

Resources for cultural education in the Netherlands

1. Is there a definition for art and culture education by the government?

Yes, there is:

Cultural education [cultuureducatie] is the umbrella term that covers arts education, heritage education and media education. Cultural education involves learning about, through and with culture, including learning how to assess, enjoy and engage personally in the arts - both in and out of school.

Arts education [kunsteducatie] comprises the visual arts, dance, literature, music, theatre and audiovisual art, and includes applied art and world culture.

Heritage education [erfgoededucatie] relates to archaeology, the man-made landscape, monuments, museums, archives and libraries and covers a broad spectrum of activities for all kinds of audiences. It is aimed at both increasing the understanding and knowledge of cultural heritage as well as at spreading the experience of it. Heritage education not only involves learning about cultural heritage but also through it and with it. It includes teaching based on the Historical Canon of the Netherlands.

Media education [media-educatie] is concerned with learning to interpret the content of the media, determining the interests and value systems that drive the media, and becoming aware of the place and role of the media in one's own life and in society at large.

Literary education [literatuureducatie] entails education in the cultural aspect of reading. How, for example, does one assess the content, the style or the value of a text?

see: <http://www.comace.org/the-netherlands/policy/national/general>

The exact phrase about cultural education at the webpage of the Ministry of Education, Culture and Science (in Dutch) can be found here:

<http://www.rijksoverheid.nl/onderwerpen/kunst-en-cultuur/kunst-en-cultuur-voor-iedereen#cultuureducatie>

Translation:

By teaching more cultural education, students learn to know the merit of arts and culture. This broadens their insight and activates creative talents. Cultural education means all educational activities aimed at introducing culture to students. This takes also into account activities meant to increase the expertise of teachers in cultural education. Cultural education encompasses visual arts, music, dance and theatre, and expands to audiovisual art and cultural heritage (museums, archives, archaeology and monuments). The Ministry of Education, Culture and Science stimulates education about culture within the project "Culture and School".

2. How would you define resources?

amenities, means, all kinds of budget (money, time, human capital).

In Dutch: voorzieningen, faciliteiten, middelen, hulpbronnen.

3. Which governmental bodies are responsible for art and culture education in and out of schools?

The Ministry of Education, Culture and Science (OCW) is responsible for cultural education policy. Cultural education falls under the two overarching policy areas of culture and education.

National, provincial and local authorities have different responsibilities as regards cultural policy. The distribution of tasks between the three levels of government is based on the Cultural Policy Act (Special-Purpose Funding) [*Wet op het specifiek cultuurbeleid*] 1993. Cultural education policy defines the various roles as follows:

- municipal authorities are responsible for putting cultural education policy into practice;
- provincial authorities provide direct support mechanisms for policy implementation;
- the State focuses on indirect support, development and experimentation. She is responsible for the national infrastructure.

The Ministry of Education, Culture and Science (OCW) consults the provincial and municipal umbrella organisations 'Association of Provincial Authorities' [*Interprovinciaal Overleg (IPO)*] and 'Association of Netherlands Municipalities' [*Vereniging van Nederlandse Gemeenten (VNG)*] regarding cultural policy. OCW also reaches agreements with IPO, VNG and the relevant provinces and municipalities as regards the implementation of cultural policy. These agreements are set out in 'cultural covenants' for the Northern, Eastern, Central, Western and Southern regions, which cover all of the provinces and thirty larger cities. The State concludes separate agreements with the cities of Amsterdam, Rotterdam, Utrecht and The Hague.

The State and the provincial and municipal authorities also work together in national projects (e.g. 'Culture and School' [*Cultuur en School*]), the 'Culture Outreach Action Plan' [*Actieplan Cultuurbereik*], and the 'Cultural Participation Fund' [*Fonds voor cultuurparticipatie*]). Provinces and large municipalities also pursue their own cultural, education and cultural education policies.

see: <http://www.comace.org/the-netherlands/policy/national/general>

4. Are there other actors involved in art and culture education?

- Which ones?

Schools, cultural institutions, umbrella or supportive organisations, funds, (amateur)clubs/societies, civil-society institutions, informal networks/context, private institutions/market

- In which way are they involved?

Customer, bidder, supporter

5. Is there any systematic mapping out of the resources in the field of art and culture education? If so could you include this?

No, at least not in one single document or reference.

6. Which facts and figures are already available in regard to resources for art and culture education?

National, provincial and municipal budgets

Comace gives an overview of the national, provincial and municipal budgets for cultural education:

<http://www.comace.org/the-netherlands/policy/national/funding>

<http://www.comace.org/the-netherlands/policy/provincial-regional/funding>

<http://www.comace.org/the-netherlands/policy/municipal-local/funding>

Amenities and Social Services Utilization

There is rather exact information about the utilization of amenities and social services in the cultural sector a.o. (mostly statistics about all kinds of cultural participation), but this is not information how

much and which resources are available on what level (see *Amenities and Social Services Utilization Survey* of the Netherlands Institute for Social Research).

