3. Women's vocational schools and new technology**

#### **Merits of the women's movement**

Of crucial importance to the development of specific education for women in (new) technology in the Netherlands is the founding of the vocational schools for women. These schools started from women's groups within the trade union movement and in a later phase of their development were imbedded in the formal frameworks of government policy.

The method of these schools is a unique example of the way in which through the needs of adult women parts of the labour market are forced open in which women have long been under-represented. In this chapter we will deal with the effect and the merits of the vocational schools for women.

#### **Vocational schools for women in figures**

In the period from 1984 to 1986 nine vocational schools for women are founded all over the Netherlands. They are schools with the goal of offering women (returners) of 25 years and older<sup>2</sup> a vocational training with which they may achieve a position on the labour market. The schools are especially meant for women with insufficient or superseded qualifications.

<sup>2</sup> *For migrant women a lower age limit is used. Differences in culture make it possible to see migrant women - especially Turkish and Moroccan women - of around 20 years old as women returners.*

From the beginning until now about 8,000 women have taken a course at one of these schools. Compared to others institutes for vocational training a considerable number of the students is from migrant descent, i.e. about 30%. Nine out of ten students have, at the time they start at the women's vocational school, an education at or lower than junior secondary vocational level. Most students, namely seven out of ten, combine attending a course with the care of their children.

The courses have in common that they offer a good chance of employment or further specialization: 80% of students find a job or attend an advanced course.

### **Start of an experiment**

At the beginning of the eighties a number of women of the Vrouwenbond FNV (the Women's Union part of the Federatie van Nederlandse Vakverenigingen = Federation of Dutch Trade Unions) develop ideas on ways of increasing women's participation on the Dutch labour market. The Women's Union concluded that, though women 'left the house' through projects in social training such as the women-and-society courses, this did not necessarily lead to greater labour participation of women. Pressure points, as regards vocational training as well as the labour market, make it difficult for women who want to return to work to do so.

In order to achieve the greater labour participation of women, a number of practical hindrances must be dealt with, such as day care for children and part-time training, and a labour market policy attuned to women's needs, such as breaking into non-traditional sectors and target figures for vocational education, must be put into operation. The initiators think it important to deal with both aspects, the educational needs of women and prospects on the regional labour market, fully and at the same time. From this background the idea for the vocational school for women is developed.

The greatest obstacle in the realization of the idea has been the funding. Only after a promise of subsidy by the European Social Fund (ESF), did the national Ministry for Social Affairs fork out. In that period there is a separation from the Women's Union, and the development of ideas on vocational education for women develops independently.

The experiment of the vocational schools for women, based on a contract for one year, has started. In September 1984, after a year of preparation, the first school, the Alida de Jong School, opens its gates. Utrecht is chosen for the location of the first vocational school for women, because of the central position of this city within the Netherlands. In the following years schools are opened in Assen, Zaandam, The Hague, Middelburg, Tilburg, Amsterdam, Leiden, and Nijmegen.

### **A formula that works**

The removal of hindrances that make it difficult for women returners to follow a vocational course has developed into an own formula of the women's vocational schools. This own formula relates to the contents of training, the didactics used, the supervision during the route, and the necessary preconditions.

The contents of training depends on the availability of employment in the region. Before a vocational school for women starts a particular course, the prospects of employment are checked. After all, women returners want to get back work as soon as possible with the aid of the training. It is tried as much as possible to unite theory and practice in the course, e.g. by including a period of work placement in the course. The sectors for which the women's vocational schools provide a course are very diverse. There are courses for the printing trade, in information technology, in retail trade or for medical receptionist, or for mechanical engineering draughtsman. Many courses are developed by the women's vocational schools themselves, sometimes in cooperation with other educational institutes such as schools under the apprenticeship system.

The courses have an innovative nature: they are directed toward modern technology and toward sectors in which women have traditionally been under-represented. In the past period the schools have developed 40 new courses, of which a number specially for migrant women.

The formula of the women's vocational schools appear to be just as effective for these target groups. For example, in Utrecht a medical receptionist course was developed for Turkish and Moroccan women, when it appeared that there was a market in the region. This course is now also available at other vocational schools for women.

Point of departure in the didactics of vocational schools for women is, that the training is built upon that which the women already have in knowledge and experience. Women are prepared in the course for a vocation and for functioning in trade and industry, and on the ability to combine a job with housekeeping and the care for children.

In order to encourage each other, work is done in groups. There is room for additional individual supervision on the route, in which, through progress consultation, a continual check is made. This supervision is not limited to the period of training, but is also relevant to looking for employment. Up to a year after finishing the course there are 'return days' and refresher meetings.

