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Expert meeting on the role of the associations of
migrant workers in the education and training
of migrant workers and their families

Unesco, Paris, 17-21 July 1978

Survey on the expectations and aspirations of migrant
workers in the field of education and training

Prepared by

Fundação Cuidar o Futuro
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at the request of

The Netherlands National Commission for Unesco

ED-78/CONF.630/COL.3)



IN THE COURT OF
THE STATE OF TEXAS
COUNTY OF DALLAS

Plaintiff: [Name]
vs.
Defendant: [Name]

WHEREAS [Name] is the author of the
scientific and cultural work known as

Report on the role of the scientific
method in the education and training
of elementary school and high school

Chicago, Illinois, 1923

It is the policy of the State of Texas
to encourage the development of scientific
work in the field of education and training

prepared by

Fundação Cuidar o Futuro

at the request of

The National Education Commission for Texas

(S. 1923, C. 10)



Introduction

Initially the arrival of migrants in the Netherlands did not cause much of a stir, owing to the fact that the Dutch population was used to seeing "other" faces in society. Dutch society has been mixed ever since the time the Netherlands possessed colonies and, besides that, special influences caused an influx of foreigners in varying numbers throughout several years. For instance, in the pre-World War II years a substantial number of Chinese settled in the Netherlands, especially in the towns, and the persecution of the Jews in Germany caused many German Jews to enter the country in the thirties. The first migrant workers came to the Netherlands just before the war.

A rather unusual phenomenon occurred in the Netherlands just after 1945: the emigration of Dutchmen. Farmers in particular who had little hope for the future left for Canada, Australia and New Zealand. These countries also attracted immigrants from other parts of Europe, particularly farmers who, like their Dutch counterparts, did not consider opportunities at home to be very good. Dutch wage-earners too took the boat for one of the above countries.

I am not mentioning this fact merely for interest's sake. The arrival of migrant workers in the Netherlands started in earnest at the same time as Dutch self-employed and wage-earners were leaving the country. Many newspaper and magazine articles and cartoons poked fun at the very busy schedule of Dutch Ministers who after waving goodbye to a ship full of emigrants had to rush to some place to arrange for the arrival of migrant workers. During the same period the Indonesian declaration of independence caused Dutch citizens residing in Indonesia to return to the Netherlands and many Indonesian Dutch to prefer settling in the Netherlands to remaining in Indonesia.

It was quite a long time after that before the Netherlands attracted foreign workers or at least in significant numbers. The Netherlands lagged behind other European countries where many migrant workers went. As we have already mentioned there were limited numbers of foreign workers in the Netherlands before the war but in the middle of the 1950's workers from Yugoslavia were the first to find employment as foreign workers in the coal-mines of the Limburg Province. In the next few years the Italians became the largest group of foreign workers, which they remained until December 1962. The table below shows the increase in foreign workers in recent years. It should however be noted that as a result of the Treaty of Rome, Italians are no longer considered to be migrant workers, since residents of EEC countries can move freely within the EEC.

	<u>December 1959</u>	<u>December 1969</u>	<u>January 1977</u>
Italians	1,884	9,000	20,111
Spaniards	68	12,543	27,798
Portuguese	17	2,174	8,801
Yugoslavs	239	2,860	13,028
Greeks	74	1,497	4,081
Turks	9	15,483	79,483
Moroccans	3	14,889	44,421
Tunisians	-	-	1,420

Although the Netherlands continued to lag behind other European countries in recruiting foreign labour, the growth of foreign worker potential has nevertheless been substantial. The greater influx of migrant workers may be attributed to the recruitment agreements concluded with Spain (1961), Turkey (1964), Greece (1966), Morocco (1969) and Yugoslavia (1971), and the workers' own initiative in coming to the Netherlands from those and other countries. It should not be forgotten that there are tens of thousands of foreigners in the Netherlands who have not been included in the official statistics of migrant workers. Some of these are citizens of the European Community member States, who are at liberty to work in any of the other member States, and others are persons who were born in Surinam, the Netherlands Antilles, Indonesia, the Moluccas, etc. According to statistics kept by the Ministry of Justice there were about 200,000 foreign workers in the Netherlands on 1 January 1977.

Reservation

The opinions expressed in this report concerning the expectations and aspirations of migrant workers with regard to education and training cannot be regarded as characterizing any particular national group. The great differences among the migrants, the fact that some come from rural and some from urban areas, and the reasons why they have come to work in the Netherlands are factors which may give rise to opposed wishes and aspirations within one and the same national group. This is why not too much value should be attached to the statements reproduced in this report. An optimal attempt has been made to let migrants express their points of view or to allow compatriots of theirs who while not being migrant workers themselves are involved in the work, to state what they think the prevailing views are. It has also happened that migrants and Dutch citizens who have taken the problems of a particular group of foreigners to heart, have expressed a joint opinion based on the views of the migrant workers.

One of the reasons for the great variety of expectations and aspirations concerning education and training is the difference of opinion about the future, in particular with regard to the question whether the stay in the Netherlands will be permanent or temporary. However, whatever happens the migrants' desire to acquire or keep up their knowledge of their mother tongue and culture remains, though if their stay is permanent this desire is less intense than it would be otherwise. It is quite remarkable that where migrants have married Dutch girls and have children who are growing up in a completely Dutch environment, they have a pronounced wish to familiarize these children, to some extent at least, with the culture of their father's country of origin. It also happens that families in which the husband is Dutch and the wife a migrant feel the need to familiarize the children with the culture of the mother's country of origin.

This reservation about the significance of the reported statements on the expectations and aspirations of migrant workers concerning education and training should serve to make it obvious that there is no single pattern or expectations and aspirations within a national group. This lack of coherence is explained by a variety of opinions, etc., pointed out above.

The national groups

ITALIANS

General facts

A small number of Italians came to the Netherlands even before the Second World War; many of them found work in the construction industry. After the war (but obviously before the Treaty of Rome came into force in 1958, allowing the citizens of an EEC member State to work in any of the other member States), an

agreement on recruitment was concluded with Italy. The Italians who came to the Netherlands between 1955 and 1960 were mainly employed in the textile industry in Twente, in the mines of Limburg and the steel works at IJmuiden. There was a decrease in the migration of Italian workers in the years 1960 to 1964, when Italy experienced considerable economic growth and industry, particularly in central and northern Italy, came into its own. Re-migration also started during that period and it increased when the coal-mines in southern Limburg were closed and a number of textile plants either reduced their staff or closed down too. Those who remained in the Netherlands found work in other enterprises and were scattered throughout the country. In the 1970s immigration and re-migration became balanced out. A little later re-migration slightly outweighed immigration and since 1972 the number of Italians in the Netherlands has virtually remained constant.

