

Cultural Education with Quality Scheme 2021-2024 Caribbean Netherlands

The original scheme as published in the Government Gazette is the formally applicable text.

The board of the Cultural Participation Fund Foundation,
considering Article 10, paragraph 4 of the Cultural Policy (Special-Purpose Funding) Act;
considering Article 4:23, paragraph 1 of the General Administrative Law Act;
considering the General Subsidy Regulations of the Cultural Participation Fund;
with the approval of the Minister of Education, Culture and Science of XX;

decides:

CHAPTER 1. GENERAL PROVISIONS

Article 1. Definitions

The following definitions apply in this scheme:

- a) *Fund*: the Cultural Participation Fund;
- b) *activity costs*: the costs incurred for the implementation of the project. Not including the costs for coordination, sharing knowledge, monitoring and evaluation. Travel and accommodation costs are included in activity costs;
- c) *declaration of adherence*: written declaration of support by the public body to the application for the programme Cultural Education with Quality 2021-2024 Caribbean Netherlands. This is a declaration provided along with the application by the coordinator;
- d) *advisory committee*: an internal advisory committee as intended in the Internal Regulations of the Cultural Participation Fund Foundation;
- e) *General Subsidy Regulations*: General Subsidy Regulations Cultural Participation Fund Foundation;
- f) *Cultural Education with Quality policy scheme*: programme initiated by the Minister of Education, Culture and Science to safeguard the national quality of cultural education within public education;
- g) *Caribbean Netherlands*: the three public bodies of the country of the Netherlands, being the islands: Bonaire, Saint Eustatius and Saba;
- h) *CBS*: Statistics Netherlands;
- i) *CEST*: Central European Summer Time;
- j) *coordinating activities*: organisational activities for the purposes of coordination;
- k) *cultural sector*: the cultural institutions established on the island;
- l) *cultural education*: the education aimed at achieving the core goals of the creative expression learning area and the education provided in the field of art and culture;
- m) *LKCA*: National Knowledge Institute for Cultural Education and Amateur Art;
- n) *OCW*: Ministry of Education, Culture and Science;
- o) *education*: this scheme concerns primary education in Caribbean Netherlands;
- p) *coordinator*: a cultural or educational institution that submits a subsidy application for itself and in collaboration with other cultural institutions and education;

- q) *the National Culture Funds*: Performing Arts Fund NL, Creative Industries Fund NL, Mondriaan Fund, Netherlands Film Fund, Dutch Foundation for Literature, and the Cultural Participation Fund.

Article 2. Objective of the Scheme

Through this scheme, the Fund stimulates the sustainable reinforcement of the quality of cultural education in Caribbean Netherlands, to be realised through intensive cooperation between the education and cultural sectors. The cooperation is based on an educational vision of cultural education and must focus on the cultural development of the child with a specific focus on increasing opportunity equality for children.

Article 3. Who Can Apply?

Subsidies can only be applied for by a cultural institution with a not-for-profit legal personality, or a school board of a primary or secondary educational institution. For each island, the public body appoints one applicant for that island.

Article 4. What Can Be Applied for?

1. An application for multi-year subsidy is submitted for the realisation and sustainable reinforcement of the quality of cultural education. This is implemented through intensive cooperation between the educational and cultural sectors. The cooperation is based on an educational vision of cultural education and must focus on the cultural development of the child with a specific focus on increasing opportunity equality for children. The manner in which this goal is realised is through:

- a. developing and executing cultural educational activities and materials aimed at sustainable reinforcement of the quality of cultural education at the school. These activities and materials are developed by the education and cultural sectors together. In doing so, relevant curriculum innovations will be taken into account; and
- b. increasing professionalisation of teachers, cultural partners and coordinators with respect to cultural education.

2. The primary target group for this scheme is primary education and the cultural sector. Secondary education could also be a partner.

Article 5. Subsidy Provision

1. Subsidy is granted in two rounds
 - a round 1: from 1 April 2021 to 31 December 2022;
 - b round 2: from 1 January 2023 to 31 December 2024.
2. An application in the second round does not have to be preceded by a granted request in the first round.

Article 6. Subsidy Limit

1. The subsidy limit for the applications in:
 - a. round 1 is € 215,000;
 - b. round 2 is € 215,000.
2. The Fund can increase or decrease the set subsidy limits.
3. A decision to increase or decrease a subsidy limit will be announced via the Fund's website.