The vocational schools for women create specific preconditions for their students. For example, each school has its day-care centre and school hours and holidays are

adapted to the primary schools' timetable. The courses are as short as possible and are organized on a part-time basis with a maximum of three days of theory and one of practice in each week.

#### **Vocational schools for women on the educational market**

The vocational schools for women have appeared to be a success in the past few years. There is major interest from women, the number of drop-outs is small (10%), and the outflow toward employment and advanced courses is large. Each year 1,500 women are educated at vocational schools for women. For the time being the experimental phase of the vocational schools for women continues until 1994.

For the funding the European Social Fund, in combination with government finances, is still of critical importance. Apart from this, use is made of (temporary) national subsidy measures and international programmes.

At the policy level agreements are made between the Ministry of Social Affairs and Employment, the Ministry of Education and Science, and the vocational schools for women on the intrinsic integration of vocational education for women (or rather: the formula of the vocational schools for women) within regular institutes of education and vocational training. To this end in 1991 a Stimulation Policy for Vocational Education for Women is set up, which creates the possibility of funding so-called national transfer activities and regional spearhead in vocational education for women.

The intrinsic integration is mostly realized through project-based cooperation between vocational schools for women and other educational institutes. In the development of a new course, as well as in its execution all kinds of cooperation are accomplished. In order to stimulate the transfer of experience and expertise, the vocational schools for women recently published the book 'Pas de Deux', in which a number of examples of cooperation projects are reviewed.

Decision-making on the way in which vocational schools and education for women will be organized, takes shape in the very near future.

#### **Broadening the formula**

Talking to the principal of one of the vocational schools for women we look ahead. What are, apart from the form of the organization, the most important issues concerning women's vocational education in the near future?

From within the vocational schools for women there is, on two different front at once, a striving toward a broadening of the concept. The cooperation within projects with other educational institutes contributes to that broadening. Apart from this ideas are

developed to break open more labour market sectors for women and there is thought on ways in which to give - especially migrant - women better supervision in the place of work.

Broadening the inflow is also one of the issues. Attempts are being made to increase the inflow of migrant women. It is also the intention to let go of the distinction between women with and those without paid employment.

Cooperation in an international context is high on the agenda for vocational schools for women. The Dutch vocational schools for women participate in various European programmes, such as IRIS, Eurotechnet, NOW, and Force. Apart from this, contacts are kept with institutes in different countries, including Belgium, Great Britain, Germany, France, Portugal, Italy and the United States of America.

#### **Example of a project approach**

The courses that are developed or have been provided by vocational schools for women have, as stated before, an innovative nature. Innovative in the sense that the course programme did not exist before and because the courses are aimed at specific target groups, in this case adult Dutch and/or migrant women. Courses are aimed at labour market sectors where that target group has until now not been well represented. A contribution is made, as it were, to breaking through horizontal segregation. A search is made for ways of making functions in those sectors attractive for women. This happens for example by giving extended information on the sector and the vocation and by exchanging experiences in the place of work.

Courses are being developed in different technical directions. Examples of these are the courses for lathe operator, offset printer, mechanical engineering draughtsman, supervisor PC users, or advisor on micro computers. For migrant women there are additional, more specific routes, as the position of migrant women on the Dutch labour market knows more difficulties than that of Dutch women. A few of the most prominent points are racial discrimination, the absence of an adequate education, limited knowledge of the Dutch language, and no experience in working in the Netherlands. When we talk about breaking through horizontal segregation for migrant women on the Dutch labour market, we might as well include all labour market sectors!

Below one of the courses developed by the vocational school for women will be presented to the reader. It concerns training in draughtsmanship. This is a fairly new course, as it was only started in 1991<sup>3</sup>.

### **THE DRAUGHTSMANSHIP COURSE**

#### **The initiative**

The 'developer of new courses' at the Alida de Jong School has learnt from experience where new functions for women can be found in engineering: *'In sectors where new technology is applied, there is great demand for technically skilled personnel, especially in functions that are attractive to women. The building trade is one such area and moreover only 1% of employees in the building trade are women.'*

For the Bouw en Houtbond FNV (the Building, Wood and Timber Industry Trade Union of the FNV) and the Alida de Jong School this was the reason for examining the different functions in the building trade. In this way came across the function of draughtsman CAD (Computer Aided Design). A function at MTS (Middelbare Technische School = senior technical vocational school) level, a full-time course at an MTS that is simply not feasible for many women. Women returners want to get to work quickly and three or four years of full-time education is too long and too much. A course for women returners must be short and on a part-time basis in order to be successful. The result is a course of one and a half year and of three days a week, in which the women are trained for a starting function. Contacts with potential employers have indicated that engineering, architect's, and building firms are greatly interested in personnel with that level of training. The qualified women can later, next to their job, obtain the full MTS qualification and 'grow' in their place of employment.

