

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile NETHERLANDS		Resources; other usable datas
Context – educational system	Overview	<p>Overall responsibility for the public-private education system lies with the State. The Ministry of Education, Culture and Science is headed by the Minister of Education, Culture and Science. A State Secretary (junior minister) of Education, Culture and Science is appointed. The administration and management of schools of primary and secondary general and vocational education is locally organized.</p> <p>In the Netherlands, the law says that children must go to school from the age of five. However, most children start school at four. When a child turns three, parents receive a letter from their municipality, detailing the steps they need to take to enrol their child at a primary school. There are more than 6,800 primary schools in the Netherlands, including non-denominational public-authority schools, privately run, denominational schools, mainstream schools that also cater for pupils with special needs, and special schools for children with learning disabilities or behavioural problems.</p> <p>There are around 700 secondary schools in the Netherlands, both publicly and privately run. There are four types of secondary education, ranging from pre-university education to practical training. Young people must attend school until the age of 18 or until they have obtained a basic qualification. Schools are putting extra effort into improving children's language and numeracy skills.</p> <p><i>Types of secondary education</i></p> <p>There are four types of secondary education in the Netherlands:</p> <ul style="list-style-type: none"> • pre-university education (VWO); • senior general secondary education (HAVO); • pre-vocational secondary education (VMBO), and • practical training (PRO). <p>All four types of secondary school cater for children from the age of 12 and begin with a period of basic secondary education (basisvorming).</p>	https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries
	Primary and lower secondary education	<p>Primary school (grades 1-8)</p> <p>Primary school is only compulsory from the age of 5. The national curriculum specifies core subjects:</p> <ul style="list-style-type: none"> • Sensory co-ordination and physical exercise • Dutch • Arithmetic and mathematics • Expressive activities e.g. music • Social and life skills • Healthy living • Factual subjects including geography, history, science and social studies • English for at least the final two years <p>Schools have to offer religious education though students do not have to participate in it. There are also a number of cross-curricular objectives that schools are expected to include to improve children's general skills. Furthermore, due to the great diversity of people living in Holland, it is expected that pupils will learn about the customs and origins of other peoples.</p> <p>The curriculum specifies time allocation and attainment targets for both subject areas and cross-curricular strands. Schools are free to decide on the content and methods of teaching as long as these targets are reached by the end of primary school. Pupils are continually assessed by their teachers and the majority of schools also use tests set by the National Institute for Educational Measurement (CITO). The assessments do not result in a certificate but are used to help formulate a report that advises which type of secondary school a child should attend.</p> <p>The CITO test measures primary education attainment in year 8. The test consists of multiple-choice questions covering:</p> <ul style="list-style-type: none"> • reading and writing; • maths and arithmetic, • study skills; • social and environmental studies (optional). <p>The test results are also used to give advice on what type of secondary school would be suitable for your child. Currently, some 15% of schools use another test of educational attainment. From 2012, the CITO test will be compulsory in all mainstream primary schools.</p>	

		<p><i>Compulsory assessment of numeracy and language skills</i> From 2013, all children in group 8 will have to sit a test to assess their numeracy and language skills.</p> <p><i>Advice on secondary education</i> In year 8, primary schools advise each child and their parents about the most appropriate type of secondary education, based on the CITO test score, the child's performance in previous years and its personal interests. The advice is not binding.</p> <p><i>Costs of primary education</i> Primary education is free of charge. Schools may ask parents to pay a voluntary donation for extracurricular activities like school trips or plays. The school must report to parents how the money is spent.</p>	
