



Ministerie van Onderwijs, Cultuur en  
Wetenschap

**Ministry of Education, Culture and Science**

**2010 Joint Report on the Implementation of the  
Education and Training 2010 Work Programme**

**The Netherlands' Report**

**April 2009**

## Key to abbreviations

<b>AD</b>	Associate degree
<b>BVE</b>	beroepsonderwijs en volwasseneneducatie (adult and vocational education)
<b>EVC</b>	erkenning van verworven competenties (prior learning assessment and recognition)
<b>EZ</b>	Ministerie van Economische Zaken (Ministry of Economic Affairs)
<b>HAVO</b>	hoger algemeen vormend onderwijs (senior general secondary education)
<b>HBO</b>	hoger beroepsonderwijs (higher professional education)
<b>HO</b>	hoger onderwijs (higher education)
<b>KSB</b>	kwalificatiestructuur beroepsonderwijs (vocational qualification structure)
<b>LNV</b>	Ministerie van Landbouw, Natuur en Voedselkwaliteit (Ministry of Agriculture, Nature and Food Quality)
<b>MBO</b>	middelbaar beroepsonderwijs (secondary vocational education)
<b>OCW</b>	Ministerie van Onderwijs, Cultuur en Wetenschap (Ministry of Education, Culture and Science)
<b>PLW</b>	Projectdirectie Leren & Werken (Interdepartmental Project Unit for Learning & Working)
<b>PO</b>	primair onderwijs (primary education)
<b>ROC</b>	regionaal opleidingencentrum (regional training centre)
<b>SZW</b>	Ministerie van Sociale Zaken en Werkgelegenheid (Ministry of Social Affairs and Employment)
<b>VMBO</b>	voorbereidend middelbaar beroepsonderwijs (pre-vocational secondary education)
<b>VO</b>	voortgezet onderwijs (secondary education)
<b>VWO</b>	voorbereidend wetenschappelijk onderwijs (pre-university education)

This report describes and analyses the progress made in implementing the Education and Training 2010 Work Programme in the Netherlands, especially with regard to key competences and lifelong learning, based on the questions drawn up by the European Commission.

### **Key competences**

Central government in the Netherlands confines itself to setting goals for education and schools, formulating funding conditions, and regulating the inspection of schools and educational institutions' accountability procedures. Out of the conviction that policy is most effective when those directly involved have the opportunity to translate it to their own specific situations, responsibility for its elaboration and implementation is deliberately left to those who have to put it into practice, i.e. schools, other educational institutions and teaching staff. This approach also significantly reduces the administrative burden on both central government and the field and makes more efficient use of available resources.

Reporting by those directly involved in implementation guarantees societal control.

Schools and other educational institutions have far-reaching autonomy: textbooks and other teaching materials, lesson content, teaching methods, breakdown of teaching time (within a required minimum number of hours per year), quality assurance, financial management and staffing policy are now the responsibility of schools or their governing bodies.

Central government sets the parameters – the subjects, the minimum number of teaching hours and the competences that pupils should have mastered by the end of primary school and the first stage of secondary school. These competences are laid down in attainment targets, which have been drawn up in consultation with the field (see appendix for the primary and secondary school attainment targets). The attainment targets provide guidelines and minimum requirements for the curriculum and the level of knowledge and skills pupils need to acquire, but primary and secondary schools decide for themselves how they will achieve them and are responsible for reporting to the Education Inspectorate on the results.

The attainment targets apply to all primary<sup>1</sup> and secondary schools, and are divided into two types:

- targets relating to specific subjects, such as arithmetic/mathematics and language/communication;
- targets relating to more general skills, such as social behaviour and attitude to learning.

There are 25 core competences for secondary vocational education (MBO) that have to be reflected in each set of qualification guidelines. The qualification guidelines contain a detailed description of the competences required for the occupation for which the students are being trained. Each occupation is analysed to see which competences are applicable and a selection is made from the 25. The qualification guidelines then set out the requirements that a student has to meet in order to obtain an MBO certificate. The government officially approves these qualification guidelines, but schools are free to decide how to equip their students to obtain their certificates.

Together, the qualification guidelines drawn up by educational institutions and the business community constitute the competence-based qualification structure. This structure provides the

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<sup>1</sup> new targets for PO as of August 2009

framework for competence-based teaching, setting out what students have to know and be able to do.

### **Lifelong learning**

All strategies for the Dutch education sector are linked to the lifelong learning strategy:

- primary education: early years education;
- secondary education: tackling dropout
- adult and vocational education: tackling dropout, competence-based teaching, National Qualifications Framework, action plan to combat poor literacy
- higher education: Associate degree

The government is concentrating its efforts on adult workers and jobseekers with no higher education qualifications. There is particular potential for growth in the number of people with secondary vocational (MBO) qualifications who, after working for a few years, decide to take a higher professional (HBO) course. Some of these people will attend approved institutions, which have a long history of training large numbers of workers, but there is also an important role here for government-funded institutions. The aim, set down in the *Strategic Agenda for Higher Education and Research*, is that by 2011, 10,000 more people between the ages of 27 and 40 should be taking HBO courses (in either government-funded or non-government-funded institutions) than in 2007.

A number of initiatives have been taken in recent years to encourage institutions to increase their intake of mature students.

- One important example is the launch of pilot schemes for associate degree programmes. These are two-year HBO programmes leading to a new, legally recognised qualification: the associate degree (AD). Pilot AD programmes began in 2006, in response to strong pressure from employers, especially those in the SME sector. The introduction of AD programmes is expected to increase the number of working people entering HBO as well as direct intake from MBO. The interim evaluation of the AD pilot schemes was completed recently and the final evaluation is planned for the end of 2010. In consultation with relevant parties (education umbrella organisations, employers' organisations, and student organisations), the government will consider whether the findings of the interim evaluation already justify a decision to introduce the AD on a permanent basis, since they show that the programme is reaching the target groups (workers and MBO certificate holders). The minister will send his policy response to the interim evaluation to the House of Representatives this spring and it will then be decided whether to bring forward permanent introduction of the AD.
- The second important measure relates to prior learning competences. A grants scheme has been set up to increase the intake of adults in HBO by promoting prior learning assessment and recognition (EVC) and made-to-measure programmes for working and learning. In the past few years agreements have also been made in many parts of the Netherlands between the government, the business community and educational institutions (HBO institutions and regional training centres (ROCs)) about numbers of employees undergoing training. These agreements concern programmes combining work and study at MBO and HBO levels and EVC

schemes. The government has provided funding for these regional agreements through the Interdepartmental Project Unit for Learning & Working<sup>2</sup>.

- Finally, the age limit of 29, above which an institution may set its own tuition fees, has been abolished, making training more affordable for those over the age of 29.

## **CHAPTER 1: KEY COMPETENCES FOR LIFELONG LEARNING AS PART OF COHERENT AND COMPREHENSIVE LIFELONG LEARNING STRATEGIES**

### **QUESTION 1**

**In what concrete ways has your country developed its provision for Key Competences since 2006? Has there been any link to your country's lifelong learning strategy? Which actors have been involved? What use was made of the European framework and the work of the cluster on key competences (if possible, please provide concrete examples)?**

### **Key competences**

#### **Primary and secondary education**

The key competences to be developed by pupils in primary school and the lower years of secondary school are set down in the attainment targets mentioned earlier. These targets overlap considerably with the key competences formulated by the EU and address the importance of Dutch, numeracy, English as a second language, environmental studies, the arts and creativity, knowledge of nature and the world, an enterprising attitude, social skills and democratic citizenship.

Since 2006 attention has been devoted to developing some of these key competences, focusing on continuous, cross-sectoral progression of learning. Given the aims set out by the EU and the decline in reading skills, Dutch and numeracy have absolute priority in primary education. Work is in progress on the implementation of reference levels, which define more precisely what a child should have learned in terms of language and arithmetic by the end of primary school. In addition to this top priority – which affects all of the 7,000 or more primary schools – primary schools that wish to do so are given scope to specialise in other key competences. This applies especially to science and technology: 2,500 primary schools are now participating in the cross-curricular technology, digital competence and entrepreneurship programme.

Primary education lays the foundations for lifelong learning by developing basic skills, including social skills, and by developing competences in the area of the self, working independently and learning to learn.

The attainment targets for secondary education build on the primary education targets. Secondary schools also have autonomy to choose how they organise their teaching. Attainment targets are

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<sup>2</sup> The Learning and Working Project Department (PLW) is a joint initiative of the Ministry of Education, Culture and Science and the Ministry of Social Affairs and Employment, with the collaboration of the Ministry of Economic Affairs and the Ministry of Agriculture, Nature and Food Quality. The members of this department come from all these ministries. Agriculture is involved because this is the ministry responsible for agricultural education in the Netherlands.

not ends in themselves, but a means to introduce more coherence and more differentiation into the curriculum. Coherence is encouraged by developing scenarios in which schools can choose broader curriculum areas. In terms of content the attainment targets in secondary education are based on elements from the following school subjects: Dutch, English, maths, physics and chemistry, technology, IT, biology, life skills, geography, history, arts subjects and physical education. Schools have to be able to develop the attainment targets into various teaching arrangements, suitable for different pupil profiles, in a programme that can be completed in two-thirds of the teaching time available in two school years. The rest of the teaching time is the differential part, which in principle falls outside the scope of the attainment targets.

The number of attainment targets is limited to 58 in both primary and secondary education, to leave scope for schools to offer subjects of their own choice. The secondary school attainment targets are pupil-centred. They all begin with the words 'The pupil learns...', to emphasise the active nature of learning and to dovetail with the attainment targets for primary education, which constantly use the verb 'learn' to refer to both the process and the result.

### **Adult and vocational education**

Work on key competences in the adult and vocational education sector is based on two key documents: *Steering a course for BVE* (2004–2008) and the *Strategic Agenda for Adult and Vocational Education* (2008-2011). Lifelong learning is an important concept in both of these government policy documents.