At present there are Italians in all parts of the country. The largest group of about 2,000 may be found in Amsterdam, there are about 1,000 in Enschede, 600 or 700 in Rotterdam and a sizeable number in Limburg. Many Italians who have lived in the Netherlands for quite some time have married Dutch girls and in these families the father, even though he speaks Dutch rather well and has adapted to Dutch society, often leads a fairly isolated existence as a result of the fact that his wife and children have grown up in a different culture from the one he came from.

Developments

The majority of Italians who came to the Netherlands had had a primary education (five years at that time). A very small percentage of the immigrants were illiterate. Other Italians had had a technical schooling or were skilled in a particular trade. Before there was any question of free movement of labour within the European Community and the Italians started coming on the basis of recruitment agreements, the employer was obliged to provide housing. Many Italians now consider this form of recruitment as a modern form of slavery. Wages were very low indeed and employers did not always pay the total travel expenses of Italians wanting to go home during the holidays.

Expectations and aspirations with regard to education and training

Adults

The Italians who have settled permanently in the Netherlands feel a strong desire to play a more active part in Dutch society, but they realize that in order to do so they must have a proper knowledge of Dutch. According to the Italians it has up till now proved illusory to think that they could become more closely involved in Dutch society through a better knowledge of Dutch. They say the initiatives taken through the institutions of aid to foreign workers with the co-operation of the Ministry of Cultural Affairs, Recreation and Social Work, have come to nothing. The Italian men and women are, however, not only eager to increase their knowledge of Dutch but also to gain more education which would open the door to positions requiring qualifications in Dutch industry. The Italians feel hampered in this respect not only by insufficient knowledge of Dutch but also by insufficient knowledge of other matters. The Italian wife in particular, living in the Netherlands with her husband and children, strongly dislikes being isolated as a result of insufficient integration into Dutch society and that is why she tries to find a means to develop herself through clubs and other organizations set up by the Italians themselves.

Children

Those Italians who came to the Netherlands a few decades ago, married Dutch wives and had children, are now faced with a second-generation problem in that their children, who are now 14 to 20 years of age, went to Dutch schools and speak Dutch just like children born of Dutch parents, but have not abandoned their ties with the culture of their father, or of both their parents if the mother came from Italy too. As a result there is more and more conflict between parents and children, or between the father and his children if only he is Italian, and that is why the ACLI, the Italian trade union movement, has tried to help the children of these families. Many Italian families fear that serious problems will arise if the culture differences between the Italian parent or parents and the children are not evened out. The Italians would also like to see their children receive bicultural education at primary school level and this is in fact being done.

MOROCCANSGeneral facts

The cause of the Moroccan migration was widespread unemployment particularly in the towns. A large number of miners became unemployed. Many of those who registered with the labour exchanges were advised to go and find work in Europe, the mines in Morocco having been closed since they were no longer profitable.

Developments

Many of the Moroccans who came to the Netherlands were illiterate and the only skills they had were whatever they had acquired in their work. They were fairly skilled as miners and were indispensable for this type of work, but when employment opportunities in mining dried up their skills were worthless in their own country.

Groups of Moroccans may be found in all parts of the Netherlands but the main concentrations are in the Amsterdam and Rijnmond areas. When they first came to the Netherlands they were left almost entirely to their own devices. They usually found lodgings with compatriots but guidance was entirely lacking so that the aid given by the organizations for foreign workers came in very useful. Initially the organizations provided interpreters and made translations for foreigners and these activities were later extended to include certain forms of social work. Illegal Moroccan residents, who were usually housed by and with compatriots, was an additional problem but this is now a matter that belongs to the past.

Expectations and aspirations with regard to education and trainingMen

There are two groups of Moroccan men. Those who have been in the Netherlands for quite some time and who are now about 40 years of age usually have no expectations or aspirations with regard to education and training. This is not so for the men who came to the Netherlands later and are now about 30 years of age. Among this group those in particular who had had some education in Morocco discovered that in certain cases they could use it in the Netherlands. This group provided the teachers who give bicultural instruction to Moroccan children at otherwise wholly Dutch primary schools. These people want to learn something and

several men may sometimes get together to organize some educational activity in which young people can take part too. They take the view that even if they do not reap so much benefit from the activity itself, the young people probably will. The Moroccans are also very interested in the technical training provided by the organizations giving aid to foreign workers. The courses are sometimes attended by people who want to learn a new skill, but opportunities are limited here. The Rotterdam area is one of the main areas offering the courses. In Amsterdam attempts were made some time ago to set up international classes at primary school level to prepare Moroccans and other foreigners for further education. The experiment was a flop since the people who attended the course had already had primary schooling in their own country and were really only interested in learning Dutch.

Moroccans between the ages of 30 and 35 who show an interest in schooling or training are often unemployed. They realize that their chances will be better if they have more theoretical knowledge or practical skills. Their interest is prompted less by the thought that they might improve their chances of getting a good job in their own country. If Moroccans follow a course they do so for the sake of immediate improvement. In contrast to the Dutch and other Europeans for whom study and training are part of a long-term programme, the Moroccan makes only short-term plans.

Women

At present Moroccan women show hardly any interest in education or training at all. But this situation is expected to change since the Moroccan woman who cannot read and write Dutch will become more and more isolated. At the moment, however, they are not interested in learning Dutch. Although Moroccan women do take part in sewing lessons, etc., their motivation for doing so is not always because they want to learn something but often because they want to be out of the home for a few hours in the company of compatriots. This is why no Moroccan women take part in Dutch sewing courses but only in courses set up for foreign women.

Children

The parents expect their children to comply with their own wishes regarding education. If Moroccan parents are satisfied with their child's performance the boy or girl in question will also be satisfied. On the other hand Moroccan youth do have a desire to gain personal experience, e.g. to make their own decisions. They have become aware of the existence of personal responsibility through their contacts with Dutch children. This means that they have to find a compromise between what they themselves would like to do and what the parents want them to do. Part of their desire to do things and decide for themselves is choosing a course of education and deciding how it should be followed. Those who are familiar with the Moroccan way of life feel that the children's expectations are far too high in this respect. The children want to choose for themselves and free themselves from their environment. They want immediate success in anything they undertake outside the sphere of influence of the family, but life is hard for them in the other environment to which they do not really belong. The young people expect to be able to overcome these problems of theirs but if they do not succeed quickly enough they feel they have failed and become utterly despondent. It has happened that Moroccan youths thought they could make it at secondary school but if at the end of the first year they are told that they are not doing so well then they give up immediately and bitter disappointment ensues. Moroccan youth look up to Dutch society and culture and expect to have it made once they are part of it. Unfortunately their expectations are too high.