Centre for the Arts

There is some (older) information available in the database of Statistics Netherlands (<http://www.cbs.nl/en-GB/menu/home/default.htm>) about the centre for the arts

(<http://www.comace.org/the-netherlands/centrum-voor-de-kunsten>):

number of centres (who are member of umbrella-organisation), % students, (teaching) personnel and total benefit.

<http://statline.cbs.nl/StatWeb/publication/?VW=T&DM=SLNL&PA=7101kuvo&D1=0,2-11&D2=0&HD=100726-1411&HDR=T&STB=G1,G2>

There are 182 Centre for the Arts in the Netherlands.

Average assets and liabilities of Centre for the arts 2003 and 2007.

	2003		2007		difference	
	euro* 1000	%	euro* 1000	%	absolute	%
total assets	1132	100	1262	100	130	+11
funding municipality	668	59	770	61	102	+15
tuition- and course fees	317	28	341	27	24	+8
funding provinces	34	3	38	3	4	+11
other assets	113	10	114	9	0	0
total liabilities	1132	100	1262	100	130	+11
work force	826	73	896	71	70	+8
housing	125	11	164	13	40	+32
other liabilities	181	16	202	16	21	+11

reference: CBS (2009)

Practising the amateur arts

Recently, a large scale study has been undertaken by the Netherlands Institute for Social Research (<http://www.scp.nl/english/>) about the sector of the amateur arts. (See <http://scp.nl/dsresource?objectid=25653&type=org>, English summary from page 353). Most of these facts and figures are (necessarily) based on estimations. This study gives no information about receptive cultural education.

Amateurclubs

In the Netherlands, there are at a rough estimate between 25.000 and 51.500 amateurclubs.

Average yearly income of amateurclubs

	%
subscriptions	29
receipts	18
action/campaign	17
subsidy municipality	13
private gifts or funds	10
other income	13
total	100

reference: Noordman & Van Dijk (2009).

Informal networks

In a Dutch middletown there are (rough estimated) 70 informal networks involved in amateur arts participation. Nothing is known about their resources.

Private sector

There are hardly numbers about the number of students and teachers in the private sector of the amateur arts. There is no systematic information on the resources in this private sector. There are in the Netherlands (roughly estimated) about 500.000 music students and at least 12.900 music teachers (probably more). About 5000 dance teachers for 80.000 students in 500 dance schools could be traced back, but it is not sure whether this is all.

Arts and Cultural Education at School

There are a lot of facts and figures about arts and cultural education at school in the Netherlands, but this information is fragmented and heterogeneous. Schools differ in the resources they possess, depending on for example school size, municipality and social-economic background of the students.

Most information is on basis of samples in research commissioned by for example municipalities. In a research sample of several municipalities in the Netherlands is asked which and how many resources schools do have for cultural education (example: research project in the province Gelderland). Since this information is almost always aggregated at the local or regional level, no information at school level is available.

Average hours spend on cultural education per week; primary school

	≈ 5 year old	≈ 7 year old	≈ 10 year old
drawing and crafts	4	2	2
music	1,8	1	1
playing and improving language use	2,6	1,5	1,4
exercise	1,8	1	1
total	10,2	5,5	5,4

Average hours spend on cultural projects/activities in and outside school per year; primary school

	≈ 5 year old	≈ 7 year old	≈ 10 year old
visual arts	8	8	8
music	6	6	6
theatre	5,4	5,5	5,5
exercise and dance	5	4,3	4,4
total	24,4	23,7	23,9

Average hours spend on cultural education in the lower years of secondary education

vmbo (pre-vocational secondary education)	3,6 hours per week (min-max 0-12)
havo / vwo (senior-general / pre-university secondary education)	3,2 hours per week (min-max 0-12)

Museum Education

Cultuurnetwerk Nederland did in 2007 a research-project about museum education. The aim of the Museum Education Trend Study 2007 is to identify the current state of museum education in the Netherlands and the desired situation for the future. The survey and literature review collects, describes, and compares trends in museum education from 1996-2007.

The conclusion is that 99% of the responding museums (N = 252 museums, 64% respons) do offer museum education. On average, museums do have 1,8 fte (full time equivalent) for education, that's 10% of the total fte. Half of the responding museums do say that the budget for education has grown since 1995. The budget for education depends largely on the size of the museum (larger museums do have more budget). However, comparatively to the total budget, small and middle size museum do spend more of their total budget on education (in % from the total budget: small museums 18%, midsized museums 19% and large museums 12%). We also asked which

amenities museums have for education. This is also dependent on museumsize (larger museums have more amenities).