Article 7. Subsidy Sum

1. Applications from any public body, per round, can apply for:
 - a. a starting sum of € 45,000; and
 - b. € 3.16 per resident.
2. The number of residents per island will be determined for the full duration of the scheme based on CBS data of 1 January 2019.

Article 8. Grounds for Rejection

1. A subsidy application will be rejected if subsidy is already or will be granted for the same activities:
 - a. based on the Cultural Policy (Special-Purpose Funding) Scheme,
 - b. by the Fund, or
 - c. by one of the other National Culture Funds.
2. Notwithstanding Article 4:35 of the General Administrative Law Act, subsidy can be rejected if:
 - a. the coordinator has not met one or more of the conditions or obligations of a Fund subsidy in the prior two years, including in any case the correct and timely completion of the subsidised activities, the timely notification of relevant changes in the implementation and the correct and timely substantiation of the activities;
 - b. the application is not conclusive about whether schools are intrinsically involved;
 - c. more than 15% of the budget is spent on costs of coordination;
 - d. less than 10% of the budget is spent on sharing knowledge;
 - e. the coordinator uses their own subsidy scheme to divide the granted subsidy of the Fund among the partners;
 - f. the application is insufficiently concrete in terms of the activities to be performed;

Article 9. Special Obligations

The coordinator:

- a. is the party with whom the Fund enters into the subsidy relationship. The coordinator is fully responsible for compliance with the subsidy obligations and the financial and intrinsic subsidy substantiation.
- b. is obliged to share knowledge, monitor and evaluate the activities for which subsidy has been granted;
- c. explains how knowledge sharing is implemented in the project plan;

- d. is obliged to participate in the Fund's and LKCA's national knowledge sharing process. Additional costs will be at the Fund's expense;
- e. reserves a realistic sum in the budget for monitoring and evaluating activities performed in the context of the scheme;
- f. discusses the project's progress with the Fund and the Public Body twice a year;
- g. explains in the project plan how the monitoring and evaluation process is implemented;
- h. is obliged to participate in the Fund's national process for monitoring and evaluation;
- i. makes the project plan, substantiations, evaluations and contact data of the coordinator available for the knowledge sharing activities organised by the LKCA; and
- j. endorses the codes that apply to the sector in question, including at least the sector code(s) for good and ethical administration and supervision, such as the Culture Governance Code, the Fair Practice Code and the Diversity and Inclusion Code.

CHAPTER 2. APPLICATION PROCEDURES

Article 10. Application Terms

- 1. For round 1: applications can be submitted from 1 December 2020 onwards and must be received by the Fund before 14 January 2021, 13:00 CEST.
- 2. For round 2: applications can be submitted from 1 August 2022 onwards and must be received by the Fund before 30 September 2022, 13:00 CEST.
- 3. An application that has been submitted too late cannot be processed.

Article 11. Application Requirements

- 1. An application will be submitted via the Fund's website through a digital application form.
- 2. An application will be processed if the fully completed form has been received in time and accompanied by:
 - a. a declaration of adherence from the public body,
 - b. a project plan;
 - c. a budget;
 - d. the partnership agreements between the coordinator and the primary educational and cultural partners;
 - e. a list of partners, with an explanation of the task and role distribution of partners;
 - f. a recent bank statement that can be used to verify the bank account number;
 - g. In case of a new coordinator: annual accounts 2017, 2018 and 2019; and
 - h. in case of (cooperation with) a cultural institution that is subsidised through the Subsidy Regulation Cultural Basic Infrastructure 2021-2024: an explanation of the regular tasks for cultural education.

Article 12. Assessment Criteria

1. Applications will be assessed based on the following criteria:
 - a. the development of cultural education;
 - b. embedding cultural education in education;
 - c. the quality of the application; and
 - d. the level of cooperation.

2. In order to be eligible for subsidy, an application must be assessed positively on all criteria stated in paragraph 1. The assessment method can be found in the explanation.

Article 13. Advisory Committee

Applications that meet the formal requirements of being eligible for subsidy will be presented for advice to the internal advisory committee of the Fund. The Fund makes a decision on the application based on the committee's advice.

