Global Education in the Netherlands

The European Global Education Peer Review Process
National Report on the Netherlands

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Abbreviations

ADA	Austrian Development Agency
BiD	Business in Development
BMZ	German Federal Ministry for Economic Cooperation and Development
CDA	Christian Democrats
COE	Council of Europe
CORDAID	(Caritas Netherlands)
DAC	Development Assistance Committee (OECD)
DCI	Development Cooperation Ireland
DGIS	Directorate-General for International Cooperation (MFA)
DE	Development Education
EE	Environmental Education
EU	European Union
FNV	Dutch Trade Union Confederation
GE	Global Education
GENE	Global Education Network Europe
GNI	Gross National Income
GNP	Gross National Product
HE	Higher Education
HIVOS	The Humanist Institute for Cooperation with Developing Countries
ICCO	Interchurch Organisation for Development Cooperation
IBE	International Bureau of Education (UNESCO)
ICT	Information and Communication Technologies
InWEnt	Capacity Building International, Germany
ITE	Initial Teacher Education
KommEnt	Society for Communication and Development (Austria)
KPA	Local Activities Programme (NCDO funding programme)
LfS	Learning for Sustainability
LPF	List Pim Fortuyn
MDGs	Millennium Development Goals
MoE	Ministry of Education
MFA	Ministry of Foreign Affairs
NCDO	National Committee for International Cooperation and Sustainable Development (Netherlands)

NGDO	Non-governmental Development Organisation
NGO	Non-governmental Organisation
NOVIB	(Oxfam Netherlands)
NSC	North-South Centre of the Council of Europe
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
UN	United Nations
UNDP	United Nations Development Programme
VVD	Conservative Liberal Party
WSSD	World Summit on Sustainable Development

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[1] As a rule nationals from a country to be reviewed are not included in the team of peer reviewers.

Executive Summary

This National Report on the Netherlands is part of the European Global Education Peer Review Process, dedicated to increasing and improving global education in Council of Europe member states. Facilitated by the North-South Centre of the Council of Europe, the report involved an International Peer Review team. Through research and interviews with key stakeholders, information was gathered and critical perspectives developed about the current state of, and the future prospects for, global education in the Netherlands.

Chapter 1 of the report below provides an introduction to the report and the Peer Review process. Chapter 2 outlines the context of global education in the Netherlands. Chapter 3 focuses on global education in formal and non-formal education sectors and other sectors, while Chapter 4 focuses on the important work of development NGOs in this field. Chapter 5 provides an overview and assessment of the NCDO; while Chapter 6 provides, in summary fashion, an outline of the key observations and recommendations of the Peer Review.

The Peer Review observed that the Netherlands has a long and strong tradition of global education (GE). This is reflected both in the formal and non-formal education sectors, and is demonstrated by the fact that the Netherlands is among the leaders of the OECD DAC in terms of spending on global education and information; and has the oldest national coordinating funding body for GE in Europe – the NCDO. GE in the Netherlands has strong traditions of both government and NGDO support.

While acknowledging the strength and long tradition of GE in the Netherlands, the Peer Review has also observed that many people working in the field believe that over recent years a harsher political and social context for global education has emerged. This has implications for global education. At the same time, public opinion polls still indicate strong support for global solidarity, including assisting the developing world.

The report found that good opportunities for teaching the global dimension are available throughout the different levels of the education system, in particular through subjects such as Geography, History, Economics and Social Issues. The new curriculum seems to offer further possibilities, for example in the area of citizenship. It is difficult to determine the extent to which GE is actually provided, and the level of GE integration and mainstreaming throughout the school system. Some research into this question has been undertaken recently but more widespread research is required.

With regard to the MFA's funding support for GE, the Peer Review recommends that the emphasis on coordination and quality continue to be strengthened as such initiatives are reviewed and evaluated. The Peer Review also recommends that Ministries, particularly the MFA and the MoE, should explore ways of strengthening inter-ministry cooperation with regard to supporting GE.

The Peer Review recognised the important work being done in the GE field by NGDOs. The report recommends that NGDOs might reflect, along with relevant ministries and the NCDO, on issues of quality, of the identification of indicators and benchmarks for the achievement of results in the field, of national targets, and of greater coordination of efforts.

The Peer Review observed that the Netherlands is among the leaders in terms of funding of GE. Given the changed political and social context in the Netherlands mentioned above, it is important that this is maintained and strengthened towards the UNDP target of 3% of ODA to be spent on education / awareness raising. The Netherlands has also played a leading role in Europe in the field of GE, this role should be further explored and developed.

One key finding in the report is that there would appear to be room for further coordination within the GE field in the Netherlands, particularly in the area of funding. The NCDO may be able to play a greater role in this respect. The Peer review recommends that the NCDO continue to reflect on the nature of its mandate; and share this reflection with others, in particular clarifying its role as a co-ordinating body, with MFA, NGDOs and others. The Government of the Netherlands could also reflect on the specific role and mandate it devolves to NCDO for coordination.

The above are merely some of the observations and recommendations that are made throughout the report on the state of global education in the Netherlands, and prospects for its increase and improvement. The principle observations and key recommendations are contained in chapter 6 of the report.

The publication of this report marks one step in the Peer Review process. Its launch in April 2005 will form another step in the continuing dialogue and journey. The Peer Review team trust that this dialogue, and the adaptation of, and addition to, the recommendations by key stakeholders in the Netherlands will lead to further increased and improved global education, aiming for the day when all people in the Netherlands will have access to quality global education.

The experience of GE in the Netherlands has provided something of a beacon of hope to those working for greater structural, political and financial support to global education in other European countries in the past decades. The innovations of Dutch NGDOs in GE, the commitment of Dutch civil society to learning and action for international solidarity, the political and financial commitment of Dutch governments of a variety of political shades and hues; and strong and continuing evidence of Dutch public opinion in favour of global interdependence and solidarity, are confirmed in this report. Nevertheless, it is unwise to create pedestals or rest on laurels. While it may be difficult, given the fact that the Netherlands is, from certain perspectives, something of the leader in Europe in this field, to engage in a critical approach to the practice, quality, policy framework and structural sustainability of global education in the Netherlands; nevertheless, this report does take a critical approach[2]. We find that

[2] The European Global Education Peer Review Process uses the notion of "critical co-learners" as a mechanism for highlighting and sharing good practice, and raising questions regarding improved practice, provision and policy.

amid the good examples and excellent practice there is also room for improvement, for critical questioning of embedded practice and emerging trends; and perhaps, most importantly, room for greater co-ordination of approaches.

It is also apparent that the experience of global education in the Netherlands as highlighted in this report will, as it has done for decades provide useful examples, models, and strategy learning for those involved in global education in other countries – thereby contributing significantly to access to quality global education for all people in Europe.

Chapter 1

Introduction

Chapter 1 – Introduction

1.1 The National Report on Global Education in the Netherlands: An Introduction

This National Report on Global Education (GE) in the Netherlands is part of the European Global Education Peer Review process initiated at the Maastricht Congress on Global Education (November 2002) and facilitated by the North-South Centre of the Council of Europe. This is the third such national report to be produced; in 2004 reports were published on Cyprus and Finland[3].

The report provides an overview of the current state of global education in the Netherlands[4] and provides perspectives on prospects for increased and improved global education. It outlines key observations and recommendations for the future of global education in the Netherlands.

This first chapter provides the reader – policymaker, practitioner, or researcher – with an introduction to the National Report, along with background information about the European Global Education Peer Review Process generally, and about the methodology of the process with the Netherlands. Chapter 2, situates GE in the contexts of Dutch social and economic realities, development co-operation policy and public awareness. The third chapter provides an overview of global education in the formal and non-formal education sectors and other sectors. The forth chapter outlines the work of NGDOs in development education, while the fifth chapter outlines the work of the NCDO. The concluding chapter details the main observations and recommendations of the Peer Review.

The Peer Review team comprised reviewers representing Austria and Portugal, along with the NSC secretariat[5].

1.2 The European Global Education Peer Review Process

The ***Maastricht Global Education Declaration*** was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15th – 17th November 2002. It outlines a number of ways in which GE can be improved and increased at national level and throughout Europe. The Declaration, among other policy recommendations, calls on the North-South

[3] Copies of these national reports are available from the North-South Centre.

[4] The North-South Centre of the Council of Europe uses the following definition for Global Education as an umbrella term, developed by the Global Education Week national coordinators: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

[5] The Peer Review team was composed of – (Austria) Helmuth Hartmeyer, Head of the Department for Development Communication and Education, Austrian Development Agency (ADA); (Portugal) Alexandra Santos, Coordinator of the DE Group of the Portuguese Platform of Development NGOs; Eddie O'Loughlin, GE Consultant and project coordinator, and Liam Wegimont, Head of Global Education, North-South Centre of the Council of Europe.

Centre of the Council of Europe to "test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame."[6]

As part of its follow-up to the Maastricht Congress, the North-South Centre of the Council of Europe initiated a study in early 2003 to test the feasibility of developing a European global education peer review process. The study began with a reflection on international country review processes in related or comparable fields[7]. Key questions and issues were then tested, tried and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003, concluded that a Europe-wide GE Peer Review process could contribute to the improvement and increase of GE in Europe, and that such a process should be established.

Since then, a Global Education Peer Review process was also initiated with Finland, leading to the publication of a national report in September 2004; and with the Netherlands, leading to this report. Further national reports are underway, or are being planned or initiated, with Austria, the Czech Republic, Germany, Hungary, Ireland, Poland, Slovakia and Switzerland, in the 2005-2007 period. Until 2005, this process has been facilitated by the North-South Centre of the Council of Europe.

1.3 Aims of the Process

The overall aim of the Peer Review process is to improve and increase global education in member states of the Council of Europe, as agreed in the Maastricht Declaration. The immediate purpose of each national Peer Review process is to provide international peer support and comparative learning, resulting in national reports developed with key national actors. Each national report provides an overview of the state of global education in the country, highlights good practice for national and international learning, and reflects critically in a comparative frame on the issues and challenges faced by national actors as they work to increase and improve global education policy, support and provision.

It is intended that national reports, and the peer review processes leading to them, will act as a tool for national actors to enhance quality and impact nationally, and as a mechanism for international learning, comparative analysis, benchmarking, policymaking and improvement[8].

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[6] The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see appendix 2, for the report on the Congress see O'Loughlin, E. and Wegimont, L. ***Global Education in Europe to 2015: Strategy, Policies and Perspectives***. Lisbon: North-South Centre, 2003. Available at www.globaleducationeurope.net

[7] These included Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also included peer review processes facilitated by other international organisations, including the OECD DAC Peer Review of development assistance. Finally, it considered independent consultant and NGDO reviews such as The Reality of Aid.

[8] The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer

1.4 Methodology

The methodology used in the GE Peer Review of the Netherlands involved both desk research and two country visits (March and June 2005) each involving a series of consultations with national stakeholders.

The GE Peer Review secretariat made an initial visit to the Netherlands in March 2004 to discuss the process and to hold a number of meetings with a range of key organisations in the GE field in the Netherlands. The main aim of this initial visit by the GE Peer Review secretariat was to gather information and documentation and develop contacts, initial perspectives and draft hypotheses, in advance of the main international Peer Review visit.

The main international Peer Review visit took place in June 2004, and as mentioned above, the Peer Review team consisted of GE experts from Austria and Portugal, along with the Peer Review secretariat. The visit involved meetings with key stakeholders to gather further information and engage in dialogue regarding initial observations and recommendations[9]. From June to December 2004 a draft report was developed. A draft report and sections thereof were circulated to key stakeholders, for feedback and comment, prior to publication. Comments from key stakeholders were taken into account in concluding this report.

It is intended that the launch of this National Report on GE in the Netherlands will stimulate further debate, will lead to critical reflection on, and adaptation of the recommendations contained herein (along with others that national stakeholders might develop in response to this report), and will lead to enhanced policymaking and other follow-up actions.

Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than development or global education).

[9] For a list of organisations interviewed see Appendix 1.

Chapter 2

The Context of Global Education in the Netherlands

Chapter 2 – The Context of Global Education in the Netherlands

2.1 Introduction

This chapter provides some perspectives on the context of global education (GE) in the Netherlands.

Global education can be understood to be situated within a number of specific policy contexts. GE and awareness-raising reside at the crossroads of development policy and education policy – in terms of ministerial responsibility, policy and financing decisions, in terms of provision and quality; and also in terms of conceptualisation.

This chapter, therefore, examines the development policy context by briefly outlining Dutch International Development Co-operation policy, including providing some details on levels of public financial support for global education and development information. An understanding of the national situation with regard to global education also requires some knowledge of the state of public awareness and public opinion in relation to these issues. This chapter provides a brief analysis of the state of public opinion in the Netherlands in relation to development and global issues. (An overview of the education system – necessary to understand the educational context of global education in the Netherlands – is provided in chapter three). This chapter also introduces some of the key actors in GE in the Netherlands.

All this, of course, can only be understood within the broader social and political context. Therefore, the chapter begins by broadly examining the changing political and social context, identifying some of the challenges and opportunities for GE as the broad political and social context of the Netherlands changes.

2.2 Political and Social Context[10]

The Netherlands is changing. Of course the same is true of any society; nevertheless it is clear, both from the analysis of political and social commentators, and from the interviews conducted by the International Peer Review team, that the nature and structure of Dutch society is perceived to be in something of a state of flux. Dutch understandings and opinions in relation to issues directly relevant to global education seem to be changing too. The internationally renowned Dutch reputation for tolerance, political and civil

[10] This section draws on "The Netherlands on the European Scale", Statistics Netherlands, Voorburg/Heerlen, August 2004; from recent polling on participation in politics 04/02/2005; from economic indicators contained in the IMF Country Report of the Kingdom of the Netherlands September 2004; The Economic and Social Council of the Netherlands "Evaluating the Lisbon Strategy"; and Roes, Theo, (ed) *The Social State of the Netherlands* Social and Cultural Planning Office: The Hague, August 2004; Van Selm, Joanne "The Netherlands: Tolerance under Pressure. Migration Policy Institute, September 2003; Roerink, A and van Vliet, L. "Netherlands: Richer Than Ever, and Tougher" in Social Watch Report 2004; and See Vaart, R. van der (2004), Global Learning in the Netherlands. In: Kross, E. (Hrsg.), Globales Lernen im Geographieunterricht - Erziehung zu einer nachhaltigen Entwicklung, pp. 109-121. Geographiedidaktische Forschungen Band 38. Nürnberg: Hochschulverband für Geographie und ihre Didaktik.

engagement; the Dutch role in, and engagement with, the world and with issues of interdependence and solidarity; the role of the state in the provision of healthcare, social welfare and education, are all changing in ways that have a direct and indirect impact on global education policy and provision.