Where appropriate, national policy has been developed with the aid of international research and European examples on which further information has been obtained thanks to the work of the Key Competences peer learning cluster. For example, the *Aanvalsplan Laaggeletterdheid 2006 – 2010 "Van A tot Z betrokken"* – a ministry-wide plan designed to prevent and combat poor literacy – was developed on the basis of the findings of the OECD's International Adult Literacy Survey, conducted in the 1990s. One of the most successful elements is the multimedia reading and writing programme, based on the Irish *Read Write Now* initiative. Representatives of the education ministry and the Dutch Council for Secondary Vocational Education took part in a peer learning activity in Dublin in January 2008. The activity, which the Key Competences peer learning cluster helped to organise, focused on the Irish approach to combating poor literacy.

The *Strategic Agenda for Adult and Vocational Education* focuses on competence-based revision of the MBO qualification structure, competence-based teaching and better proficiency in Dutch (the introduction of a minimum standard for all participants and the development of continuous progression of learning for language and maths). The competence model used, which was developed by the centres of expertise on vocational education, training and the labour market (KBBs), is a consistent, coherent and well-organised body of terms for use in describing competences in the qualification guidelines. The model has 25 competences. The content of each competence is broken down into the skills, knowledge and behaviour required for a particular occupation.

The approach of the International Project Unit for Learning & Working (PLW) focuses on career development for adults and is described in the documents *Reinforcing Learning & Working; Action Programme 2005-2007* and *Carrying on with Learning & Working; Plan of Approach 2008-2011*.

The essence of the approach is to achieve a sustainable regional infrastructure for lifelong learning (regional partnerships, training and employment helpdesks, training databases) and to put in place a total of 125,000 EVC schemes and programmes combining work and study. The development of key competences is not a separate area of activity, but forms part of the work-study programmes to be implemented as part of the PLW approach.

**QUESTION 2**

**Describe briefly how each of the eight key competences (Mother tongue; Foreign languages; Maths, science and technology; Digital competence; Learning to learn; Social and civic competence; Initiative taking and entrepreneurship and Cultural awareness and expression) is included in (i) the national framework curriculum (or equivalent document, including for example at the regional level) for general education, and (ii) for VET?**

The eight key competences have been incorporated into the attainment targets for primary education and the first stage of secondary education and the core competences for secondary vocational education (MBO).

<b>Key competence</b>	<b>General education (primary and secondary education)</b>	<b>Vocational education and training</b>
<b>Mother tongue</b>	<p><b>Primary:</b> In attainment targets (1 to 12) and focus within the agenda for improving the quality of teaching.</p> <p><b>Secondary:</b> Ten attainment targets for Dutch for the lower years of secondary school. They are mainly aimed at the communicative function of the Dutch language, attaching importance to skills.</p>	Depends on the requirements, contained in the qualification guidelines for the course in question. From the 2010-2011 school year, Dutch will be a compulsory subject and a minimum standard will be required for all MBO courses.
<b>Foreign languages</b>	<p><b>Primary:</b> English is included in the attainment targets (13 to 16) as a compulsory subject; the starting point is not set (year 7, but may be as early as year 1). French and German may be taught in the free curriculum time. Spanish may only be taught with a dispensation from the Ministry of Education.</p> <p><b>Secondary:</b> English is compulsory for all pupils in the lower years of secondary</p>	Depends on the requirements, contained in the qualification guidelines for the course in question. From the 2011-2012 school year, at least one foreign language will be compulsory for all MBO level 4 courses. Proficiency in two foreign languages is not achievable throughout MBO, because this option would be at the expense of extra attention for proficiency in Dutch and vocational skills. This could lead to drop out,

	<p>school; a second modern foreign language (usually French or German) is compulsory for almost all pupils; for pupils in senior general secondary education (HAVO) and pre-university education (VWO), three modern foreign languages (usually French and German, as well as English) are compulsory.</p>	<p>especially at the lower levels.</p>
<p><b>Maths, science and technology</b></p>	<p><b>Primary:</b> Included in attainment targets 23 to 33 and focus within the agenda for improving the quality of teaching (see also answer to Question 1).</p> <p><b>Secondary:</b></p> <ul style="list-style-type: none"> <li>• Nine attainment targets for the lower years of secondary school relate to numeracy and maths. They mainly concern the application of numeracy skills and maths outside and within the curriculum, in both the lower and upper years of secondary school (including the third year of HAVO / VWO).</li> <li>• In addition, in the lower years of secondary school, there are eight attainment targets for the Mankind and Science subject area aimed at natural science and technology subjects.</li> </ul>	<p>Depends on the requirements, contained in the qualification guidelines for the course in question.</p>
<p><b>Digital competence</b></p>	<p><b>Primary:</b> Comes under citizenship and social integration.</p> <p><b>Secondary:</b> Features in various attainment targets for the lower years of secondary school. For example, according to attainment target 5, the pupil learns to find and</p>	<p>Depends on the requirements, contained in the qualification guidelines for the course in question.</p>

	organise information in written and digital sources and to assess its value to him/herself and others.	
<b>Learning to learn</b>	<p><b>Primary:</b> The verb “learn” is constantly used to refer to both the process and the result.</p> <p><b>Secondary:</b> All the attainment targets for the lower years of secondary school begin with the words, ‘the pupil learns...’</p>	Included as one of the 25 core competences that have to be reflected in each set of qualification guidelines.
<b>Social and civic competence</b>	<p><b>Primary and secondary:</b> Since 1 February 2006 it has been compulsory for primary and secondary schools to include active citizenship and social integration in their teaching. Citizenship is not regarded as a separate subject, but should be a natural component of several subjects. The revised attainment targets for primary schools and the lower years of secondary school also pay explicit or implicit attention to citizenship. It is government policy to give schools more scope to organise their own teaching, so it does not prescribe how schools should deal with citizenship and social integration.</p>	Included in the 25 core competences that have to be reflected in each set of qualification guidelines (e.g. “handling pressure and setbacks”, “dealing with and adapting to change”, “building relationships and networking”, “cooperating and consulting”).
<b>Initiative taking and entrepreneurship</b>	<p><b>Primary:</b> See above (see also answer to Question 1).</p> <p><b>Secondary:</b> The attainment targets for the lower years of secondary school aim to encourage pupils to take initiative. For example, according to attainment target 6: the pupil learns to participate in meetings, planning and group discussions.</p>	Included in the 25 core competences that have to be reflected in each set of qualification guidelines (e.g. “acting in an entrepreneurial and commercially minded way”, “showing drive and ambition”, “being creative and innovative”).

<b>Cultural awareness and expression</b>	<p><b>Primary:</b> Attainment targets 54 to 56.</p> <p><b>Secondary:</b> Five attainment targets for the lower years of secondary school relate to the arts and culture. The focus is on what the arts have in common and their equal value. The aim is to familiarise pupils with the arts and culture in many different facets.</p>	<p>Depends on the requirements contained in the qualification guidelines for the course in question.</p>
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### QUESTION 3

**By what means (e.g. learning material or learning support) does your country seek to support schools and teachers to ensure that all young people leaving initial education and training (i.e. including the educationally disadvantaged) have developed these competences to a level that equips them for adult life?**

Measures have been taken in primary, secondary and secondary vocational education to ensure that, on leaving initial education and training, all pupils – including those who are at risk of being educationally disadvantaged – have developed their competences to such a level that they are well equipped for further education and for adult life.

The aim of the compensatory policy of the Ministry of Education, Culture and Science is to prevent and reduce disadvantage, in order to give these children and young people more opportunities and more promising school careers and to improve educational attainment. Close cooperation is encouraged between local authorities, schools and other institutions, and parents to find an effective approach to tackling educational disadvantage and to clarify responsibilities. An annual budget of around €487 million is available for compensatory policy. Funds are allocated to primary schools on the basis of a weighting system<sup>3</sup> and to secondary schools on the basis of the *Learning Plus and Newcomers (Secondary Education) Funding Scheme*. The greater part goes direct to the schools, while a smaller part (approximately €175 million) goes to local authorities for preschool education and bridging classes.

Under compensatory policy, local authorities are responsible for preschool education and bridging classes, while schools are responsible for early school education. The foundation for preventing dropout and combating illiteracy is laid in primary education. The primary sector makes a considerable effort to help pupils who are at risk of educational disadvantage, by developing sufficient provision for early years education and helping schools to achieve major reductions in the number of children from at-risk groups who are lagging behind in language. This is an important priority of the agenda for improving the quality of teaching. Primary schools, local authorities and other institutions must work together at local level to identify educational disadvantage at an early

<sup>3</sup> Schools can get additional funding to combat educational disadvantage based on the educational levels of the parents of individual pupils.

stage, and reach agreements on a strategy to tackle it. To this end, the local authority, school governing bodies and childcare facilities are required to hold regular consultations.

After primary school, pupils move on to a secondary school that is suited to their level of ability: practical training, pre-vocational secondary education (VMBO), senior general secondary education (HAVO) or pre-university education (VWO). This system ensures that all pupils receive the education that best suits them, if necessary with additional learning support. Secondary schools that have to cope with pupils from backgrounds with a range of problems also receive extra funding under the *Learning Plus scheme*.

In recent years the Ministries of Economic Affairs, Education and Agriculture, together with organisations in the field, have developed various activities to promote entrepreneurship in education. Up until now the emphasis has been on providing educational institutions with opportunities to develop initiatives. This has resulted in them doing more to teach entrepreneurship. The aim now is to make entrepreneurship a more permanent part of the curriculum by encouraging, supporting and professionalising educational institutions. The government has provided a budget for the period up to the end of 2011.

