



Policy scenarios on promoting assessment of citizenship competences: The case of the Netherlands

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Introduction – Methods – Results – Conclusion

Context

- ‘Freedom of education’ => school autonomy
- Parliamentary committee 2008: “the government should be concerned with ‘what’, schools should be concerned with ‘how’.”
- Large number of semi-government and private parties since 1990s (reflecting ‘governance’ approach)

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Context

- Citizenship education statutory task for school since 2006.
- Inspectorate of Education reports ‘stagnation’: school activities lack coherence, no learning aims, lack of insight into results
- Inspectorate of Education recommends a ‘data driven teaching’ approach
- (Currently legislation underway ‘clarifying’ citizenship education)

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Aims

Exploration of the preconditions to promote a data driven teaching approach to citizenship education.

- Inventory of assessment instrument to evaluate citizenship knowledge, attitudes and skills.
 - Specifically instrument that can be made available to schools.
- Policy scenarios for ways in which availability of assessment instruments can be promoted.



Methods

- Literature review
- 23 interviews

Characteristics of assessment instruments

- Relevance
- Norming
- Practicality
- Target audience
- Instrument type
- Validity & reliability
- School report
- Available for schools
- For practical or scientific use

- => Potential

					Assessment instruments for citizenship & social competencies:
			5		<ul style="list-style-type: none"> ● Adolescentenpanel Democratische Kernw. en Schoolloopb. (ADKS)
1					<ul style="list-style-type: none"> ● Burgerschap Meten (BSM)
	2				<ul style="list-style-type: none"> ● ESC-toets Burgerschapskennis
			5		<ul style="list-style-type: none"> ● International Civic and Citizenship Education Study (ICCS)
		3			<ul style="list-style-type: none"> ● MBO meetinstrument burgerschapscompetenties
		3			<ul style="list-style-type: none"> ● Peil.burgerschap
			4		<ul style="list-style-type: none"> ● PPON Burgerschap 2009
		3			<ul style="list-style-type: none"> ● Resultaatgericht burgerschapsonderwijs
	2				<ul style="list-style-type: none"> ● Rubrics burgerschapscompetenties
				6	<ul style="list-style-type: none"> ● Sociaal-emotionele ontwikkeling leerlingvolgsysteem Leefstijl
1					<ul style="list-style-type: none"> ● Sociale Competentie Observatie Lijst (SCOL)
			4		<ul style="list-style-type: none"> ● Terra Nova
				6	<ul style="list-style-type: none"> ● TestJeLeefstijl
				6	<ul style="list-style-type: none"> ● Viseon
			4		<ul style="list-style-type: none"> ● Vox-Pop Academy (VPA)
			4		<ul style="list-style-type: none"> ● Vreedzame School

Recommendations

- Promote availability and access to instruments
- Promote the development of a (web)portal
- Promote the development of instruments for vocational education
- Promote the development of instruments for special needs education
- Promote the development of instruments in general
- Promote the development of different assessment approaches
- Promote the development of instruments for longitudinal assessment



Follow-up

In what way can the availability of assessment instruments to schools be promoted?

- Centralized approach
- Market approach
- Network approach



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Report

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http://pure.uva.nl/ws/files/39848731/Rapport_meetinstrumenten_burgerschap_DEF.pdf