

2026-2027

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fore word

‘When it rains in society, it pours in our schools.’ This was the metaphor used by the Dutch sociologist Kees Schuyt to describe the influence of trends in society on education. Social fragmentation puts education under pressure, for example in terms of its contribution to social cohesion.

In the introduction to this work programme, the Education Council of the Netherlands accordingly highlights the power of education. By offering a space in which pupils and students can mix, meet and connect, education prepares them to participate in society. Making full use of the power of education requires a carefully thought-through education policy, which sees issues and problems in the round and supports education professionals. This applies for the present outgoing Dutch government, but will equally be a task for the new government. The Education Council advises and supports the Dutch government and parliament with in-depth analyses, insights and recommendations, for example in relation to the configuration of the education system, the status of education in the Caribbean Netherlands and the relationship between parents and school.

This work programme, which is updated annually, briefly describes the advisory reports and studies that the Education Council will be working on over the next two years. The Council has developed this programme in part based on discussions with officials from the Dutch Ministry of Education, Culture and Science, the Dutch Parliament and representatives of pupil and student organisations, parents, teachers, school heads and other education professionals, umbrella organisations, trade unions, sectoral boards and childcare organisations. In compiling this work programme, the Council also took full account of the responses to the digital consultation exercise ‘Denkt u mee?’. The Council would like to thank everyone for their contributions and looks forward to addressing the issues highlighted in this work programme.

Louise Elffers
Chair

Mirjam van Leeuwen
Secretary-Director



the power of education

1

The power of education in a fragmented society

In a society that is under pressure from growing fragmentation, education offers a space in which pupils and students can mix, meet and connect. It is vital that the best possible use is made of this power of education.

Introduction to the work programme

For more than a hundred years the Council has been advising successive governments and parliaments on education policy and legislation. Naturally, a great deal has changed over that period, both in education and in society. Changes in education are sometimes the result of new insights regarding the approach or organisation of education. Changes also often follow changes in society. Education reflects societal trends and responds to changes in society, on the labour market and on the world stage, thereby acting as a mirror to a changing world.

Education as a mirror to a changing society

The mirror shows us what went before and what came in its place. A glance in the mirror can sometimes be confrontational. More than a century ago, The American comedian Will Rogers mocked the nostalgia that people often feel when looking in the mirror. 'The schools ain't what they used to be', he confirmed, 'and never was'.

However, a concerned glance in the mirror that education holds up to society cannot be dismissed as mere nostalgia about things that pass. The consequences of social unrest and social ills or injustices are perhaps nowhere so visible as in education. As the Dutch sociologist Kees Schuyt once observed. 'When it rains in society, it pours in our schools.' Today, 25 years later, that observation is more pertinent than ever. Where a pluralistic, democratic society is sometimes characterised as a permanent battle of ideas, in some places that battle is in danger of morphing into a battle between different groups in society. And that trend is reflected in our schools.

With freedom of education firmly anchored in the Constitution, the Dutch education system has traditionally offered full scope for plurality and diversity. Yet schools, pupils and students are living with the consequences of the growing fragmentation and polarisation in society. This sometimes leads to tensions in the classroom, but also in the relationship between parents and schools. Discussions held by the Education Council in the past year with teachers, school heads and parents revealed greater evidence than in the past of disrupted relations and the escalation and juridification of differences of opinion.

The heightened emotions expressed in political circles, in the media and in the school yard around the 'Spring Fever Week' ('Week van de Lentekriebels') sex education programme, illustrate just how much pressure polarised political and societal views can place on schools. Education can be caught in the middle when the conflict between political and societal hardens and emotions run high regarding things such as armed conflicts around the world. Education contributes to social cohesion, but can face a difficult balancing act in preparing pupils to function in a world that is itself becoming increasingly fragmented.

The power of education

Yet education is uniquely positioned to engage with these tensions – provided it is afforded the scope to do so. That is not possible if schools are overwhelmed with constant new demands or additional programmes intended to repair deficiencies in society. What they need is to be given the freedom to deliver their core tasks well. The power of education lies above all in the space it creates for students to mix, meet and connect; a free and safe space where students are able to broaden their horizons and encounter new perspectives, without necessarily having to take a position. It creates a community in which a learning attitude and curiosity

about other people, sources of knowledge, viewpoints, worlds and customs are encouraged. In short, the power of education in a fragmented society lies in its inherent value as a social process.