Both Moroccan children and parents attach some importance to bicultural education, which is being provided in various towns.

Recommendations

In a work entitled "Moroccan workers in the Netherlands" (University of Amsterdam 1975 - in Dutch), J.M.M. van Amersfoort makes the following recommendations, which, for that matter, also hold true for other nationalities:

1. Oblige all migrant workers entering the country to follow a Dutch language course. Such courses are the key to processes of modernization in schooling, marriage relationships and the family, which have a positive influence whether the migrant worker remains in the Netherlands or returns to his own country. Sweden's experiences with such courses may serve as a guideline. The possibility of having Moroccans who are already here follow the courses should be considered. This would seem particularly apt now that greater numbers of migrant workers' children are going to school. Needless to say too great a difference in knowledge of Dutch between the generations of a single family can have undesirable consequences.
2. Stimulate the creation of semi-official bodies to deal with housing for migrant workers and if necessary for other groups of single persons as well. Mr. van Amersfoort's investigations have shown that it would be desirable to take the housing question out of the private boarding house sector. If hostels provided by employers are also considered to be a less-than-satisfactory solution in view of the over-involvement of the employer in the private lives of migrant workers (and many employers who provide housing admit that this is a drawback), it is obvious that semi-official bodies should tackle the problem. It is clear that such bodies should be able to supply different kinds of housing since there is a need for both collective and individual dwellings with different rent levels.
3. Provide collective recreational facilities within a Dutch environment. Sports clubs in particular are worth considering. Many migrant workers clearly feel the need for recreation within the scope offered by Dutch society. The longer migrant workers remain in the country the more active they become in this area and sometimes competitions between teams of migrant workers are organized. For the purposes of facilitating the migrant workers' participation in Dutch society, it would be preferable if such competitions were to be organized within a normal Dutch framework. There is the additional factor that such forms of recreation might well have a favourable effect on various aspects of the modernization process.

TURKS

General facts

In the 1960s and the beginning of the 1970s there was a large influx of Turkish migrant workers into the Netherlands. Although the Turkish economy was expanding at that time the population increase was so great that there was insufficient employment, particularly in rural areas, where much of the available manpower could not be absorbed. Industrialization was still in its infancy and hence unable to cope with the great supply of labour. Initially the decline in employment in rural areas caused an internal migration to industrialized areas, resulting in a serious imbalance between labour supply and the demand for labour.

Developments

The amount of schooling these migrant workers had had greatly depended on where they came from. Those coming from rural areas had, on the whole, had little education and even if they had had some education their written skills were not very highly developed on account of the custom of oral communication in their country. The educational level of migrant workers from the towns was better since they had had many more educational opportunities. In order to be allowed to enter the Netherlands the Turks had to prove their literacy by reading an excerpt from a Turkish newspaper. Germany on the other hand paid more attention to the Turkish migrants' prior vocational training.

Employers wishing to engage Turks were obliged to provide housing and many tried to solve the problem by putting them up in semi-permanent camps and, later, in boarding houses too. Most employers made no special arrangements for these workers although some devoted more attention to them than others. As a rule the Turks were given a particular job, which they continued to do from year to year. In those enterprises where the role of Turkish workers became progressively important, this system had its repercussions. As democratization within the enterprises increased, employers grew more and more dissatisfied with the attitude of the Turks who, for instance, showed no interest at all in the activities of the works council. However, such interest could hardly be expected from people who in all the time they have worked for a factory have seen no more than their particular part of the production line.

Expectations and aspiration with regard to education and training

Men

On the whole Turkish men are more interested than any of the other foreign groups in vocational training, though their interest in theoretical subjects is much less. On the other hand they consider learning English to be quite useful since knowledge of English allows you to go anywhere. A survey of the efforts made to teach Turkish migrant workers Dutch reveals fairly meagre results. Naturally, one of the main reasons for this is the Turks' lack of motivation to learn our language. They are well aware of the fact that any effort to learn Dutch does not really pay since the language is hardly spoken anywhere outside the Netherlands. This argument may be countered by saying that the Turks could have a much more pleasant life in the Netherlands if they learnt Dutch because it would enable them to function better in Dutch society. The question is, however, whether the Turkish worker wants this and whether Dutch society offers sufficient opportunity for him to be able to function in it. An additional point is that the Turks usually learn what they need to know at work. All in all their need for special Dutch lessons is not great. Turkish migrants who do try to learn Dutch are faced with a whole host of substantive difficulties. They have to follow courses which hardly take account of the particular problems which a Turk has in learning Dutch and which in many cases are completely different from the problems other foreigners have when learning Dutch. In most cases the problems relate to the fundamental difference between the languages, and they have been grossly underestimated.

It is often said that the Turkish workers themselves form the greatest obstacle in any contacts with Dutch society because they refuse to learn the language. Dutch experts in Turkish affairs, however, fear that, while there are no hard facts to prove this, the Dutch in their daily lives show little interest in becoming acquainted with the Turks and as a result the Turkish workers' motivation to take part in Dutch society is very small indeed.

The working conditions of Turks (work in shifts and great physical fatigue after heavy work) prevent many workers from following courses in the evenings. It is sometimes said that they might be more interested in taking courses if there were a reward of some sort, e.g. having the Turkish students pay a particular fee for the courses which would be refunded to them if they complete it. It is possible that such a system would have favourable results since there is an economic motive behind it which is in line with the Turks' motives in coming here, which are also purely economic. Dutch experts think it quite likely that the problems encountered in teaching Dutch to Turkish workers are peculiarly Dutch. The Turks might well be willing to learn German, French or English since these languages are spoken in a much larger geographical area; but this has never been investigated.

Women

There are some indications that Turkish women are interested in learning Dutch. In their own country these women often have much contact with their friends and relations, but here personal contact is entirely lacking because of the language barrier. If these women work they usually have contact with compatriots but it is only fleeting contact. When they come home they usually have a lot to do in the household so that they have no time to go to courses or are too tired to do so. Tiredness, for that matter, also affects women who stay at home all day to look after small children. Moreover, these women's husbands often prefer them not to go to courses because they do not know what exactly goes on there. And these husbands are usually not in favour of their wives going out alone.