The Dutch government also addresses what MBO students should know and be able to do. How they acquire their knowledge and skills is a matter for the schools. The Ministry of Education, Culture and Science does not, as a rule, provide teaching materials or teaching support itself. Educational institutions receive a supplement to their block grant funding for preparatory and support activities enabling them to take additional measures to keep at-risk young people on board and/or to bring them up to the required standard. The supplement amounts to approximately 3% of their total budget. The funding system also includes an incentive to ensure students obtain their MBO certificate. In addition to the funding based on the number of enrolled students (with effect from 2009 based on two counts per year), a financial bonus is given for the number of certificates awarded. This currently amounts to 20% but will be increased to 30% from 2010 for MBO level 3 and 4 courses. From 2010 there will also be extra resources for language and numeracy in MBO: €50 million per year will be earmarked under the language and numeracy *Delta plan*, which will be debated in the House of Representatives in spring 2009.

Standards of competence were defined for teaching staff in August 2006. The seven core competences are explained in more detail under Question 5. One of them, core competence 3, is specifically geared to preparing young people to take their place in society after initial education. It states that good teachers are competent in both their subject and teaching methods and can help their pupils to acquire the cultural knowledge and awareness that everyone needs in present-day society. By requiring this competence of its teachers, the Dutch education system is helping to prepare young people for adult life.

#### **QUESTION 4**

**What progress has your country made towards ensuring that all adults have opportunities to develop and update their key competences?**

The government's action plan to combat poor literacy, comprising numerous measures costing a total of €4 million a year, has resulted in more widespread availability of informal learning materials to help people improve their reading and writing skills. These include nationwide

coverage by the regional TV channels of the series *Lees & Schrijf!* (Read & Write) and *Lees en Schrijf op je werk* (Read & Write at Work), accompanied by free workbooks, which have been requested by more than 30,000 viewers to date. The action plan has also resulted in increased adult take-up of a course in basic skills (from around 5,600 in 2006 to 9,000 in 2007; the progress report on 2008 will be published in May 2009). Apart from a particular focus on poor literacy, attempts are being made to integrate social rehabilitation, civic integration and adult education provision more closely. A social participation budget has been set aside for this purpose (as from 2009), which local authorities can draw on to provide more tailored services. The budget is allocated on the basis of a number of key indicators and output-related criteria, whereby the relative contribution made by a local authority to the achievement of national education targets for the diverse target groups (defined in terms of numbers of programmes purchased and certificates and diplomas awarded) results in an adjustment of the funding two years later. By performing well a local authority can have its budget increased.

The Interdepartemental Project Unit for Learning & Working (PLW) was set up in 2005 to boost adult learning in combination with work, without focusing specifically on one or more key skills, but rather on programmes combining work and study that lead to a qualification and better opportunities on the job market. EVC is used to assess and recognise prior learning competences. The key element of the PLW approach is the development of regional partnerships (government, schools and the business community) to build a sustainable infrastructure for lifelong learning in the region. The parties to these partnerships recognise that it is in their own interests to work together to ensure that the regional working population develops competences to meet the needs of the regional labour market. There are currently 45 such partnerships.

#### **QUESTION 4.a**

**What, if any, are the current adult target groups and the specific provisions put in place for them?**

The target groups in the adult and vocational education sector are:

- participants in civic integration programmes:
  - people who are required to do a civic integration course (under the Civic Integration Act 2007, funded out of the social participation budget of the Minister for Housing, Communities and Integration)
  - people who voluntarily take part in a civic integration course (under the Order of the Minister for Immigration and Integration of December 2006, No. DDS 5456934, containing rules to promote voluntary civic integration in areas outside the domain of the G31 local authorities)
- voluntary participants in training funded by the Minister of Education, Culture and Science, under the social participation budget:
  - adult general secondary education: secondary level education for people who need a second chance to gain a basic qualification
  - broad basic education (laying the foundation for further education)
  - social self-reliance, including basic skills courses for people with poor literacy
  - Dutch as a second language (NT2), including courses leading to the NT2 state examinations (at two levels giving access to MBO and higher education).

During the 2008-2011 period the main emphasis will be on young workers between the ages of 18 and 24 with no vocational qualifications at MBO level 2 and jobseekers who are unable to find employment without help. In the present economic crisis, the target group also includes employees threatened with redundancy. A temporary learning and working incentive scheme with a budget of €24 million provides the 45 regional partnerships with financial support specifically to invest in these target groups.

**QUESTION 4.b**

**What national data are available on the participation of adults (and any adult target groups identified as priority) in provision designed to develop their key competences?**

Participation:

- in adult education: approximately 130,000 people participate in adult education every year;
- according to the Lisbon Agenda 2000 lifelong learning indicator, in 2007, 16.6% of the Dutch population aged between 25 and 64 were participating in education in the four-week period prior to the survey date. In line with the PLW targets, 55,000 programmes combining work and study and 25,000 EVC schemes have been created, representing 64% of the overall target of 125,000 programmes.

**QUESTION 4.C**

**In designing the provision for adults, what collaboration is in place with representatives of other policy areas, social partners and other stakeholders?**

With effect from 2009, there will be a single social participation budget combining government funds for reintegration of jobseekers, civic integration and adult education. Local authorities receive a grant from this budget to provide tailored services in consultation with the parties involved and based, if necessary, on an analysis of local needs.

The Interdepartmental Project Unit for Learning & Working Project (PLW) is a joint initiative of the Ministry of Education, Culture and Science (OCW) and the Ministry of Social Affairs and Employment (SZW), with the collaboration of the Ministry of Economic Affairs (EZ) and the Ministry of Agriculture, Nature and Food Quality (LNV). The members of the department come from all these ministries. LNV is involved because this is the ministry responsible for agricultural education in the Netherlands.

Within the regional partnerships, educational institutions, the business community and regional and local government share responsibility for developing lifelong learning in the region. These parties are expected to continue working together in the future.

**QUESTION 5**

**How have curricula, statements of teacher competence requirements, or equivalent guidelines, for (a) initial and (b) in-service teacher education been developed to ensure that teachers are equipped to implement a competence-based approach (e.g. the teacher as co-constructor or facilitator of learning, team teaching, collaboration between teachers and parents, participation in school development, formative assessment techniques, and self-directed professional development)? Have any specific measures been taken in the area of VET teachers and trainers?**

As stated under Question 3, standards of competence have been defined for teaching staff in the Netherlands, on the initiative of the Association for the Professional Quality of Teachers (SBL). The core competences are reviewed every six years and are as follows:

- A good teacher possesses interpersonal skills. He/she can communicate well and in a professional manner with pupils.
- A good teacher is a competent educator. He/she can offer pupils stability and structure in a safe learning and working environment, allowing them to develop socially, emotionally and morally.
- A good teacher is competent in his/her subject and in teaching methods. He/she can help pupils acquire the cultural knowledge and awareness that everyone needs in present-day society.
- A good teacher is a competent organiser. He/she creates a well-organised and task-oriented learning environment.
- A good teacher works in close harmony with his/her colleagues. He/she can make a professional contribution to a good learning environment in the school, to close cooperation among staff and to a well-organised school.
- A good teacher works in close harmony with the school's environment. He/she can communicate in a professional manner with parents and others involved in the education and training of his/her pupils.
- A good teacher is competent in terms of reflection and development. He/she is able to reflect in a professional manner on his/her capacities and professional views, and to develop and update his/her professional skills.

(see: <http://www.lerarenweb.nl/lerarenweb-bekwaamheid.html?sbl&artikelen&112> (in Dutch) or <http://www.lerarenweb.nl/lerarenweb-english.html?sbl&artikelen&100> (in English))

These standards of competence form the basis of teacher training curriculums and thus of initial teacher training. Moreover, they serve as a guide throughout a teacher's career and play an important part in further training. Schools and universities providing on-the-job teacher training make a contribution to a competence-based approach. Universities contribute to school development by increasing evidence-based knowledge, for example through research.

With regard to the knowledge component of teacher training programmes, a knowledge base is being developed in which a national exit level will be stipulated for teachers. The knowledge base will mainly focus on required knowledge of the subject.

A teachers' grants scheme has been in place since 2008 as an incentive to encourage training: teachers who have been working for at least one year for their present employer can apply for a training grant. Every teacher is entitled to one such grant. This instrument is intended for teachers' individual development; it does not relieve school governing bodies of their responsibility for providing further training and in-service training for their teaching staff.

#### **QUESTION 6**

**What approaches (including new ways to organise learning) does your country take to promote the acquisition of transversal key competences in general education (primary, lower secondary and general upper secondary), VET, adult learning and teacher training (in particular learning to learn, social and civic competence, initiative taking**

**and entrepreneurship, and cultural awareness and expression)? Where appropriate please refer back to Question 2 on curricula.**

The attainment targets (see answer to Question 2) were developed by the government. Many schools found it very difficult to translate them into everyday practice, as the targets were not formulated specifically enough to provide adequate guidelines for teaching. Using the targets as its starting point, the National Institute for Curriculum Development (SLO) therefore drew up teaching guidelines and interim targets to help individual schools. Guidelines for a particular curriculum area indicate how children can progress from a specific starting level towards the attainment targets. Key milestones are called interim targets. Teachers can use these teaching guidelines and interim targets to monitor the development of their pupils more effectively and guide them towards achieving the attainment targets. Publishers (i.e. not the government) use them as the basis for the textbooks they produce for schools. The government's role is to facilitate and encourage innovation in schools and to ensure they are given the scope to do so, for example through science and technology and entrepreneurship programmes.

The task of organising learning, i.e. shaping the education process, is the responsibility of schools in the Netherlands. The government does not interfere. It has set up a programme of placements in non-profit or voluntary organisations, in which all secondary school pupils will be required to take part to acquire additional social and civic competences.

Core competences apply in adult and vocational education, partly depending on the requirements that span the full range of key competences, which must be reflected in each set of qualification guidelines.