To harness the power of education as effectively as possible, it is vital to endeavour to repair the fragmentation within education itself. The Education Council observes a number of issues in the Dutch education system in that regard. An example of fragmentation, and one which the Council has also highlighted in previous advisory reports, is the early classification of pupils into strictly segregated educational streams. Pupils are separated at an early age into vocational and more academic pathways, which in turn prepare them for equally segregated types of further education. These different routes in turn lead to highly divergent positions on the labour market and in society. This fragmented system not only begs the question of whether it offers all pupils sufficient opportunity for development, but also raises concerns that the system obstructs the links between practical and academic education, and places obstacles between pupils following the different educational routes. Concerns about the education gap which manifest themselves in a number of areas in society (such as work and income, housing, health, leisure time) thus also raise questions about the role of education in reducing or (re)producing that gap.



Fragmentation in policy and funding

The education system itself, and the way it is funded, also show signs of fragmentation, with constantly changing policies and short-term funding through grants. Policy is made – and scrapped again – for individual parts of the system, for example the configuration of lower secondary education, while separate consideration is given to the configuration of upper secondary education and the various pathways through senior secondary vocational education, higher professional and university education. Although these different parts of the system are indisputably interconnected, they are commonly treated in isolation from each other. Tinkering with the configuration of further education has consequences for the education that prepares students for it, and vice versa. At the request of the Dutch Senate, over the coming year the Education Council will study the configuration of educational pathways across the whole chain of primary, secondary and further education, with explicit attention for the interrelationship between them.

Looking at the configuration of the whole education system in the round also means paying more attention to the position of special needs education within that system. Attempts have been made in recent years to curtail referrals from mainstream to special education for students with support needs due to disabilities, disorders or chronic illnesses. Despite these attempts, demand for special needs education has continued to grow. That is at odds with the drive for an inclusive education system, in which pupils with support needs are as far as possible placed in schools together with pupils who do not have such needs. Currently the question of what needs to change in mainstream education to achieve this aim is receiving a lot of attention. At the request of the Dutch House of Representatives, over the coming period the Education Council will look at what role special needs education can play in preparing young people with special educational needs to play a full part in society.

Seeing education in the round also means taking into account the different policy levels, stakeholders and other actors who determine the functioning of the Dutch education system. In recent years the Education Council has focused attention on the position of school boards, school heads and teachers. In the coming years, the Council will also look at the position of parents and pupils in relation to the school. Together, they form the 'pedagogical triangle' which fosters the development and well-being of children and adolescents. If misunderstanding, conflict and sometimes even aggression arise within this triangle, parents and schools find themselves ranged against each other instead of standing alongside each other. At the request of the Minister of Education, Culture and Science, the Council will investigate the question of what is needed to strengthen the pedagogical triangle at a time of rising tensions in society, and to continue shaping the relationships between schools, parents and pupils on a basis of trust and collaboration.

In addition to these three new advisory reports, the Education Council will be working over the coming period on a number of ongoing or planned studies and advisory projects, which also rely on a collaborative perspective. In this context, the Council will publish a study on testing, in which the different functions of testing in primary and secondary education are considered in relation to each other. The Council will also publish the *status report on education in the Caribbean Netherlands*, which will consider the opportunities and challenges in providing good education in the Caribbean part of the Kingdom of the Netherlands. Among other things, the Council will explore the interplay between actors in the Caribbean and mainland Netherlands. The Council will also explore the possibilities for strengthening the links and collaboration between educational research, policy and practice.

Ensuring stability and cohesion

With a history stretching back more than a century, the Education Council is in a unique position to carry out its unique task of studying educational issues from an independent, broad perspective. The Council brings together present, past and future in interrogating the status quo. Why is the system configured the way it is, and does that still work equally well everywhere? Is the current distribution of tasks and responsibilities in the education system still appropriate to meet the questions and challenges of today? Are the statutory frameworks still adequate to enable the government to fulfil its constitutional duty to ensure the provision of good-quality, accessible and effective education?