Article 14. Assessment Method

Every application will be assessed on the basis of its own quality. Complete applications received in time will be processed. The applications will be assessed based on the assessment criteria and by order of submission date.

Article 15. Decision Period

The board will decide within 13 weeks after receiving an application.

CHAPTER 3. SUBSIDY SUBSTANTIATION

Article 16. Subsidies over € 25,000

- a. If the subsidy exceeds € 25,000, then the subsidy receiver will indicate that the activities for which subsidy was granted have been executed and that the subsidy obligations have been met by means of an activity report and financial substantiation.
- b. In the interim, the Fund will request a substantiation of the performance agreements and the finances. This interim substantiation must be received by the Fund no later than on 1 March of the second year of the project; this applies to both rounds 1 and 2. The Fund will provide a mandatory format for this.

Article 17. Reporting Changes

The coordinator will immediately report to the Fund if:

- a. the activities for which subsidy has been granted will not be performed or will not be performed fully;
- b. the obligations attached to the subsidy will not be met or met fully; or
- c. there are considerable intrinsic or business changes with respect to the plan on the basis of which the subsidy was granted.

CHAPTER 4. OTHER REGULATIONS

Article 18. General Subsidy Regulations

Unless provided otherwise by the scheme, the provisions from the General Subsidy Regulations apply.

CHAPTER 5. FINAL PROVISIONS

Article 19. Hardship Clause

In special or exceptional cases not taken into account when this subsidy scheme has been drawn up, and that could have unreasonable effects, the Fund can deviate from the rights and duties included in this scheme in the applicant's favour.

Article 20. Budget Reservation

Subsidy is granted subject to provision of the corresponding means by the Minister of Education, Culture and Science.

Article 21. Implementation and Expiry Date

1. This scheme enters into effect starting the day after the issue date of the Government Gazette in which it is published.
2. This scheme expires on 1 January 2027. Based on objection and appeal procedures that have not yet been completed at that time, the provisions in this scheme continue to apply accordingly.

Article 22. Short Title

This scheme is titled: Cultural Education with Quality Scheme 2021-2024 Caribbean Netherlands

The board of the Cultural Participation Fund Foundation,
on behalf of whom,

Oeds Westerhof.
executive director ad interim

Explanation of the Cultural Education with Quality Scheme 2021-2024 Caribbean Netherlands

General

Objective of the Scheme

Through the Cultural Education with Quality Scheme 2021-2024 Caribbean Netherlands (hereinafter: scheme), the Cultural Participation Fund (hereinafter: Fund) wishes to ensure that the quality of cultural education in primary education in Caribbean Netherlands increases. The Fund achieves this by making subsidies available for activities that contribute to this goal. The scheme is part of the broader programme Cultural Education with Quality of the same name that is implemented by the Ministry of Education, Culture and Science (OCW), the Fund and the National Knowledge Institute for Cultural Education and Amateur Art (LKCA).

In order to achieve the goals of this scheme, applicants of the subsidy are asked to use existing partnerships and facilities in the cultural field and to connect them to the schools. This ensures that the triumvirate of education - cultural sector - coordinator works together on developing programmes through which children can learn about art and culture and work on it themselves. These programmes can also be connected with secondary education wherever it will provide added value. Apart from the independent value of proper cultural education, the Fund feels it is important that schools prepare themselves on innovating the offer of classes and the place art and culture have within it. The Fund has also identified opportunities for reinforcing cultural education combined with the development of Integrated Child Centres on the islands. Finally, as a Fund, we have seen that building a network along with local knowledge sharing on what works and does not work are conditions for schools, coordinators and the rest of the cultural field to continue working together on good cultural education. We love to see this back in the plans themselves.

Another point of attention is equal opportunity. Improving equal opportunity allows children to develop their talents with motivation and support as is required. The success of children, at school and outside of school should only have to depend on their capabilities and their effort, not on the income or level of education of their parents. However, sexual preference, background, religion and many other elements influence unequal opportunity. Within the context of the Cultural Education with Quality programme, another element of unequal opportunity applies: the cultural infrastructure of the environment of the school and the child. The lack of an extensive cultural infrastructure in the environment ensures that schools have fewer opportunities to link up with the cultural field in simple ways. Through this scheme, we stimulate the search for options for a rich cultural offer in the direct environment of the child.