Entrepreneurship is a subject of particular attention in higher education:

- The Dutch government has taken steps to foster and support entrepreneurship in the Netherlands. Education must play a crucial role in these efforts.
- The Ministry of Economic Affairs and the Ministry of Education, Culture and Science have set up a programme on entrepreneurship and education.
- One of the key elements of this programme is to invest in entrepreneurship and entrepreneurial skills from a very young age. Research shows that they are best developed as early as possible. Primary and secondary schools can play a vital role in developing these skills.
- The entrepreneurship and education grants scheme was launched in 2007 and comprises two essential elements:
  - seed money for the Entrepreneurship and Education Partnerships: encouraging projects from primary school through to vocational training
  - promoting the establishment of entrepreneurship centres in the higher education sector.
- The concept of the entrepreneurship centres is to support higher education institutions in creating a hub for entrepreneurship activities – a focal point where all such activities can be developed, organised and coordinated within the existing institutional framework and infrastructure.
- Six centres opened in January 2008. The initial results are quite promising, as is the number of students taking an entrepreneurship course. The centres are closely monitored.

- In November 2008 the Dutch government launched a new programme covering the 2008-2012 period. One of the key features of this programme is to professionalise entrepreneurship education by investing in networks between schools and companies, from primary school right through to vocational training, and opening an additional four to six entrepreneurship centres in the higher education sector.

#### **QUESTION 7**

**How is summative and formative student assessment used to help pupils/students acquire key competences, including the transversal ones? Please describe your current approach.**

Formative assessment of language and numeracy is carried out in more than 90% of primary schools using standardised tests that are part of the pupil monitoring system. The teaching and learning process is adjusted on the basis of the results. The emphasis here is on content-related and task-oriented feedback at individual, group and school level. Summative assessment of pupils' basic skills (language and numeracy) is generally done in year 8 on the basis of an attainment test; the Education Inspectorate uses the results of this test to determine whether primary schools are succeeding in bringing pupils to the expected standard. The level of important subjects is also periodically assessed. Lastly, the Netherlands participates in international comparisons for mathematics, science and reading comprehension.

Schools are encouraged to make better use of the information from pupil monitoring systems to improve teaching and hence results. The focus is on the key competences for language and numeracy. Improving quality assurance in primary schools is one of the main priorities of the agenda for improving the quality of teaching: the Dutch government wants to increase the use of pupil monitoring systems in primary schools from 39% in 2005 to 70% in 2011. The figure had already exceeded 50% in 2007-2008.

In the secondary education sector, the government has no role in this area and there are no statutory measures in place. It is up to the schools to determine and utilise pupils' progress. However, the government has commissioned diagnostic tests for the priority areas of language and numeracy and has made them available to schools.

In the adult and vocational education sector, students on all MBO and adult education courses are regularly tested to assess their progress. Summative assessment takes place on the basis of the requirements in the qualification guidelines for the MBO course in question. With regard to adult education courses, the finishing levels specified for adult general secondary education apply, or the requirements for the state examinations in Dutch as a second language. Since the closure of the Examination Quality Centre in 2007, the Education Inspectorate has monitored the quality of examinations, which are decentralised in MBO. In view of the increased focus on Dutch in MBO, the introduction of a national examination for this subject after 2010 is currently being considered.

In the context of learning and working, an EVC procedure is to be introduced to assess and recognise the competences (both vocational and general) of a candidate in relation to the standards (finishing levels) of an MBO or HBO qualification. This summative assessment may result in a certificate, diploma or exemption being issued by an educational institution. A formative

assessment (i.e. not EVC, strictly speaking) tends to be used in the context of career development with the aim of identifying training needs and adjusting training programmes accordingly. Dutch educational institutions are being encouraged to develop and implement EVC. The Knowledge Centre for Prior Learning Assessment and Recognition is developing assessment methods and quality tools and is helping institutions implement them. Nearly every Regional Training Centre (ROC) now has an EVC service and is striving to improve quality. HBO institutions also implement EVC. Both private and public-sector institutions can offer EVC if they are registered as an EVC provider with the Knowledge Centre and adhere to the quality code.

In higher education, the autonomous institutions decide for themselves how to use the results of EVC procedures. The government plays no part in this, but does ensure that the procedures meet quality assurance standards.

#### **QUESTION 8**

**How does your country - at national and or regional and local levels - evaluate the outcomes of education and training systems in relation to key competences? How is such evidence used for developing policy?**

A new cohort survey began during the 2007-2008 school year as a successor to PRIMA<sup>4</sup> and VOCL<sup>5</sup>. This survey (COOL<sup>5-18</sup>) follows pupils from the age of 5 until they reach 18 as they progress through primary and secondary education and MBO, focusing on three aspects of their development:

- cognitive development: knowledge of and proficiency in Dutch, English and arithmetic/maths;
- development of social skills, including citizenship competences;
- social and emotional development.

To monitor these three aspects, pupils periodically complete tests and questionnaires. Their entire school career is also systematically documented. The plan is to collect data in three rounds. The first round (2007-2008) involved pupils in years 2, 5 and 8 of primary school and year 3 of secondary school. During the second and third rounds (2010-2011 and 2013-2014), these groups will again be surveyed, in addition to pupils in years 4 and 5 of HAVO and years 4, 5 and 6 of VWO, and in MBO. Each round involves around 50,000 primary school pupils and some 20,000 pupils in year 3 of secondary school. A further 20,000 pupils, spread over the examination years of HAVO and VWO and the second year of MBO, will participate in the second and third rounds. COOL<sup>5-18</sup> has several advantages:

- For participating schools, COOL<sup>5-18</sup> offers reliable, comparative information about pupils' performance.
- For central government, COOL<sup>5-18</sup> acts as a 'thermometer' for developments in education and as a source of information for a range of policy issues.

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<sup>4</sup> Every four years about half of the pupils who had taken part in the PRIMA cohort survey (primary education) in year 8 were surveyed again in secondary school. This made it possible to monitor the progress of various groups of pupils, including those who were disadvantaged, after primary school. Four cohorts have been surveyed since 1988: pupils in the 1998-1989, 1992-1993, 1996-1997 and 2000-2001 school years.

<sup>5</sup> The aim of the VOCL cohort survey (secondary education) was to gain insight into the relationship between background and intake characteristics of secondary school pupils and their school career and educational attainment. A characteristic feature of this type of survey is that, after collecting data when pupils start secondary school, they are monitored for several years as they progress through secondary and higher education.

- For the scientific community, COOL<sup>5-18</sup> offers a unique database enabling analysis in numerous subject areas.
- For local authorities and school governing bodies, COOL<sup>5-18</sup> can be a useful tool for evaluating their own policies.

COOL<sup>5-18</sup> is conducted by a broad consortium of scientific organisations.

In primary education, both the key competences of pupils and the primary schools themselves are systematically evaluated:

- **Pupil performance:**
  - The COOL cohort survey (primary, secondary and adult and vocational education): the language, numeracy and citizenship skills of some 40,000 primary school pupils in year 2 (pre-primary), year 5 and year 8 are measured every three years, starting in the 2007-2008 school year. This type of assessment has been carried out since 1988.
  - Annual assessment (National Institute for Educational Measurement, CITO): during the 2008-2011 period, in addition to the COOL cohort survey, an annual language and numeracy assessment will take place in year 4 and year 8 of primary school with a view to monitoring trends.
  - Every five years CITO assesses the skills of several thousand pupils in mainstream primary schools and special schools for primary education in the most important subjects i.e. language, numeracy and environmental studies (history, geography, science). Language and numeracy skills are tested halfway through primary school and just before leaving, and environmental studies at the end of primary school.
  - The Netherlands participates in periodic international comparative studies of educational achievement in the fields of mathematics (TIMSS) and reading comprehension (PIRLS).
- **School performance:**

The Education Inspectorate evaluates the quality of primary schools (including special education); one of the key aspects of quality concerns pupils' performance. Every school is expected to attain a level of performance that is appropriate to their pupil population. To determine this, the Education Inspectorate looks at the test results of all schools and reports its findings in the annual Education Report and/or in separate reports.

In the case of secondary education, international comparative studies, such as PISA, TIMSS and PIRLS, are an important source for assessing the performance of the system. Poor results for mathematics and language have prompted the launch of an incentive programme for these subjects. Schools receive additional funding to implement improvements.

### **Evaluation and policy**

The reports on pupil and school performance are always sent to parliament, which can then urge the government to formulate policy.

The government is responsible for the quality of the education system and monitors the performance of pupils and schools. Schools that are below par are called to account by the Education Inspectorate and, if necessary, by the Education Minister. Legislation is currently being drafted to stipulate the minimum performance required of schools and the ultimate sanction, i.e. that the government will withdraw funding from schools that consistently fail to perform. Under the current government's policy programme, the performance level of primary school pupils, especially

in language and arithmetic, must be improved. Another reason for monitoring the performance of pupils (and schools) is therefore to check whether this policy objective is being achieved, with supplementary measures being taken if necessary.

Research on pupil and school performance can also be used by educational support organisations such as school advisory services and educational publishers.

The Education Inspectorate also monitors the quality of education and examinations in the adult and vocational education sector. Monitoring is based on trust and is proportional, i.e. inspections are tightened up if an institution consistently falls short. As in other sectors of education, the findings are published annually in the Education Report, which is submitted to parliament. In the case of the action plan to combat poor literacy, a separate annual progress report is sent to parliament, together with monitoring data on the participation of adults in literacy courses. Every year the performance of educational institutions is also published online, in the form of key figures, in what is known as a school report card. Finally, all institutions report annually to the Ministry of Education on financial and education-related matters. Starting in 2010, this will be in the form of an integrated annual document developed for the sector as a whole. Adult and vocational education institutions are required to report horizontally as well as vertically within their respective regions and accordingly maintain close contact with their placement providers. Important regional stakeholders usually have a seat on their Supervisory Board.