Some courses are quite popular. These are not language courses but, for instance, sewing courses containing elements of a language course because of the expressions and terms which the students are taught. The reason for the interest in these courses is perhaps the fact that they teach useful practical skills and, as we had said, this appeals to the Turks.

A mistake which is often made when recruiting women for these courses is that only the wife is approached and the husband is bypassed entirely. The effect of this is counter-productive since it only strengthens the suspicion which many Turks have of this sort of activity which their wives undertake. On the whole there are more illiterate Turkish women than men and this may be one of the reasons why many women do not feel the need to learn anything.

Children

In general the Turkish workers are satisfied with the opportunities they are offered in the Netherlands for giving their children a bicultural education. They are less happy about the amount of teaching time allocated to this sort of education and feel that many more school periods ought to be devoted to teaching the children their own language and culture.

By and large Turkish parents take great interest in the education of their children. It is often thought that this is not so but Turkish parents do indeed show a keen interest in what happens at school. Some of the parents, however, are inclined to prefer a course of education in which the emphasis is placed on a particular manual skill rather than theoretical subjects. Their desire to learn a trade is passed on to the children, who, nurtured by this ideal, quite often come into conflict with the existing syllabus, which even in lower vocational schools has become more general and less specifically aimed at a particular trade. A further reason why the Turkish student is not so keen on a general education is that he is behind in Dutch so that the theoretical subjects are far more difficult for him to grasp than the practical ones.

For some time now the children of Turkish families have been in the process of becoming emancipated and have been wanting to state their likes and dislikes. In most families the point at which the children must have their own way at all costs has not yet been reached but in many families conflicts do arise. Initially Turkish parents were quite keen to have their children attend Dutch schools, but at a certain point they started having second thoughts, especially with regard to the education of their daughters. This change of attitude was caused by the fact that the Turks acquired an unfavourable impression of Dutch education. Some of them feel that Dutch teachers are far too young to teach properly, have no authority and teach the children immoral things. This view is gaining ground and the result is that parents are starting to send their children back to Turkey to be educated. This applies to both boys and girls, who stay with relatives. Turkish parents feel that they lose their grip on their children by having them educated in the Netherlands. They want Dutch schools to devote more attention to subjects related to ethics.

The Turks have far too little understanding of the philosophy on which the Dutch educational system is based and it would be useful if some attention could be given to this matter.

Lately, owing to the considerable unrest in Turkish schools, especially secondary schools, there has been a tendency for some parents to summon back children who have been sent to Turkey so that they can continue their education in the Netherlands.

THE GREEKS

General facts

The first and only group of Greek migrant workers came to the Netherlands at the beginning of 1964 and since that time individual Greeks have come in sporadically. The reason why the Greeks came to the Netherlands was the political situation in Greece which was far from pleasant, and the accumulation of economic problems. Initially the migrating Greeks went to West Germany (1955-1956); later they went to other countries in Europe. Most of the workers came from the agricultural sector where unemployment was very high and even now is still rather serious. Within Greece itself there is large-scale migration from rural areas to the towns. Unemployed inhabitants of rural areas will often try the towns first, going abroad only if they have no luck there.

Developments

Most of the Greek agricultural workers who came to the Netherlands had had primary schooling. Some had had more, e.g. a lower technical education or a few years of secondary schooling. A small proportion had had no schooling whatsoever and were completely illiterate.

Two attempts were made in Rotterdam to start a Greek language course for those who could neither read nor write their own language and out of a total of about 500 Greeks about a dozen, some of whom had had only two or three years primary schooling, followed the course. When they came to the Netherlands they were given no real organized assistance. They were accommodated in boarding houses where they often remained for several years (like sardines in a tin, some say), nor did their employers make special arrangements for them. Since most of the Greeks worked in factories in large groups they had no problems with Dutch in their work but outside their work contact with Dutch people was difficult. Some factories organized language courses.

Expectations and aspirations with regard to education and training

Men

When the Greeks came to the Netherlands they did not make known any wishes with regard to education. Most of them were quite willing to gain practical experience but not theoretical knowledge. Their lack of interest in education stemmed from their ignorance of the opportunities available in the Netherlands. The Greeks assumed that they would gain practical experience in their work and that that experience would be very useful when it came to doing similar work in their own country. No theoretical education was given to the Greeks until 1970. When the organizations for aid to foreign workers were founded a number of vocational training courses were started and Greeks as well as workers of other nationalities took advantage of them.

Women

Until a few years ago the question whether the wives of Greek migrant workers wanted to learn Dutch never arose since a large proportion of the Greeks had married Dutch girls. Presently, however, we are faced with the growing problem of the Greek wife of a Greek migrant worker wanting to learn Dutch. And this really is a problem since nobody had ever thought much about giving Dutch lessons to such women. Something is now being done about it and this is enabling Greek women to communicate with people in their surroundings. Dutch lessons have been organized in Rotterdam and other areas. These women also take part in sewing courses and the like, which are also attended by the wives of migrant workers from other countries. The courses were begun about 18 months ago.

Children

For a long time teaching Greek children their own language and culture gave rise to great problems. During the colonels' regime the Greek teachers which the Greek Government sent to the Netherlands were not accepted either by the parents or by the schools, or else they were not really teachers at all but political indoctrinators. The textbooks which the Greek Government made available during this period were regarded with great suspicion in view of their fascist bias.

The Greek migrants, who had organized themselves in committees, did not accept this. They were opposed to the children being educated in their own language and culture by such teachers and saw to it that the teachers who had been sent to the Netherlands by the colonels left the country. In 1974, after the fall of the colonels' regime a qualified Greek primary teacher came to Rotterdam, bringing quite different textbooks with her which had been written in the language of the people so that everyone could understand them. For the last two years the Greek school in Rotterdam has been thriving, lessons in Greek language and culture being given on Wednesday afternoons and Saturday mornings. There are some Greeks who feel that their children are not given enough of such education but then there are others who say that the children would have trouble in coping with more school periods since they already have to assimilate the normal material given at Dutch primary schools. In some cases lessons in Greek language and culture are given during normal school hours.

That the Greeks want their children to have a good education may be concluded from the information which is regularly exchanged between various committees. The Greek workers residing in the Netherlands have seven such committees which are united in a federation and within the latter much information about Greek education is exchanged. Thanks to this fact the standard of Greek education throughout the towns is now about even.