We ask coordinators to provide a realistic plan with substantiated performance agreements on these points along with a sound budget.

Target Group

Subsidy can be applied for by cultural institutions or school boards that develop activities in close collaboration with schools and cultural partners. These activities contribute to the quality improvement of cultural education within primary education, possibly connected to secondary education. In any case, the target groups are: the students, the teachers, specialist teachers, schools, cultural partners and the coordinator.

Ambition for 2022:

a. Network of educational and cultural partners

The educational and cultural field have already met and are informed of each other's qualities. This network is formed based on activities for and alongside the educational field. These could be cultural activities for students, but also include training or coaching teachers. Teachers providing training or coaching to the cultural partners is also desired.

b. Development of the cultural education vision

Schools, together with cultural partners, developed a vision on cultural education, preferably recorded in a cultural policy plan.

c. Cultural programme in primary education

Every primary education school has a cultural activity programme befitting the school. This could entail integrating culture in other courses, but could also concern an independent programme.

d. Expertise of teachers and educational employees

In order to design high-quality cultural education, teachers and teaching specialists have a sufficient basic level of knowledge. Educational employees are able to teach culture to large groups of children within the school and to develop cultural activities outside of the school.

e. Sharing knowledge and networks

The acquired knowledge will be shared and improved in various networks. These networks can be homogeneous in nature (e.g. only schools), but can also be heterogeneous (with other sectors). These networks create a sustainable embedding structure. Knowledge sharing takes place both on the island, between the separate islands, and at a national level.

Ambition for 2024:

In addition to the 2022 ambitions:

f. Quality improvement cultural education at the majority of the primary schools

The majority of the primary schools have developed their own programme through quality improvement of cultural education befitting the vision and capabilities of the school. This is a cohesive cultural programme with attention to linking up with the legally recorded goals and implementation of art and culture in education. The developed vision and corresponding programme have been embedded in education as sustainably as possible.

Article by Article

Article 2. Objective of the Scheme

The implementation of CmK on the islands requires clear phasing of the plans. The first steps have been taken with a strong focus on music education for which the Impulse Music Education Scheme provided financing and a knowledge sharing platform. The training for Internal Culture Coordinator (ICC) of the LKCA in early 2020 has also helped the schools and public bodies with making policy plans in terms of cultural education. Now is the time to make connections between the various disciplines and to work on a cohesive programme per school.

The responsibility for the quality improvement of cultural education in the education lies with this triumvirate in this scheme: education / cultural field / coordinator. All parties have been assigned to jointly realise this improvement; they depend on each other and need to reinforce each other with the expertise and clout every party needs.

Article 3 Who Can Apply?

This scheme is intended for not-for-profit cultural institutions, which includes cultural foundations or associations. Moreover, primary or secondary schools are also eligible for applications. In the case of a school, the school's authorised representative must submit the application.

Article 4. What Can Be Applied for?

Paragraph 1: The primary result of the application is a cohesive programme for cultural education at the various primary schools on the island. This requires creating a vision and plan, and acquiring experience with the execution of the made plans. Implementing cultural educational activities is an important part of the programme. Developing a joint vision is important, but it primarily helps to try and look for what fits the school best. By actually 'doing', you can discover what resonates with the children and what requires more attention. Moreover, evaluation is used at the different implementation levels to direct the follow-up. The collaboration between the educational and (local) cultural field is a precondition for the right level of expertise, but also for embedding the developed programmes. Preparing the education for the curriculum innovations will be more and more coherent over the course of the Cultural Education with Quality programme, but the formulated Major Assignments of the Art and Culture learning field already provide enough support to be used as a framework in the application.

In order to achieve this cohesive programme, teachers, specialist teachers and other stakeholders will need to be professionalised. We view this as an important condition for good cultural education. Possibilities include training courses, coaching, knowledge sharing and education. Clarify in the application which target groups will work on professionalisation in which manner.

We request that the coordinator leaves room in the project plan and the budget for developments that could become relevant over the course of the Cultural Education with Quality programme.

Paragraph 2: Even though secondary education is not the primary target group of this scheme, a lot can be learned from each other in mutual collaboration. The experiences already accrued in the PD can be used to also reinforce the quality of cultural education in the PO. Hence, it is possible to link up secondary education as a partner.