#### **Preparation**

Different partners were required to realize this plan. Fairly quickly it appeared that the Ir. A.J. Versfelt MTS and the Vocational Training Centre for technical vocations were willing to participate.

The steering committee and the project group started preparations in 1990. In an early stage the teachers and all others responsible were involved in the set-up of the course. The resulted in a broad

<sup>3</sup> *The course in draughtsmanship as provide by the vocational school for women is an example of collaboration between vocational schools for women and other educational institutes. The text in this example is from 'Pas de Deux', published in 1992 by the vocational schools for women.*

platform of support in the various institutes. All those involved put much time and creativeness into the educational adaptation and structuring of the shortened course. Through good deliberation they succeeded and of course that deliberation remains necessary, especially for the first course, which started in 1991.

- The money** The course is financed by PAS funds (through the Ministry of Education and Science), by the KRA (Kaderregeling Arbeidsaanpassing = Framework Regulations for the Adaptation of Labour, through Employment Policy) and subsidies have been applied for with the European Social Fund.
- Project set-up** In the organization of the project account is taken of forms of consultation that are necessary. There is regular consultation with the teachers carrying out the training and in that technical harmonization and supervision of the students come up for discussion.  
A steering committee, consisting of board members of the different educational institutes, determines policy for the project. A project group, for which the institutes have each supplied two employees, gives advice on policy and is responsible for realization of the project.
- Recruitment** After a few recruitment actions the interest of women appeared enormous. There were entrance interviews with all interested women, in which they were specifically asked about their motivation. Additionally, a test was used to obtain an impression of the woman's technical and three-dimensional skills, and her mathematical aptitude. Based on this information a positive or negative advice on admission was given.
- Course plan** Before the course proper starts, all women are obliged to take a preparatory programme of two months, in which they receive tutoring in mathematics, physics, computer science, an orientation on techniques in the building trade, and the subject of training and supervision.  
Practical training takes up one third of the actual course and is provided by the Centre for Vocational Training. Practical lessons are given in two groups of about ten students. At the end of the course a period of work placement is included.

At the MTS the women receive the theory of drawing, construction, mechanics, drawing with CAD-systems, mathematics, and physics.

The Alida de Jong School gives the lessons in computer science (basic knowledge and implementation), business communication, and the subject of training and supervision.

The lessons are given to groups of about 20 students and are from 9 am to 4 pm. Periods coinciding with primary school holidays are free from lessons. Day-care for children up to four years old is provided at the Alida de Jong School.

The course is concluded with an examination in two subjects of the MTS-qualification and a course certificate from the collaborating institutes.

The follow-up - enabling women to obtain the complete MTS-qualification under good conditions - is in preparation.

**Future**

The brand-new draughtsman CAD course is unique. Never before was it possible to train women for functions at this (middle management) level in the building trade. The initiative has now already been fruitful. The MTS and the Alida de Jong School are discussing the possibilities of shortening and making other MTS courses more accessible.

Prospects for employment are hopeful. The coordinator of the project states: 'Employers and employees are both represented in the Bouw Vak Werk ('Building-Vocation-Employment'). We have good contacts with that organization and that makes the entrance onto the labour market after the course easier for women.' Plans for starting a new group are in preparation.

### **3.4. Making a career in non-traditional occupations**

#### **Mapping out one's own route**

Let us state the obvious: it is not easy for women to make a career in sectors and vocations in which women are traditionally under-represented. But still they are there: the *rara avis*, the woman at or near the top of businesses and organizations where that is very unusual; the women who have broken through the vertical segregation and take up a leading position in a sector in which women traditionally stay caught in the lower ranks.

There are also women who choose a career in which very few women are to be found, such as the building trade or another technical sector. In this way they break through the horizontal segregation.

In this paragraph we will give insight into the way in which in the Netherlands attempts are made to break open horizontal and vertical segregation. Sometimes this concerns individual strategies, at other times the actions have a more project- or business-oriented character. This is embedded in a policy of positive action. Often it concerns a mixture of both and women make use of networks and committees when convenient and they map out their own route where possible. A number of these strategies are illustrated in this paragraph. After this we will finish by dealing with a few critical factors for success. What is needed to optimize the chance of success of positive action policy.

#### **Which parties play a part?**

In the Netherlands during the past ten years experience has been accumulated as regards the development and execution of plans in businesses and organizations with the aim of improving career prospects for women. Under the heading 'positive action' a broad spectrum of specific measures has been put into practice. In this process a number of parties play a more or less decisive role. The following are the most important parties:

#### *Businesses*

In the end, the implementation of positive action policy takes place within a business, therefore businesses take a critical position in the realization of a policy aimed at improving the career prospects of women.

