

Strategies to Introduce Visual Literacy at National Level in Policy and Curricula

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Abstract

Visual Literacy means the capacity to reflect, understand and create visual messages. At school, the subject art education delivers the competences that are needed in all subjects. In contrast to the importance of visual literacy in every day life there is a discrepancy between this importance and its too often marginal position in education. Therefore in 2010 a European Network for Visual Literacy (ENViL) was founded for the development of a “Common Framework of Reference for Visual Literacy” (CEFR-VL). This framework aims to be a tool for the development of curricula, lesson plans and assignments as well as assessment instruments.

How can we involve new concepts like Visual Literacy into existing policies and curricula? In this workshop we will look briefly at the Handreiking Basis voor Cultuureducatie (Basis for Cultural Education, *link*) and the Dutch National Discussion on a new curriculum for primary and secondary education (<https://curriculum.nu/> - Dutch only). These developments and others offer possibilities for Visual Literacy to connect to general policy and curriculum changes on a national level, and also related an European level in

relation to the European Key Competences. This workshop forms an insight in the Dutch situation.

After an introduction on the Dutch situation we will exchange experiences participants have in their home countries on introducing new ideas into a (national) curriculum and/or connecting to the European Key Competences in relation to life time learning.

Keywords

Visual literacy, Framework, Policy, Curriculum.