Article 5. Application Rounds

It is possible to submit an application in both the first and second rounds. An application in the second round does not require you to have submitted an application in the first round, or to have an application approved in the first round.

Article 6. Subsidy Limit

Any changes to the subsidy limit can be found on the website: www.cultuurparticipatie.nl/CmkCar.

Article 8. Grounds for Rejection

Paragraph 2.

Section c. Coordination Costs

A percentage of no more than 15% of the total budget is made available for coordination activities that are prerequisite for the coordinator status. This includes activities such as writing the application, deliberation with local governments and the Fund, writing substantiation, overhead costs, etc. These concern primarily administrative tasks.

The following is covered by activity costs instead of coordination:

- orientation meetings with schools and the cultural field;
- guiding schools and the cultural field and any other parties.
- setting up networks, research, ensuring monitoring and evaluation, etc.

Section d. Knowledge Sharing

The Fund defines knowledge sharing as: activities to share the acquired knowledge, such as networks, peer supervision, meetings, etc. For sharing knowledge with European Netherlands there are meetings, such as the Knowledge Sharing Festival of the LKCA and the CmK conference of the Fund. Together with the Fund, annual agreements are made regarding attending and participating in these meetings (physical or digital). Travel and accommodation costs will be covered by the Fund.

Section e. Subsidy Scheme

This section has been added to clarify the position of the coordinators for this scheme. What is intended is the following: Only administrative bodies can grant subsidy (see the court ruling under number: ECLI:NL:RVS:2018:2535). As a coordinator, you cannot. You can redistribute the received funds based on private-law agreements. If you wish to do so, the application must clearly describe how you will do so.

Article 9. Special Obligations

Section a. Knowledge Sharing

All coordinators are responsible for knowledge sharing within their region both for cultural institutions and for schools. The application must include an explanation of the knowledge sharing activities in the project plan giving an overview of and using existing (separate) networks of schools and cultural institutions. The knowledge sharing process is intended to share knowledge acquired within Cultural Education with Quality and other cultural educational processes, both relative to each other and to schools and cultural institutions not yet participating.

Additionally, the Fund and the LKCA will develop an intrinsic knowledge sharing process at a national level. The coordinator is obliged to participate in this. The goal of the process is to share experiences and knowledge from the scheme both with parties participating in the scheme and with parties who are not participating. These activities are in addition to the coordinators' knowledge sharing activities.

Section b. Monitoring and Evaluation

All coordinators are obliged to perform monitoring and evaluation activities. The institution must include an explanation of the monitoring and evaluation approach for the project plan in the application.

Moreover, the Fund will develop a national monitoring and evaluation process. The coordinator is obliged to participate in this. The process will in any case consist of the collection of results at school

level, the annual collection of quantitative data, an interim evaluation and periodical progress meetings.

Section c. Budget

Taking the aforementioned into account, the budget must show sufficient room for a focus on Knowledge Sharing, and Monitoring and Evaluation.

Article 11. Application Requirements

Paragraph 1. Applications must be submitted via the digital 'My Fund' system that is accessible via the Fund's website. This requires an account and password, which can be requested via <https://www.cultuurparticipatie.nl/mijn-fonds/>. It is recommended to request an account and password in time, because it will take about three working days before receiving it.

The activities must be described based on a number of questions formulated by the Fund. The form can be found in the digital 'My Fund' system. An example of the application form and corresponding guidelines are available digitally via this scheme's page on the Fund's website (www.cultuurparticipatie.nl).

Paragraph 2. Apart from an application form, including a balanced budget with explanation and performance data, the application consists of the following sections:

Section a. A declaration of adherence from the public body,

Public bodies issue a declaration of adherence regarding the coordinator for the Cultural Education with Quality programme. Applications without a declaration of adherence will not be processed by the Fund. The Fund cannot be held responsible for refusing a declaration of adherence by a public body. A format of the declaration of adherence is available on the Fund's website.

Section b. A project plan.

Guidelines for the project plan are available via www.cultuurparticipatie.nl/CmKCar;

Section d. Partnership agreements with the primary partners.

This will in any case show:

- the purpose of the partnership;
- the project duration;
- the performances of every partner, and
- the deployment of time and financial assets.

Section e. A list containing all partners.

This needs to be accompanied by an explanation of the task and role distribution of partners;

Section f. A recent bank statement.