Amenities for museum education (average %)

	%
amenity for screening (projector, beamer, screen etc)	85
administrative division	59
a room or place for educational projects	59
a hall or room for screening	58
technical department	52
a room or place for educational expositions or displays	39

For 2011 a research-project by Cultuurnetwerk Nederland about trends in theatre education in the Netherlands is foreseen.

7. Where does art and culture education take place?

- primary and secondary school
- (amateur)club/society
- cultural institutions (a.o. museum, theatre, cinema, concert- and music halls, festivals)
- centre for the arts
- libraries
- civil-society institutions
- informal networks/context
- private institutions/market

8. From which sources do the above mentioned organisations get their resources?

- primary and secondary school
 - Several sources (a.o. Ministry of Education, Culture and Science) (see <http://english.minocw.nl/documenten/key%20figures%202004-2008.pdf>)
- (amateur)club/society
 - Funding from municipalities and fees from members/participants.
- cultural institutions (a.o. museum, theatre, cinema, concert- and music halls, festivals)
 - Funding from municipalities, provinces and Ministry of Education, Culture and Science (however, this doesn't apply to all cultural institutions), private funding, (entrance) fees.
- civil-society institutions
 - Funding from municipalities.
- informal networks/context
 - Private funding/fees.
- private institutions/market
 - Private fees.

Which form do these take? (Money, infrastructure, personnel, etc.)

Most funding is in the form of money. Municipalities sometimes pays the rent for housing in advance.

Is it possible to discover the exact resources that go towards art and culture education within these organisations?

Not in all organisations, especially not when organisations do have more tasks then only cultural education. It then depends whether the resources are earmarked for cultural education.

9. What are the main difficulties in finding information about resources?

The references for information on resources are quickly outdated, since resources are to a large extent depending on policy(measures) and therefore period bounded. Information on resources is also very much dependent on the policy and traditions in a country or even at a regional level.

The information on resources is often incomparable: the term can be interpreted freely (and can therefore be interpreted differently) and it is difficult to say how reliable the datasources are. How well (valid and reliable) was the research done?

When collecting data on resources in the Netherlands at an institutional level, it would be necessary to know how many and which institutions are involved with cultural education (to draw a sample for example). This is on national level not the case. In the last report on amateur arts, the Netherlands Institute for Social Research together with Cultuurnetwerk Nederland tried mapping out the situation in one middle-size municipality, but it proved to be very difficult.

With respect to information on money (grants), the problem is that most grants are not specifically earmarked for cultural education. So the grants come from more general policy sources and goes to institutions who spend the money amongst other things at cultural education. You can ask the institutions to make a guess of the proportion for cultural education in the total budget, but this is very difficult and therefore they will be reluctant to do so. Cultuurnetwerk Nederland tried to ask this information in the Museum Education Trend Study, but the information proved to be unreliable.

10. Do you see any chance of improving the transparency of the resources for art and culture education? How?

First, you have to ask on which level that's necessary. What (kind of) practices do want to improve and which kind of information do you need for that? Do you have collect information about resources on a national level, or would it be more helpful to collect this information on a local level. For whom do you collect this information? What are the main research questions? Makes the information about resources sense without information about outputvariables (at the microlevel, the participants) and about the (policy)context? In the Netherlands, but also in other European countries, there is a hot debate about the quality of arts and cultural education. How does the topic of quality relate to the information on resources?

11. Do you know of any persons, organisations that might be able help us further with our fact finding mission?

Cultuurnetwerk Nederland is the national expertise centre for cultural education. We have got a large library with all (research)reports on cultural education in the Netherlands. We do have a large and active network of Dutch researchers in arts and cultural education.

Some of these data are collected by the Netherlands Institute for Social Research and in the past by Statistics Netherland.

References:

CBS (2009). *Kunstzinnige vorming 2005 en 2007* [Artistic Education 2005 and 2007]. Den Haag/Heerlen: Centraal Bureau voor de Statistiek.

Noordman & Van Dijk (2009). *Actieve kunstbeoefening en geld. De bijdrage van actieve kunstbeoefening aan de economie*. [Active Participation in the Arts and Money. The contribution of Active Arts Participation at the Economy.] Den Haag: Adviesbureau Cultuurtoerisme.

Van den Broek, A. [ed.]. *Mogelijkheden tot kunstbeoefening in de vrije tijd*. [Opportunities for practising the amateur arts.] Den Haag, Sociaal en Cultureel Planbureau.