Social and political change in the Netherlands in recent years has taken place in the context of change in the economic climate, and of something of a sea-change in relation to Dutch official and public sentiments with regard to immigration and multiculturalism.

In terms of ***the economy***, the decade of the 1990s saw buoyant real national income. Between 2000 and 2003, however, the general government balance position of the country changed from a surplus of 2.2 per cent of GDP to a deficit of 3.2 per cent of GDP – a deterioration second only to the UK and the USA[11].

The rise and decline of the List Pim Fortuyn party is one indication of the changing ***political situation*** in the Netherlands in recent years. Fortuyn challenged the Dutch political establishment that he accused of maintaining a 'political correct' attitude defending a multicultural society and being soft on immigration. He criticised Dutch politics accusing it of not addressing the social and economic concerns of ordinary people. Starting with no political structure and with financial backing from the private sector Fortuyn gathered a rapidly growing constituency for his List Pim Fortuyn – LPF. He was on his way to an election victory when he was murdered - his party won 26 out of 150 seats in parliament the week after his murder. The LPF became part of the incoming coalition government. This new party did not prove to be a stable force. The coalition government did not last long and the LPF party lost many seats in the subsequent elections one year later.

Another traumatic event related to the political system was the murder of the filmmaker Theo van Gogh at the end of 2004. Van Gogh played a role in the debate on Islam and Dutch society and directed together with Ayaan Hirsi Ali, a Conservative Liberal Party (VVD) Member of Parliament, the short movie 'Submission'. She received several death threats and lives under 24 hour protection by body guards at a secret address. In the days following Van Gogh's murder, mosques and Muslim schools were attacked and Hirsi Ali and one of her fellow parliamentarians had to leave the country in temporary hiding.

These and other events caused ***the climate of political debate in the Netherlands, it is generally agreed, to become harsher, more divided, more polemical, and less tolerant and consensual*** – not only in relation to voting patterns, but in relation to overall public engagement with the political sphere.

Nevertheless, these high profile murders, and other incidents also often cited in evidence of the changes, may mask the fact that there is an underlying and continued commitment among the Dutch public to political and social participation and to the benefits of an inclusive society. Public opinion polling in

[11] IMF Country Report No. 04/301 September 2004

recent years, for example, suggests that a sizeable majority of people in the Netherlands generally believe that their life situation has improved in recent years[12]. While there is an increase in cynicism in relation to politicians and political parties, when compared to elsewhere in Europe, there is also comparatively greater trust. While the increase in turnout in the May 2002 elections might have been expected, due to the particular political situation and incidents; the small further increase in turnout during the subsequent January 2003 elections suggest that there is stable, rather than declining, political engagement[13].

Other indicators seem to suggest that Dutch society still maintains structural attributes that augur well for global education. ***Social participation is high, and during the 1990s, increasing***[14]; ***and while decreasing in some sectors, seems to be increasing in relation to both consumer interests and to international aid and other global issues.*** There also seems to be no decline in the levels of volunteerism, leading one analyst to suggest that "social participation in the Netherlands, along with Sweden, remains among the highest in Europe". Following the 2004 Tsunami disaster in Asia the Dutch organised their most successful and widespread fundraising campaign ever. In a few weeks more than €180 million was collected from private donations.

Public participation in issues of global interdependence is mirrored by political consensus in this area. While there is growing willingness to debate the pros and cons of development cooperation policy, and even a willingness, for the first time, to countenance a reduction in the ODA level from 0.8 per cent to a minimum of 0.7 per cent, unless there is burden sharing by other countries; nevertheless, political commitment to a high level of ODA and to strong policies of interdependence and solidarity with the developing world remain a constant among politicians of all mainstream parties[15]. This is also mirrored in a strong development policy climate.

2.3 Development Cooperation Context

The Netherlands has a long and strong tradition of international engagement. Indeed, the Netherlands is a global and European leader in the field of international solidarity in general and of development co-operation policies and practices in particular. This can be seen in terms of the level of ODA, the priorities of development co-operation policy, and the nature of Dutch international political engagement.

Dutch Development Co-operation policy is under-girded by strong, multi-annual commitment to Overseas Development Aid. The Netherlands reached the UN

[12] The Social State of the Netherlands, op.cit. p. 76.
[13] Voting being only one measure of political engagement.
[14] "The total numbers of people donating, and members of large social organisations, rose in line with population increase from 15.3 million in 1994 to 15.9 million in 2000 ibid p. 40
[15] "All political parties support the present level of ODA", quotation from - Millennium Development Goal 8: Developing A Global Partnership for Development Progress Report" by the Netherlands Ministry of Foreign Affairs, Department for Development Cooperation, May 2004 p.18. But strong debate among some political groups about aid effectiveness continues.

target of 0.7 per cent of GNI to ODA back in 1974, and has continued to be a strong international advocate, leading by example. While ODA allocations fluctuated between 1.08 per cent of ODA in 1981 and 0.76 per cent in 1994, in 1997 ODA was fixed at 0.8 per cent; The Netherlands has since then allocated, and will continue to allocate, 0.8 per cent of GNP (Gross National Product) to development co-operation, with the figure being confirmed in 2003 until 2007[16].

At the same time, there has been something of a realignment of Dutch Development Co-operation in recent years. The Dutch development co-operation policy, as summarized in the memorandum "Mutual Interest, Mutual Responsibilities" of October 2003, outlines some of the broad strokes of this realignment. The policy includes a clear concentration on a number of priority sectors: education, environment and water; and AIDS prevention and reproductive health care; a reduction of the number of bilateral partners (still at 36 countries); and a focus on results, on partnership, on policy integration and coherence, and on a balance between national (bilateral), regional and multilateral initiatives.

Dutch Development policy is firmly embedded within a focus on the achievement of the Millennium Development Goals. Dutch commitment to international achievement of these targets can be seen in the fact that the Netherlands was among the first to report on the Dutch achievement in relation to MDG 8 (global partnerships) in May 2004. The MDG 8 Progress report by the Netherlands shows not only Dutch aid volume and effectiveness, but also outlines Dutch commitments to aid co-ordination and integrated policy coherence across a range of policy areas effecting the lives of the peoples of the developing world – particularly in terms of trade and subsidies, debt and sustainable development.

Funding for GE and development information in the Netherlands is consistently high. Overall amounts and per capita spending on GE remain consistently among the highest in Europe[17]. In reply to a recent parliamentary question (Autumn 2004), the MFA stated that it spent €58.7 million on GE in the Netherlands in 2004, including its funding to/through the NCDO and the 'big 6' NGDOs (see table A)[18].

As indicated in Table A, in 2004 the MFA spent almost €9m on development information through the MFA itself, almost €18m through the NCDO and almost €19m through the 'big 6' NGDOs.

[16] However, it must be kept in mind that internationally the GE field is considered grossly underfunded. All figures from ibid, p.15.
[17] See comparative study by Hock, S. and Wegimont, L., (2003).
[18] In addition to the NCDO and the larger NGDOs, there are many smaller NGDOs, also seeking support for GE related activities directly from the government.

Table A
Breakdown of MFA Support for GE/Info 2004

Organisations	€ mil.
MFA	8.9
NCDO	17.8
'Big 6' NGDOs	18.9
TOTAL	**45.6**

Source: MFA, Netherlands.

Government support for GE is announced each year, along with other budget items, on the third Tuesday of September. Thus allocation for ODA, and for GE, takes place in the context of political discussion regarding ODA and public support. Furthermore, the 4-year terms of governments are preceded by public opinion polls on levels of support for development co-operation.

The Netherlands foreign policy concerning development cooperation, states clearly that it is the work of government to inform the public regarding its own work in the field. There is also a tradition in the Netherlands of government support for the work of different constituencies from differing faiths, the humanist tradition, and non-religious publics and people from differing political backgrounds – on the basis that these diverse civil society actors should be supported to engage the public in differing views - regarding development issues and development co-operation. This is mirrored in GE funding arrangements.

Dutch public support for development policy remains strong, and the role of public support, public critical engagement and public knowledge of the development co-operation programme remains a pillar of Dutch development co-operation policy.

However, while in some countries one could say that this is the case in theory or policy rhetoric but not in practice, in the Netherlands it seems that the reverse is true. In the Netherlands there seems to be a strong and clear commitment in practice and in financial support to GE and information – but less policy framework for such practice than one might expect.

Box 1 – Ministry of Foreign Affairs

Within the MFA, the Directorate-General for International Cooperation (DGIS) is responsible for development cooperation policy, coordination, implementation, and funding. In carrying out its development policy, the Netherlands works with the governments of other countries and with international organisations such as the UN, the World Bank, and the EU. Other important partners are found in civil society, including non-governmental organisations such as Novib (Dutch Oxfam), Cordaid (Dutch Caritas), Plan Netherlands, and Terre des Hommes, and interest groups such as the trade unions and the employers' confederation, VNO/NCW[19]. DGIS themes include gender, AIDS, education, sustainable economic development, and the environment.

The Communications section in the MFA has responsibility for communications concerning all subject areas of the MFA, including development issues. In this regard it focuses primarily on the policy of the department and the activities of the Minister; while leaving the NCDO to carry out broader actions on global awareness issues. The Ministry raises awareness about its development cooperation programme through initiatives such as public meetings on aspects of development policy and a broad range of publications, and educational resources for the general public and targeted materials for schools[20].

DGIS supports GE and public awareness raising of development issues indirectly in two main ways. Firstly, through funding the work of NCDO, the national support structure for GE, and secondly through funding for NGDOs. The 'big 6'[21] NGDOs can use a portion of their funding from the MFA to spend on GE activities in the Netherlands[22]. (Table A).

While a lot of interesting and high quality GE activities may take place across the Netherlands through such a diverse and twin-track funding system from the MFA, the question of the need for greater coordination arises.

2.4 Public Opinion Context

One important factor, for an analysis of the context of global education in any given country, is the public opinion context: i.e. what do the public think, and know in relation to issues of international development, global interdependence and solidarity. This context has a number of dimensions. Public opinion polling, if regularly and professionally undertaken, gives policy-makers and the public important information regarding the levels of public support for international solidarity in general and specific development co-operation policies in particular.

Perhaps even more importantly for global education, public opinion polling gives educators clues as to the levels of information; and the depth or shallowness, and breadth, of public knowledge in relation to key issues. Polls

[19] For further details see the MFA website – www.minbuza.nl

[20] For example its monthly free magazine Internationale Samenwerking, and regular publications for primary and secondary school students.

[21] The 'big 6' is a nick-name used in the Netherlands referring collectively to six large NGDOs – Hivos, Novib, Terre des hommes, Cordaid, ICCO, and Plan International.

[22] The 'big 6' are encouraged to spend 5% or more on DE (can spend less, but in practice it appears that each of the big six spend more than 5% on DE; while there is no specified upper limit, however, the NGDO development programmes have to be approved by the MFA).

can give intimations of what people know, of what they don't know, and combined with core curricular choices, also provide clues regarding gaps in public knowledge. Polls can help answer the question – "what do people not know that they need to know?"

Public opinion polling is necessary. Quantitative polling can provide base-line data for general programmes. Nevertheless mass polling is a very blunt instrument which needs to be augmented by qualitative research; and market research techniques, be they quantitative or qualitative, are no substitute for educational research[23].

The Netherlands[24] has been a leader in this field in Europe and globally for some decades, with regular, comparable public opinion polling taking place every 4 years, and directly related to political engagement and realities[25]. The most recent mass public opinion survey of general development issues and public support, carried out in Spring 2002, found that an overwhelming majority of the Dutch public – over 80% - support the maintenance or increase of ODA levels[26]. The number of those supporting ODA grew slightly from previous surveys. Even in the context of general pessimism regarding the Dutch and global economies, and in the face of some cynicism regarding the achievement of greater equity and poverty alleviation in the developing world, the Dutch public strongly supports Dutch development co-operation efforts.

Nevertheless, while there is evidence of high, and slightly increasing, support for Dutch development co-operation, and for it being maintained at the current high level; nevertheless, there has been in recent years a statistically significant increase in the percentage of the Dutch public who are sceptical about aid effectiveness. Public debate on the targeting and use of aid may have contributed to such increased scepticism. ***What is noteworthy from an international comparative perspective is the fact that transparency regarding these issues and the provocation of public debate has led, not to a diminished support, but to strengthened support that is more critical.*** As one observer puts it "an honest and self-critical debate has not damaged the reputation of aid among the core group of supporters, while the support for the spending of ODA has increased significantly. While the public may have become more realistic in its expectations of aid effectiveness, aid is receiving significantly more support"[27]. Perhaps what this suggests is that policymakers have nothing to fear, and everything to gain, from engaging the public in the circle of critical transparency, and of aid administration reform.

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[23] For an overview of some of the research issues and challenges see O'Loughlin, E., Quigley, P. and Wegimont, L., Attitudes to Overseas Development, Challenges for a Research Agenda; DEFY, Dublin, 2000 and McDonnell, I, Solignac-LeCompte, H.B. and Wegimont, L *Public Opinion Research, Global Education and Development Co-operation Reform: In Search of a Virtuous Circle* . For the most recent survey of surveys on OECD countries see McDonnell, I, Solignac-LeCompte, H.B. and Wegimont, L. (eds) Public Opinion and the Fight against Global Poverty OECD, Paris, 2003.