Within a business an important part may be played by the OR (Ondernemingsraad = employees' council), as representatives of the employees. In accordance with article 28 sub 3 of the OR Act it is possible to instate an emancipation committee. Both this and the OR are formal discussion partners of management.

#### *Government*

The government plays a part at the side-line: within the framework of the Act on Equal Opportunities for Men and Women the government restricts itself mainly to stimulation and information, there hardly any guiding policy.

There are campaigns in which employers are encouraged, through leaflets and posters, to employ women in jobs in which they are under-represented, as for example in the campaign 'Vrouwen gezocht voor mannenwerk' ('Wanted: women for men's jobs'), or in which women, through television spots and magazine advertisements are invited to choose technically oriented subjects and careers, as in the campaign 'Kies exact!' ('Choose science!').

### *Employers' organizations and trade unions*

Through negotiations between employers' organizations and trade unions on the collective labour agreement, general settlements are made concerning positive action policy at the level of branches of industry. In this way especially trade union can steer positive action policy. Aside from this, trade unions have their own policy in which improvement of the employment prospects of women can find a place. For instance, the Women's Union initiated the vocational schools for women. The separate, branch-oriented unions have their own target group policy and often participate in various training and employment projects for women. Employers' organizations, organized at branch or sector level, have other channels through which target group policy is implemented. This policy is often connected with problem areas in availability of personnel. The are funds in which the resources for education for a particular branch of industry are administered. Through these funds there is, often in collaboration with the trade unions and employment agencies, participation in training projects for women.

### *Women's groups*

Women's groups, whether or not organized in a emancipation committee or a women's network, usually prompt the development of a positive action policy within their business. But the struggle for emancipation is rarely the ground on which things are based: 'The motives of businesses to adopt a positive action plan mostly concern business economics. Grounds such as a shortage of personnel in managerial, computing and business-specific functions, the use of female potential, and a preference for women in certain functions, because of specific 'feminine' qualities such as organizational talents and social skills, are brought forward.'<sup>4</sup>

### **Actual measures**

Measures in positive action policy may be classified in three groups. These groups are connected with the 'type' of policy that is executed: is it concerned with increasing the inflow of women, with the improvement of throughflow of women within the business, or with reducing the outflow of women from the business?

The tabel below gives an overview of the measures as used in businesses with a positive action policy in the Netherlands over the past years. There is overlapping, as certain measures increase inflow as well as reduce outflow. One may think the advantages of good day-care for children.

<sup>4</sup> From: *Loopbanen van vrouwen; an article by K.G. Tijdens and P.A. de Ru in the Tijdschrift voor Arbeidsvraagstukken, volume 4, 1988, pages 8/17.*

## Overview of measures in the framework of positive action policy for women

IMPROVING INFLOW	ENCOURAGING THROUGHFLOW	REDUCING OUTFLOW
using target figures	training	day-care for children
cluster-recruiting	career guidance	maternity leave
targeted advertisements	trainee-routes	guaranteed returns after childbirth/ unpaid leave
part-time jobs		
selection criterions aimed at social skills and/or intuition		
information meetings		
day-care for children		

From the experiences with positive action policy in the Netherlands one may conclude the positive results are not always applicable to the whole business. For instance, a business may contract more women, but because no measures have been taken to reduce outflow, the net result remains the same. Or, women are employed, but only in the lower, supportive functions. As measures aimed at throughflow are not present, this does not make us any happier. Apart from this, the discussion who is responsible for day-care for children in the Netherlands has still not provided any clear answers.

Research renders five ways along which the results of positive action may be improved<sup>5</sup>:

1. *Do not use target figures globally, for a business, but for each function group. The organization is then forced to find women for function groups in which they are under-represented.*
2. *Temporarily aim for more than equal engagement of women (75 or 90%) for the selected functions. This will compensate the outflow of women. Measures that reduce outflow remain necessary.*
3. *In planning positive action policy use a clear phasing and review financial consequences. This increases the feasibility of plans.*

<sup>5</sup> *These points are from the article *Loopbanen van vrouwen* by K. Tijdens and P. de Ru (see previous footnote), and augmented with information from the *Evaluatie stimuleringsregeling positieve actie voor vrouwen (interim report 1990)*; a publication of the Ministry of Social Affairs and Employment.*

4. *Provide an organizational structure which 'dead-end jobs' is avoided as much as possible.*

5. *Demand an active attitude from the government. An example of this is the Encouragement Regulation for Positive Action for Women that was established by the Ministry for Social Affairs in 1988 for the period 1988-1992. The aim of this regulation is, by way of subsidies (for e.g. performing positive action research or employing a positive action supervisor) for employment organizations, to 'encourage the realization of positive action programmes for women'. An evaluation shows that especially municipal council made use of this measure.*

### **Examples of strategies**

Here we describe the approach and activities of three situations, in which different strategies are employed by women in order to get access to non-traditional positions.