A printout of online banking, that can be used to verify the bank account number;

Section g. In case of a new coordinator.

The provision of the annual accounts of 2017, 2018 and 2019.

Section h. In case of (cooperation with) a cultural institution that is subsidised through the Subsidy Regulation Cultural Basic Infrastructure 2021-2024.

An explanation of the regular tasks for cultural education.

The application and corresponding information is guiding for assessing if the applicant is eligible for subsidy. Hence, it is important that the application is clear and gives a good overview of the activities an applicant wishes to undertake.

Article 12. Assessment Criteria

Paragraph 1. Applications will be assessed based on the following criteria:

Section a. The development of cultural education

In the assessment of this criterion, the extent in which the plan expands on the developed activities for cultural education will be examined. The applicant's reflection of the current state of affairs in terms of cultural education is guiding in this. Subsequently, the manner in which the project plans have been drawn up are tested in this context. Moreover, the manner in which the issues and goals link up with the current situation are looked into.

Section b. Embedding cultural education in education

In the assessment of this criterion, whether or not all activities are focused on embedding cultural education in the school is looked into. Being able to embed cultural education requires a sound programme. We would like to see how the applicant will work together with the other parties on the transition from developing this programme to embedding it. The extent in which the educational field is involved in drawing up the plans will be assessed. The manner in which creating a vision and support for cultural education of boards, managements, teachers, specialist teachers, cultural parties and the coordinator is given shape is also assessed. The expertise of teachers and educational employees and the manner in which this is further developed will be tested. Moreover, the way in which schools can give shape to the relationship with the cultural environment will be assessed. We also explicitly request you pay attention to the role of the coordinator as a whole; which qualities are required and how does the coordinator themselves ensure a sustainable positioning?

Section c. Quality of the Application

In the assessment of this criterion, the intrinsic and organisational quality of the application and the plan will be looked into. Aspects that are considered for this:

- are the formulated goals realistic and does the programme fit these goals?
- does the budget match the intrinsic plan?
- is the plan in accordance with the set goals and ambitions of the scheme?

Moreover, the reasonableness of the budget and performances are tested against the goals of the scheme and the contents of the plan. The activities for knowledge sharing, monitoring and evaluation for both cultural institutions and schools will be assessed.

Section d. Collaboration

In the assessment of this criterion, whether or not the coordinator has formed a partnership that has sufficient clout to execute the plan will be tested. Subsequently, the task and role distribution with various relevant parties will be examined.

In order to be eligible for subsidy, an application must be assessed positively for all criteria apart from all formal requirements (e.g. timeliness, completeness, and correct submission of the application).

Article 16. Substantiation of subsidies over €25,000

Subsidies must be substantiated digitally by the coordinator through My Fund no later than 13 weeks after the end of the project.

The substantiation at least consists of:

- a. the realised performance data and quantitative data: number of participating schools, number of participating teachers and specialist teachers, number of participating educational employees, as submitted in the subsidy application;
- b. a settlement based on the budget submitted with the application in which it is clear how the means have been used;
- c. an intrinsic report describing the activities and collaboration.

In the interim, we will request a substantiation of the performance agreements and the finances. The Fund will provide a format to this end. This interim substantiation must be received by the Fund no later than on 1 March of the second year; this applies to both rounds 1 and 2.

Article 17. Reporting Changes

Substantial changes for the subsidy must be reported by the coordinator. This is the case, for instance, if the activities are not or will not be performed. An obligation can also be included in the subsidy decision on the basis of which specific matters must be reported. If it later turns out that a significant change has not been reported, then the Fund could lower the subsidy or even revoke it entirely. This will be completely at the applicant's risk. In case of doubt, an applicant can contact the Fund to determine if a significant change is the case. A significant change is the case if less activities are realised than agreed, or if changes with respect to specific parties from the team have been made. It is always possible for the applicant to appeal a lower subsidy sum or revoking the subsidy.

The Fund can lower or revoke the subsidy if the performance is not sufficient, and can do so in each of the following cases:

- if the number of expected schools decreases by more than 25%; or
- if the number of activities decreases by more than 25%; or
- if the time period during which the activities are executed changes substantially and this is not reported beforehand; or
- the obligations with respect to the subsidy cannot otherwise be met.

The Fund will determine if the sum of the granted subsidy will be altered based on the reported changes.