[24] The section on public opinion polling in the Netherlands draws on the work of Henny Helmich *"The Netherlands"* in McDonnell et al, ibid; as well as Helmich, H; and von Harn, P. with Mc Donnell, I., *The UN Millennium Development Goals: Awareness in the Netherlands and Comparisons from other DAC Member Surveys* OECD/NCDO; Paris/Amsterdam, June 2003; Translated in Dutch.

[25] The timing of public opinion polling generally coincides with election timing.

[26] These findings were generally in line with recent previous surveys carried out by the Dutch government in 2000 and by Mori/UNFPA in 2001. See Helmich, H. "The Netherlands" op.cit. p.158.

[27] Helmich, op.cit., p. 161.

When it comes to knowledge of development issues, to analysis of the causes of global poverty, and to public engagement in solutions, survey findings from 2002 present a slightly gloomier picture. While the 2002 survey suggests that the majority (almost three-quarters) of the public is knowledgeable in regard to the Dutch focus on poverty alleviation and good governance; it is also clear that simplistic causes and simplistic solutions are the order of the day for the majority. It may well be that more complex solutions – fair trade and equitable trading relationships, debt relief, policy coherence – have, in the years since 2002, become better known. However, based on the 2002 polling, it is clear that while the Dutch public displays strong levels of support for international co-operation and global solidarity, it is equally clear that there are weak levels of public knowledge of the causes and the possible solutions.

As mentioned above, the year 2002 saw a general election in the Netherlands in which, following the murder of the leader of the LPF (List Pim Fortuyn) party, this party formed a coalition with the Conservative Liberal party (VVD) and the Christian Democrats (CDA). Under this coalition the post of Minister for Development Co-operation was downgraded from Cabinet Minister to deputy Minister – a situation commonplace in other countries but not in the Netherlands. In this context, a poll was commissioned by the NCDO in October 2002, focused on a number of development issues, but related specifically to the changed political context. This poll clearly indicated that public support for development co-operation remained high. It also showed that while there was public concern regarding domestic issues such as crime which should be financed from public coffers, for the larger part of the Dutch public, such public spending on domestic issues should not be at the expense of development co-operation budgets.

In 2003 the NCDO also commissioned a survey which focused on public awareness of, and public opinion regarding the achievement of the Millennium Development Goals (MDGs) – a concern the Netherlands shares in common with a number of European countries moving in this direction. Here, in common with many other countries, it was clear that there was low (8-10%) awareness of the MDGs. Among those who did know, and taking into account courtesy bias, it is clear that only a small part of the public is aware of the contents of the goals.

The survey indicates that in general the Dutch public is more pessimistic than optimistic about the achievement of the goals. Nevertheless, there is greater optimism regarding the achievement of some goals – particularly in relation to gender equality in education, to reduced maternal mortality, and higher access to safe drinking water[28]. There is greater pessimism regarding poverty eradication.

Another survey commissioned in June 2004 indicated that the level of public awareness of the MDGs had doubled to 20 percent of the public. About some MDGs, in particular those dealing with gender equality in education, basic

[28] While it is interesting that rates of higher optimism coincide with some of the priorities of Dutch Development Co-operation, the authors of the report do not analyse this phenomenon; drawing conclusions regarding public awareness initiatives and greater public optimism would require a further analysis of the data.

education for all children, and access to safe drinking water, optimism was growing. At the same time, results suggested that the Dutch were becoming more pessimistic about the overall goal of reducing poverty by half in 2015.

In 2004 subsequent research by Bureau Anker Solutions, indicated a strong growing wish by all parts of the Dutch public to see another approach in development co-operation: more result-oriented and more critical about aspects of corruption and bad governance in developing countries. This includes the part of the public that still supports an increasing ODA budget. Support for Dutch development co-operation and the budget has not weakened in 2004.

Box 2 – Sources of Public Information on Development Issues

A report from 2004 from the Bureau *Anker Solutions* written at the request of NCDO indicates that radio and television are the most important source of information about global affairs for 83 percent of the public. The second source – 61 percent – is newspapers and television. In the 1980s, the Netherlands had approximately 250 periodicals dealing with one or the other part of international development; solidarity etc. This amount has since been reduced considerably. The number of articles in newspapers has grown. On average three television items per day address issues of developing countries or globalisation. However at the same time these transmissions do not reach the same broad public as before as the choice of television channels has grown.

New media, such as Internet, are widespread among households in the Netherlands. The growth of information supply has not been matched by the growth of time allocated to media consumption by the public. In 2005, the public broadcasting system has opened up to a specialized public broadcasting association De Nieuwe Omroep. This addresses global issues, including human rights and development, in combination with environmental concerns.

Support for the MDGs was further confirmed in a survey commissioned at the eve of the publication of the Millennium Project Report of Jeffrey Sachs in January 2005. A large majority of the Dutch – 80 per cent – thought that the MDGs were realistic.

From the available survey evidence it is clear that the public in the Netherlands displays strong levels of support for global solidarity in general and for international development cooperation in particular. It is also clear that there are weak levels of public knowledge of the causes of, effects of, and solutions to, complex global issues and problems. Building on the public support for global solidarity and narrowing the knowledge gap concerning the causes and effects of more complex development and global issues, provides a strong challenge to global education.

2.5 The Educational Context

An overview and analysis of the educational context of global education in the Netherlands is provided in Chapter Three.

2.6 Implications for Global Education in the Netherlands

The above brief analysis of the social and political context, development policy, public opinion and education policy (see next chapter) contexts of global education suggest that there are a number of implications for the growth, improvement and integration of global education in the Netherlands. To mention a few:

- Political and social developments in the Netherlands in recent years provide some challenges for global education; particularly regarding multicultural perspectives, Dutch perceptions of Dutch commitments to tolerance, and to global engagement and solidarity. Nevertheless, grave incidents should not be confused with trends. The social and political climate of the Netherlands remains fruitful for further developing strong access to quality global education.

- Public support for development co-operation and global solidarity remains high, an important positive context for global education. This however, is accompanied by weak levels of public knowledge. While these are no weaker, and indeed in some cases somewhat stronger, than elsewhere in Europe, nevertheless, the public knowledge context suggests that there is a large amount of work to be done in narrowing the gap between support and knowledge; put otherwise, strong public support is founded on sand unless accompanied by strong public knowledge. The knowledge deficit could lead to a democratic deficit unless tackled. Thus there is a clear need for more and better global education.

- The education system has political, policy and programme commitment to global and related perspectives. Nevertheless, the highly decentralised nature of the education system poses particular challenges for the sustainable integration of GE.

CASE STUDY – Horizontal and Vertical Co-operation: Learning for Sustainability

The national 4-year (2000 – end of 2003) programme *Learning for Sustainability* (LfS) was based on a multi-stakeholder approach, involving cooperation by a broad range of partners with horizontal and vertical cooperation. These included (horizontal) Ministries of Agriculture, Nature Management and Fisheries; Education; Foreign Affairs; Housing, Spatial Planning and Environment, as well as (vertical) the Provincial Governments (12), Local Authorities (500) represented by the Local Authority Council and the Water Boards (35) represented by the Union of Waterboards. The interministerial cooperation element was very significant. NGOs, schools, universities and civil society organisations were also involved in specific projects.

The goal of the programme was to "Contribute to the social debate and the resulting learning processes, aimed at obtaining social involvement and decisiveness, to reinforce sustainable development." The aims included the development of the more traditional "environmental education and public awareness" approaches and initiatives into a more complex and advanced system of both individual and social learning. The emphasis here was on "learning" rather than "education". The objective was to further develop and stimulate learning processes that contribute to a sustainable society. The programme used a range of innovative methods and approaches to reach a broad range of publics in many different contexts - in and outside schools, in situations at home and at work. The immediate target groups were policy makers and engaged key professionals.

The programme was decentralised to ensure that initiatives for 'Learning for Sustainability' were taken throughout the whole country. It was intended to appeal to all initiatives on a local, regional and national level, including governmental actors as well as NGOs. The strategies of the steering committee were developed into concrete programmes both at a national level and in the provinces through a team of programme managers.

Key-points of the programme were:

1. Social integration of Learning for Sustainability (Learning for Sustainability takes place in cooperation with partners from different social sectors, actors will become aware of the individual frames of reference and of letting go of what was taken for granted);

2. Managerial embedding of Learning for Sustainability in government policy (Important that governors, policy-makers, and politicians of all four levels of government work together and that cooperation takes place from within different policy areas);

3. Knowledge management, communication and optimisation of the support structure (Knowledge concerning learning processes with respect to sustainability is sometimes insufficiently available. Connecting knowledge and understanding with "adjacent" sectors and policy areas is crucial);

4. Education: reinforcing the structural embedding of Learning for Sustainability (The most important gaps in the field of Environmental Education still existing are: 1) reinforcing Learning for Sustainability in secondary education; 2) supporting education about North-South relationships; 3) adapting to vocational education;

5. Professionalisation and quality assurance in the EE (Environmental Education) sector (Demand directed strategy and continuous attention for quality assurance needed).

All this has led to a new phase of the programme called: Learning for Sustainable Development 2004-2010: from sidelines to mainstream. It will be part of the Dutch national strategy for sustainable development.

This new programme groups activities around the themes of:

- Learning individuals, with a focus on the school system;
- Learning organisations, with a focus on decision making in government;
- Learning society, with a focus on social learning;
- Continuation of knowledge management and communication.

Box 3 – Long tradition of Nature Education and Environmental Education

There has been a long tradition in the Netherlands of Nature Education and Environmental Education, especially by NGOs. The following is a brief history:

- 1988 first departmental policy on EE (national);
- 1990-95 EE in formal education (curriculum, teacher training, methods);
- 1996-99 EE Extra Impulse, working within informal education for other target groups such as churches, youth organisations, farmers, and citizen organisations;
- 2000-2004 Learning for Sustainability programme (formal, informal, non-formal, and social learning);
- 2004-10 The new programme – Learning for Sustainable Development.

Source: Van Raaij, R., *Implementing the Dutch National Programme on Learning for Sustainable Development*, in The Development Education Journal, Vol. 9.3 June 2003, DEA, London.

Chapter 3

Global Education in Formal and Non-formal Education and Other Sectors

Chapter 3 –Global Education in Formal and Non-formal Education and Other Sectors

3.1 Introduction

This chapter gives an overview of global education in the formal and non-formal education sectors and other sectors in the Netherlands[29].

The chapter first describes the formal education system, outlining its basic structure, before examining some of the perspectives that underpin the curriculum of compulsory schooling and that are congruent with the integration of GE into the curriculum.

Secondly, it looks at the role of civil society organisations in GE in non-formal education, particularly in the youth and trade union sectors.

Finally, the chapter looks at a number of co-ordinating platforms for GE among issue-specific sectors.

Box 4 – Ministry of Education

The Ministry of Education, Culture and Science has overall responsibility for education in the Netherlands. However, an interesting feature of the education system is the combination of a centralised education policy and regulations (eg. over teachers' qualifications and conditions of service, funding and spending, control over school leaving examinations, and inspection), with decentralised administration and management (along with denominational and pedagogical freedom and identity).

The school system and traditions are both liberal and decentralised, with much control resting at a local level. Under the constitution, people have the right to found schools and provide teaching based on religious, ideological or educational beliefs, so long as they meet certain specified criteria[30]. Therefore, private and public schools have a lot of freedom to determine what is taught and in what way. The government funds both public and private schools (approximately 70% of pupils attend privately run schools)[31].

The MoE has traditionally dealt with policy, giving very general guidance on course content through curriculum guidelines. Specific course content has tended to be more determined by teachers associations, schools, teachers and publishers.

[29] With such a broad range of organisations involved in GE in the formal and non formal education sectors in the Netherlands, it is not possible to deal with all of them in detail in this report. For example a further report might focus on mapping GE in higher education or on the work of the network of sixteen regional centres for development cooperation (see website: www.cosnederland.nl).

[30] Article 23 of the constitution.

[31] Data from Eurydice (Education Information Network in Europe, Socrates Programme) information pages on the Netherlands, www.eurydice.org

3.2 Global Education in the Formal Education System

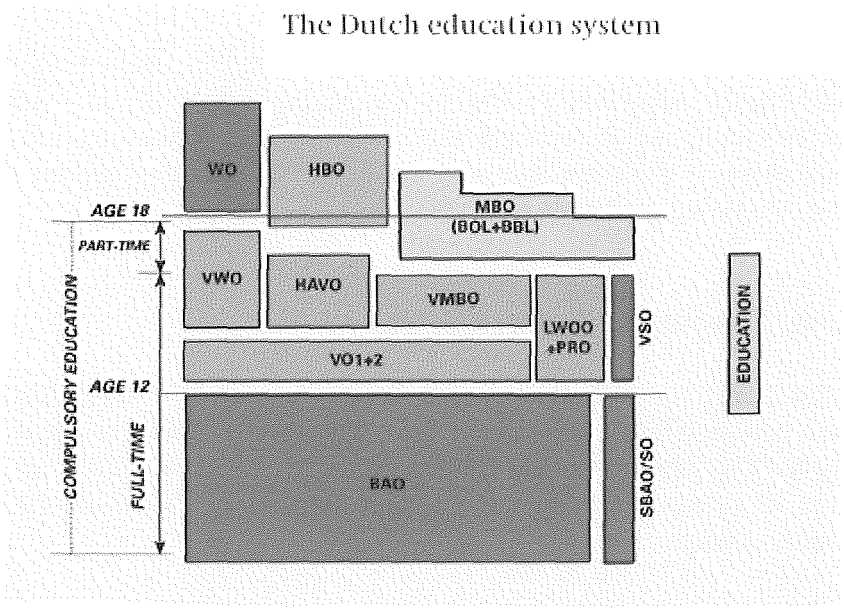
As mentioned above, while the Ministry of Education, Culture and Science has overall responsibility for education in the Netherlands, schools have much freedom to determine what is taught and in what way[32]. The MOE avoids interfering in the content of education at school level, given the time-honoured Dutch tradition to ensure that content decisions, within the general curriculum guidelines, are left up to particular schools, teachers, publishers and education support services/centres. While benefits for GE of such an educational set-up include greater flexibility in what and how GE is implemented, this does of course raise challenges for coordination, for mainstreaming, and for an integrated approach.