	Upper secondary education	<p>12 to 18 Secondary school (grades 9-14) Secondary education begins with a 3-year period of general education (basisvorming/the foundation cycle). The compulsory subjects at all levels of secondary school are:</p> <ul style="list-style-type: none"> • Dutch • English language • second foreign language • mathematics • biology, physics and chemistry • ICT • history and politics • geography • economics • technology • life skills • at least two of: visual arts, music, drama and dance • physical education <p>Optional subjects are also taken at this phase and during the final year when students undertake general upper secondary education, pre-university or pre-vocational education which prepares them for different end-of-course examinations, the HAVO, VWO and VMBO respectively. The emphasis placed on subjects is the major difference between these courses.</p> <p>The VMBO is a one-year course and can be taken in engineering and technology, business, agriculture or care and welfare with students following theoretical, combined, basic vocational or middle-management programmes.</p> <p>The HAVO is a two-year course and the VWO is of three years duration. There are four fixed combinations of subjects which students can select: science and technology, science and health, economics and society or culture and society. These are all associated with particular courses in higher education.</p> <p>There are 'final' exams for both the basisvorming (though these can be taken after two years) as well as for the VMBO, HAVO and VWO. These are nation-wide exams set by the National Institute for Educational Measurement (CITO), resulting in grades from 1-10 (6 being a pass). The basisvorming assessments are used by the competent authority to advise whether a student should switch to another course. The VMBO, HAVO and VWO certificates provide access to further education or training.</p> <p>Secondary education in the Netherlands is free for pupils under 18.</p>	

	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	The curriculum contains only implicit allusions that may be associated with media literacy	
	resources	http://www.slo.nl/downloads/2008/sustainable_development-def.pdf/	
	Media literacy in education from a historical wiew	<p>In the Netherlands media literacy was placed on the agenda by the government in 2006 as an important subject for society after consultation of the Council for Culture, the advisory body of the Dutch Ministry of Education, Culture and Science. It redefined media literacy as “the knowledge, skills and mentality with which citizens consciously, critically and actively engage in a complex, changing and fundamentally medialised world.” They introduced the word ‘mediawijsheid’ (‘media wisdom’). Network partners have the possibility to present themselves on one platform, to exchange views and to find new partners and to present them to the public.</p> <p>The idea is that media education will become a part of a life long learning process. The centre offers knowledge about participation in the information society with the aim to create a more critical, active, and safer attitude towards the use of media and internet. This definition implies that as much as both civic institutions and media (publishers and distributors) hold responsibility for the content they create and the ways in which they distribute it; citizens themselves are equally responsible for the choices they make in consuming and (re)producing information.</p> <p>In May 2008 The Ministry of Education, Culture and Science established a special programme on media literacy called: ‘Mediawijzer.net’(also known as the Dutch Media Literacy Expertcentre). The Ministry appointed five founders: Kennisnet (expertcentre on ICT and Education), NTR (the independent Dutch public service broadcaster); Beeld en Geluid (national audiovisual archive); SIOB (Netherlands Institute for Public Libraries) and ECP-EPN (public-private network for information society).</p> <p>The mission of the Center is to promote „the knowledge, skills and mentality with which citizens consciously, critically and actively engage in a complex, changing and fundamentally medialised world.” A medialiterated citizen is capable to participate in society using new media. An important focus is especially the protection of young people against negative influences of media content and learn them the potential of modern media applications in daily life. Another target is to support children, youngsters, their parents and schools in their activities in the information society.</p>	<p>Dutch policy on media literacy and digital skills Brief outline for EU RODIG by F. J. (Freek) Ingen Housz</p> <p>http://www.guarder.net/kleinwaechter/images/eurodig/2009/Dutch%20policy%20on%20media%20literacy%20and%20digital%20skills-versie%20Freek%20%282%29.pdf</p>

