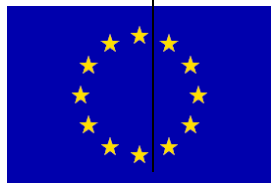


IMPRESS



Netherlands



Schoolsystem

- Primary school:
 - science is not a regular subject but mostly integrated in “world orientation”. In some cases Technology is a subject in PS
 - most primary teachers feel uncomfortable teaching science
- Lower Secondary:
 - Law wise: physics and chemistry are integrated (NaSk), biology second science subject. In most cases however, physics and chemistry are taught as separate subjects
 - After Year 1: Combination of general and pre lower vocational, (Basisvorming)
- Upper Secondary school
 - Senior Secondary (pre-vocational) : 4 profiles, 2 with sciences
 - Science profiles: Nature & Health, Nature & Technology

National Role and Functions of your STA

- Represents Science Teachers on the national and regional level in various kinds of educational contacts
- Advises in matters concerning the national final exams both on request of CEVO, and by own choice
- Involved in activities related to renewing the national programs for science education
- Co-producer of various educational materials, e.g.
 - data resource book BINAS
 - teaching materials

Who are the stakeholders in educational renovation and why

- Minister for Education and Sciences, who issues the national examination programs
- Central Examination Board (CEVO) who issues the national examination papers
- Advisory Committees for Chemistry (van Kooten), Physics (van Weert), Biology (Boersma)
- Institutes for Higher Education, Universities & Institutes for Higher Vocational Education
- Industry

Strong points

- The majority of Dutch Science Teachers is a member of NVON
- NVON represents a lot of know-how with respect to classroom practice
- NVON has a well developed system of regional groups
- NVON is well represented at the national level in educational decision making

Weaknesses

- Teachers are no ‘political streetfighters’
- Formally speaking, NVON as a teachers association is still too small to be a major political force
- NVON is totally reliant on volunteers’ free time

Opportunities

Short term: This conference

Middle term: Pan-European co-operation

Long term: Creation of a platform, bundling the Know-How of all the STA’s involved

Threats

Short term: The age of the science teachers on average is (too)high

Middle term: Science is regarded to be too difficult and therefore avoided by too many students

Long term: Science subjects risk to become marginalized in secondary education

What transnational role does the EU have in your country

- Strengths: opening borders for economical and political co-operation
- Weaknesses: too far from the population
- Opportunities: expanding your activities in other countries is easier
- Threats: Bureaucracy from Brussels



WAGENINGEN UNIVERSITY

WAGENINGENUR