## **CHAPTER 2: TRANSVERSAL LIFELONG LEARNING ISSUES**

### **QUESTION 9**

**What progress has your country made in the development and implementation of a coherent and comprehensive lifelong learning strategy (including the development of national qualifications frameworks linked to the EQF, systems for the validation of nonformal or informal learning and learning outcomes based approaches)?**

The Netherlands is tackling the development and implementation of lifelong learning in various ways, in both initial and post-initial education (adult education).

- Initial education

The government has launched an action plan to tackle low levels of literacy in the Netherlands, targeting all ages from youngsters to adults with language and numeracy problems. Children between the ages of 2 and 6 have access to early years education, special courses are available for working people (Language and Communication in the workplace), while literacy courses are open to all adults. The Dutch Reading and Writing Association has the task of publicising the options available. The target is to reduce the number of people with poor literacy from 1.5 million in 2006 to 1.1 million by 2011, and to 600,000 by 2015.

Reducing the dropout rate is another important aspect of lifelong learning policy. In 2006 the previous government initiated a programme to tackle dropout and a number of important measures have been taken since. For instance, the school-leaving age has been raised to 18, and young people are obliged to attend a course of training that leads to a basic qualification, i.e. a minimum of two years' secondary vocational education (MBO level 2) or a senior general secondary or pre-university education certificate (HAVO/VWO). The registration of dropout has also been substantially improved. The present government is aiming to halve the number of early school-leavers, from 71,000 in 2002 to 35,000 by 2012. The figure currently stands at 50,000 (beginning of 2009). Additional actions:

- voluntary agreements with schools: each school receives €2,000 for each early school-leaver less compared with the 2005-2006 school year;
- supplementary courses aimed at reducing dropout.

Funding: €26 million in 2008, rising to €90 million in 2011.

The vocational qualification structure (KSB) is being converted into a competence-based qualification structure. The national qualification framework (NQF) for higher education is now officially compatible with the QF-EHEA. An action plan is currently being drawn up for the development of the NQF. The Netherlands will use the NQF to link the existing qualification and education structures. The NQF is scheduled to be aligned with the EQF by the end of 2010.

- Post-initial education

The Netherlands is working on a nationwide lifelong learning infrastructure. Regional partnerships comprising educational institutions, local and provincial government, the Employment Service and the business community jointly determine lifelong learning needs, both present and future, in their region and agree on the best way to implement measures. There are 45 regional partnerships. Training and employment helpdesks, which provide guidance, information and advice on training for companies and individuals, are up and running in 40 regions. Most are still being developed, and need to become a proactive service focusing on the local community. Helpdesk advisers visit businesses, advising them on the benefits of training and the possible options and helping employers and employees find suitable training courses.

The International Project Unit for Learning & Working has developed a portal [www.lerenenwerken.nl](http://www.lerenenwerken.nl) (in Dutch) containing information about all available training. An advertising campaign on TV and radio is raising awareness about EVC. The Netherlands is firmly committed to developing and implementing EVC, which is regarded as a core instrument in the Dutch lifelong learning strategy. The Knowledge Centre for Prior Learning Assessment and Recognition was set up in 2001 to develop, collect and disseminate knowledge about EVC procedures for the benefit of employers and employers' organisations, trade unions, the government, trainers and labour market intermediaries. Nearly every ROC now has an EVC service, though there is room for improvement as regards quality. HBO institutions also implement EVC.

### CHAPTER 3: VOCATIONAL EDUCATION AND TRAINING

#### QUESTION 10

**What progress has your country made in increasing the attractiveness of VET programmes and their relevance to the labour market?**

Matching education supply with labour market demand has traditionally been one of the strengths of the Dutch MBO system: based on approved occupational profiles, the requirements that a practitioner has to meet are incorporated into qualification guidelines. There are 18 centres of expertise on vocational education, training and the labour market (KBBs), in which representatives of employers, employees and educational institutions develop these guidelines for official approval by the Minister of Education, Culture and Science.

In the past few years online access to information about education and training has been improved. For example, the Association of Centres of Expertise on Vocational Education, Training and the Labour Market (COLO) and the Council for Secondary Vocational Education have set up

[www.stagemarkt.nl](http://www.stagemarkt.nl) (in Dutch) and [www.workplacement.nl](http://www.workplacement.nl) (in Dutch and English). Since they are continually updated, they make it easier for MBO students to find a placement provider in the Netherlands or abroad. COLO has also developed a tool which will make it easier for MBO students seeking a work placement or wishing to combine working and learning to make a more informed choice from the options available to them.

The Netherlands participates actively in professional competitions that boost the image of MBO. In addition to the biennial World Skills event, there is now a EuroSkills competition, which was inaugurated in 2008 in Rotterdam, and is organised by the Netherlands and the European Commission. The MBO Internationalisation Agenda published by the State Secretary for Education in early 2009 states that "improving the image of MBO abroad is expected to have a positive effect on its image in the Netherlands".

#### **CHAPTER 4: HIGHER EDUCATION**

##### **QUESTION 11**

**In the area of Modernisation of Higher Education what progress has your country made in relation to:**

- **Plans/measures to diversify the income streams of Higher Education Institutions?**
- **Plans/incentives to encourage Higher Education Institutions to open up to lifelong learners?**

The government is concentrating its efforts on adult workers and jobseekers with no higher education qualifications. There is particular potential for growth in the number of people with secondary vocational (MBO) qualifications who, after working for a few years, decide to take a higher professional (HBO) course. Some of these people will attend approved institutions, which have a long history of training large numbers of workers, but there is also an important role here for government-funded institutions. The aim is that by 2011, 10,000 more people between the ages of 27 and 40 should be taking HBO courses (in either government-funded or non-government-funded institutions) than in 2007. In the past year agreements have been made in nearly all regions of the Netherlands between the government, the business community and educational institutions about numbers of employees undergoing training. These agreements concern programmes combining work and study (MBO and HBO) and EVC schemes.

Another important initiative is the introduction of associate degree (AD) programmes in HBO, which are expected to increase the number of working people entering HBO as well as direct intake from MBO. The interim evaluation of the AD pilot schemes was completed in 2008 and the final evaluation is due in 2010. Another measure is the abolition of the age limit of 29, above which an institution may set its own tuition fees. This will make training more affordable for those over the age of 29. The most important task for the next few years is to set up made-to-measure programmes for working people. The new EVC and made-to-measure programmes for working and learning in HBO have been developed with this aim in mind.

## **Annex**

### **Attainment targets primary and secondary education**

#### **1. Core objectives primary education**

##### **PREAMBLE**

Primary education aims to broadly educate children. The education addresses their emotional and intellectual development, the development of their creativity, and their acquisition of social, cultural and physical skills. The core objectives help put all this into practice. The whole of cohesive, and therefore consecutively numbered, core objectives represents the contents of primary education. The core objectives in this list are divided into chapters for Dutch language, English language, Frisian language, mathematics and arithmetic, exploratory social studies, art education and physical education. Core objectives provide guidelines. They indicate the goals each school should at least strive for. Three comments need to be given here, however.

First of all, the objectives describe the desired results of a learning process, not the way in which these are to be achieved. The core objectives do not prescribe any didactics. Considering the nature of primary education, teachers should address and stimulate the children's natural curiosity and their need for development and communication. By offering a structured and interactive educational programme, different forms of exploratory education, and interesting themes and activities, children are stimulated in their development.

Secondly, content and objectives should be closely linked, be connected to everyday life, and presented in coherence with each other. In concrete education, objectives from different chapters are applicable simultaneously. For example, language is important in all subjects; culture does not only apply to the artistic domain; and information technology applies to all areas.

Thirdly, attention should be given to objectives that are important for all learning areas: a good working attitude, use of learning strategies, reflection on one's own actions and learning, expression of one's own thoughts and feelings, respectful listening to and criticising of others' opinions, acquisition and processing of information, development of self-confidence, respectful and responsible dealing with each other, and care and appreciation for the living environment.

##### **DUTCH LANGUAGE**

- **Characteristics**

Language education is important because the role of language during the acquisition of content and skills in all learning areas – and the transfer among these – is obvious. Education in Dutch as a second language further reinforced this realisation over the past few years. Language education, therefore, is important for the learning successes of children and for the position they will eventually occupy in society.

In addition, language has a social function. Children need to develop their linguistic skills, because they need them now and in the future. This means that education should include communicative situations: lifelike and fascinating readers, discussions about subjects that are interesting to children, and real correspondence with children in other schools.

Language acquisition and education occur in a circular way: content is similar, while complexity and command increases. In other words, Dutch language education aims to turn children into increasingly competent language users in their command of this language, both inside and outside of the school. These competences can be typified in four key words:

- copy: copy an action as precisely as possible (for example by copying text from the blackboard).
- describe: apply a skill (e.g. report, give information, or ask questions) in their own way and in their own words.
- structure: give structure in their own ways.
- assess: reflect about possibilities, evaluate.

These key words are not easily formulated and included in core objectives, because they often refer to a combination of competences. Written linguistic skills take up an important position. 'Literacy' presumes more than just the technique of reading and writing. It also implies insight into its social function and a positive attitude. This development is started before the child attends primary school, when the child is read to or when stories are exchanged in the family environment, and is continued in school. And although the development of written language skills is focussed on, the development of oral language skills remains important as well. Expansion of the child's vocabulary, attention to language and thinking, application of listening strategies, reading aloud and telling – these are activities that further develop the oral language skills, while also forming preconditions for the written domain. Linguistics and language use present children with tools to talk and think about language. Traditionally, these mainly concerned grammar and sometimes the consideration of interesting language phenomena. Today, they particularly concern the child's insight into his own strategies of language use and those of others, so that he learns to use them in an increasingly conscious and purposeful manner. In addition to language as a system, reflection on one's own language use is important. Linguistics should not form a separate subject, but should be integrated in (parts of) other domains.