		<p>Mediawijzer.net is the first nation-wide programme on media literacy in Europe and as far as we know in the world. Prime target group are children aged 10-14yrs and their social environment (schools, libraries, parents, grandparents, and professional parental mediators). Secondary target groups are younger children (4-10 yrs) and adolescents (12-18 years).</p> <p>Mediawijzer.net is a networked organisation that stimulates its affiliated members to develop tools and strategies for training media literacy / to improve the level of media literacy in society. Members of the network are very divers and represent all types of organisations with an interest in promoting media literacy in the Dutch society: libraries, schools, publishers, media-production companies, broadcast companies, museums, film institutes, parent organisations, ICT and telecom providers. Governing partners are ECP-EPN (founders of the below mentioned Digivaardig- Digibewust program), the VOB (Union of Dutch public libraries), the public broadcaster, Kennisnet (public IT support organization for primary, secondary and vocational education) and the Netherlands Institute for Sound and Vision (Beeld en Geluid). The network exists of over 160 partners, all with activities which have a relation to media literacy: ranging from education, media, libraries, NGO's, youth organisations to universities and printed press.</p> <p>To inspire and facilitate its members, Mediawijzer.net organises promotional campaigns, surveys on media literacy, conferences and expertmeetings and exploits a website for news and sharing information. Mediawijzer.net also manages a small fund to contribute to important and innovative projects.</p> <p>There has been continuous debate since 2005 which has led to (1) the formation of the program Mediawijzer.net and (2) the obligation in secondary school to address media literacy within the independent subject of Social Studies. The debate about whether or not media literacy should be integrated into the Primary School curriculum has stopped since the general view is that the system is overloaded and too many topics demand a place within the curriculum (healthy food, hygienic living, sports, traffic education, etc). Therefore the main focus in Primary School is put strongly on the basic/core subjects: mathematics, reading and writing.</p>	<p>Mary Berkhout: Educational policies (manuscript)</p>
	<p>Media literacy in the curriculum – recent view</p>	<p>In <u>Primary School</u> there is no obligation to incorporate media literacy in the curriculum. This has not resulted in a lack of offerings, in the contrary: there are several continuous learning programs (one in cooperation with libraries) available in which media literacy objectives are connected to the obligatory learning objectives on mathematics, reading and writing in all groups (group 1 to 6, ages 6-12yrs). There is also a wide range (> 70) of school related initiatives available ranging from media production workshops (how to make a blog, newspaper, movie etc), game websites to project assignments and courses on media literacy. These offerings are non obligatory and mostly targeted at children aged 8-12yrs. Teachers and librarians can educate themselves through on- and offline workshops, courses and an (private) academy for mediacoaches. There are guides and workshops for school management to implement media literacy in school policy and -protocols. Parents and (professional) parental mediators can choose from websites, workshops, books, leaflets and information points (at a number of libraries) to inform themselves on media literacy topics. A part of the supply is funded by public resources, another part is provided by commercial organisations or subsidised foundations. These can be regional or national based, most of them have joined the Mediawijzer.net network.</p> <p>To promote the existing products and services on media literacy it is necessary to increase public awareness especially within the triangle of schools, parents and children. Mediawijzer.net has launched an awareness campaign and introduced a (free) special, real-live experience game meant for children aged 10-11 yrs. At this age Dutch adolescents usually have their first experiences with social media and they are still open for parental guidance. The "MediaMasters2011" game is played in the classroom during the so-called "Media Literacy Week"</p>	<p>Mary Berkhout: Educational policies (manuscript)</p>

		<p>which is organized each last week November by Mediawijzer.net, to reach schools, libraries and through these 'channels' parents and children. While playing the game, children experience how the media work, what possibilities they offer, but also what risks could possibly occur. They learn to look more critically at the media and gain some insights into the influence of the media, on how to use them and how to make and share media themselves and protecting their privacy. Parents and teachers are closely involved and gain more insight into the urgency of media literacy education and upbringing in modern society. Mediawijzer.net invites its networkpartners to join the campaign and to actively promote their portfolio so once the game is over, the target groups can continue to learn and experience more about media literacy in real live. To date (October 2011) 15% of all Dutch Primary Schools will participate in playing MediaMasters2011.</p> <p>To conclude: although there is a non-formal approach and no obligation for Primary Schools to incorporate media literacy in the curriculum, schools are enticed to do so by persuading them with an attractive free game, appealing to them as socially responsible institutions and offering them numerous ways to fit media literacy training into their schools and class rooms.