3.2.1 Basic Structure of Formal Education

The Netherlands has a strong international reputation with regard to the quality of its education system. Full-time education is compulsory for the ten years from ages 5-15; while part-time education is also compulsory for ages 16-17. Primary education (BAO) lasts from 4 or 5 to 12 (including special primary education (SBAO) or special education (SO)). From here most students progress to secondary education, which is general for the first two years (VO 1+2). Thereafter, choices are made in relation to pre-University (VWO), senior general secondary (HAVO) or pre-vocational secondary (VMBO). A parallel system is in operation for students with special needs comprising learning support centres (LWOO), secondary special schools (VSO) or training programmes (PRO). After secondary school, students move to senior vocational education (MBO) or higher education – including HBO (universities of professional education) or research universities (WO). Graph 1 outlines the basic structure of the system.

[32] This section gives an overview of the education system in the Netherlands, for those interested in going into greater detail - see the Netherlands MoE website, www.minocw.nl , the INCA website (International Review of Curriculum and Assessment Frameworks Internet Archive) www.inca.org.uk and the Eurydice (Education Information Network in Europe, Socrates Programme) information pages on the Netherlands, www.eurydice.org

Graph 1: Basic Structure of the Dutch Education System



Source: *Education, Culture and Science : Facts and Figures, 2003*; Ministry of Education, Culture and Science, the Hague.

Over the last decade and a half, the Dutch education system has undergone much restructuring at all levels, from primary through to higher education. It can be argued that a semi-permanent condition of structural change, together with tighter educational budgets, has resulted in a focus of almost all intellectual and managerial effort in education on implementing these policy changes to the neglect of the curricular or pedagogical debate (what should children learn in today's world, why, and how?)[33]. It can also be argued that while a lot of these changes have put an emphasis on students acquiring independent learning skills, which is generally considered a good thing by those promoting GE, greater effort should also be invested in what the knowledge base should be about, what students need to know in a globalising world, and how they are engaged in learning and action.

Schools are supported and budgets for education are administered for public schools via local government, and for private schools directly to the school boards; ensuring that the education system, including education policy, is largely decentralised. This provides a challenge to the integration of particular and differing perspectives – such as global perspectives - into the curriculum. It also means that indirect strategies are developed of necessity, either via work with local and regional authorities or local curriculum development support structures; or through work with the private sector publishing companies of school textbooks; or through the most indirect method of all – influencing public opinion to ensure the creation of need by the end-users – i.e. students and

[33] See Vaart, R. van der (2004), Global Learning in the Netherlands. In: Kross, E. (Hrsg.), Globales Lernen im Geographieunterricht - Erziehung zu einer nachhaltigen Entwicklung, pp. 109-121. Geographiedidaktische Forschungen Band 38. Nürnberg: Hochschulverband für Geographie und ihre Didaktik. This section draws on the above paper and interview held with the author.

parents. As one commentator puts it "For global education this means that agenda-setting is the responsibility of nongovernmental organisations"[34].

While recognising the above factors, it is clear that GE has a long tradition within the formal education system in the Netherlands with an emphasis in particular on nature and the environment. We now look at the opportunities for global education at different levels of compulsory schooling, before tackling some general issues and challenges.

3.2.2 Global Education at Primary Level

As mentioned above, while schools at all levels, have a lot of autonomy in how much time and emphasis they put on different areas of the curriculum, values congruent to GE are encouraged. For example, a key requirement is that teaching in all primary schools must reflect the fact that the Netherlands is a multicultural society:

> *"Primary education aims to promote the development of children's emotions, intellect and creativity and the acquisition of essential knowledge together with social, cultural and physical skills in an uninterrupted process of development. Teaching must reflect the fact that pupils are growing up in a multicultural society"*[35].

Primary schools are required to teach 'Orientation to Man and the World' as one of six required domains. In practice this is dealt with through subjects such as history and geography, as Dutch schools have a subject-based curriculum. Geography as a subject is considered to have the most pronounced global outlook at primary level; this is reflected in geography guidelines[36]. History guidelines also make reference to a global perspective as does one of the social studies guidelines concerning the environment.

In practice many teachers, on their own initiative, also often decide to organise GE events and initiatives as part of their teaching. This form of teacher led individual engagement is at the heart, and at the start, of all global education. However, it raises questions regarding over-reliance on the committed individual teacher, and suggests possible structural weakness in relation to the capacity or willingness to engage in more systematic support and more sustained and committed integration of global perspectives throughout the curriculum. From the starting point of a rights based approach - the right of access of all students to an education which includes a global perspective – there is a need to move to a next stage of structural engagement. This is a situation which is not by any means unique to the Netherlands.

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[34] Van der Vaart, R , ibid
[35] The Education System in the Netherlands 2003, Eurydice, P. 69.
[36] See Van der Vaart, R., op. cit.

3.2.3 Global Education at Secondary Level

With secondary level education as with primary, core curricular guidelines suggest that there is clear and strong congruence with global education perspectives. Teaching at all secondary schools should recognise the significance of the diversity of values in Dutch society:

> *"The same general objective applies to the whole of secondary education, namely that public-authority education should contribute to the development of pupils with due regard to current ideological and social values within Dutch society and recognising the significance of the diversity of those values"*[37].

The global orientation has more depth at secondary level than primary level, focusing on global issues as compared to daily life conditions. GE is implemented in secondary schools through a number of subjects, in particular through geography, history, economics, citizenship/societal education and science. Citizenship/societal education is implemented in upper secondary education.

A European perspective and international dimension have been encouraged through attainment targets for secondary (and primary) schools in a number of subjects. Students are encouraged to realise that developments in the Netherlands are not isolated events, but must be seen in a wider context. Consideration is also given to the economic, political and social implications of cooperation in the European Union. Such pan-European themes are dealt with in subjects such as geography, history (primary and secondary schools), society (primary schools) and economics (secondary schools).

The new curriculum seems to offer further possibilities to strengthen the global dimension, for example in the area of citizenship. It seems that there will be more of an emphasis in the future on Dutch, European and Global citizenship.

Similar to the situation with primary school teachers, many secondary school teachers, largely on their own initiative, organise activities with a global perspective.

> *"What happens in schools in terms of global education, can not be fully derived from curriculum guidelines and textbooks....Many teachers will offer additional learning experiences for global learning: through the use of international internet contacts between schools, by informal classroom conversation about the news, by using the experiences and stories of immigrants' children in their classes constructively, and in many other ways".*[38]

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[37] Ibid, P. 102.
[38] Op cit.

While it seems that good GE does occur throughout the Dutch educational system, how widespread and effective this is throughout the whole system is hard to determine. Detailed research into this has been carried out in the municipality of Tilburg. This is to be welcomed and should assist in the further planning of GE in the Netherlands.

There may be possibilities to facilitate greater co-ordination of formal education initiatives, through, for example, networks of principal teachers, boards of governors, school inspectorate, local authority centres and responsibles, etc. in addition to the current cooperation with interested individual teachers.

Finally, there would appear to be a broad range of organisations assisting and supporting GE in schools from the MFA to NGDOs and specialist organisations such as Alice O (see box 5).

3.2.4 The Global Dimension in Initial Teacher Education (ITE)

The Netherlands has a dual system of Higher Education (HE), with both research universities and universities of professional education. While there is increasing cooperation emerging, fuelled by the introduction of the Bologna system (bachelor-master), between universities and professional HE institutions, formally, the two systems are separate, but governed by the same legislation.[39]

Both branches of the HE system have Initial Teacher Education:

- Research universities offer ITE for teachers that will work in (upper) secondary education (one year post-master or integrated in disciplinary master programmes (1+1 years for social sciences and humanities; 2+1 years in principle for science disciplines); the professional year of this (teacher) education is normally the responsibility of special "schools of teacher training";

- Universities of professional education offer teacher education programmes for primary schools and for the lower secondary (including vocational) education system. The final degree is a (4 years) bachelor degree.

In research universities, the disciplinary training (e.g. in German or History) is completely separated from the one year of professional training. That is why disciplinary programmes do not see it as their task to include educational issues in their courses. And the one-year professional training does not include any subject-matter related training or reflection. The Initial Teacher Education is about learning and teaching strategies, general didactics, and mainly about training internships in schools. Most courses include some 'vakdidactiek' (didactics specific for the school subject), but this is mainly skills oriented (for example map skills and fieldwork techniques in geography teacher-training),

[39] Grateful for information provided by R. Van der Vaart on this section.

without much or even without any reflection on goals, subject-matter, ambitions and innovations in/of the school subject concerned.

Obviously, this system has hardly any separate place for global education or education for sustainable development. The disciplinary programmes have no educational orientation and the professional Initial Teacher Education has no subject-matter orientation. There are some exceptions. Some disciplines have master programmes for "formal and informal education" or for "education and communication". Some of these pay a lot of attention to education-related issues, such as the representation of the third world in textbooks, design methodology for educational materials (including global education). But such approaches could be considered exceptions in the Dutch HE system.

In Education Faculties of universities of professional education the focus of the complete 4-years programme is entirely on realising the starting-competencies for a new teacher in either primary or lower secondary schools. Some argue that these programmes put too much emphasis on the development of generic teacher skills to the detriment of subject-matter knowledge. In PABO sections (ITE for primary schools) the imbalance between domain knowledge and teaching skills is most pronounced. The autonomy of Initial Teacher Education teachers is limited and the freedom for developing modules on global education and the like is therefore limited as well.

The government would appear to be in favour of more freedom (in terms of curriculum) and flexibility for schools. This means that there is a market for developing special school profiles (such as the global school). "Global school", "Global citizenship" etc. are examples of these potential profiles. One of the goals of the NCDO coordinated master classes is to make professionals aware of these possibilities and to anticipate such developments by starting to develop ITE modules in Global Education.

Box 5 – Alice O – an NGO creating space for GE

Alice O is a not-for-profit initiative in the Netherlands, originally founded by the NCDO in 1988. Its annual turnover is approximately €500,000, and it derives funding from a variety of sources. Alice O specialises in international relationships between schools, teachers and pupils. This is expressed in educative projects and products, contributing to the formation and development of young people into active world citizens.

Alice O works on assignments for NGO's, governments and businesses. It assists with:

- developing, producing and implementing educational products and projects.
- advising in development and evaluation of educational products and educational policy.
- organising and realising meetings, workshops and training.

It has built up considerable experience and expertise in offering innovative programmes and projects which should fit into school programmes. Alice O works with a large number of experts in the field of (digital) design, communication and text writing.

Alice O sees an improved framework for schools in the Netherlands, which want to position their pupils in a global society. It works on the assumption that it is difficult to change images and attitudes (and very difficult to measure such changes), but is convinced that, if there is a greater emphasis on developing good educational programmes for schools, then there will also be more impact.

Alice O is actively involved in a joint EU ICT programme on Global Citizenship Education. It includes linking with schools in Cameroon and Chile. Experience shows that, in spite of the possibilities the internet offers, personal contacts and a continuous monitoring are very important. For this reason, Alice O would like to see for higher budgets available for personal exchange. The organisation is also currently developing educational materials based on the MDGs for different age levels within the school system in the Netherlands[40].

3.2.5 Some General Issues regarding Global Education in Formal Education

A number of issues of general concern in the formal education system are of direct relevance to the integration of global perspectives into the curriculum.

While the education system in the Netherlands features a strong ethic of equity, it is also clear that there is an enduring structural problem of educational disadvantage – with social and ethnic origins featuring prominently as decisive indicators in relation to educational disadvantage. At the same time, an emphasis on combating inequality at the preschool level, coupled with strengthened provision in vocational education means that more young people are leaving education with a qualification. Between 1990 and 2000, the number of students entering higher professional education had risen from 24 per cent to 38 per cent. Other issues with a direct bearing include the issue of school drop outs and the issue of a projected deficit of trained teachers

[40] For further information on Alice O see: www.aliceo.nl

It is clear that educational perspectives related to global education feature strongly in the educational system in the Netherlands. Education for sustainable development and education for intercultural understanding feature prominently. There is both programmatic and policy commitment to the integration of global issues into the school curriculum at all levels, albeit via an indirect route which guards the independence and freedom of decision making of individual schools, and local school realities.

These programme and policy commitments are mirrored by a political commitment to global education, particularly in the framework of citizenship. The current Minister for Education, Maria Van der Hoeven, in an input to the 2004 OECD Ministerial Conference provided a somewhat visionary perspective on these issues which augurs well for the political support for strengthening global citizenship education, and is worth quoting at some length.

> *"Our world relies on a democratically-oriented sense of citizenship. Developments such as globalisation... are raising questions... among citizens... There is a sense of urgency to re-invent the concept of citizenship. And of course people look to education to take up the challenge. Current political and social circumstances call for a re-evaluation of the old concept of citizenship. And for a re-evaluation of the contribution that education can make to meeting this new challenge.*
>
> *Learning modern citizenship is not only about acquiring knowledge and cognitive skills. It is also about the development of a particular attitude... and learning by doing...That is why in the Netherlands we have changed out direction. Schools will receive the explicit instruction, through legislation, to contribute to the development of citizenship among young people. Our motto should be: moving from being good school citizens to being good citizens of the world"* [41].

3.3 Global Education in Non-formal Education Sectors

This section will now consider global education in non-formal education sectors of civil society – such as the youth sector and the trade union movement. Interesting progress has also been made in specific-issue sectors such as in the health and sporting sectors, through NCDO coordinated platforms. This is also described in further detail below.

If all people in the Netherlands are to have access to global education and to be well-informed about global issues, sustainable development and international solidarity, then this should be achieved both within the formal educational system, and in non-formal educational processes. Work in the formal sector can ensure access for all to global education. At the same time, it is also true that non-formal educational processes can act to engender life-long and growing commitment to, and awareness of, global issues.

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[41] Input to the OECD Ministerial Conference on Education, Dublin, March 20th 2004. Reported in *"Time to re-think what it means to be a Citizen"* Irish Times, Friday, March 19th, 2004.