The common theme running like a golden thread through all the advisory reports published by the Education Council, whether those reports are focused on the education system, the administrative configuration, its societal missions or specific groups within education, is the question of what is needed to ensure good-quality education for everyone. It is particularly important in times of growing societal unrest and fragmentation to continue recognising and facilitating the power of good education. Fragmentation of policy measures and funding streams, ever-changing funding structures and temporary policy programmes undermine the position of education as a beacon in turbulent times. Stability and cohesion are needed in policy, funding and implementation in order to exploit the power of education to the maximum. That applies both for each individual pupil and for society as a whole.

For the Education Council,
Louise Elffers
Chair



work programme me

2026-2027

This work programme describes the advisory reports and studies on which the Education Council will be working over the next two years. The Council will also produce a number of advisory letters on proposed legislation.

The Council expects to produce the following publications in 2025:

- a study on well-being and education (on the Council's own initiative);
- an advisory report on use of evidence in education practice and policy (at the request of the Dutch House of Representatives).

Earlier this year the Council published *Better guarantees of competence (Bekwaamheid beter borgen)*, an advisory report with recommendations for the government on how to guarantee the competence of teachers, regardless of the training route they have followed, as well as *Education in Young Offender Institutions (Onderwijs in justitiële jeugdinrichtingen)*, an advisory report exploring how education in young offender institutions could be improved. The Council also published the advisory report *Poverty and education (Armoede en onderwijs)*, in which it called for better access to general secondary and senior secondary vocational education for young people growing up in poverty. In the advisory letter on addressing falling student numbers (*Omggaan met dalende studentaantallen*), the Council warned the education minister about the combination of falling student numbers, funding cuts and the proposed introduction of the Balanced Internationalisation Act (*Wet Internationalisering in balans*). That combination can have an adverse impact both on education provision in general and on vocational secondary education, as well as in universities. In its letter on the Targeted Funding Bill (*Wetsvoorstel Gerichte Bekostiging*), the Council highlighted two risks in the way the legislative proposal was structured. Finally, in the advisory report on making use of linguistic diversity (*Talige diversiteit benutten*), the Council called for a language policy which exploited linguistic diversity to improve learning in and of Dutch.

Current and planned advisory reports and studies

The Council is currently working on several planned advisory reports and studies, or will begin doing so in the near future:

- advisory report on testing in a renewed curriculum – at the request of the Dutch House of Representatives;
- status report on education in the Caribbean Netherlands – at the request of the Minister of Education, Culture and Science;
- study on the research infrastructure for education policy – at the request of the Minister of Education, Culture and Science;
- advisory report on school premises – at the request of the Minister of Education, Culture and Science.

New advisory reports and studies

This Work Programme 2026-2027 also includes a number of new topics:

- advisory report on the relationship between parents and schools – at the request of the Minister of Education, Culture and Science;
- advisory report on special needs education – at the request of the Dutch House of Representatives;
- systemic study of the configuration of education – at the request of the Dutch Senate.

The Council will also perform an analysis of advisory reports and documents focusing on the responsibilities of and relationship between different actors in education, such as teachers, school heads, school board members, sectoral boards, strategic alliances and the government. This analysis forms

the basis for a future advisory report in which the Council will explore the positions and responsibilities of these actors within the system, as well as their interrelationships.

2.1 Advisory report on testing in a renewed curriculum

At the request of the Ministry of Education, Culture and Science, the Netherlands institute for curriculum development (SLO) is working up proposals for reform of the learning goals for primary and early secondary education, as well as the attainment targets for secondary education. Together with the reference framework for language and mathematics, these form the legal basis for primary and secondary education in the Netherlands, and therefore set the direction for school curricula. These reforms have consequences for the testing regime.

As a corollary to the process of reform, examination programmes are being developed for secondary education. It has been announced that the attainment test taken at the end of primary school, as well as the subsequent tests and examinations, will also be updated to bring them into line with the new attainment targets. These developments raise a number of specific issues.

In the first place, there is a need to identify how the different educational attainments can be tested. Second, allowance needs to be made for technological developments which make different forms of testing possible or even necessary, for example automated testing or generative language models. Third, it is important to investigate how different functions of testing can be unified, whilst mitigating unintended adverse effects. Testing and preparation for tests can for example be motivating and helpful in focusing attention on key educational objectives, but can also cause stress (for example if testing is carried out too often or if too much is at stake); it can accelerate the curriculum (if testing is one-sided); or it can put pressure on equality of opportunity (for example in the case of privately funded test training or unreliable or 'unfair' tests).