One of the factors which has strongly influenced the Greek attitude with regard to education is that many of them wish to stay in the Netherlands. Many of the Dutch women who have married Greeks are quite happy to spend the holidays in Greece but would not like to live there. And even if both the husband and the wife come from Greece they may still wish to remain in the Netherlands. Many Greeks apply for Dutch nationality. Some of the Greeks who have married Dutch women have tried to build up a new life in their country of origin but in most cases they have failed and returned to the Netherlands since neither the wife nor the husband could accept the technological backwardness of Greece compared with the Netherlands.

THE YUGOSLAVS

General facts

The migration of Yugoslavs started in 1965, when economic reforms were carried out in Yugoslavia on the principle that either everyone remained poor or some became better off with the result that conditions would slowly improve for many more. The latter alternative was chosen. At the time there was a high rate of unemployment in Yugoslavia and since there were not enough jobs to go round Yugoslavs were given permission to migrate. It was expected that this would help improve the economy. At first many Yugoslavs went to Austria and Germany, close to their native country, but later they went further afield and also reached the Netherlands. The recent recession in the Netherlands and especially the effect it had on the shipbuilding industry, in which many Yugoslavs were employed, has caused many of them to return to their own country.

Developments

Most of the Yugoslav migrant workers had only had primary schooling. On the whole Yugoslavs who went abroad for the above reasons had had some kind of training. Initially the assistance given to the Yugoslavs was very good indeed. Several industrial enterprises looked after them well and the greater the number of Yugoslavs working in a concern the better the assistance. But in time the help they were given deteriorated. Some concerns organized Dutch courses and it usually happened that the Yugoslavs' keenness to learn Dutch remained strong for two or three months, after which it dropped considerably. The conclusion to be drawn from this is that these people need continual guidance if they are to complete a particular course. Such guidance is also considered necessary to enable them to obtain better jobs. None has been provided, however.

Expectations and aspirations with regard to education and training

Adults

On the whole the Yugoslavs are very interested in vocational training courses. Briefly, the courses which meet the wishes of the Yugoslavs can be classified under four types of education:

primary education for adults who have not completed their primary education in Yugoslavia (such schools may be found in Rotterdam, Amsterdam, Nijmegen and Helmond);

vocational training in metallurgy;

technical training at intermediate level;

and an intermediate level of training in tourism (work in travel agencies and the like).



In some towns adult primary education courses have been available for two years and courses may be arranged in other towns as the need arises. The other three types of education are available in Rotterdam only and the courses are attended by about 400 Yugoslavs.

Starting this school year a new provision has been introduced in the Yugoslav educational system, namely an intermediate level transitional class in which eight general subjects are taught. At the end of this one-year course, which is provided only in Rotterdam, the student receives a certificate which opens the door to vocational training.

The syllabuses for all these courses are drawn up by the People's University in Belgrade. Yugoslavia has 36 adult education institutions spread over various countries in Europe. Ten of these operate at capacity and have 8,000 students; the others have a common total of 2,000 students. The average age of the students in the Netherlands is 25, the youngest students being 17 and the oldest 40. About half the students are women and the most popular courses are the primary education course for adults (which attracts many people from villages) and the tourist course. The latter consists of the following subjects: two languages (pupils may choose out of English, French, German and Russian, English and German being the most popular), the history of places of interest and psychology. Thirty per cent of the tourist-course students come from Rotterdam and the rest from all over the Netherlands, which proves how much this course meets the aspirations of the Yugoslavs.

The courses are not free. The one-year primary school course costs about 250 guilders, the vocational school charges 750 guilders for two years and a fee of 1,000 guilders for two years is charged for the intermediate technical school and the tourist course. These fees are often paid by the students' employers out of special funds; where this is not the case they are tax deductible.

Although Yugoslav women in the Netherlands are interested in learning Dutch they have very little opportunity of doing so because there are not enough courses. Generally speaking Yugoslav women know only too well that a working knowledge of Dutch is a prerequisite for feeling at home in the Netherlands. Many of them take part in sewing courses etc. organized for foreign women.

Children

Yugoslav parents want more attention to be given to the teaching of Yugoslav language and culture in the schools attended by their children. One of the reasons why the parents consider this so important is that they feel that the children should be able to choose, when they grow up, whether they want to return to Yugoslavia or remain in the Netherlands. If the children follow only the Dutch primary school syllabus then they eventually become oriented exclusively towards the Netherlands, which would considerably impair their ability to make a well-considered choice.

Lessons in Yugoslav for children attending primary school, vocational school or secondary school take place in so-called Saturday schools, i.e. the children go to school on Saturdays and are taught Yugoslav language and culture for a number of periods. It rarely happens that these lessons are given at primary school during normal school hours.

On the whole Yugoslav parents do not urge their children to obtain a vocational training rather than a theoretical education. Quite the contrary; they would like to see their children reach a higher level in society than they themselves have done and therefore attach great importance to sound theoretical education for their children.

SPANIARDSGeneral facts

The first few Spanish migrant workers came to the Netherlands in 1962. Two years later they came in large numbers and this trend continued until about 1972. The main cause of this migration was the unfavourable economic situation in Spain and a further reason was the poor wages compared with wages in the Netherlands. Recently the number of Spaniards working in the Netherlands has declined somewhat and at the moment there are about 45,000 Spaniards in this country, including members of their families. When the Spaniards first came here their employers found lodgings for them in boarding houses and later, when the idea of reuniting families became increasingly common, employers also gave assistance in finding flats. In most cases no schooling was provided by the concern although large concerns allowed Spaniards to follow courses and some even organized vocational teaching courses in Spanish. The steelworks at IJmuiden, for instance, hired Spanish teachers and received teaching aids and technical assistance from the Spanish Embassy.

Developments

The Spanish workers who came to the Netherlands had had a primary education, or part of one. Few had had any further education. The Spanish Embassy has continually been at pains to make courses available for those who have not completed primary school so that they can round off their basic education. Courses are still being given in many parts of the Netherlands for the purpose of ensuring that the Spaniards attain a cultural level which is currently considered the minimum in Spain.

Expectations and aspirations with regard to education and trainingMen

The Spanish social workers employed by the organizations for aid to foreign workers have found that a small proportion of the Spanish workers who have learnt Dutch take advantage of vocational training courses to get ahead, especially in the large enterprises. While the number of such workers is not large interest in earning promotion in this way appears to be growing. The Spaniards far prefer vocational training courses to general or more theoretical education.