The Netherlands has many examples of good practice in these sectors, which can provide inspiration, ideas and even, in some cases, models for other countries.

We now turn to a number of these examples of global education in the non-formal sector education in the Netherlands.

3.3.1 Focus on Youth

Some development NGOs and individual youth organisations engage in initiatives aimed at increasing awareness of development issues in the Netherlands. While there is interest and involvement in certain related issues (such as in education for young people and environmental issues), at present the National Youth Council does not play a key national coordinating role in the development education sector in the Netherlands. This may be partly as a result of a tradition of decentralisation in the youth sector in the Netherlands.

However, in recent times the Dutch NYC has been increasing its involvement in awareness-raising in the development field. For example, it recently started a campaign to inform young people on the subject of the Millennium Development Goals. At the end of 2005 a seminar is planned in which Dutch youth will evaluate not only the Dutch International Aid policy, but also the International Cooperation policy of the European Commission. Since 2004 the Dutch NYC also hosts a monthly meeting with the main Dutch International Cooperation Youth organizations. The main focus of this meeting is to develop and implement an International Development youth portal where youth internships and exchanges with developing countries are offered. The Dutch NYC also frequently offers advice to development organizations in the Netherlands on how to reach young people.

The Peer Review suggests that the National Youth Council might reflect on and explore possibilities of testing some form of coordinating GE among some member organisations. However, it is also noted by the peer review team that the theme based (eg. sport and health) platform approach, as described later in this chapter, has been quite effective. It might also be an interesting approach to encourage stronger youth organisation participation in such platforms.

One interesting initiative that has developed at national level with the youth sector, is the 'Move Your World' initiative. This initiative was originated by young people in 1998 and funded through the MFA for a number of years. It recently became a programme area of and is funded by the NCDO.

The Move Your World programme is involved in a number of actions aimed at raising awareness of development issues among young people. Information and educational campaigns cover issues such as AIDS (Fight the Virus) and debt (We Owe Them). They have a network of young volunteers which they can draw on. They believe it is very important to engage young people on development issues, particularly in the current political and social climate in the country.

A related initiative for young people, also developed through the NCDO, is the Club of 2000 network. The Club of 2000 was founded in 2002 as a follow-up to the first 2000 students who took their school exams in Societal Studies in the Netherlands with a special focus on development co-operation. The Club creates a network for international co-operation for young people, where they are brought into contact with people working in the development field, where they learn about job chances, get inside information, and learn more about the development issues they are interested in. This initiative should be both an interesting and useful network for the young people involved, and also has the potential to create a resource base of young interested people for development organisations to draw upon. At present the network has approximately 1,500 members[42].

3.3.2 Building on Trade Union Global Solidarity

Trade unions in the Netherlands, like in many other countries, are interested in issues of international solidarity with workers elsewhere in the world, including in developing countries. This can for example be seen in the policies and activities of FNV, the largest trade union confederation in the Netherlands.

FNV is comprised of fourteen unions jointly representing the interests of 1.2 million members. The membership consists of a cross-section of the population of the Netherlands: men and women, old and young, Dutch nationals and people of other nationalities.

The FNV has long maintained contacts with trade unions and related organizations in developing countries through FNV Mondiaal (the international department of FNV). Every year financial support is provided for the development of trade unions in Africa, Latin America, Asia and Central and Eastern Europe.

The financial resources for this come largely from the MFA, Netherlands. In addition FNV Mondiaal also receives contributions from donors as well as from the FNV's own resources. Funding is also obtained from other programmes, such as those of the European Union (EU).

Providing financial support, however, is not the only or even the most important aspect for the FNV according to its own materials. International solidarity within the trade union movement implies, above all, emphasising the common ground between employees and their organizations here and in developing countries and all the things they can do together to achieve improvements. Examples are the fight against the violation of human and trade union rights and the monitoring of the activities of multinationals operating in the Netherlands and in developing countries.

FNV believes that international solidarity should become an integral part of everyday trade union work, with particular emphasis on the position of the

[42] Further details on Move Your World and Club 2000 are available at: www.moveyourworld.nl and www.clubvan2000.nu

poorest people in the developing world. This is the basis for considerable focus on information and campaigns. The central theme is a just global labour market, with social and sustainable enterprise, informal economies, equal opportunities, child labour and union rights as spearheads.

FNV members give expression to their solidarity with their colleagues in developing countries in many different ways: through moral and material support, by protesting in the Netherlands against abuses in other countries, and by challenging the management of multinationals about their conduct in other countries.

In this context, they also cooperate with other Dutch groups and organisations interested in development issues, an example being in the Coffee Coalition campaign (see case study in chapter 4 of this report)[43].

3.3.3 Online Educational Programmes – The Network University

The Network University (TNU) is an independent Dutch foundation, which originated in the University of Amsterdam. It offers educational programmes online to a global audience. TNU provides a platform for researchers, experts, students and professionals from diverse disciplines, social and geographical backgrounds, to develop and participate in research, online education, debate and networking. Using the potential of ICT, TNU aims to generate new insights and to jointly find innovative solutions to some of today's key global, social and environmental challenges.

TNU works with an extensive network of institutions in the global North and the South and functions as a 'network of networks' in different knowledge areas such as conflict transformation, sustainable development, management of scarce resources, public-private partnerships, development issues, gender and youth.
TNU works to counteract the existing divide between research institutions, governmental, non-governmental organisations and the institutions of civil society by creating online platforms with opportunities to actively learn, interact, encounter new ways of thinking and to apply these insights to improve the impact of work on the ground that is making a difference[44].

3.3.4 General Issues regarding Global Education in Non-formal Education Sectors

There are, as we have seen above, examples of innovation, of good practice, and of clear results in non-formal education in a variety of civil society sectors. Nevertheless, there also seems to be a lack of co-ordination within particular sectors in relation to global education. There are, to the knowledge of the Peer Review team, for example, no sector-wide strategies for the youth sector, trade union sector, women's organisation sector, adult and community education

[43] For further information on FNV, see: www.fnv.nl
[44] Further information on The Network University is available from their website: www.netuni.nl

sector. These sector-wide national strategies exist, and work well, through co-ordinated approaches with the umbrella bodies of particular civil society sectors, in some other countries in Europe.

One reason for this that has been suggested is the independence of civil society sectors in general in the Netherlands, and something of a resistance to co-ordination. Nevertheless, it seems there are sectors of civil society in which co-ordination of sector-wide approaches has yet to be tried.

3.4 Global Education in Other Sectors: Issue-specific Sector-wide Platforms

One of the many ways in which the NCDO engages in awareness raising of development issues, is through some sector-wide specific issue platforms. A number of these are described in more detail below.

3.4.1 Health and Development Platform

The NCDO coordinated Health and Development Platform brings together around 25 organisations involved in the areas of health and development. The key campaign of the Health platform in late 2003 to early 2004 was the 'Survival Calculator' campaign (see Box 6).

In 2004 the platform had a budget of €345,000 of which €190,000 was distributed through project commitments to various organisations; the remainder being available for group campaigns.

During the visit of the Peer Review team to the Netherlands in mid-2004, the 'Battle for Health' campaign was being tested in various schools with young people. If the interest was found to be strong enough, this initiative would be up-scaled with the development of a campaign pack for schools who wish to carry out such an activity. The campaign would involve student teams being sent a case study on a global health problem (eg. AIDS), for which they would have to come up with possible responses and solutions (Battle for Health). Prizes associated with the campaign would be both interesting and educational. The winning team might for example be sent on a visit to a health project in a developing country and asked to participate in teaching / awareness raising campaigns on their return. This initiative should it progress, will probably be deeper in its impact than the Survival Calculator campaign.

The Health and Development platform is also in the process of developing a series of innovative World maps focusing on the MDGs, highlighting for example certain health problems around the world. Such maps will probably be used in a variety of formats – posters, publications, websites etc. and will be targeted at a variety of publics.

The NCDO team facilitating the Health and Development platform explained how they are trying to make their activities more results based, both quantitatively and qualitatively. For example in their annual plan and review of

the same, they try to set targets like reaching a certain percentage of additional people with their message; increasing the number of platform organisations that actively participate in group initiatives, quantifying distribution of materials, evaluating what members think about the platforms campaigns etc. They also try to promote knowledge sharing within NCDO, through holding meetings every few weeks between different campaign initiatives (eg. Health, Education, the Third Chamber) and through lunch-time presentations.

Box 6 – The Survival Calculator

This was an innovative information campaign targeted at young people, organised by the NCDO coordinated Health and Development platform in late 2003 – early 2004. The main element of the campaign was an awareness raising tool (website) called the "Survival Calculator". Here you could input data on your background, such as age, gender, exercise habits, drinking and smoking habits, etc. and get feedback on your life expectancy based on the situation in six different countries. While not intending to be scientifically accurate in all its content, it did appear to be quite effective in its main aim which was to raise awareness among young people concerning health and development issues.

The initiative made use of professional marketing expertise in advance to test what sort of campaign and messages would catch the attention of the intended target group of young people. The result was a very cleverly designed interactive website and range of supporting promotional material. The materials were very different to what one might expect from development / health promotional material.

In advance of the launch of the website, free postcards were distributed through the usual racks of free postcards, found in many cafes and bars in the Netherlands. The postcard asked simply "Do you dare to play with your life? What are your chances of Survival?" and drew your attention to the survival calculator website. The images on the postcard were very neutral and low key, designed to be 'cool' in the eyes of the target group, with no reference to development or health organisations etc. The website received 2.2 million hits in its first week, helped, it is believed, especially through coverage by a particular radio station very popular with young people.

Evaluation feedback from the organisations involved in the project, showed that almost 90% considered it easier to network with other partners in a neutral environment such as the Health and Development network.

For further information on the Survival Calculator campaign see:
www.survivalcalculator.nl

3.4.2 Sport and Development Platform

The Sport and Development programme aims to raise awareness about development issues among those active in sport and interested in sport. The project was established jointly by the Ministry of Public Health, Welfare and Sport and the Ministry of Foreign Affairs, while the NCDO has been appointed as the manager of the initiative.

Essentially the programme consists of a Platform on Sport and Development Co-operation and a range of activities. Around 30 Dutch organisations that work

in the fields of sport and development are attached to the Platform, which was founded in 1999.

The main task of the Platform is to bring together and exchange the scattered knowledge and experience of development organisations and sport organisations, with respect to sport projects in developing countries. The Platform initiates new, and where possible cooperative activities in this area, and informs the public at large about these activities.

It is the NCDO's opinion that public information activities should be linked to tangible sports projects in developing countries. In the past years the NCDO has been able to provide financial support to a variety of projects and facilitate partnerships between the Netherlands and the South. These projects include work involving street children, the construction of sport infrastructures and projects involving sport in education and health care.

Other items in the programme include the quarterly publication of the "Supporter" magazine, which is added as a supplement to leading sports and development magazines. It targets those active and interested in sport and development, but also relevant policy makers. The Platform holds two annual meetings, organises symposia and workshops, supports fundraising activities linked to projects in developing countries and also mandates independent experts with research work in this field. The Crown Prince of the Netherlands was invited to get involved in an international conference, a key activity of the sport and development programme in 2003, and has helped attract much media attention through his involvement.

NCDO's role as a neutral facilitator of the process would appear to one of the strong points of the programme, resulting in a broad range of organisations, sporting and other personalities willing to join and participate in the programmes activities.

In 2004, the NCDO-budget for the programme was €750,000. In 2005, special attention will be paid to the UN Year on Sports and Physical Education[45].

[45] For more information on the programme: www.sportdevelopment.org

Chapter 4

The Work of NGDOs in Global Education

Chapter 4 – The Work of NGDOs in Global Education

4.1 Introduction

This chapter will consider global education in the work of Non-Governmental Development Organisations (NGDOs).

There are some 300 NGDOs active in the Netherlands. Some are very large and are among the largest and most influential in DAC countries. On average these NGDO's together raise approximately €500 million in charitable donations per year from the Dutch public, in addition to the almost equal amount of funding received from the ODA budget of the Minister for Development Co-operation.

NGDOs have been at the forefront of GE and awareness-raising in the Netherlands since the advent of the development movement in the 1960s and 1970s. An emerging development policy agenda was accompanied by an awareness-raising and education agenda as early as the campaigns to achieve 0.7 per cent of GNP to Official Development Assistance in the early 1970s. By the early 1990s, environmental and development NGOs were also teaming up to develop synergies around sustainable development. This included the combining of energies between environmental education and development education into a global education and sustainable development education common agenda.

NGDOs, as with other civil society sectors in the Netherlands, have developed along a pillar system – mirroring the way in which the population self-identifies in relation to religious or non-religious affiliation; with Catholic, Protestant, Humanist, and non-denominational pillars of society. NGDOs such as the Catholic organizations now amalgamated as Cordaid, the Protestant Churches development NGDO ICCO, the non-denominational Novib, and Hivos, originating from development initiatives of those who identified with the Humanist tradition, have differing commitments to, differing understandings of, and differing recent commitments to, global or development education.

These larger NGDOs who, together with recent additions, Plan International and Terre des Hommes, are collectively nick-named "the big-6". They are funded to a large extent by the Dutch government. This public investment mirrors the democratic wishes of the Dutch people, who vote by putting their hands into their pockets, so to speak, in this regard, through private charitable giving (see above).

Global education originating from the NGDOs has the advantage of being as deeply embedded in the structures of Dutch society as the NGDOs themselves. The deep commitment of the Dutch public to development co-operation, the abiding support for public and political commitment to international solidarity, as well as NGO innovation and partnership with other elements of civil society, are hallmarks of, and may be credited to, the work of Dutch development NGOs.

Dutch NGDO global education work has been characterized as excellent and innovative in terms of quality, impact, spread, partnership with other civil society sectors, and integration of differing – environmental, intercultural, development, peace – perspectives. In this Dutch NGDOs have taken a lead, becoming something of an engine for the growth and development of GE in different sectors.

