secondary education revised, 2027

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# 1: General provisions

## Article 1: Introduction

A well-structured and inclusive education system is the cornerstone of a thriving society. The Dutch secondary education system stands out as a model for its clarity, flexibility, and equitable approach, rooted in robust legal definitions and frameworks that guide its operation. By drawing inspiration from this system, we propose a reformation of secondary education that emphasizes accessibility, collaboration, and tailored learning pathways.

Central to the Dutch model is a comprehensive legal foundation, as illustrated by its clear categorization of institutions, stakeholders, and roles. Terms such as "voortgezet onderwijs" (secondary education), "openbare school" (public school), and "bijzondere school" (private school) define the scope and responsibilities of educational bodies. These definitions ensure uniformity and accountability across different types of schools and educational pathways. Additionally, concepts like "scholengemeenschap" (school community) and "regionaal opleidingencentrum" (regional training center) promote cooperation and resource-sharing to meet diverse student needs.

This reformation proposal aims to incorporate these principles into a modernized system that aligns with global educational standards. By adopting clear legal terminology and a structured approach to governance, the new system will ensure transparency and inclusivity. Moreover, we emphasize the importance of creating differentiated learning environments, such as vocational and academic pathways, to cater to varied talents and aspirations.

The Dutch framework also places a strong focus on teacher development ("nascholing") and student-centered learning outcomes ("kerndoelen"), which we consider vital for fostering lifelong learning and adaptability. Through this reform, we envision an education system where all students, regardless of background, can achieve their potential while acquiring the skills needed to thrive in an interconnected world.

In the following sections, we will delve deeper into the principles of the Dutch model, exploring how its structured yet flexible approach can inspire a transformative rethinking of secondary education.

## Article 2: Definition

1. Secondary education is the education after primary school and special education, but before vocational and work education. Secondary education does not include special secondary education as mentioned above.
2. Education is organised in such a way that pupils can go through an uninterrupted development process. It is tailored to the progress in the development of the pupils.

### Article 2a: Qualification

Secondary education may only be provided by those who are authorised to do so under this Act.

## Article 3: Obligation to consult and report sexual offences

1. If the school authority becomes aware in any way that a person tasked with duties for the school may have committed or is committing a sexual offense against a minor student, the school authority must immediately consult with the confidential inspector.
2. If the consultation concludes that there is reasonable suspicion of such misconduct, the school authority must promptly report the incident to law enforcement and inform the confidential inspector. Before filing the report, the school authority must notify the parents of the affected student and the accused individual.
3. If any staff member becomes aware of possible misconduct by a person tasked with duties for the school against a minor student, they must immediately inform the school authority.