#### *Example I: A collective strategy from a statutory framework*

This concerns the approach of the emancipation committee of the KLM in 1985. The emancipation committee sprang from the initiative of a female member of the central employees' council, who sends a brochure titled 'women and participation' all female members of the employees' councils. The brochure is accompanied by the request to examine to which extent the issues and problem areas discussed in the brochure are of importance to the situation in the women's own organizations.

With eight women, who respond to the request, a meeting is organized. During that first meeting of women in the company the differences in treatment of women and men in the company are taken stock of. A report, made of this meeting, is put on the agenda of the next meeting of the employees' council.

In the meeting of the employees' council two issues are of importance that immediately lead to the instating of an emancipation committee by the council. First, the social annual report of 1984 is discussed.

From the personnel figures in that report the view arises that women are primarily situated at the lower levels within the organization and are badly under-represented in functions at a technical or managerial level.

Secondly, a member of the Board of Commissioners attends the meeting. He defends the position that the company may not be passive as regards the social development that an increasing number of women want to participate on the labour market. He also support the proposal of a member of the employees' council, that asks the board of managers to, in the case of equal suitability, give preference to female applicants.

The response to the council's proposal is a three-line refusal. This negative answer from the board of managers gives occasion to the council to instate a separate

committee on 'emancipation affairs'.

In the appointment of the emancipation committee, as well as in the drafting of its task, use is made of the employees' council's powers as regulated in the Act on Employees' Councils. In article 28 sub 3 the task is assigned to the council, passively, as well as actively, to oppose any occurring kind of discrimination. Furthermore, article 15 enable the council to delegate to a separate committee any issues that require further attention. With a broad platform of support in the company in mind, the emancipation committee make up out of fifteen members, thirteen women and two men, originating in different parts of the business. The head of the department for personnel and training is named the contact between the emancipation committee and the board of managers. The committee is set the task of putting together a policy plan that contains an analysis of the staff relations in the company and of giving recommendations on the emancipation policy to be pursued.

Shortly after its instatement the emancipation committee gets permission to make use of its right to training as laid down in the Act on Employees' Councils. A three-day course in 'positive action' is used to:

- *develop a strategy to shape the discussion on emancipation policy in the company and to exchange experiences with other businesses;*
- *determine the contents of the policy plan.*

The strategy consists of a dual approach. After the completion of the emancipation policy plan of the emancipation committee the board of managers will be pressed to give a statement of intent. If this centre of power shows no willingness to offer equal opportunities in the organization, no one will be willing. Secondly, the emancipation committee tries, through the employees' council and its supporters, to ensure as broad a platform of support within the organization as possible. The conclusion is that removal of the arrears of women is a long road, that cannot be attained by applying pressure. The emancipation committee wants to appeal to the sense of moral indignation over the casualness that continues the unequal distribution of functions of men and women.

Detailing the contents of the policy plan requires another half year before all the information has been gathered and analyzed and the plan, along with proposals, can be presented. The suggested measures are in the area of: personnel planning, recruitment and selection, education and training, day-care for children, emancipation expertise, opposing sexual harassment.

The chairwoman remarks, at the presentation of the plan, that she has learnt that if you want bring about something, it is important that you have well-founded

arguments, but also that you must know who to approach and at what time to present a proposal.

When we look back at the realization of emancipation policy within KLM and the contribution of the emancipation committee to this, three factors critical to success can be pointed out:

1. Consensus between the emancipation committee and the board of managers that results from the acceptance that there are unjust differences, a result of historical factors, in the positions of men and women in the organization. From the side of management a business-like approach is taken that is based on social developments, which, from the viewpoint of good social policy and industrial relations, cannot be ignored. In the arguments of the emancipation committee there are the considerations of moral justice and the involvement in the position of women in society. However, both are of the opinion that special measures are required and justified in order to reduce the arrears of women in the organization.
2. The solid method of the emancipation committee, combined with the strategy of the dual approach gained the committee many positive reactions, which makes it more difficult for the board to react negatively.
3. The large number of different ways which the committee uses to attain its goal. In this use is made of: the statutory possibilities of the Act on Employees' Councils, informal contacts through lobbies and probing of opinions, use existing structures for discussion and decision-making, external experts and information sources, publications on the progress and realization of emancipation.

Source: 'Emancipatie in bedrijf'.

Doorstroming van vrouwen in het bedrijfsleven II: research report, 1988.