Women

A number of Spanish women take the trouble to learn Dutch by means of courses, while others follow handicraft such as sewing courses, etc. Handicraft courses are the responsibility of the Social Department of the Spanish Embassy, which is also responsible for vocational training. The fact that many Spanish women take part in clerical courses suggests that they are interested in jobs at a certain level. Such courses have been organized at the request of Spanish women but at present there are only a few of them.

Children

The Spanish Government has for many years now actively supported any efforts to keep up or even increase Spanish children's knowledge of their mother tongue and culture. The Spanish Embassy in the Netherlands has for quite some time now provided both teachers and teaching aids. At first lessons in Spanish and

Spanish culture were given outside the framework of Dutch primary education in meeting rooms provided by cafés and in empty classrooms, but now that bicultural education has greatly increased as a result of greater support from the Dutch Government it takes place at school during normal school hours. No less than 98% of all the Spanish children in the Netherlands are being taught Spanish. Those who are not either have parents who see no point in having their children taught Spanish or live too far from a school where the lessons are given. The lessons in Spanish and Spanish culture are optional and on the whole Spanish parents are very interested in them.

It is not yet possible to say whether this education will connect up with education in Spain. While it is true that Spanish education in the Netherlands has greatly increased in recent years and that the number of Spanish teachers has doubled it still remains to be seen what the quality of the education is. Spanish children have already been tested and more tests are still to be carried out to find out whether the level of education is rising. Education in Spanish and Spanish culture is obviously better than it was before but that does not mean to say it is good in all respects. There are many problems of a technical nature which are still to be surmounted as efforts are being made to raise this education to an optimum level.

The integration of Spanish children into the Dutch educational system has also been tested. The results give no cause for optimism. Spanish children usually do not integrate in the class but remain a separate group so that many of them are isolated.

PORTUGUESE

General facts

The Portuguese who came to the Netherlands were part of a legion of unemployed which arose as a result of the chaotic economic policies which Portugal had pursued for more than 50 years. They were recruited by a number of industrial enterprises with the result that in certain places the concentrations of Portuguese were rather high.

Developments

The average Portuguese had had four years of primary schooling when he came to the Netherlands. It was a condition of their employment that they should be able to read and write, which means that no illiterate Portuguese came to the Netherlands. However, there were a number who had not had more than three years at primary school and whose reading and writing was very poor. The housing offered them varied considerably. In Bois-le-Duc for instance they were housed in brand new boarding houses where menus were adapted to the sort of food the Portuguese were accustomed to eating. The concern which employed them also had a person who had worked in South America to give them social guidance. In the big cities the assistance given the Portuguese was considerably worse.

Expectations and aspirations with regard to education and training

Men

The Portuguese hoped that in a highly industrialized country such as the Netherlands they would be able to learn something which they could later put to use in their own country. It soon became apparent that their hopes would not be fulfilled. Many of the recruitment agreements offered training opportunities but no training courses have been arranged either within or outside the concerns.

The men's ideal is to learn a technical skill in the Netherlands so that they can return to Portugal and practise the skill. However, because there are no opportunities for training, many Portuguese feel hard done by. Since they are growing older but not progressing educationally, they fear that once they are back in Portugal it will be very difficult for them to find a job, especially as there are so many unskilled people out of work in their country. If the Portuguese were enabled to learn a trade in the Netherlands their chances of having reasonable livelihood in their own country would be considerably increased. This is why they want vocational training so much.

Women

The Portuguese women are quite willing to learn Dutch. They are well aware of the fact that mastery of the language is important in gaining contact with others. On the other hand Portuguese women seek each other's company a great deal and it is understandable that they speak Portuguese amongst themselves.

Most women are put off by the thought of taking Dutch lessons after a day of hard physical work. Nevertheless they are interested in learning more Dutch, especially since they feel inferior to their husbands who can usually cope with Dutch much better than they can. The women's desire to learn more Dutch is not prompted by the desire to remain in this country with their families. On the contrary, most Portuguese long to go back to their own country. Portuguese women are not interested in sewing courses and the like. On the whole they are very clever at making their own clothes, etc. The language courses they follow are given by volunteers.

Children

Portuguese parents would very much like their children to receive bicultural education and if there were Portuguese schools available in the Netherlands where Dutch was taught as a second language, many parents would send their children to them. Although Portuguese children are taught Portuguese language and culture at primary school during normal school hours this occurs much less than is the case for Spanish and Turkish children, etc. It is very regrettable that there is so little opportunity for Portuguese children to learn their own language and culture, especially since the parents have strongly urged that such education be introduced.

CAPE VERDE ISLANDERS

General facts

The first migrant workers from the Cape Verde Islands arrived in the Netherlands in 1961 and 1962. The reason for their migration was the unfavourable economic situation on the islands, which had already caused many islanders to emigrate. The islanders did not come to the Netherlands primarily through recruitment. Many islanders spend much of their lives sailing around the world and they sometimes stay in places where they can find suitable employment.

Developments

Since the islands are rather isolated the educational facilities are not very good and of the islanders who came to the Netherlands about 98% were illiterate, the others having had about three or four years' primary schooling.

Upon arrival in the Netherlands these migrant workers were initially left to their own devices, one of the reasons being that they had not come on the basis of recruitment agreements. Thus no employer was obliged to provide housing or lodging. Migrants who came later usually found better accommodation. The industrial enterprises also did very little to help them and in most cases the islanders were faced with the difficult task of finding their own lodgings, coping with the problems of their new working environment and finding schools for their children. A number of years ago a concern did finance a Dutch course for the migrants. No technical training was provided by employers.

Expectation and aspirations with regard to education and training

Men

Initially the Cape Verde islanders had little knowledge of the fact that they could follow training courses in the Netherlands. Those who have been here a little longer are beginning to discover the possibilities but this does not mean that the majority of the islanders are keen to increase their knowledge or skills by such means. However, there is a group of islanders who want to follow particular courses in order to gain better positions within a concern. Last year a very small number of them followed courses for electro-technicians, mechanics or welders in Rotterdam. This year the number of islanders who are taking these courses under the aegis of the organization for aid to foreign workers has increased. They are frequently hampered in their progress by their lack of Dutch. Course fees are payable by the students.

When particular courses are to be organized it is very important to know whether the migrant workers intend to stay in the Netherlands or not. While Cape Verde islanders have settled in many parts of the world it cannot be predicted that those who are in the Netherlands at present will stay.