It must also be pointed out, that in the Netherlands as elsewhere in Europe, the global education work of development NGOs is, and has been, just one element of the work of these NGDOs. Their major focus is of course rightly and naturally on development co-operation work, or, more recently, advocacy and campaigning.

This means that education can be treated as the messenger boy of the main messages of development. In its crudest forms, this can lead to confusion between education regarding global issues of important human concern and education regarding issues of fundraising concern to the particular NGDO. Dutch NGDOs, seem for the most part to avoid this tendency.

In addition to engaging directly with the public with, for example, information campaigns on global issues, much of the work of NGDOs is also in support of GE in the formal sector, such as through the development of materials for teachers and pupils in keeping with curriculum guidelines. Examples of the activities of several NGDOs in the Netherlands is described in this section[46].

4.2 NGDOs Global Education Initiatives

There are a great number of examples of good practice among NGDOs in the Netherlands, a small fraction of which we outline below. There are some trends that are also evident, and that are of interest to those advocating a rights-based approach to global education; these are highlighted in the subsequent section.

4.2.1 Popular Campaigns – Novib

Founded in 1956, Novib (Nederlandse Organisatie voor Internationale Bijstand) is one of the biggest NGOs in the Netherlands. In order to increase the effectiveness of its work, Novib joined Oxfam International (an alliance of 12 independent organisations in different countries that work together on tackling issues of international development) in 1994.

The main source of income is from the Ministry for Development Co-operation, which allocates approximately 11 per cent of its budget to the so-called 'big six'. The share for Novib makes up approximately 70 per cent of their annual turnover. It may be changed into a 50:50 proportion in future years, which

[46] This series of examples of interesting practice is not intended to be either exhaustive or representative. It does however, give a flavour of the range of GE activities of NGDOs in the Netherlands, large and not so large, and provide some examples which may prove useful for international learning.

would mean that Novib could lose some government funding or would have to increase its donations and fundraising accordingly.

The total budget for Novib was €138m in 2003, of which €2.6m was spent on development education initiated by Novib itself and €0.6m was spent on DE projects initiated by a number of other small organisations in the Netherlands, supported via Novib. The total budget for lobbying initiated by Novib in 2003 was €2.3m, while €324,000 was spent on lobbying projects through other organisations in the Netherlands[47].

A few years ago, Novib management took the decision to stop the production of educational material, which in former years had been sent to schools for free. It was regarded as too costly and schools were from then on provided with website information and CD-Roms instead. This decision was based on the opinion that, due to success in previous strategies, there was already good integration of global perspectives into the curriculum guidelines, and that henceforth textbooks used in schools would have to allow for Global Education, especially in the subject geography.

As a result of this decision, the Education Department of Novib was changed into a Popular Campaign Department.

One of the larger campaigns that Novib is involved in is an education campaign called "The World's Biggest Ever Lesson", which started with an Education Action Week in spring 2003 and was repeated in spring 2004. It calls for every child in the world to have the opportunity to go to school. The idea is that in classrooms, village centres and in capital cities all over the world pupils take part in the same lesson which looks at why children, particularly girls, are out of school, and how this will affect their future.

In April 2004, 70,000 signatures of pupils, parents and teachers were handed over to the Dutch Prime Minister in support of the Millennium Development Goal on education. Novib sees the MDGs as a tool to reach a wider audience and that through them you can show that change is possible.

A second major Novib campaign is "Make Trade Fair", which is directed towards Dutch consumers and among other issues raises critical awareness of EU agricultural policy.

Novib runs a 'Front Office' programme, through which small initiatives are supported in their capacity building and awareness raising activities in the Netherlands, or on projects in the developing world[48].

It is clear that Novib's strategic decision in favour of campaigning and away from education would, in the view of a Peer Review on global education be almost by definition considered to be a retrograde step. It is also clear from the figures, of course, that Novib still spends more on global education in the Netherlands than, for example, the entire budget for global education of some

[47] Source: Novib Annual Report 2003; interviews and correspondence, Novib, 2004.
[48] For more information on the GE activities of Novib see its website at: www.novib.nl

countries, even those relatively progressive in the field. This peer review would wonder whether or not Novib's assessment some years ago regarding successful integration of global education perspectives into the curriculum still holds true; and, even if so, can it be considered to be achieved once and for all.

The Peer Review suggests that a Campaigning focus needs to be complemented by a continued and strong commitment to global education in order to secure such perspectives across the curriculum in formal education and with other non-formal civil society actors. Novib might consider further reflection on the merits of such a twin-track approach.

4.2.2 Humanist Campaigns - Hivos

Hivos (Humanist Institute for Cooperation with Developing Countries) is a Dutch NGO operating on the basis of humanist values. It seeks to contribute to a free, fair and sustainable world.

The most important activity for Hivos is providing financial and political support for local NGOs in the South. In addition to funding and providing advice, Hivos engages in networking, lobbying and exchange of knowledge, both internationally and within the Netherlands. Society-building, economic activity and sustainable production form the central policy areas of the organisation. Hivos also devotes special attention to the arts and culture, women and development, AIDS and to ICT (Information and Communication Technologies).

Hivos sees public information and education as the transfer, in a systematic and directive manner, of knowledge and information on predetermined subjects to predefined groups. This definition might seem overly inductional to an educational eye, but it is clearly based on a well defined and well thought through position in relation to participatory communication and communicative and cultural action.

Hivos has engaged in an admirable process of sustained reflection regarding its approach to global education and development information. It argues that effective education not only promotes the transfer of knowledge and information but also enables the public to form an opinion and act accordingly. The following criteria are defined as important:

- the information should be incontrovertible;
- the target group should be able to interpret or translate the information and knowledge to its own situation;
- the subject should lend itself to the generation of free publicity;
- the subject should have news value.

According to Hivos it is involved in educational activities in the Netherlands which:

- strengthen support for international co-operation;

- contribute to the raising of public awareness about sustainable development worldwide;

- stimulate critical reflection and discussion concerning issues related to fair and sustainable development.

The main target groups for Hivos in this work are the humanist movement, young people between the ages of 18 and 30. Hivos claims that its work with this age cohort particularly shows evidence that young people are interested in global issues. Hivos work also engages migrant groups and refugees (for example with the Iranian community) and the supporters and staff of strategic partners.

The global education work of Hivos seems to be strategic, targeted, innovative, and refreshing. It emphasises quality over quantity, and therefore involves experts in the development of its concepts and materials. Its global education work also has a strong and determined focus on cultural events, and on the development of cultural capital in favour of global justice. In the field of ICT, Hivos is one of the key funders of OneWorld.

Hivos administers €800,000 within the Front Office Programme, which is used in four special funds (World Citizen Fund, Fund for Migrants, Humanistic Fund, Experimental Fund.) In contrast to other organisations who administer similar programmes, Hivos spends this fund almost exclusively on global education and awareness-raising activities in the Netherlands. The Peer Review suggests that the Hivos approach might become the model for the use of the Front Office Programme in this regard. Furthermore, the Experimental Fund seems to be an especially interesting instrument.

Hivos is also involved in coalition initiatives at the European level, at present this includes a joint campaign Alliance 2015 and the Stop Child Labour Campaign[49].

[49] For more information on Hivos see their website: www.hivos.nl

Box 7 – Coffee Coalition

A number of Dutch organisations, including Hivos, Novib and the labour union FNV, founded the Coffee Coalition in 1999. This initiative shows an interesting combination of lobbying and public awareness-raising, and demonstrates the value of organisations working together and taking a long-term perspective.

The Coffee Coalition aims to improve the living and working conditions of coffee pickers. The Coffee Coalition urges western coffee producers and supermarket chains to take their share of responsibility for the living and working conditions on the plantations where their coffee originates and to actively work for the purchase of coffee that has been produced under fair and good circumstances. The Coffee Coalition works together with labour unions and other NGOs, to help improve conditions for coffee pickers in the producing countries.

Douwe Egberts is the largest coffee roaster in The Netherlands. Civil society and NGDOs want this company to take responsibility for the problems in the coffee sector. The Coffee Coalition started an intensive public awareness campaign in 2003 to pressure the market leader towards greater global corporate responsibility. Douwe Egberts announced in March 2004 that 4% of their Dutch purchases would have to comply with the conditions of Utz Kapeh (Dutch fair trading organisation). The coalition sees this as a small, encouraging step. They will continue monitoring the companies policies constructively and critically.

Source: www.hivos.nl

4.2.3 Lenten and Other Campaigns – Cordaid

Cordaid is a Dutch Catholic development organisation, which together with more than a thousand local organisations fights poverty and injustice in over 40 countries throughout Africa, Asia, Latin America, the Middle East, Central and Eastern Europe and the Netherlands. Cordaid does not implement projects in developing countries itself, but rather cooperates with local organisations.

Cordaid is an umbrella identity for a number of Dutch Catholic development organisations which merged for strategic reasons. It has quite a complicated structure with certain parts of the group taking different approaches to information and communications, and retaining use of their old names when considered useful, for example in fund-raising etc.

Cordaid has strategic alliances with a number of Dutch organisations with which it runs specialised campaigns. One of its key annual activities is running the Dutch Lenten campaign (see box 8).

Every year it selects around 25 projects to be used as examples in information and GE activities, these are further refined to five key examples for the production of GE materials for use in schools and for other training and information purposes. Campaigns in the past have focused on, for example, debt reduction, in 2004 the emphasis was on the MDGs.

Cordaid has cooperation agreements signed with a number of Dutch migrant groups (eg. Hindu, Turkish, Surinam). Matching funding is provided for cultural festivals and exchanges and cooperation is encouraged between the migrant groups concerning training and capacity building. Support is provided which allows people to return to their home countries for information visits etc., without losing their rights in the Netherlands.

One interesting initiative – from the perspective of GE, but also of inter-religious dialogue – is a recent initiative to share Lenten Campaign strategies with a number of Islamic organisations to develop a similar 'Ramadan' campaign.

Box 8 – Dutch Bishop's Lenten Campaign

Each year during Lent, the Dutch Bishop's Lenten Campaign draws attention to the values it stands for, by raising awareness about injustice in the world and by raising funds for small scale, durable development projects in Africa, Latin-America, Asia, Eastern-Europe and the Middle-East. Topics like justice, solidarity and equality worldwide are being elaborated within the campaign, which lasts from Ash Wednesday till Easter. Reflection on one's own life – the way we live in the consumer societies of the West – and the impact this has on the situation of poor people in other parts of the world, forms a central part of the campaign.

The Lenten campaign is being carried out by a hard core of 3,000 volunteers, who are involved in about 1,100 parish groups throughout the country. During Lent, more then 20,000 extra volunteers help by organising activities and raising funds. In terms of the campaign, there are various educational materials available for the Dutch public, like for example the 'Vastenaktie', a document on which people note their personal resolutions for the Lenten period. This form intends to stimulate reflection about the inequality in the world and the way we can make a difference.

For the age-group of children from 4 to 12, the Dutch Bishop's Lenten Campaign develops educational materials to be used in schools during Lent. During the lessons, the children learn more about how children in other parts in the world live. They learn what the problems of people in poor countries are, but also about how these people are working to change their situation. The emphasis is on the fact that children also see how this relates to them, and that they can also help to make a difference.

4.2.4 Online Support on Global Issues - OneWorld

OneWorld (Netherlands) is part of the OneWorld international network. It aims to provide the Dutch public with the best online coverage of human rights and sustainable development issues in the Netherlands. It was set up in 1999 by the NCDO, which, together with Hivos, is still the major funder of the initiative. Editorially, it is independent.

Around 125 organisations are partners or affiliated to the website. One of its strengths is as a sort of one stop shop for information on development issues for the public. As well as being a central outlet for information from these

organisations, OneWorld is also increasingly offering communications and IT expertise services to the development organisations.

A recent review of the OneWorld website found that the site received over 50,000 visits per month, with the visitors looking at 4.5 pages on average. This rate of visits would be much higher than for most NGDO websites in the Netherlands[50].

4.2.5 An Online Encyclopaedia of Sustainability - Both ENDS

The Dutch environmental NGO 'Both ENDS' supports the work of environmental organisations, primarily in developing countries and Central and Eastern European countries. It does this through information, research, advocacy, campaigning, networking and capacity-building.

The core of 'Both ENDS' activities is in building links between North and South, environment and development, and between different sectors of society. Both ENDS functions as a go-between to support individuals and social organisations all over the world whose specialisation is ecological sustainability and social justice. The main focus is the realisation of sustainable forms of natural resource management and to promote policymaking in the Netherlands as well as worldwide.

Both ENDS provides a number of services. It produces funding guides, research and lobby documents, and materials for schools. It supports campaigns and helps build coalitions. It offers basic information packs and information newsletters on environmental topics. The organisation also helps fund-seeking organisations in locating donors through donor newsletters and fact-sheets on fund-raising, and assists in identifying the right expertise or partner by one-to-one assistance.

An interesting initiative of 'Both ENDS' is its Encyclopaedia of Sustainability, which is described as:

- an ever expanding - online - collection of innovative, people-oriented environment initiatives;
- a meeting place, to exchange experiences and viewpoints;
- a collaborative project of mutual support and inspiration .

This web resource identifies and documents a collection of innovative, people-oriented environmental initiatives worldwide[51].

[50] For further information on OneWorld Netherlands see: www.oneworld.nl
[51] For further information visit the Both ENDS website: www.bothends.org

4.3 Global Education and NGDOs – Trends

It is clear from the above examples that NGDOs in the Netherlands are at the forefront of global education: providing leadership and innovation; funding their own and other, smaller initiatives; using government funding and their own resources. NGDOs have led and instigated global education in a number of sectors.

At the same time there seems to be a trend evident among NGDOs – with notable exceptions - to move away from a focus on global education and long term processes of learning for critical engagement with an interdependent world; towards more immediate processes such as mass information distribution, awareness-raising, and campaigning. Of course there are thin lines to be drawn between these types of activities, and at their best they can be mutually re-enforcing rather than mutually exclusive.