*Example II: A collective strategy by managerial staff*

The Women's Network at the NMB/Postbank started as a result of an interview in the magazine *Vrouw & Bedrijf* with Mr. van Maanen, member of the board of directors of the organization. Consultation with him and several female employees of the organization, including the emancipation worker, formed the initiative to the setting up of the network. The conclusion is that the interest of women is served, as well as that of the bank, by the founding of a women's network.

During the first phase of the Women's Network the previously mentioned employees form the 'Initiative Group NMB/Postbank Women's Network' which brainstorms on a number of basic principles. Must it be connected to the existing department for

emancipation affairs? Which radiation must the Network have in its own organization? In this phase the Women's Network is supported by the Emancipation Desk of the organization.

Aim of the Network is to offer an inspiring environment to NMB/Postbank women and to encourage them in the throughflow to high(er) functions within the NMB/Postbank Group. In order to realize this aim it is important that the Women's Network requires a professional image. This in order to prevent the 'threatened species syndrome'. Their maxim is therefor: Professional networking, not a luxury, but a necessity!

The Network is principally aimed at all NMB/Postbank women who are career-minded, women who aspire to high(er) function in their own organization.

At the first official meeting of the Network in January 1991, more than 200 women are present. The Initiative Group has launched the founding of the Network, now a practical interpretation is required

for this organization. A number of the women present organize themselves into four committees with each its own field of concern:

- 1. Organisation: makes proposals as regards statutes, administrative structure, and organization of the Network;*
- 2. Communications and publicity: takes care of newsletters, bulletins, and the magazine and is concerned with developing a style for the organization,*
- 3. Events: is concerned with the organization of central meetings;*
- 4. Research: makes a survey amongst women who sign up for the Network.*

Initially, the Network will not follow the strategy of influencing the organization's policy. The Emancipation Committee of the organization is seen as the most formal medium for this. In the Network a quantifiable goal is not used, but rather the aim of forming a platform with an inspiring function. Keyword in this strategy is 'pragmatic', in which factors that can be influenced within the setting of the bank are sought out. For the Network it is important that women stress factors that they themselves can influence in order to 'grow' within the bank.

The questions which women have are vary from: I have been working within this organization for several years now, what is the next step? I am too qualified for the job I am doing. How can I change that? How can I combine a career with having children? Am I able to fulfil an executive function? In answering these questions the following questions and steps arise: Who am I?; What do I want?; In what branches would I like to work?; Which rout can I take?; Will I achieve my goal? Four issues are important for further review: training, employment history, sidelines, and future.

Central to the activities of the Network is the organization of events at which, on the one hand, specific themes may be discussed, such as 'A career at the bank; opportunities and threats'. On the other hand, these events are for mutual, informal contacts, in which information may be exchanged and the foundation be laid for sub-networks.

One of these sub-network is that of female management and information consultants. The aim of this sub-network is the making and keeping of contacts. The targeted result is conversation partners, that may benefit one's job, as well as one's own career and personal development. Deepening and broadening of insight in formal and informal organization and the way a woman functions in it. The approach is not different from the larger Network within the bank, organizing meetings to in form each other, holding thematic meetings, and visiting relevant parts of the organization.

The statements and promise of facilities by the Board of Directors is seen as an important critical factor for success. The pragmatic approach and the professional image are other factors for success. Aside from this, there is within the bank a clear potential of women, but also of men, from the fifties and sixties, who see their ambition for growth frustrated by a generation that entered the organization in the fifties and sixties. Finally, the Network culture fits close with the culture of the organization, initiative always lies within yourself. You must take charge, even if your not in an executive function.

Source: NMB/Postbank Women's Network: Mrs. Anita van Oss Information Bulletin of the Women's Network

*Example III: An individual strategy in a non-traditional sector*

Though she was stigmatized as a personnel manager, Tienke Koning works as a manager in an engineering setting. After studying business administration and having worked with Douwe Egberts and AKZO, she is now manager of operational acquisition with Fokker. This department takes care of the supply of aircraft parts, which are delivered outside the company. A complicated process, as every customer has his own specific wishes and demands, while the supply of external parts must be fit into the production process in time.

In Tienke Koning's department there are 43 people, of which the top layer have a HTS or TU background, while the people who actually produce have a MAVO background, supplemented by specific (vocational) training.

Connections with the employment prospects for women lies in the personal career route of Tienke Koning, the development of a network and its radiation, a stimulant

for female colleagues.

Until now it has proved difficult for a company such as Fokker to find women with a TU background. In her information and publicity presentation Tienke notices that women have the idea that they have to run the gauntlet, because you have little back-up and there is quick insight when making mistakes. Though it is not easy to remove such prejudice, women still have their reservations to actually go and work in such an environment. Furthermore it takes years before enough knowledge is acquired on the primary process of the organization. As a result of this career paths at Fokker take a reasonable amount of time. Not every woman aspires to such an approach, when the development of employment perspectives are concerned.