Education in Dutch as a second language is often different in nature from education in Dutch as a primary language: the starting situation of the pupils is different, the didactics differ, the educational programme is sometimes phased differently, and there is more emphasis on the expansion of vocabulary. However, the same objectives and the same educational programme apply to all pupils. Many native-speaking children who grow up in disadvantaged situations will benefit from the didactic insights gained from teaching ethnic pupils. One of these insights is that language plays a crucial role during the acquisition of knowledge and skills in the 'other subjects'.

- **Core objectives**

### **Oral education**

- 1 The pupils learn to acquire information from spoken language. At the same time, they learn to reproduce this information – orally or in writing – in a structured way.
- 2 The pupils learn to express themselves in a meaningful and engaging manner when giving or requesting information, reporting, giving explanations, instructing, and participating in discussions.
- 3 The pupils learn to assess information in discussions and in conversations that are informative or opinion forming in nature and learn to respond with arguments.

### **Written education**

- 4 The pupils learn to retrieve information from informative and instructive texts, including diagrams, tables and digital sources.
- 5 The pupils learn to write meaningful and attractive texts with different functions, including: informative, instructive, convincing, or enjoyable.
- 6 The pupils learn to structure information and opinions when reading educational, study-oriented, and other instructive texts, as well as systematically structured sources, including digital ones.
- 7 The pupils learn to compare and assess information and opinions in different textual forms.
- 8 The pupils learn to structure information and opinions when writing a letter, a report, a form, or a paper. While doing so, they pay attention to syntax, correct spelling, writing legibly, type page, as well as, in some cases, images and colour.
- 9 The pupils derive pleasure from reading and writing of stories, poems and informative texts intended for them.

### **Linguistics, including strategies**

- 10 The pupils learn to recognise, express, use, and assess strategies in the objectives for 'oral language education' and 'written language education'.
- 11 The pupils learn a number of linguistic principles and rules. Within a sentence, they are able to distinguish between subject, verbal predicate, and parts of a predicate.  
The pupils know the rules for spelling of verbs, the rules for spelling of other words besides verbs, and the rules for the use of punctuation marks.
- 12 The pupils acquire an adequate vocabulary and strategies for the understanding of words as yet unknown to them. 'Vocabulary' includes terms that allow pupils to think and talk about language.

## **ENGLISH LANGUAGE**

- **Characteristics**

As a result of the increasing internationalisation, a growing mobility, and the ever-expanding possibilities in communication using the new media, command of the English language is increasingly important to everybody. The position of English in primary education is based upon European policy and the principle that a reasonable

command of that language is achieved when English education is commenced at an early age. The purpose of English language lessons is to lay a foundation for communication with native English speakers and others who speak English outside of the school. This initial impetus is further developed during the period of basic secondary education. In primary school, education in the English language is linked to the content of other subjects wherever possible. For example to the content of personal and world orientation. This concerns simple, everyday subjects, such as: 'how do you live', 'spare time and hobbies', 'your body', and 'the weather'. In primary school, English language education particularly concerns oral communication and the reading of simple text forms. Writing is limited to an introduction to the spelling of a number of common English words. In addition, children learn to look up the meanings and spelling of words using a dictionary.

- **Core objectives**

13 The pupils learn to acquire information from simple spoken and written English texts.

14 The pupils learn to ask and give information in English about simple subjects while developing a confident attitude in expressing themselves in that language.

15 The pupils learn the spelling of a number of simple words about everyday subjects.

16 The pupils learn to look up the meanings and spelling of English words using a dictionary.

## **FRISIAN LANGUAGE**

- **Characteristics**

Primary schools in the province of Friesland are obliged to include education in the Frisian language in their educational programme. This is based on Article 4 of the Primary Education Act: 'In schools in the province of Friesland, education is also given in the Frisian language, unless the Provincial Executive has granted exemption from this obligation after a request by the competent authorities'.

Education in the Frisian language, like education in the Dutch language, has a social function. This social function corresponds to the function of education in the Dutch language: the role of language during the acquisition of content and skills in all learning areas and the transfer between language and 'other subjects'. Therefore, in schools where Frisian is taught, this education is connected to the education in Dutch. There is a transfer between them, for example: expansion of the vocabulary, listening and reading strategies, linguistics.

In addition to the social function, education in the Frisian language has a cultural function as well. Children familiarise themselves with learning to express themselves in the language that is used in the province, the region, the town, the neighbourhood, and the family, in formal and informal situations. While doing so, they participate in the culture of their own region, insofar it coincides with the use of the Frisian language.

In the educational programme, oral linguistic skills take up an important position. These concern subjects that are familiar to the children and relatively simple

competences such as describing and structuring. Some reading skills are also pursued. These concern texts that are interesting to the children, whereby reading enjoyment is more important than practice of their understanding of the texts. Like education in the Dutch language, the acquisition of listening, reading and vocabulary strategies are important. In part, these are transferable from (or to) education in the Dutch language. Apart from this coherence in strategies, linguistics in the broad sense of the term is a domain that forms a rich source of planned and incidental lessons, e.g. the position of the Frisian language in the Netherlands as a whole and in the province of Friesland in particular, and the differences and similarities between the Frisian and Dutch languages in usage, form, vocabulary, etc.

- **Core objectives**

- Oral language education**

- 17 The pupils develop a positive attitude towards the use of Frisian by themselves and others.

- 18 The pupils learn to acquire information from the spoken Frisian language. These concern texts that give information, enjoyment, opinions or instructions about subjects familiar to them.

- 19 The pupils learn to express themselves in a meaningful and engaging manner in situations from their everyday life, in which they request or give information about a subject with which they are familiar.

- Written language education**

- 20 The pupils learn to acquire information from popular Frisian texts, such as articles from youth headings, songs, stories, etc.

- 21 The pupils learn to write simple texts in Frisian about everyday subjects, with the purpose of communicating with others about those subjects.

- Linguistics, including strategies**

- 22 The pupils acquire a vocabulary of frequently used Frisian words and strategies for the understanding of words as yet unknown to them.

## **MATHS/ARITHMETIC**

- **Characteristics**

- In the course of primary education, the children will gradually acquire – in the context of situations that are meaningful to them – familiarity with numbers, measurements, forms, structures, and the relationships and calculations that apply to these. They will learn to use 'mathematical language' and gain 'mathematical literacy' and skills in calculus. This mathematical language concerns arithmetical, mathematical and geometrical terms, formal and informal notations, schematic representations, tables and graphs, and exercises for the calculator. 'Mathematical literacy' and skills in calculus particularly applies to coherent insight in numbers, insight in measurements and three-dimensional insight, a repertoire of ready knowledge, important reference numbers and measurements, characteristic examples and applications, and practice

in arithmetic, measurements and geometry. Geometry concerns three-dimensional orientation, the description of phenomena in reality, and the ability to reason on the basis of images in two and three dimensions. The subjects according to which children develop their 'mathematical literacy' have different origins: everyday life, other development areas, and mathematics itself. When selecting and offering the subjects, the children's levels of knowledge and ability are kept in mind, as well as their other areas of development, their interests, and topicalities, so that children will feel challenged to carry out mathematical activity and be able to do maths at their own level, with satisfaction and pleasure, both independently and as a part of a group. In short, that they are able to ask mathematical questions and formulate and solve mathematical problems. During the arithmetic or maths lesson, the children learn to solve a problem in a mathematical way and explain to others the solution in mathematical language. They learn to give and receive mathematical criticism with respect for another person's point of view. Explanations, formulations and notations, as well as the giving and receiving of criticism, are all part of a specifically mathematical method that will teach children to organise and motivate ways of thinking and to avoid mistakes, independently as well as together with others.

- **Core objectives**

**Mathematical insight and operation**

23 The pupils learn to use mathematical language.

24 The pupils learn to solve practical and formal arithmetical and mathematical problems and clearly represent argumentation.

25 The pupils learn to motivate approaches for solving arithmetical/mathematical problems and learn to assess solutions.

**Numbers and calculations**

26 The pupils learn to understand the general structure and interrelationship of quantities, whole numbers, decimal numbers, percentages, and proportions, and to use these to do arithmetic in practical situations.

27 The pupils learn to quickly carry out the basic calculations in their heads using whole numbers, at least to 100, whereby adding and subtracting up to 20 and the multiplication tables are known by heart.

28 The pupils learn to count and calculate by estimation.

29 The pupils learn clever ways to add, subtract, multiply and divide.

30 The pupils learn to add, subtract, multiply and divide on paper, according to more or less contracted standard procedures.

31 The pupils learn to use the calculator with insight.

**Measuring and geometry**

32 The pupils learn to solve simple geometrical problems.

33 The pupils learn to measure and calculate using units and measurements, such as time, money, length, circumference, surface area, volume, weight, speed, and temperature.

## **PERSONAL AND WORLD ORIENTATION**

- **Characteristics**

In this learning area, pupils orientate on themselves, on how people relate to each other, how they solve problems, and how they give meaning to their existence. Pupils orientate on their natural environment and the phenomena occurring in it. Pupils also orientate on the world around them – nearby and faraway; then and now – and while doing so make use of cultural heritage. Children are naturally curious. They are always on the lookout to learn about themselves and explore the world. This development need is a starting point for this learning area. At the same time, society, in which the children are growing up, is making its demands. Children are fulfilling, and will fulfil, tasks and roles, for which education is preparing them. These concern the role of consumer, the role of traffic participant, and the role of citizen in a democratic constitutional state. Knowledge about and insight in important values and standards, and knowing how to act accordingly, are preconditions for coexistence. Respect and tolerance are forms of these.

When learning about the ways in which people organise their environment, economic, political, cultural, technological, and social aspects play an important part. These concern matters that are of importance to the giving of meaning to existence, to sustainable development, to (food) safety and health, and to technological achievements.