Nevertheless, the move away from long-term learning and educational processes is to be questioned. It is perhaps premature to conclude that the Dutch education systems – either formal or non-formal - already carry within themselves the seeds of widespread integration of global and development perspectives. Whether in response to the need to show results, or as a result of other forms of strategic thinking, the Peer Review team suggests that NGDOs should reflect on this apparent move away from global education. Their leadership, partnership and input in this arena is still very important and necessary.

It can also be argued that there has been a move away from or dilution of the level of coordination in the GE area among NGDOs in the Netherlands. Since 2002 the government has funded GE initiatives of the 'big 6' independent of any national coordinating support structure. This perhaps is in keeping with the strong tradition of pluralism in the Netherlands, and can potentially, in the best case scenario, result in some innovative and fresh initiatives and approaches concerning GE and awareness raising activities. But such possible benefits have to be weighted against the cost of the weakened coordination and possible weakening of impact resulting from such a twin-track approach. Further reflection on how coordination can be strengthened, within this funding framework or another, should be undertaken by the key players concerned – MFA, NCDO and the NGDOs.

The Peer Review is aware of the sensitivities regarding the issue of co-ordination, particularly in relation to funding. Nevertheless, as in other countries in Europe, the Peer Review works on the basis that while diversity is to be encouraged, co-ordination of efforts is required if all people are to have access to quality global education. Also, it can be said that looked at in a comparative perspective, there are few countries in Europe that have a national funding and support body for global education, which is then by-passed through a parallel system of GE funding for NGDOs. This anomaly cannot be ignored.

Chapter 5

National Global Education Support Structure
The Work of the NCDO

Chapter 5 – National Global Education Support Structure
The Work of the NCDO

5.1 Introduction

This chapter gives an overview of the work of the NCDO (National Committee for International Cooperation and Sustainable Development), the national support structure for GE in the Netherlands. It does so by giving an analysis of its role, how this is adapting to meet new challenges in Dutch society, its key areas of activity and through some specific campaign and programme area examples.

5.2 Overview of the Work of the NCDO

The NCDO is the oldest development education support structure in Europe, with the largest annual budget of any of the support structures surveyed in a recent European study[52]. Originally the NCO – National Committee for Development Education – in 1996 it amalgamated with the Council on Environmental Education to become the National Committee for International Co-operation and Sustainable Development (NCDO). The general aim of the NCDO is to strengthen support for international co-operation and sustainable development among the Dutch public. It plays an important role in GE, stimulating and supporting initiatives on public awareness raising and channelling government funds to a wide range of organisations.

The NCDO is located in the Royal Tropical Institute in Amsterdam, in the same building complex as the Tropical Museum. The Tropical Museum, includes a Youth Museum, both the youth section and the larger museum are very popular destinations for school tours housing a range of interactive exhibitions with a global perspective.

While established as a not-for-profit foundation with an independent governing board, the NCDO is fully government funded and is listed as a 'ZBO'[53]. Various government ministries have at certain stages provided funding to and through NCDO, however, the MFA has always been its key funder, and in 2005 provides the full budget for NCDO (see Table B).

[52] See the Global Education Network Europe (GENE) study – Hock, S. and Wegimont, L., National Structures for the Organisation, Support and Funding of Development Education: A Comparative Analysis. North-South Centre and KommEnt, 2003.

[53] ZBOs are independent parts of the government structure in the Netherlands, operating at arms length from governmental responsibility for specific goals of executing governmental policies.

Table B
Ministerial funding support for the activities of NCDO (in € mil.)

	2003	2004	2005
MFA - NCDO	22.40	24.50	29.10
Matra/KPA	1.82	1.82	1.82
Paralympics Fund	0.50	0.50	0
Move Your World	0.26	0	0
Environment	0.35	0	0
Agriculture	0.82	0	0
Health, welfare and sport	0.15	0.13	0
Total	26.29	26.94	30.92

Source: NCDO (2005).

In parallel to its funding and coordination role, the NCDO has, since 2003, developed its role in capacity building, in becoming a knowledge (and learning) centre, and developing broad public and political dialogue on national and EU policy coherence in relation to global interdependence and solidarity.

NCDO is a leader in Europe in global education in much of its work: with regard to the range of publics it targets, and how it reaches them (eg. use of sector platforms); its use of new communication technologies (campaign and platform websites); its use of results-based management; its emphasis on the MDGs; and its European engagement. Of course, this is in the context of what is considered to be a very under-funded sector internationally[54].

The report now looks at some of these points in further detail.

5.2.1 Funding Support

As mentioned above, from a European perspective, the NCDO is operating in a relatively favourable environment in the Netherlands with regard to spending allocations to GE.

In the Netherlands, most development education funding has, in the past thirty years, been channelled through the NCDO. This has changed in recent years, however, as mentioned above. From 2002, government funding for global education (in the 'North' not only in the Netherlands) was also channelled through a number of the largest NGDOs – Novib, Cordaid, ICCO, Hivos, Plan International (Netherlands) and Terre des Hommes. Funding for DE is also channelled through a large number of smaller NGDOs. Obviously these NGDOs were before 2002 already active with their private funding in the area of GE, and are still using considerable parts of this private funding for these purposes.

[54] The UNDP recommends that countries spend 3 percent of ODA on development education, no country has reached this level.

As mentioned above in chapter 2, almost €60 million was allocated by the MFA in 2004 to GE with approximately 50% of this being administered through the NCDO. Apart from its own broad range of GE initiatives, the NCDO also distributes in the region of €11 million through a variety of annual grant schemes for global education programmes, partnerships and projects, and a further €10 million to organisations involved in twinning through such as its Front Office Programme, KPA (small projects with the South) and KPA/Matra (small projects in Eastern Europe) programmes (see Table C). It should be noted that in the case of these latter programmes only a small percentage of the funds are spent on GE related activities in the Netherlands. As an example, the KPA programme is explained in greater detail in box 9.

Table C
NCDO Support / Twinning & Front Office Project Support (in € mil.)

	NCDO	**Of which KPA, Matra/KPA and Front Office**
2003	26.29	6.14 KPA 1.84 Matra/KPa 1.00 Front Office
2004	26.94	6.14 KPA 1.84 Matra/KPA 1.50 Front Office
***2005** projection*	30.92	7.01 KPA 1.83 Matra/KPA 1.70 Front Office

Source: NCDO (2005).

NCDO run the following four programmes to foster awareness for sustainable development and international co-operation:

- The Sustainable Development Education Programme where information and education projects of NGOs, educational institutions and the media are funded;
- The small Local Activities Programme with funding of activities combining fundraising with development education (see box 9);
- The Agenda 21 Programme to stimulate debate about the issues following the conference in Rio 1992;
- The Nature and Environment Education Programme.

In close dialogue with NCDO, the ministries design the general rules of the respective programmes which are then implemented by NCDO mainly (but not only) by funding activities of organisations and institutions. The NCDO project department deals with the entire funding process, which includes advisory service to applicants, screening applications, preparing funding decisions for the executive board, issuing contracts, allocating funds as well as monitoring and control of implementation. The executive board takes the funding decisions.

Box 9 – Small Local Activities (KPA) *funding programme*

The NCDO administers a funding programme for small-scale local activities (KPA), aimed at supporting the activities of local groups and organisations in the Netherlands, who, together with partners, carry out projects in developing countries[55]. Supported projects must be sustainable in the developing country concerned, in other words, be supported by the local population and authorities. The KPA subsidy is intended as a supplement to the proceeds of fundraising efforts by the local groups and organisations in the Netherlands applying for support.

The KPA contribution can be a maximum of 50 per cent, the rest has to be raised by the organisations concerned. There are 3 categories of contribution, up to a maximum of €25,000; €50,000 and €100,000 respectively.

An important condition of the subsidy is that information be provided about the project in the region in the Netherlands where the project fundraising takes place. The small subsidy contribution towards information in the Netherlands ranges from €1,000 - €2,000. Information activities and fundraising in the Netherlands are often carried out through schools, women's organisations, companies, religious organisations and migrant organisations.

In 2004, the programme had a budget of over €7m, with €6.14 million available to be given out in grants. This is expected to rise again in 2005. There is strong demand for this programme in local communities in the Netherlands. The smaller 50 NGDOs can apply for such funding at a local level, provided no other ministry funding is being used on a given project. There were 350 projects approved in 2003.

The Peer Review has two questions concerning the Front Office/KPA funding: firstly, whether a larger, specified minimum proportion of the funds should be spent on GE in the Netherlands, and secondly, whether the impact and results of the GE/information element of this fund can be further strengthened through stronger GE criteria and evaluation.

5.2.2 Platforms and Campaigns

The NCDO plays a key coordinating role for GE in the Netherlands, both through its funding support described above and through sectoral platforms and specific campaigns.

[55] Note through the Matra/KPA programme the NCDO administers funds in a similar way to support small-scale projects in Central and Eastern Europe by providing additional grants to supplement local fund-raising in the Netherlands. For these projects also, distributing information and forming public opinion in the Netherlands is an important part of the Matra/KPA programme.

Examples of initiatives through these sectoral platforms were given in chapter 3 above. The platforms looked at were the Health and Development and the Sport and Development platforms. In the view of the Peer Review, these initiatives demonstrate how the NCDO can play an important coordinating role among NGDOs and other organisations and individuals interested in specific fields which can be translated into strengthened support for and understanding of development related issues. This platform approach should be of interest to other national support and coordinating structures throughout Europe.

In addition to its platforms, the Right to Education campaign is a good example of how the NCDO plays an important coordinating role through specific initiatives and campaigns. Through this education campaign, it has helped facilitate the building and coordination of a broad range of forces - governmental, NGO and private sector – to further the campaign objectives. Particular strengths of the campaign include the sharing of information between partners, the efficiency of developing shared campaign materials and the additional weight and credibility to their message brought by pooling resources. Further details on the Right to Education campaign are given in Box 10.

Box 10 – Right to Education

Similar to the NCDO coordinated Health Campaign, the Right to Education campaign is all about the building and coordination of forces in order to create a bigger impact in terms of public awareness of these issues. The campaign started in 2003 and is scheduled to end in 2006.

There are over 30 organisations that are considered partners in the campaign. Around 20 of them are considered "active" partners. All active partners get the opportunity to place their logo as well as a link to their own website on the website of the campaign Right to Education (see web address below). The partners include NGOs, Government organisations, private sector organisations and foundations specialized in educational matters or children.

The overall objective of the Right to Education campaign is to increase public awareness in the Netherlands regarding Rights to Education.

Specific objectives of the Right to Education campaign during 2004 were as follows:

1. The partners will make use, where possible, of the PR material provided by the NCDO through the campaign Right to Education;
2. A number of partners will work together with the aim of organising a specific project/activity in order to increase school participation in the subject matter of Right to Education.

The target groups of the campaign are teachers in primary and secondary schools, and pupils and students in primary and secondary schools.

The following PR products have been developed so far for the active partners of the campaign:

- Campaign website including information about the participating partners (specifically geared towards education);
- A television production about development cooperation (geared towards students in secondary education);
- Educational material for primary and secondary schools. For primary this consists of a booklet which fits in with the curriculum. The educational material for secondary schools has been placed on the campaign website;
- Various publications in the media, on the topic of Right to Education.

Other activities of the campaign include:

- An interactive computer exchange program for primary education. www.samsam.net/webexpeditie2004 ;
- A competition between schools (primary as well as secondary). In this competition the pupils/students were asked to come up with a creative campaign to increase awareness in the Netherlands about the Right to Education. (Entries range from posters, to drawings, to video clips).

One of the key achievements of the campaign is that it offers a platform where the active partners exchange information and knowledge about the subject Right to Education and actively cooperate together.

For further information on the campaign see: www.rechtoponderwijs.nl

There is a growing number of initiatives, albeit still small, across Europe promoting a greater involvement of the private sector in aspects of GE and awareness raising. In the Netherlands the NCDO has developed an innovative programme called Business in Development (BiD) aimed at stimulating a greater interest in sustainable development in developing countries by Dutch business. This is a recent programme of the NCDO but has been quite active in stimulating interest in and developing information for the business community through events and use of websites. The approach taken is about awareness raising, stimulating debate and also sharing practical information from a business perspective. Actors in other national coordinating and support structures for GE should be interested in seeing how this innovative programme develops. A brief overview of the programme is given in Box 11.

Box 11 – Business Sector

Business in Development (BiD) promotes sustainable business in developing countries. This is done by stimulating Dutch companies to invest actively and sustainably in developing countries. BiD is a programme funded and coordinated by the NCDO (the budget for the project has been about one third from the NCDO, while attracting the other two thirds, mainly from financial and consultancy companies).

The objective is to promote sustainable business in developing countries by:

1) Providing access to information;
2) Stimulating debate;
3) Actively promoting investment in personnel, know-how, time and money in companies in developing countries.

BiD activities include providing basic information, setting up contacts between prospective partners and encouraging companies to invest in developing countries. Specific actions include carrying out a survey; the setting-up of two websites (see below) and the holding of a conference in 2004 ('Conference on Business and Financing Opportunities') for the business sector. This conference aimed to promote Dutch Business in Developing Countries. The conference attracted 280 participants, mostly from the business community.

It is considered by the programme that one of the biggest obstacles to getting companies involved in the development area is that they are often reluctant to participate in debate, so to involve companies they have found that they have to take a very practical business approach to stimulate their interest.

For further information on the activities of BiD see:
www.businessindevelopment.nl
www.businessindevelopment.pagina.nl

5.2.3 Resource and Capacity Building through Knowledge Centre and Master Classes

In recent years, NCDO has been moving from being viewed by outside organisations as being mainly a donor organisation or source of funding, to also being a knowledge (and learning) centre for GE in the Netherlands. The NCDO

believes that it can play an increasingly important role as a central source of information and DE expertise, for a broad range of organisations operating in this field. Founded over thirty years ago, the NCDO recognises that the world we all operate in has changed significantly, and that the role of the NCDO has to adapt to this new reality. Since 2003 NCDO is also financed by government for this role.