Tienke herself always aspired to a function with a company that had a definite image. Though she started with a non-engineering background in an environment with TU-ers and began in a staff function, she have achieved a place in the line. Important in this was the support she could organize in a women's network. First locally and later nationally she could gather support and information through the women's network for the support of her functioning.

The filling of such a functional place by a woman seems to her like pioneering. In addition, making a mistake is easily seen within the organization, which increases the sense of insecurity.

In the beginning her department was uneasy about woman manager. Now it is seen as an advantage, because of the interest for a woman in such a post, the department itself is now a centre of interest. In handling opposition and prejudice you must each time reconsider the strategy to be followed, according to Tienke. In lower functions the fact counts that there are many positions and little competition, while in higher functions that there are few positions and much competition is a truism.

In performing in a function it important to recognize that there is a difference between being right and being agreed with; to know what you are worth and to be appreciated for it; to bring the right things to someone's attention at the right moment; to not be provoked when you are approached rejectively.

The higher you get in the hierarchical line and the farther you are in your career the more the surplus value of women's network decreases. In the initial period you can get much and make use of the experiences and insights of others. Later you develop more into a bringer of information, which lessens the advantages. For this reason she became member of the Rotary in order to organize support as a mentor and a sounding board in taking strategic decisions. Inward Tienke tries to in turn stimulate women in their qualities and to function as oracle and mentor. Necessary of course is

that women and girls themselves are willing and are prepared to recognize that having a job is more than being at the company from half past eight to half past four.

Within Fokker the development of a policy of recruiting more women in the future is being studied. Initially this concerns lower functions for the benefit of women returners. This of course entails an adjustment of secondary terms of employment, but also that service facilities outside the company must be better suited to working people in general.

Critical success factor in the above story is in the first place personal ambition. The sense of self-respect and ability to raise the right issues at the right time. But also the way in which support in throughflow is organized. The moment that more is given to than is taken from a network, a new, additional network is looked for. Finally, not only the subject-oriented education and training may be mentioned, but also the training aimed at increasing social skills.

#### 4. EXPECTATIONS FOR THE FUTURE AND POINTS OF INTEREST FOR OTHER EC MEMBER STATES

##### 4.1. Two-fold arrears in the eighties

The labour market situation for women in the Netherlands, because of a low labour market participation, even less prosperous than in other EC member states. Though the labour market participation has improved compared to other EC member states, the Netherlands still take up an inferior position.

If we examine the quality of employment for women in the Netherlands, we see that it is not much different from other EC member states. In the Netherlands employment is also concentrated in a few sectors and at the menial of labour organizations. As in other EC member states there is horizontal and vertical segregation. In this respect women on the labour market in the Netherlands are on two-fold arrears. First, a low labour market participation and secondly, horizontal and vertical professional segregation.

From these facts and the rising wave of emancipation from the seventies, that cannot smoothly pass the inflow of women and girls onto the labour market, the government formulates new policy frameworks. The central goals in educational emancipation policy of the eighties may be reduced to three items:

1. *Equal participation of women and girls in all types of education;*
2. *Structural changes in educational possibilities and the organization of education;*
3. *Breaking through traditional imagery in education.*

Emancipation so becomes a social issue that must take shape within the organization of education. The initial strategic situation for women and girls in education, at the beginning of the eighties, may be described as;

- \* *looking for general arrears of the target group;*
- \* *making that what is invisible, the cause of the arrears, visible to the wider public;*
- \* *approaching the issue, from the established of the arrears, not solution-oriented, but problem-oriented, so that resistance against forms of renewal are minimized;*
- \* *broadening and integrating new insights in existing organizations, so that consensus may occur on the direction of the solution;*

#### 4.2. Findings on educational emancipation

Much has changed in vocational education for women and girls, which not only has increased the inflow on the labour market, but also the throughflow within labour organizations themselves underwent a process of change.

Not only have there been changes in the possibilities and the traditional imagery of regular education. From an 'educational' opposition even new educational organisation has developed, the vocational schools for women. Besides this, through this same movement in the area of career counselling the Woman and Work Centres developed, which made a differentiated approach to the target group possible.

Intrinsic changes within regular education range from surveying problem areas to the development of nationally useable instruments to resolve those problems in the beginning of the eighties. To the spreading of these instruments and the enlarging of expertise in the area of vocational training for women in the second half of the eighties. Examples of such instruments vary from adaptive programmes to enhance accessibility of technical courses for women and girls. To establishing supervision programmes for the set-up of work placements and excursions.