Women

Fundação Cuidar o Futuro

Most of the women who came from the Cape Verde Islands wanted to learn Dutch in order to be able to make themselves understood. They did not, however, intend to follow any specialized courses. On the whole the women hope that hard work in the Netherlands will enable them to return to their country of origin more quickly.

Children

On the whole it may be said that the parents want their children to have a good education in their own language. On the other hand they do not want to impose anything on their children but prefer their children to choose schools and training courses which they themselves would like to attend. The parents have no particular preference for either a vocational training course or theoretical education for their children. They like their children to choose a field in which they can develop their potential and work for the good of Cape Verde. The parents do not give very much thought to their children's future since most of them are still too young.

Other foreign groups

Since there are other groups of foreigners besides those who have come as migrant workers it would seem useful to devote some attention to them in this report, especially if the groups are large enough to have a certain influence on Dutch society.

The historical data concerning these groups has been taken from the collection of works entitled "Allochtonen in Nederland" edited by Dr. H. Verwey (Government Printing Office, The Hague) and from "Leerlingen uit Suriname en hun achtergrond" by Stanley C. Wassenaar (A.B.C.-Bijlmermeerproject, Amsterdam).

THE CHINESE

The Chinese community in the Netherlands is descended largely from the seamen who settled in Amsterdam and Rotterdam after 1918. In those days there was still a regular steamer service to the colonies, especially to the Dutch East Indies. A large proportion of the crew on these ships had Chinese nationality. Between voyages they lived in the above cities, where Chinese neighbourhoods arose in which the seamen could find nearly all the comforts of home.

Towards the end of the 1920s technical changes in the ships caused part of the Chinese crews to become redundant. The 1929 economic crisis and its results further reduced employment for these people on ships. These circumstances caused the number of temporary Chinese residents in Amsterdam and Rotterdam to decrease considerably. However, the outbreak of the Second World War made it impossible for the Chinese who were in the Netherlands then to return to China.

After a very difficult time the Chinese population began to prosper. The post war years opened up good prospects when the most enterprising Chinese set up Chinese restaurants and their less business-minded compatriots became the cooks and waiters. Such restaurants, which were and still are often run by whole families, also provided a whole new field of employment for Chinese girls. The return of many Dutchmen from the Dutch East Indies, which had become independent, and the arrival of many former colonials who chose to live in the Netherlands caused these restaurants to flourish.

At the end of the 1950s and in the early 1960s a new group of Chinese came to the Netherlands from Hong Kong. They had British passports and had been recruited to work in the restaurants. However, the Dutch Government put an end to this immigration process since it believed that these Chinese were difficult to keep tabs on and that they were not very interested in proper consultation.

Men and women

Fundação Cuidar o Futuro

Because there were few if any Chinese women in the Netherlands many of the Chinese who settled here married Dutch girls. The problems encountered by these families are far from simple. In many cases the husband speaks very poor Dutch while his wife and children have a normal command of the language. It is easy to see that this situation creates problems if we consider that in the Chinese family the mother cares for the child in its early years but that the father progressively takes over as the child grows older and goes to school. Thus the relationship between the father and the child is made rather difficult by the father's poor knowledge of Dutch.

Education

Some years ago a number of international transition classes were set up for foreign children. These classes, in which the children of migrant workers receive a "transitional" education allowing them to move on from primary school to secondary school, are usually attached to secondary schools. It is interesting to note that in comparison with other nationalities Chinese parents in the big cities have made good use of the opportunity of having one or more of their children enter such classes. Initially, however, there was some reluctance to do this since the classes were really intended to help migrant workers' children who have difficulty in making the transition from primary to secondary school by means of syllabuses specially adapted to their needs. Chinese children have now been completely accepted in these classes.



On the whole these pupils achieve very good results and sometimes they are the most intelligent in the class. Their performance is all the more impressive when we consider that in addition to their homework they are usually expected to help in the parents' restaurants.

THE SOUTH MOLUCCANS

In his "Allochtonen in Nederland" published in 1971, J.M.M. van Amersfoort writes: "The Amboinese occupy a very special place among the foreigners residing in the Netherlands. They are the only foreigners who came to the Netherlands as a very homogeneous group and have remained so. They are the only ones who live in communities which are geographically separated from Dutch communities and who have a negative attitude towards Dutch society.

The term Amboinese as used in the Royal Netherlands Indies Army covered not only the population of Ambon but also that of Ceram, Haruku, Saparua and Nusa Laut. The inhabitants of these South Moluccan islands adhere to the same adat, says van Amersfoort, and have been subject to the same economic and cultural influences. The core of the South Moluccan community in the Netherlands is formed by former members of the Royal Netherlands Indies Army and their relatives. A small proportion of South Moluccans have come to the Netherlands as members of the Royal Netherlands Navy, as persons who elected Dutch nationality or as persons who travelled via New Guinea.

Education

According to van Amersfoort the education of the South Moluccans has always received special attention, one of the reasons being that many South Moluccans had had very little education owing to the Japanese occupation of the former Dutch East Indies and the subsequent political unrest. Their education was started in the camps where they were accommodated and since initially it was thought that they might re-migrate in the not too distant future, adults were given vocational training in preparation for a civilian life in the Moluccas. For the children and adolescents it was considered important that they should have a good primary education. Both vocational, training and primary education caused problems. The older South Moluccans had difficulty in giving up their military status while the primary school pupils were given material to assimilate which bore no relation to their age. Environmental factors had a bad effect on both types of education.

Today South Moluccans have spread throughout the Netherlands though some remain concentrated in certain areas. The result of this development is that South Moluccan children have been absorbed into the normal education system. Only in some cases are they taught their own language and culture.

One of the problems is still that South Moluccan children do not know Dutch well since they speak a different language at home and with their playmates. The Government is providing extra facilities to allow schools to devote special attention to the language difficulties and learning problems of such children.

THE SURINAMESE

In his work entitled "Leerlingen uit Suriname en hun achtergronden" (Pupils from Surinam and their background), Stanley Wassenaar quotes from F. Bovenkerk's report entitled "Emigratie uit Suriname" (Emigration from Surinam):

"That people are leaving Surinam is nothing new as far as Surinam is concerned and the Netherlands is not the only country to which these people emigrate. The various population groups in Surinam are not particularly attached to their country of origin. People all over the Caribbean want to emigrate because they hope for a better future elsewhere."

