



EMEDUS
Europe Media Education

WP3. Formal Media Education

NETHERLANDS



1. Education System

In the Netherlands the influence of the Ministry of Education, Culture and Science is limited because it only sets out the general objectives that students should achieve. Schools have almost complete freedom of education.

Till the age of four, children can attend preschool on an optional basis. Primary education is compulsory from age 5. Secondary education is divided into: scientific preparatory school (VWO) from 12-18 years, advanced general (HAVO) from 12-17 years and professional training (VMBO) from 12-16 years. Admission to the different types of schooling is based on performance.

2. Policies in Media Literacy

The Government of the Netherlands has fixed guidelines in terms of the media and education.

The government establishes the following educational goals for students of primary and secondary schools: being able to find information for themselves; organizing, comparing and evaluating information and reviews; using digital media as sources of information. Schools must work on and raise awareness on the use of the media.

Each school community has different initiatives, but organizations like Mediawijzer (Media Literacy Center), are responsible for developing most media literacy projects in the country.

Today, debate centers on the relationship between the concepts of media literacy and digital literacy, as a new form of ICT within education, and whether these subjects should be made compulsory in the school curriculum.

3. Media Literacy and National Curricula

Media education is not a compulsory subject and in most schools it is not considered a specific subject. Consequently, it is dealt with transversely in subjects such as IT and Information Science, ICT, Social Sciences, Arts and Culture and Languages.

Many NGO's also provide media education such as Digital Playground, which has created a tool, the Webwalk, and a workshop for young people.

Others, like the My Child Online Foundation, work to integrate media education in schools according to a theoretical basis with the help of detailed plans, media coaches and media education resource banks.

The Digivaardig-Digibewust program aims at developing digital skills in the population to prevent the dangers of the Internet



There are also centers that have their own subjects such as Thorbecke College, which offers the subject Modern Media. This center and six more have joined the Media Literacy in Schools Foundation (Stichting mediawijsheidscholen).

Having complete freedom in education, Steve Jobs Schools focus their attention on the full use of Apple devices for the purpose of serving education.

The Netherlands has a limited tradition as regards film literacy which means that schools can decide whether to incorporate this subject into their curriculum or not. Some do offer it as a specific subject. The EYE Film Institute in Amsterdam coordinates all the activities around this subject with an outstanding initiative called Cinekid, which is an organization that encourages new initiatives in films, games and other digital media.

4. Tools to measure the Level of Competencies

No document that evaluates or certifies the media literacy of teachers, students or the general public has been identified. There are some entities that certify certain levels of ICT skills such as:

- CITO, an office of national exams that assesses general education objectives proposed by the Ministry of Education, including ICT skills indirectly.
- Secondary schools as well as vocational and higher education centers increasingly use ICT-based assessments as they have the freedom to decide.
- Since October 2009, the central exams office (College Voor Examens - CVE) has been responsible for advising and supporting schools with respect to the digitization of their exams.

5. Teacher Media Training

In the Netherlands the figure of the media coach has been created to coordinate media education in primary and secondary schools. The Handbook for Media Literacy at School, published by My Child Online, defines the responsibilities of the media coaches as being organizers of media projects which include parents and external organizations.

The European Commission considers the creation of media coaches one of the best practices for organizing media education

There are two training programs for media coaches for teachers of primary and secondary schools, librarians, media centers and organizations working with youth.

ICT teacher training in the Netherlands is included in the action plan "Teaching 2020: a strong profession". In order to attract and retain quality teachers, the government is investing in measures to improve teacher training, salaries and career prospects.

Although the use of ICT has become a standard part of education, a subject related to technology is not compulsory in teacher training.

6. ICT in Schools

The Ministry of Education, Culture and Science sets policy on ICT in education. The country is below the European average in the use of ICT and in terms of infrastructure with one computer for every five students. According to *Schoolnet*, most teachers use computers during their teaching sessions, more in primary schools (91%) than secondary (59%) and vocational schools (72%).

The keys to the inclusion of ICT in schools in the Netherlands can be summarized as follows:

- *Kennisnet* and *SURF* activities are coordinated with state education institutions and industry organizations. The *Kennisnet Foundation* supports primary and secondary teacher training centers as well as vocational training in the application of ICT. The *SURF* institution is established as an organization that promotes ICT in higher education and research.
- *Leerar24* emerged to stimulate the creation of platforms for teachers in order to support the development and use of ICT in 2009.
- *Acadin* promotes development in primary school students who have cognitive talent.

Annex. Country Key Features

(a)	Languages	Dutch (official), Frisian (official)
	Population	16,805,037 (July 2013 est.)
	Major cities	AMSTERDAM (capital) 1.044 million; Rotterdam 1.008 million; The Hague (seat of government) 629,000 (2009)
	Government type	Constitutional monarchy
	GDP (Purchasing Power Parity)	\$709.5 billion (2012 est.)
	GDP real growth rate	-0.5% (2012 est.)
	GDP per capita (PPP)	\$42,300 (2012 est.)

	GDP composition by sector	Agriculture: 2.8% Industry: 24.1% Services: 73.2% (2012 est.)
(b)	GDP per head (PPS)	131.0 (year 2011) (Index, EU27=100)
(c)	Year of EU entry	Founding member (1952)
	Currency	Member of the eurozone since 1999 (€)
	Schengen area	Member of the Schengen area since 1985
(d)	Pupils and students (ISCED levels 1-6) (1 000)	3.451,2 (year 2010)
	Pupils at ISCED level 1 (1 000)	1.294,0 (year 2010)
	Pupils at ISCED level 2 (1 000)	765,1 (year 2010)
	Pupils and students at ISCED level 3 (1 000)	736,5 (year 2010)
	Students at ISCED level 4 (1 000)	4,7 (2010)

Source: Authors, using data from:

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- (b) European Commission (2012). *Country Fact Sheet: Netherlands*. Directorate-General Regional Policy. Analysis Unit C3. European Commission [Retrieved from: http://ec.europa.eu/regional_policy/information/brochures/pages/country2012/index_en.cfm]
- (c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]
- (d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

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SURF foundation
<http://www.surf.nl/en/Pages/default.aspx>

Teaching 2020: A strong profession
<http://www.government.nl/issues/education/documents-and-publications/reports/2013/02/27/teaching-2020.html>

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<http://www.government.nl/issues/education/documents-and-publications/reports/2012/10/02/the-state-of-education-in-the-netherlands.html>

Thorbecke College
<http://www.thorbecke-zwolle.nl/>

Working in Education 2012
<http://www.government.nl/issues/education/documents-and-publications/reports/2013/02/27/working-in-education-2012.html>