</p> <p>In <u>secondary school</u> it is a formal obligation to address media literacy as part of Citizenship within the subject of Social Studies. This only partly satisfies the need for more education on media literacy. So as in primary education there is in addition a substantial (>60) range of media literacy workshops, courses, games, projects and training available for students/pupils as well as for teachers. The suppliers can be profit of non-profit; regional or national based and funded. Many suppliers have joined Mediawijzer.net.</p> <p>The offer is mainly concentrated on adolescents aged 12 -16 yrs. The offer for <u>vocational</u> education students is somewhat lacking behind so Mediawijzer.net has dedicated a part of the Stimulation Funds to fill the gap. Usually media literacy initiatives are offered as part of one of the regular independent subjects such as Dutch language, History, Arts & Culture or Social Studies. There is one school in the Netherlands that has integrated all media related topics into a new curriculum: "Modern Media". Since its formation in 2010, the school has established a network with five other schools throughout the country, which all offer the Modern Media curriculum and share knowledge, expertise and teaching material. In 2012 they will introduce a self ensured quality mark for Modern Media schools (comparable to quality mark systems for Gymnasia and Technasia), in order to distinguish themselves as a high quality secondary school for media education. Mediawijzer.net has funded a substantial part of this development. All developed digital media teachingmaterial is available for free on www.wikiwijs.nl, a Dutch site for sharing and arranging teaching lesson material.</p> <p>In some cases, media literacy initiatives are supported by the media sector. Such is the case with News in education, the educational platform of the Dutch trade organisation of newsmedia. As a networkpartner of Mediawijzer.net, News in education represents the newsmedia that are affiliated with the trade organisation.</p> <p>Media literacy (mediawijshheid) expertisecentre Three lines are defined in the program resulting in the following activities:</p> <p><i>1. Mediaskills and -awareness</i> The program Mediaskills and -awareness deals with four aspects resulting in:</p> <ol style="list-style-type: none"> 1. Technical skills: the ability to deal with, and gaining understanding of the production of media content. This part deals with ICT skills, knowledge of audio -and video production, but also skills in reading and writing. 2. Information literacy and communication skills: skills needed for understanding information in the media and on internet. This deals with general information skills (like seaching, selection, interpretation, processing, creation, communication) and the ability to use new media to strengthen someone's social position in a new media environment. 3. Medialiteracy: awareness of the role of media in modern society, with a focus on strengthening the position of consumers 	
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		<p>and citizens towards the media industry and the government. Also the acknowledgment of the bifacial position of the citizen, as consumer and producer of media-like content belongs to this sub theme.</p> <p>4. Responsible use and safety, directed at safe internet use. This activity deals with technical aspects (virus, spam, firewall) as well social and ethical aspects (digital bullying, how to deal with personal data / information).</p> <p><i>2. Promoting participation</i></p> <p>This line of action wants to promote individual participation in a media environment and deals with three aspects:</p> <p>5. Participation and production: the promotion of participation in a media environment. Target is how to learn to develop knowledge and skills to produce media yourself.</p> <p>6. Empowerment: strengthening media skills of citizens in general, as well of specific groups in society (target groups) like senior citizens, social weak groups and social initiatives ('civil society').</p> <p>7. Authors rights: Participation in media has often a conflict with authors rights. Demand for activities dealing with this subject is evolving. The target is to inform citizens how to deal with authors rights.</p> <p><i>3. Innovation</i></p> <p>This line of action promotes innovation and experiment in new media. The rapidly evolving medialandscape offers many opportunities for innovation. In this stage we face the rapid development of web 2.0 applications and the developing role as prosumer of citizens in a new media environment.</p>	
	Comments, annexes		
Ad Teacher profession development			
Specialized network for media educators	<p>Network organisation: www.mediawijzer.net. The members are not only teachers but also librarians, mediaproducers, musea, educational distributors, lessonmaterial developers, training institutes etc. So our network combines the formal and informal practices in teaching media literacy and media related parental mediation. It offers its members media literacy information, congresses, online discussions, an agenda of events, publications, insight into recent surveys.</p> <p>Network for teachers of cultural media and arts education: http://www.mediacultuur.net/</p>		