The Dutch House of Representatives has asked the Education Council to advise, based on a broad consideration of the roles, possibilities and limitations of testing, on the following question: What constitutes an adequate testing system in a renewed curriculum?

2.2 Status report on education in the Caribbean Netherlands

Education in Bonaire, Sint Eustatius and Saba (together constituting the Caribbean Netherlands) has been embedded in the Dutch education system since 10 October 2010. This has led to central control of the system being based in The Hague, at the Ministry of Education, Culture and Science. This offers opportunities but presents challenges, including in relation to education legislation, administrative agreements for improving education, government supervision of official reviews of educational quality on the islands, recruitment of educational staff, the transfer of Caribbean students to education in the mainland Netherlands, and dealing with multilingualism of pupils in the Caribbean Netherlands.

At the request of the Minister of Education, Culture and Science, the Education Council is working on the publication of a status report on education in the

Caribbean Netherlands. The report provides an inventory of existing studies, evaluations, legislation and policy, and also focuses on assessing practical experience through working visits. The Council will publish these status reports at periodic intervals, each focusing on the status of education from a particular perspective and comprising either a broad-based system analysis or a more thematic analysis. In compiling the status report, the Council will investigate the configuration and functioning of the Dutch education system in the Caribbean Netherlands, for each island individually and for all the islands together.

In compiling this publication, the Education Council will work with an Island Committee for each island. The Island Committees will contribute to the thinking on the content and process, each as regards the elements that relate to their own specific island. The members of the Island Committees will share their experience, expertise and perspective in a personal capacity.

2.3 Study on research infrastructure for education policy

Good (practical) research is an essential basis for education policy and for providing insights into education practice. There are any number of research disciplines and subdisciplines which contribute to up-to-date and fundamental expertise regarding education. This is not a static field: developments in policy and practice are accompanied by changing research questions and scientific insights; new focus areas arise and existing ones recede in importance, for example research on education law, education history and fundamental educational science.

The fitness for the future of numerous disciplines has been under pressure for some time. This can lead to loss of specialist knowledge, or to a more superficial understanding of complex educational issues. A shrinking basis of different disciplines within education research can also reduce the diversity of perspectives and impede the interdisciplinary collaboration that is needed for a well-founded education policy.

If gaps arise in education research, it is harder for the government to fulfil its core task of providing properly founded policy measures and legislation. Another risk is that research in some areas offers too narrow a basis to be able to serve as a 'countervailing power'. Experts and (practical) researchers can offer policymakers and legislators the evidence-based insights needed to make well-founded decisions and to improve existing education policy and legislation.

There is currently no wide-ranging overview of the status of the research infrastructure as an essential source of input for education policy and legislation. Which actors are involved in education research and what role(s) do they play? Which disciplines are essential in this infrastructure? What gaps are there, or could arise in the short term? How viable are the research disciplines and what funding is available? Is the (management of) the research infrastructure optimally configured?

At the request of the Minister of Education, Culture and Science, in this study the Education Council addresses the question: What is needed to ensure a properly functioning research infrastructure for education policy?



2.4 Advisory report on school premises

Many schools in the Netherlands are old and need to be replaced or renovated. The internal climate of the buildings is also not optimal and they consume lots of energy. Most of the buildings are moreover many decades old and not well adapted to modern-day educational developments or initiatives such as community schools and integrated childcare centres (IKC). Under European directives, all school buildings in the Netherlands must be zero-emission by 2050. This is a major undertaking, especially in the context of the overall tasks facing the Netherlands in respect of its buildings.

The system around educational accommodation faces a number of challenges. Responsibility for school buildings is divided between school boards and local authorities, with the local authority being responsible for new building and renovation of existing school buildings, and the school board for maintenance and operational aspects. This can lead to perverse outcomes, for example where building cheaper schools results in more expensive operation, or vice versa. There is also no comprehensive inventory of school buildings and their condition. Finally, smaller school boards, and many local authorities, have insufficient knowledge and expertise regarding the processes involved in building schools.

The challenge is how to improve the administrative structure surrounding educational accommodation. In this report, at the request of the Minister of Education, Culture and Science, the Council addresses the following question: What is needed to ensure the quality of educational buildings in the future?