Orientation on nature includes ourselves, animals, plants, and natural phenomena. Orientation on the world includes the creation of a world view in terms of space and time. Area by area and using map skills, pupils develop a geographic world view. They develop a historic world view. This means they have knowledge of historic events in parts of the world and of chronology. Pupils learn to continually update their world view (about themselves and the world) by means of current topics.

Wherever possible, educational content about people, nature and the world are presented in coherence. This promotes the pupils' understanding and contributes to a reduction of the overloadedness of the educational programme. Contents from other learning areas are applied to 'personal and world orientation'. For example the reading and writing of texts (reading comprehension), the measuring and processing of information in tables, timelines, graphs, etc. (maths/arithmetic), and the use of images and expressive material (art education). After all, education is particularly aimed at giving pupils insight into meaning and coherence.

- **Core objectives**

### **Social studies**

34 The pupils learn to care for their own physical and psychological health and that of others.

35 The pupils learn to behave in a self-sufficient manner – socially, in traffic situations, and as a consumer.

36 The pupils learn about the essentials of Dutch and European politics and citizen's duties.

37 The pupils learn to behave from a sense of respect for generally accepted standards and values

38 The pupils learn essentials of religious movements that play an important part in the Dutch pluralistic society, and they learn to respect people's differences of opinion.

39 The pupils learn to handle the environment with care.

### **Nature and technology**

40 The pupils learn to distinguish and name many common plants and animals in their own environment and the way they function.

41 The pupils learn about the makeup of plants, animals and humans and about the form and function of their parts.

42 The pupils learn to research materials and physical phenomena, including light, sound, electricity, power, magnetism, and temperature.

43 The pupils learn to describe the weather and climates in terms of temperature, precipitation, and wind.

44 Concerning products from their own environment, the pupils learn to find connections between form, material use, and the way things work.

45 The pupils learn to design, realise and evaluate solutions for technical problems.

46 The pupils learn that the position of the earth in relation to the sun causes the differences between seasons and night and day.

### **Space**

47 The pupils learn to compare the spatial organisation of their own environment with other environments in the Netherlands and abroad, from the perspectives of landscape, living, working, government, traffic, recreation, welfare, culture, and religion. Attention is at least given to two member states of the European Union and two countries that became a member in 2004, to the United States, and to a country in Asia, one in Africa, and one in South-America.

48 Children learn about the measures that are taken/ have been taken in the Netherlands in order to enable living in areas threatened by water.

49 The pupils learn about global spatial spread of population densities and religions, about climates, energy sources and natural landscapes such as volcanoes, deserts, tropical rainforests, high mountain ranges, and rivers.

50 The pupils learn to handle maps and atlas, command the basic topography of the Netherlands, Europe and the rest of the world, and develop an up-to-date geographic view of the world.

### **Time**

51 The pupils learn to use simple historic sources and learn to handle time indications and arrangements.

52 The pupils learn about the characteristic aspects of the following eras: hunters and farmers; Greeks and Romans; monks and knights; cities and states; explorers and reformers; kings and regents; revolutions and periwigs; commoners and steam engines; the World Wars and the Holocaust; television and the computer.

53 The pupils learn about important historic persons and events from Dutch history and are able to connect these with examples from world history.

## **ART EDUCATION**

- **Characteristics**

Art education helps children become acquainted with the artistic and cultural aspects of their world. This domain is especially concerned with those aspects of cultural heritage that people have used during the course of time to give form and meaning to their existence.

Another thing art education is concerned with is the acquisition of some knowledge of the present-day artistic and cultural diversity. This takes place both in school and via regular interaction with the outside world. Through art education, children learn to open their minds: they observe paintings and sculptures, they listen to music, they enjoy language and movement. Art education also encourages them to appreciate cultural and artistic works of expression in the world around them. Furthermore, they learn to express themselves, using the means linked to the artistic domain: They learn to investigate the expressive possibilities of various materials by means of aspects such as colour, form, space, texture and composition; they make drawings and three-dimensional works; they learn songs and use rhythmic instruments to support their singing; they play and move.

Wherever possible, subjects are used that are linked to those in other learning areas. This way, education becomes more cohesive and therefore more meaningful for pupils. But above all, the authentic contribution made by art education is to stimulate children in their development.

- **Core objectives**

54 The pupils learn to use images, language, music, games and movement to express their feelings and experiences and to communicate with.

55 The pupils learn to reflect upon their own work and the work of others.

56 The pupils acquire knowledge about and learn to appreciate aspects of cultural heritage.

## **PHYSICAL EDUCATION**

- **Characteristics**

Children love to move and move around a lot. Just watch how toddlers behave in the playground during playtime. An important goal of this learning area is to maintain this active lifestyle. To achieve this, children learn to participate in a wide range of exercise activities during physical education lessons, in order to build up a broad 'movement repertoire'.

This repertoire includes motor aspects as well as social skills.

During attractive exercise situations, pupils learn about the principal aspects of the most important forms of exercise and sports. These include movements such as balancing, jumping, climbing, swinging, tumbling, running, and moving to music. Also included are sports and games, such as playing tag, goal games, throwing games, juggling, and romping games. From this programme, children will also be able to find

their way in the out-of-school exercising and sports culture and the more seasonal activities.

Most exercise and sports activities are participated in as a group, which makes it necessary to learn about the rules that apply, how to abide by them, and who plays which part. In addition, it is necessary to learn to help each other, watch over each other's safety, respect each other's possibilities, and explore one's own possibilities. Exercising is and should be fun. Fun is essential in order to continue to participate in exercising activities.

- **Core objectives**

57 The pupils learn to participate in a responsible way in the surrounding exercise culture and learn to experience and perform the main principles of the most important sports and exercise forms.

58 In collaboration with others, the pupils learn to participate in exercise activities in a respectful way, agree on regulations thereof, evaluate their own exercise possibilities and take these into account when participating in activities.

## **Core objectives secondary education**

### **Core objectives for the lower secondary education**

#### **DUTCH**

The first ten core objectives are particularly aimed at the communicative function of the Dutch language and assign an important role to strategic skills. In addition, attention is given to cultural and literary aspects (core objectives 2 and 8).

#### **Core objectives**

1. The pupil learns to express himself comprehensibly, both orally and in writing.
2. The pupil learns to adhere to conventions (spelling, grammar, use of words) and learns to appreciate the significance of these conventions.
3. The pupil learns to use strategies to expand his vocabulary.
4. The pupil learns to use strategies to acquire information from spoken and written texts.
5. The pupil learns to find, arrange and assess information in written and digital sources, for himself and others.
6. The pupil learns to participate in meetings, planning and group discussions.
7. The pupil learns to give oral presentations.
8. The pupil learns to read stories, poems and informative texts that are close to his sphere of interest and that help expand his perception of the environment.
9. The pupil learns to structurally prepare and participate in language activities, such as speaking, listening, writing and reading.
10. The pupil learns to reflect upon the way he carries out his language activities and, based upon these and the reactions by others, learns to draw conclusions in order to carry out new language activities.

## **ENGLISH**

The eight core objectives for the subject of English language are also particularly aimed at the communicative function. The emphasis lies on English as a world language. Especially the core objectives 11, 14, 15, 16 and 17 tie in with the European Framework of Reference [Council of Europe (1998), Modern languages; Learning, teaching, assessment. A Common European Framework of Reference (pp. 131-135) Strassbourg: Council of Europe]. Depending on the pupil population, the school can orientate itself on the result descriptions of the cells in A1, A2 and B1 in the Framework of Reference.

No core objectives have been formulated for other modern foreign languages – in particular the German language and the French language – which, next to the English language, are compulsory for the learning paths on the basis of the new Articles 21 and 22 of the Inrichtingsbesluit WVO (the Dutch Secondary Education Organisation of Teaching Decree). However, schools may use the core objectives for English as a guideline for education in other modern foreign languages, by substituting the word 'English', wherever it occurs, for the name of the other modern foreign language concerned.

### **Core objectives**

11. The pupil learns to increasingly familiarise himself with the sound of the English language by listening frequently to spoken and sung texts.
12. The pupil learns to use strategies to expand his English vocabulary.
13. The pupil learns to use strategies to acquire information from spoken and written English texts.
14. The pupil learns to find, arrange and assess information in written and digital sources in English, for himself and others.
15. The pupil learns to give others an impression of his everyday life in colloquial speech.
16. The pupil learns to conduct standard conversations in order to purchase something, seek information, or ask for help.
17. The pupil learns to maintain informal contacts in English by email, letter and chat.
18. The pupil learns about the role of English in different types of international contacts.

## **MATHEMATICS AND ARITHMETIC**

There are nine core objectives pertaining to mathematics and arithmetic. To some extent, schools are at liberty to develop these according to their different ideologies and learning styles. These core objectives primarily concern the application of (elementary) arithmetic skills and maths both within and outside of the educational programme, both in the lower school and the senior years of secondary education (including the third year of havo and vwo). Systematic attention in the educational programme for (elementary) arithmetic skills is of importance to realise continuing learning lines from primary education, via secondary education, to intermediate vocational education and higher education.

### **Core objectives**

19. The pupil learns to use appropriate mathematical language to structure his own thoughts and to explain the matter to others, and learns to understand the mathematical language of others.

Core objectives for the lower school in secondary education

20. Independently as well as together with others, the pupil learns to recognise maths in practical situations and use it to solve problems.

21. The pupil learns to set up mathematical argumentation and distinguish it from opinions and allegations, and learns to give and receive criticism while respecting other people's ways of thinking.

22. The pupil learns to understand the structure and coherence of positive and negative numbers, decimal numbers, fractions, percentages and proportions, and learns to use these in meaningful and practical situations.

23. The pupil learns to calculate exactly and by estimation and reason on the basis of insight, accurately, in the correct order of magnitude, and using margins that are appropriate to the particular situation.