By far the greatest proportion of Surinamese who recently left their country came to the Netherlands. The reason for their emigration may be summed up as low wages, a high unemployment rate at about 25%, and rapidly rising prices. That they chose the Netherlands may be explained by the fact that this country has the same language and that Surinamese diplomas and certificates are recognized here. Hence, "study" is the main reason given for migration to the Netherlands, but according to Mr. Bovenkerk this is often no more than a standard reply, the true reason being to find different work, a secure job or higher wages.

Education

In his work Stanley Wassenaar writes, "things are gradually changing in Dutch society. Often it is not possible to pinpoint the changes but we can say that Holland has several non-native population groups and that there are now coloured Dutchmen, e.g. the Surinamese. In any new situation people influence each other even though this is often an unconscious process. On the other hand we can say that in some cases individuals or groups consciously resist influences. This is why it is interesting to find out what problems have arisen with the Surinamese". One of the things he notes is that Dutch teachers often do not appreciate sufficiently the problems which Surinamese children have at school. It is quite likely that the children's feelings of inferiority are reinforced. This happens when the child's environment, including the school, keeps rubbing in the fact that the child is different, or talks in a funny way. Getting used to new teaching methods also requires extra efforts on the part of the child.

In Holland parents are supposed to be actively involved in the school or, failing that, to be permanently interested in their child's school life. Parents from Surinam are not familiar with things which are considered normal in the Netherlands such as parents' committees, parent-teacher evenings and participation in the educational process. They do not know that Dutch parents are usually closely involved in the education of their children. This means that teachers are not only required to "reach" Surinamese children but also to get through to their parents, who are unaware of the sort of involvement the school desires.

Educational courses in industry

A good way of measuring the interest of foreign workers in educational courses is to find out how many of them take part in courses organized by industrial enterprises.

Several years ago the Eindhoven University of Technology conducted a survey in the Eindhoven area, which contains many enterprises including Philips and DAF, to find out whether foreign workers took part in educational programmes. According to the report eligibility for promotion depends on education and training. If the foreign worker has had no education in his own country he is entirely dependent on the appropriate courses within or outside the enterprise.

Interviewers asked whether such courses existed, what the nature of the courses was and how many foreign workers attended them.

Courses provided by industrial enterprises or courses open to foreigners working in the enterprises:

	Number of enterprises	
	absolute figures	percentage
Vocational training courses	12	24
Language courses	5	10
General education	1	2
No courses	31	63
No reply	<u>1</u>	<u>1</u>
	50	100

Sixty-three per cent of the enterprises therefore have no training or educational facilities for foreign workers or help the workers to find courses elsewhere. Twelve enterprises (24%) organize their own courses, mainly vocational training courses, or send their employees to such courses. Ten per cent of the enterprises offer language courses. There are few foreigners taking these courses; foreign workers are most interested in the language courses and vocational training comes second.

The courses attended by foreign workers in the enterprises interviewed are:

	Number of enterprises	
	absolute figures	percentage
Vocational training	3	18
Language courses	6	35
General education	1	6
No foreign participants	7	41

The major reason why foreign workers do not follow the available courses is the language barrier.

Reasons why foreign workers do not follow courses:

	Number of enterprises	
	absolute figures	percentage
No interest	5	16
Not essential for foreigners	6	19
Insufficient previous education	7	22
Language problems	11	33
Other reasons or unknown	3	10

Foreign workers' interest in general vocational training

In December 1975 the Nederlands Centrum Buitenlanders (Dutch Centre for Foreigners) conducted an investigation into the situation with regard to general vocational training for foreign workers. For this purpose all 17 regional Foreign Workers Welfare Units and working parties and action groups were questioned. The results of the investigation are as follows:

1. Replies received from 10 Units and 5 working parties and action groups.

<u>Type of course</u>	<u>numbers</u>
lower general technical courses, usually in preparation for existing courses	less than 5
electrotechnical	" " 5
car mechanics	" " 5
motorcycle mechanics	" " 5
welding	more than 5
agriculture and market gardening, aimed at re-migration	one
small livestock farming, aimed at re-migration	one
poultry farming, aimed at re-migration	two
trade certificate	one

sewing courses for women	more than 5
Dutch language courses, often incorporated in above courses	more than 5

The report mentions the following problems or bottlenecks:

(a) Relating to the foreign workers

- poor knowledge of Dutch;
- lack of education;
- different educational structure and methods in countries of origin;
- lack of motivation: doubt as to real prospects; "what do I get out of it?"; present employment (shifts, overtime, two jobs, much saving);
- lack of information concerning available courses (received).

(b) Relating to the employers (including industrial insurance boards, etc.)

- no chances of promotion;
- no spare time; shift swapping, courses (partly in the boss's time);
- lack of financial aid (course fees, loss of wages etc.).

(c) Relating to the government (including educational institutions, labour exchanges, etc.)

no clear and positive government policy;

insufficient or unclear structures, procedures or guidelines with regard to the availability of facilities and staff;

lack of clear guidelines on subsidies;

insufficiently adapted educational structure and procedures (exams set in Dutch, interpreters, assistance);

lack of information (supplied).

Government policy and responsibility

One of the main reasons for the lack of government policy is the fact that it is not the Ministry of Cultural Affairs, Recreation and Social Work (which deals with general welfare work) or the Ministry of Education and Science which is responsible for general vocational training, but the Ministry of Social Affairs. However, the report observes that the latter Ministry's primary responsibility is the recruitment of foreign workers for jobs which usually require no skills and for which no other workers are available. Hence from the Ministry's point of view the training of foreign workers is undesirable since newly trained foreign workers will compete with the Dutch labour force and new migrant workers would have to be recruited for the jobs which the trained workers have left.

Vocational training for the purpose of re-migration

The following courses were found to be more explicitly designed to prepare the workers for re-migration (apart from the many technical courses which also met the requirements of the Dutch labour market).

1. Basic technical course; 1971-1972 at Deventer.

The course started with 23 students (Turks, Spaniards, Italians, Moroccans). It was stopped after four weeks owing to absenteeism caused partly by changing work shifts.

2. Market gardening course; 1972-1973 at Breda.

Initially 18 Moroccans attended but only six were left after three lessons and the course was stopped.

3. Course for agricultural mechanics; 1973-1974 at Gouda.

Initially 20 Moroccans; no drop-outs (the course more or less followed on from the welding course of the previous year).

4. Small livestock farming; 1974-1975 at Gouda.

Initially 20 Moroccans; large turnover (cause unknown).

5. Technical course; 1975-1976 at Amsterdam.

Yugoslav course at lower and intermediate technical school level; initially 150 students.

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