2.5 Advisory report on special needs education

Special needs education is designed for pupils who, owing to a disability, illness, behavioural or other disorder, need support which cannot be adequately provided in a mainstream setting. Special needs education is provided at primary and secondary level. Demand for special education is growing, and this is straining the ability of special schools to meet this need. Waiting lists are long, forcing some pupils to remain in mainstream education for longer or, if this is beyond them, sometimes not attending school at all.

At the same time, there is some doubt as to whether special needs education is really the most appropriate choice for every pupil who is currently registered to attend. The growth of special needs education is moreover at odds with the government's commitment to inclusive education, in which pupils with additional support needs as far as possible attend a school together with pupils who do not have such needs. The Tailored Education Improvement Plan (Verbeteraanpak Passend Onderwijs) proposes setting up a number of strategic alliances for this purpose between mainstream and special schools, which draw on the available knowledge and expertise in relation to special education.

At the request of the Dutch House of Representatives, the Education Council is carrying out a study of the changing role and position of special needs education within the present education system, based on the question: What contribution can special needs education make to enable pupils with support needs to play a full part in education, and what parameters does the Council believe must be met by policy and educational practice?



2.6 Advisory report on the relationship between parents and schools

Once children start going to school, their development becomes a shared concern of parents and the school. This requires both trust and coordination between parents and schools. Linking these two worlds together successfully contributes to creating a safe learning environment for children. A good relationship between parents and school, based on mutual trust and collaboration, is therefore important for the development of children and adolescents.

There are however signs that the relationship between parents and schools is becoming increasingly strained. Parents say they do not always feel adequately heard by the school, while for their part, schools experience growing pressure from parents, who demand individual attention and customisation for their child. Schools and parents increasingly report a mutual lack of understanding and tensions in the relationship. They also refer to the consequences of a number of societal developments, such as conflicts on the world stage and polarisation in society, which influence the relationship between parents and school.

Education policy is aimed at strengthening the position of parents and pupils, including from a legal perspective. The number of cases being brought before the Educational Disputes Board is increasing, and disputes also more often progress to legal proceedings. In short, the collaboration between parents and schools is changing, both in a formal sense and in practice.

In this report, which is being compiled at the request of the Dutch Minister of Education, Culture and Science, the Council highlights a number of these developments and recent tensions in the relationship between parents and schools, based on the question: What is needed to strengthen the collaboration and trust between parents and schools?

2.7 Systemic study of the configuration of education

The Ministry of Education, Culture and Science is currently looking at a number of separate elements of the education system. The Ministry is seeking to improve the position of practical education in the primary and secondary education structure, for example with a programme facilitating entry into practical senior general secondary education and the introduction of practical programmes in mixed and theoretical learning pathways within pre-vocational secondary education. A study is also under way looking at the structure of upper secondary education, and the Ministry is working up four variants for a five-year pre-vocational secondary programme, combined with a pilot for the orientation year in senior secondary vocational education. Vocational education within further education is also being (re-) evaluated, with vocational and academic education operating alongside each other.

The Education Council has published a number of advisory reports focusing on the configuration of the education system. In those reports, the Council calls for an end to early selection for placement in secondary education; a reduction in the early and stringent segregation of educational pathways (and therefore of pupils); and a more equal valuation of vocational and general education within the system. The Council has emphasised that small-scale, temporary or fragmented measures are not adequate. Providing good education for everyone demands a structural approach, perseverance and a long-term vision.

Creating a properly founded policy for the education system demands a closer analysis of the relationship between the different elements in the system, in which a range of scenarios are developed for the configuration of the system of secondary and further education, including the way in which these impinge on primary education.

At the request of the Dutch Senate, the Council is exploring the question: What configuration of the primary, secondary and further education system will guarantee good education for everyone?

2.8 Legislative advice

The Education Council has a statutory task to advise the government on legislative proposals. Proposals which imply essential changes in terms of governance, control, supervision and funding, which impinge on Article 23 of the Dutch Constitution (concerning the provision of education), or which have major implications for educational practice, are all topics on which the Council advises. The precise legislative proposals on which the Council advises are determined in consultation between the Council and the Ministry of Education, Culture and Science. In addition, members of parliament can also submit proposals for new initiatives to the Council for advice.

In its legislative advisories, the Council examines the impact of a legislative proposal on educational practice and assesses its conformity with Article 23 of the Constitution. The Council also looks at aspects such as the practicability and consistency of the proposed legislation.