An important difference with the initial years of educational emancipation are the actual goals, target figures and measurable results which are now connected with educational emancipation. The 1981 priority, to give attention to breaking down traditional imagery and consciousness-raising in education, seems far away in the nineties. The government can no longer suffice with pointing out the general aim of 'women and girls' for educational emancipation policy. The insight grows in due course that each category requires a policy 'to measure', which enables differentiation in approach and method for the target group. This goes for women and girls, as well as for the migrant women and girls amongst them.

The government starts educational emancipation with specific projects in order to remove arrears and to make educational institutes more sensitive to emancipation. Halfway, there is a change through the pursuit of making emancipation a fixed and routine part, the 'aspect policy', of the policy of all educational institutes. The policy directive in specific projects is still the government that works through a national ordering programme, in the aspect policy the government works much more at a distance and tries to stimulate institutes to develop their own active emancipation policy. In both types of policy there is the criticism that too few demands are made on the results of emancipation policy. In the project policy there is too little demand for actual products and condition for implementation in existing organizations. In the aspect policy too few prerequisites are made on institutes and organizations to shape a clear emancipation policy within the complete policy.

#### **4.3. Future developments**

The accent of the steering philosophy as regards educational emancipation no longer lays with a policy that takes shape through central project steering. But much more with the encouragement of the innovative potential of educational institutes by ways of global steering and incentives. In the nineties the government will no longer itself initiate emancipation projects, but challenge the educational institutes to do so.

The Ministry of Education can supply schools with a renewal budget by way of the BVE (Beroepsgerichte Volwasseneneducatie = Vocation-oriented education), if they are willing to take part in educational emancipation. Educational organizations only get funds if they adopt emancipatory goals in the general policy plan and indicate their aims as regards educational emancipation.

Educational organizations that are able to adapt to social circumstances and innovation will be rewarded for that in future. In realizing the emancipation goals the following five issues are of importance to BVE:

- 1. an integrated emancipation policy for all of the educational institute;*
- 2. stimulating efforts for vocational qualifications for girls;*
- 3. improving the position of female personnel in the educational organization;*
- 4. stimulating a cultural change as regards prevailing standards and values;*
- 5. broadening insights and experience in aid of third parties by way of a system of transfer.*

Besides newly formulated goals, two out of the three central goals of the eighties remain explicitly on the agenda for educational emancipation. The imagery and the structural changes in the organization of education. The strategies and models from trade and industry, for breaking through vertical vocational segregation, will still be topical in educational institutes in the nineties. Apart from that there is the intention to integrate the institutes and merits of the 'educational' opposition, the vocational schools for women and the Woman and Work Centres, into existing organizations. Whether this will curb the innovative potential, as regards educational emancipation, is still unclear at this moment.

#### **4.4. Primary points of interest for other EC member states**

Though they have not been treated in this booklet, educational emancipation in the Netherlands cannot be separated from other specific social developments in the field of emancipation. Despite this, a number of general statements may be made on the development of the Dutch situation, which may be of importance to other EC member states.

First, it is important to ensure that an insight is developed in the arrears of the target group. What has, until then, been socially invisible must be made visible.

Secondly, there must be a problem-oriented approach, without being solution-oriented at the same time. Actual solutions effect resistance to changes. Furthermore they do not give space to other parties to enlarge consciousness, but sooner detract attention from learning to 'think along' and developing a specific vision on the problem area.

Thirdly, central government must be influenced into creating policy frameworks, based on which an operational policy may be set up. Formulating emancipatory goals from a general political framework enhance the basis of support and the legitimacy in society.

Fourthly, in the development of educational emancipation policy there must be a coherent and structural policy. Ad hoc projects are not enough for a coherent emancipation policy. There must be central steering elements and a structure for consultation in order to transfer product of process of change to existing organizations, in which implementation must be guarded.

Fifthly, the development of educational emancipation is characterized by a strategy of innovation, in which three must be actual, operational goals. During the development 'emancipation products' must be shown regularly in order to broaden the basis of support on the one hand, and to strengthen the emancipation movement on the other. Of importance in this is a good emancipation infrastructure and the necessity of furthering expertise.

Sixthly, the shape of educational emancipation is very dependent on the developmental phase of the organization. Preceding actual operational emancipation goals is the rendering sensitive to emancipation, through clarifying the arrears of the target group, is an important phase. Besides this actual emancipation goals are formulated by:

1. *inflow: information, career counselling and preparation;*
2. *throughflow: programme development, programming education, supervision, furthering expertise of teaching staff;*
3. *outflow: work placement supervision, information for employers, follow-up for students.*

The products of the emancipation goals must be translated to the existing organization and become part of current policy.

Finally, emancipation goals must be representable in actual, measurable results as regards inflow, throughflow, and outflow of numbers of women and girls in all types of education.