24. The pupil learns to measure, learns to understand the structure and coherence of the metric system, and learns to calculate using measures and quantities that are common in relevant applications.

25. The pupil learns to use informal notations, schematic images, tables, diagrams, and formulas in order to get a grip on the relationships between quantities and variables.

26. The pupil learns to work with forms and structures in two as well as three dimensions, learns to create images of these and interpret them, and learns to calculate and reason using their characteristics and measurements.

27. The pupil learns to systematically describe, structure and visualise data, and learns to critically assess data, representations and conclusions.

## **MAN AND NATURE**

The next eight core objectives cover a large area regarding content, concerning physical, technological and care-related subjects. These core objectives describe in global terms what is concerned: an investigative attitude towards nature, recognising relationships and interactions, linking of theories and models to practical work and observation, promoting sustainability. The core objectives start with the asking of questions (28, 31) and continue via the approach of key concepts (29, 30) to those in which more specific subjects and skills are addressed (32 t/m 35).

### **Core objectives**

28. The pupil learns to turn questions about physical, technological and care-related subjects into research questions, carry out research about such subjects, and give a presentation of the results.

29. The pupil learns to acquire knowledge about and insight into key concepts in living and non-living nature, and learns to relate these key concepts to situations from everyday life.

30. The pupil learns that humans, animals and plants are interrelated with each other and their environment, and that technological and physical applications may influence both positively and negatively the sustainable quality of the environment.

31. In various ways, for example by carrying out practical work, the pupil learns to acquire knowledge about and insight into processes in living and non-living nature and their relationships with the environment.
32. The pupil learns to work with theories and models by carrying out research into physical and chemical phenomena, such as electricity, sound, light, movement, energy and matter.
33. By carrying out research, the pupil learns to acquire knowledge about technical products and systems that are relevant to him, and learns to assess this knowledge, and design and make a technical product in a structured manner.
34. The pupil learns to understand the essentials about build and function of the human body, link these to the promotion of physical and emotional health, and learns to take his own responsibility in this.
35. The pupil learns about care and learns to care for himself, for others and for his environment, and learns how to positively influence his own safety and that of others in different living situations (living, learning, working, going out, traffic).

## **MAN AND SOCIETY**

In the twelve core objectives for the part Man and society, a somewhat similar structure to the core objectives for Man and nature is observed: asking questions and doing research (36, 39), placing phenomena in time and space (37, 38), using sources (40, 41, 42), and the organisation of themes concerning content (42 - 47) from nearby and small-scale to faraway and large-scale. Different core objectives concretise the schools' obligation to teach good citizenship. These especially concern the core objectives 43 and 44, while other core objectives, including 6, 35, 36 and 56, also touch on the subject.

### **Core objectives**

36. The pupil learns to ask meaningful questions about social issues and phenomena, take a substantiated point of view concerning these, defend it, and deal with criticism in a respectful way.
37. The pupil learns to use a framework of ten periods to correctly place events, developments, and persons. The pupil learns about the characteristic aspects of the following eras:
- era of hunters and farmers (prehistory up to 3000 BC);
  - era of the Greeks and Romans (3000 BC – 500 AD);
  - era of monks and knights (500 – 1000 AD);
  - era of cities and states (1000 – 1500 AD);
  - era of explorers and reformers (1500 – 1600 AD);
  - era of kings and regents (1600 – 1700 AD);
  - era of revolutions and periwigs (1700 – 1800 AD);
  - era of commoners and steam engines (1800 – 1900 AD);
  - era of the World Wars (1900 – 1950 AD); and
  - the television and computer age (1950 AD – today);

The pupil will at least learn to connect events and developments in the twentieth century (including the World Wars and the Holocaust) and present-day developments.

38. The pupil learns to use an up-to-date view of his own environment, the Netherlands, Europe, and the world, in order to correctly place phenomena and developments in their environment.
39. The pupil learns to carry out a simple research into a current social phenomenon and give a presentation of the results of it.
40. The pupil learns to use historic sources to form a picture of an era or find answers to questions and learns to include his own cultural-historic environment in this as well.
41. The pupil learns to use the atlas as a source of information, learns to read and analyse maps in order to orient himself, to form an image of an area, or to find answers to questions.
42. From his own experience and in his own environment, the pupil learns to recognise effects caused by choices made in the area of work and care, living and recreation, consuming and budgeting, traffic and the environment.
43. The pupil learns about agreements, differences and changes in culture and religion in the Netherlands, learns to connect his or her own, as well as someone else's lifestyle with these, and learns that respect for each other's views and lifestyles will enhance society.
44. The pupil learns the essentials of the way the Dutch political system operates as a democracy, and learns how people may be involved in political processes in different ways.
45. The pupil learns to understand the meaning of European collaboration and the European Union to him or herself, to the Netherlands, and to the world.
46. The pupil learns about the distribution of wealth and poverty in the world, to recognise its implication on the population and the environment, and to connect these to (his own) life in the Netherlands.
47. The pupil learns to place current tensions and conflicts in the world against their backgrounds and, while doing so, learns to recognise their effects upon individuals and society (nationally, internationally and on a European scale), the tremendous interdependence that exists in the world, the importance of human rights, and the significance of international collaboration.

## **ART AND CULTURE**

The five core objectives for the part of art and culture emphasise the similarities among the different artistic disciplines. The purpose is to broadly orientate on art and culture. These core objectives also indicate a variation in activities: making and presenting own work, experiencing and placing the work of others, reporting activities, and reflecting own and other people's work.

### **Core objectives**

48. By using elementary skills, the pupil learns to research and apply the power of expression of different artistic disciplines, in order to express his own feelings, record experiences, shape his imagination, and realise communication.
49. The pupil learns to present his own artistic work, individually or as a part of a group, to third parties.
50. On the basis of some background knowledge, the pupil learns to look at the visual arts, listen to music, and watch and listen to theatre, dance and film performances.

51. Using visual and auditive means, the pupil learns to report about his participation in artistic activities, as a spectator or participant.
52. The pupil learn to reflect upon his own work and the work of others, including artists, orally or in writing.

### **PHYSICAL EDUCATION AND SPORTS**

The six core objectives for the part physical education and sports concern a broad orientation on different types of exercise activities and the exploration and expansion of the pupils' own possibilities (53 – 55). Because sports and exercise require definite collaborative skills, separate core objectives have been included for these (56 and 57). The final core objective (58) emphasises the explicit relationship with health and wellbeing. Physical education, particularly the part comprising practical exercise activities, takes place around the school year and to such extent that the qualitative and variational requirements concerning content, as laid down in these core objectives, are met.

#### **Core objectives**

53. In view of out-of-school participation, the pupil learns to familiarise himself in a practical way with many different exercise activities in a varied range of areas, including games, gymnastics, athletics, dancing to music, defence sports, and current developments in exercise culture, and to explore his own possibilities in these.
54. Through challenging exercise situations, the pupil learns to expand his movement repertoire.
55. The pupil learns to apply the main principles of the exercise activities on his own level.
56. During exercise activities, the pupil learns to be sportive, take the possibilities and preferences of others into consideration, and have respect for and care for each other.
57. The pupil learns to fulfil simple regulating tasks that enable individual and collaborational practice of exercise activities.
58. By participating in practical exercise activities, the pupil learns to acquaint himself with and experience the value of exercise for health and wellbeing.

### **FRISIAN LANGUAGE AND CULTURE**

Fryslân is a bilingual province, in which both the Dutch language and the Frisian language take up an important position. Many pupils in Fryslân speak Frisian; most pupils, according to themselves, understand the Frisian language reasonably to quite well. They experience the bilingual culture of their province on a daily basis. Pupils are aware of the bilingual nature of their living environment and also learn about the differences and similarities with situations in the Netherlands and abroad. The language is not a separate phenomenon, but – especially in Fryslân – is directly linked to the culture and history of the province. Pupils gain more insight into the specific characteristics of the Frisian language and culture and its background, so that they become better participants of the Frisian culture.

Based on Article 11e of the Dutch Secondary Education Organisation of Teaching Decree (WVO), core objectives have been formulated for the Frisian language and culture, which, in the province of Fryslân, have the same status as the general core objectives based on

Article 11a of the WVO. These distinguish core objectives that are compulsory for all pupils (1 - 3) and core objectives that have been set up differently for pupils who speak Frisian as a second language (4a - 6a) and those who are native speakers of Frisian (4b - 6b).

### ***Participant in a bilingual culture***

#### **Core objectives**

1. The pupil learns to recognise the significance of the bilingual Frisian culture for everyday life and learns to compare it to situations in the rest of the Netherlands and abroad.
2. From examples, the pupil learns to understand the specific characteristics of the Frisian culture and link these to their historical backgrounds.
3. From examples, the pupil learns to recognise the importance of Frisian cultural expressions (texts, music, drama, film, TV, and radio) and to put the meaning he gives to them into words.

### ***For pupils with Frisian as a second language***

#### **Core objectives**

- 4a. By means of contexts that are meaningful to him, the pupil learns to build up a Frisian vocabulary by applying different strategies.
- 5a. On the basis of questions about subjects that are within his sphere of interest, the pupil learns to find and organise information from written and digital Frisian sources.
- 6a. The pupil learns to conduct informal conversations in Frisian with peers about subjects from everyday life.

### ***For pupils who are native speakers of the Frisian language***

#### **Core objectives**

- 4b. The pupil learns to express himself comprehensibly, both orally and in writing, and observe conventions that apply to the Frisian language (spelling, grammar, use of words).
- 5b. The pupil learns to discover the importance of communication according to current Frisian language rules in formal situations (meetings, planning, discussions).
- 6b. The pupil learns to choose and read Frisian stories, poems and informative texts that are close to his sphere of interest and that help expand his perception of the environment.