The Council provides its advice on legislation after consulting the Internet and before the Dutch Council of State has issued its advice. The turnaround time for these advisory projects is short, with the Council generally publishing an advisory letter within six weeks.

As a minimum, the Council will publish legislative advice on the following topics in the coming period:

- embedding quality standards in practice;
- supervision of informal education;
- standards for administrators;
- splitting of the primary school teacher training system;
- adjustment of the small schools allowance;
- customisation;
- lowering of the compulsory schooling age.



tasks and working methods

Good education for everyone: that is the goal which the Dutch Education Council is committed to helping achieve

For more than a hundred years the Council has been providing successive governments and parliaments, as well as local authorities, with independent advice, both on request and on its own initiative, on education policy and legislation.

The Council examines the functioning of the Dutch education system, both retrospectively and looking forward, and from a long-term perspective. The Council identifies and highlights issues, identifies pinchpoints and undesirable effects inherent in legislation and policy proposals and outlines perspectives or solution pathways. It does this in the form of advisory reports, studies or legislative advice. The Council also compiles a periodic status report on education in the Netherlands, in which it presents an overarching picture of Dutch education. The Council also advises local authorities on aspects related to educational premises.

The Council's advisory reports and studies deal with all aspects of education or children, adolescents and adults, from pre-school provision right through to postgraduate education and lifelong development. They address questions such as: How can education contribute to the development of the individual and society? Who needs to take action? What is the role of national and local government? Which responsibilities lie with school boards and which with school leaders and teachers? When do organisations and professionals around the school need to act? What is the role of pupils, students and parents?

The Council is an autonomous body, which also stands in the midst of Dutch society and education. Its reports are fed by the knowledge and experience of those working in the field, and also draw on education policy and legislation. They also draw on scientific knowledge and insights from a wide range of disciplines, such as educational science, economics, sociology and education law. The Council also draws on intersectoral and international comparisons. The Youth Education Council (JongerenOnderwijsraad) warrants special mention; it is made up of pupils and students across a range of ages and school types, supporting the Education Council with experiences and ideas about Dutch education and a range of linked topics on which the Council gives advice.

In preparing its advisory reports, the Council also draws on the knowledge and expertise of other advisory and policy bodies, and conversely also contributes expertise on request to support advice given by other government advisory bodies. Joint advisory reports are sometimes published. As one of the founding members of EUNEC, the European Network of Education Councils, the Council also shares knowledge and expertise with other advisory bodies in Europe and beyond.

The members of the Education Council are appointed in a personal capacity for a term of four years. They are recruited on account of their scientific expertise, practical education experience and/or contribution to society, combined with their vision on education. Their broad personal expertise means they always bring to bear different perspectives – for example educational, economic, legal or international – on the topics under consideration.

Principles

The Education Council says what needs to be said and is a critical interlocutor for government and the education system. In its choice of topics, its substantive analyses and its recommendations, the Council bases its approach on the following public values: quality; accessibility; efficiency; plurality and freedom of choice; and social cohesion, inclusion and democracy. Each of these values deserves to be promoted and each interacts with the others. An emphasis on one can be detrimental to the others, and there may be mutual conflicts between them. This means they constantly have to be weighed against each other. As regards *quality*, for example, the Council may look both at the quality of education in a broad sense and the conditions that make good-quality education possible. *Accessibility* is about

the unhindered availability of education to every pupil and student. It also impinges on issues such as equality of opportunity. *Efficiency* is concerned with the cost-effectiveness of the education system in relation to its societal outcomes. It is also about setting educational goals, linking them to financial policy and monitoring whether those goals are achieved. *Plurality* in education has its roots in Article 23 of the Dutch Constitution. The Council highlights the importance of plurality in the system, including comprehensive public education provision and the associated freedom for parents and pupils to opt for the school of their choice. Finally, the Council looks at education in relation to *social cohesion, inclusion and democracy*, both in schools and in society. The school is a social community and a place in which to learn to live together in a democracy. From this perspective, the Council believes it is important that pupils from different backgrounds and with different abilities are able to meet each other at school and that schools devote sufficient attention to democratic citizenship.



The Work Programme 2026-2027 was presented to the Minister of Education, Culture and Science and the Minister for Primary and Secondary Education and Equal Opportunities.

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