As mentioned above, since 2002 MFA funding for GE has been distributed through the 'big 6', and indeed a broader range of smaller NGDOs, in addition to the NCDO. This in fact strengthens the need for a knowledge centre on GE in the Netherlands, to monitor and analyse what is happening nationally. Yet it is the understanding of the Peer Review that the NCDO does not officially have the task of gathering and analysing data on government spending on GE through these various channels. Clearly there is a need for some organisation to be doing this at a national level, and it is the view of the Peer Review team that this should be the task of the NCDO.

As well as being a central source of information and expertise for outside organisations on all aspects of GE, the knowledge centre also looks at and learns from internal knowledge processes within the NCDO. It looks at how knowledge is shared between projects and how this can be strengthened. A number of mechanisms have been developed to increase knowledge sharing in this regard – for example, through linking projects, regular staff discussions and project presentations. Internal reflection on how to improve knowledge sharing and learning is an ongoing process for all staff of the NCDO. This is admirable and welcome.

One key initiative as part of its development as a knowledge centre for GE throughout the Netherlands is its development of 'master classes'. These are aimed at building capacity and expertise among key people working in the GE field. The current series of master classes, through lectures and workshops, aims to strengthen capacity concerning understanding of targeting publics, interpreting and using public opinion surveys, and use of lobbying. Approximately 90 people will have received such training over the current phase of the initiative. The content and quality of the master class is certified by the Radboud University in Nijmegen. The university provides an independent certificate for the successful completion of the master class.

5.2.4 Reaching Beyond the Usual Target Groups

As this report has shown, the NCDO has been particularly innovative in trying to reach beyond the usual target groups for GE with its platforms (Health and Sport) and specific campaigns reaching governmental, NGO and private sectors. This innovation and willingness to think beyond usual GE and communications approaches, is again reflected in The Third Chamber project. This initiative in particular reaches out to politicians, the media and the general public in quite a unique way. For this reason, and the fact that GE actors in some other CoE countries have already shown an interest in this project, the Peer Review considers it particularly suitable as a case study in this report (see below).

CASE STUDY: The Third Chamber

Initiated by the NCDO in 2003, The Third Chamber refers to itself as a shadow parliament in the Netherlands, focusing on the contribution of the Netherlands in the world, development cooperation and sustainable development. Its basic aim is to raise awareness among politicians and other target groups of the importance of all aspects of international cooperation, in particular but not exclusively, development cooperation.

Composition

Like the Dutch House of Representatives, The Third Chamber has 150 members. Of the 150 members in The Third Chamber, thirty come from developing countries. A total of over a thousand individuals applied for membership for the parliamentary year of 2004. The selection of Dutch members reflect the composition of the Dutch population. They come from every province in the Netherlands and reflect the age distribution of the Dutch population. In addition, the seats are divided almost equally on a gender basis. NCDO made the selection. In doing so, they did not just consider place of residence, age and gender, but also the candidates' political preference.

As a starting-point, they took the most recent election results for the parliamentary elections. As a result, The Third Chamber is an almost exact mirror image of the Dutch House of Representatives. But in contrast to the House of Representatives, The Third Chamber members are not grouped into political parties. Members of the Third Chamber start off on a broad thematic perspective but are politically free to decide upon a course of work. NCDO does not interfere in these choices and merely provides for the organisational infrastructure.

Theme Groups

The Third Chamber is divided into six separate Theme Groups. The six themes highlighted in 2004 were: trade, the role of the corporate sector, poverty eradication, education, health care and security. The UN MDGs are taken as a guiding framework in choosing these themes. The MDGs are an obligation that includes responsibilities of civil society in each of the subscribing member states. The Minister of Development Cooperation studies plans put forward by the Chamber and considers whether or not to adopt them. Plans are also received and discussed by the Commission on Foreign Affairs of the Parliament.

Members are encouraged not only to come up with sound proposals, but they are also expected to lobby for their ideals and try to draw attention to international cooperation in newspapers, magazines and on radio and TV, thus keeping the debate on the Dutch role in the world alive and up-to-date in Dutch society.

A first review of the programme indicated that it attracted a high level of media coverage, though the focus tended to be more on the event itself, rather than on content. Through media exposure, it is estimated that the project has reached in

2004 more than 11 million people, along with clearly reaching a number of individuals in the political establishment who participated directly in the process. Members of the House of Representatives have chosen the Third Chamber as a forum to launch and discuss their own new ideas and programmes of work in Parliament.

The budget expenditure for 2004 was approximately € 1.2 million. Members of the Third Chamber receive a small grant to enable them to travel to sessions and are supported by media training, courses on meeting effectively, public presentation etc. Developing country' members are supported for international travel and accommodation and all members are supported by an active internet site to be able to remain in constant dialogue.

The 30 members from developing countries have a crucial position in and provide something of a 'reality check' on the Third Chamber. To pass, at the final plenary session of each parliamentary year, a proposal has to receive a majority from the group of 120 Dutch Members as well as a majority of the 30 developing country' members. In this way the Dutch members have to dialogue intensively with developing country' members to reach conclusions that reflect North-South consensus. Members of the Third Chamber also learn about the difficulty of attracting media interest in their activities and proposals for international cooperation, and they learn that this is not unlike the experiences of their professional Parliamentary colleagues.

For more information: www.thethirdchamber.org

5.2.5 Looking Forward – Facing Challenges and Achieving Results

As the oldest national GE support structure in Europe, the NCDO has played a key role over the past 35 years in stimulating and developing GE initiatives in the Netherlands to its current high level. The NCDO continues to seek to redefine its role to meet the changing needs of Dutch society and to consolidate and improve its results.

In parallel to its funding role, which should be strengthened, particularly in relation to coordination, the development of the NCDO as an knowledge (and learning) centre would seem to be a move in the right direction for an organisation which has long experience, expertise and a de facto coordinating role for GE in the Netherlands. The world has changed significantly since this organisation embarked on its mandate, and it seems appropriate that NCDO should continue to seek to redefine its role to meet the changing needs of Dutch society and to consolidate and improve on its results (as other support structures in Europe have done, in some cases led by the example of the NCDO).

As described throughout this report, the range of publics the NCDO targets, and how it reaches them; its use of new communication technologies; its use of results based management and its emphasis on the MDGs, all point to it being a very vibrant and innovative organisation, and a key resource for all other actors in GE in the Netherlands and further afield.

It can be argued that due to the tradition of decentralisation and freedom of education in the Netherlands, and the increased numbers of channels for the distribution of GE funding since 2002, that there is a particular need for strengthening coordination in the field of GE in the Netherlands. The NCDO would appear to be an organisation well placed to further such coordination.

The NCDO is in a unique position to lead a number of processes of reflection in the Netherlands, for example for greater clarity in the distinctions from information to awareness raising to campaigning to global learning and development education; and on the identification of key criteria for the assessment of results in the fields of awareness raising and GE.

At present NCDO has a mandate that limits its activities to the Netherlands. Due to its' experience, it is the view of the Peer Review that the NCDO is in a particularly appropriate position to further strengthen the position of GE in the Netherlands, and to act as a leading example for others in Europe. Indeed it is possible governments might wish to invest in such a purpose.

Chapter 6

Key Observations and Recommendations

Chapter 6 - Key Observations and Recommendations

1. Background – Strong Traditions in Global Education

The Netherlands has a long and strong tradition of global education (GE). This is reflected both in the formal and non-formal education sectors, and is demonstrated by the fact that the Netherlands is among the leaders of the OECD DAC in terms of spending on global education and information; and has the oldest national coordinating funding body for GE in Europe – the NCDO.

GE in the Netherlands has strong traditions of both government and NGDO support, while public support remains strong for development co-operation and for openness to the world. The model of an intermediary co-ordination organisation for GE, particular sectoral organisations, innovative projects, and strong support from the Ministry of Foreign Affairs have been exemplary for other European countries.

- *This commitment within global education in the Netherlands, to structure and institution-building, to innovation and to co-ordination, should be maintained and allowed to further grow and flourish.*

2. Social and Political Context

While acknowledging the strength and long tradition of GE in the Netherlands, it has also been observed that many people working in the field believe that over recent years a harsher political and social context for GE has emerged, calling into question, perhaps, the assumption that the Netherlands is a nation strongly open to and devoted to issues of global justice. Some commentators have also indicated that there are some hopeful signs that we may be starting to turn a corner towards a more favourable climate, but that there is a long way to go still. In any case there is consensus among actors that this harsher political and social context is important, but there seems to be little detailed analysis about the effects and implications for GE.

- *The NCDO might lead a systematic reflection among key stakeholders regarding the implications of recent social and political changes for global education in the Netherlands.*

3. Public Opinion – Support Strong and Holding

Despite the comments above about a harsher political climate, at both a political and societal level in the Netherlands over recent years, public opinion polls still indicate strong support for global solidarity, including assisting the developing world.

The Netherlands has been a leader in the field of public opinion polling; with both regular national polling on public support for development cooperation,

and the use of such polling in improving the effectiveness of awareness-raising and education – and this should continue and be strengthened.

There is increasing critical reflection on both the nature of public opinion, the depth of public support, and the understandings of the actors in relation to "draagvlak"[56]. Both within the MFA (in its reflection on a results-based paradigm), within the NCDO (where the use of internal discussion papers on the topic shows real commitment to organisational reflection and learning) and within the work of other stakeholders (for example, Cordaid's reflection on learning from and with Southern partners, to name just one NGDO example) these issues are being debated in a fashion which will prove useful not only for the Netherlands, but also for other countries. Furthermore, such work – particularly in regard to the Millennium Development Goals – is increasingly undertaken in a medium- to long-term context.

Public Opinion polling remains crucial to improved and increased GE and information.

- *The Netherlands experience of regular, comparable mass public opinion polling, is crucial to the continued increase and improvement of global education, awareness raising and information, and should be continued.*

- *Furthermore, the augmentation of quantitative mass polling results with more qualitative methods around specific issues, should also continue to be supported and should be highlighted internationally.*

- *Here the International Peer Review suggests that all stakeholders, as well as continuing present lines of research, might also focus explicitly on the values-base behind Dutch public opinion; and on the use of the results of public opinion research in GE and awareness raising.*

4. Global Education in the Formal Education Sector – Good Opportunities

Good opportunities for teaching the global dimension are available throughout the different levels of the education system, in particular through subjects such as Geography, History, Economics and Social Issues. The new curriculum seems to offer further possibilities, for example in the area of citizenship.

While it seems that good GE occurs in many schools throughout the Netherlands, how effectively GE occurs on the ground throughout the whole school system is hard to determine. Detailed research into this such as that carried out recently in the Tilburg municipality is to be welcomed and can assist in the further planning of GE. There would also appear to be a broad range of organisations involved in programmes with a global dimension targeted at schools. Co-ordination, however, could be further strengthened.

[56] 'Draagvlak' is a term used by GE actors in the Netherlands to refer to the critical mass of political will needed to achieve certain policy developments.

The integration of GE into the formal education sector in the Netherlands seems to be making good progress, and new opportunities are opening up. It is also clear that the nature of the formal education system – and in particular the existing general policy approach whereby the Ministry of Education does not interfere in the content of education at school level – poses challenges to the mainstreaming and integration within the school system of the commitment of the Netherlands government to the knowledge society, and to citizenship – local, national and global.

Recognising these challenges, and also recent successful initiatives (*inter alia*, between particular NGDOs and particular educational publishers); and conscious of the need for co-ordination of these initiatives, it is proposed that

- *The NCDO, together with the MFA, develop an annual system of mapping existing provision of global education in the formal sector among all actors.*

- *The NCDO in consultation with other actors, governmental and non-governmental, consider how a co-ordinating strategy for integration of global education at all levels of the formal education system, might be developed.*

- *The Ministry of Education, together with MFA, the NCDO, the NGDOs and other auxiliary educational support services, should reconsider their appropriate roles in such a strategy.*

5. Global Education in the Non-Formal Education Sector – Broad Range of Actors

A broad range of actors across civil society in the Netherlands promote GE. Co-ordination around themes such as health and sport are taking place with noticeable effect.

There are clearly innovative initiatives in regard to civil society sector engagement in global education; and good co-ordination in a number of fields of concern. Initiatives such as the Move Your World or Club 2000 in the youth sector show clear signs of innovation and good results. However, sector-wide partnership strategies seem to be lacking.

- *It is the view of the International Peer Review that there should be a focus both on non-organised populations, and also on possibilities for devising strategies in partnership with the co-ordinating bodies of organised civil society.*

- *In regard to the youth sector, the NCDO, in tandem with existing initiatives, should reflect on possibilities for devising a sector-wide youth organisation strategy, in partnership with the National Youth Council (and possibly in co-operation with NGDOs); and/or they might consider*

ways of strengthening youth organisation participation on existing platforms – such as on health and sport.

- *Similar twin-track approaches – with both organised and non-organised populations – should be devised and tested in partnership with other civil society sectors.*

6. Ministerial Actors – Active Support

The Ministry of Foreign Affairs plays a key role in providing funding and support for the GE sector, and in informing the Dutch public directly about the Netherlands development cooperation programme.

The Ministry of Education has traditionally dealt with policy, giving very general guidance on course content through curriculum guidelines. Course content has tended to be more determined by Teachers Associations, schools, teachers and publishers. This leads to challenges in relation to the creation of "synergies". However, new developments in the school curriculum seem to promise opportunities for further global learning, especially through reference to good citizenship (local, national and global).

The Learning for Sustainable Development initiative is a good example of interministerial cooperation between a number of Ministries to enhance a field related to global education.

- *With regard to the MFA's funding support, the Peer Review recommends that the emphasis on coordination and quality continue to be strengthened as such initiatives are reviewed and evaluated.*

- *While recognising that the MoE provides the MFA with draft curricular guidelines for comment prior to publication, further, more robust ways of strengthening inter-ministry cooperation with regard to supporting GE should also be explored, particularly between MFA and MoE.*

7. NGDOs – Strong Involvement and Leadership

Some of the NGDOs take an active role in GE, and there are many excellent examples of strong GE initiatives in particular sectors, as detailed elsewhere in this report. The best among them are characterised by hallmarks of innovation, a results-based orientation and a concern to work in partnership with new target populations and partners. The 'big 6' NGDOs can use a portion of their funding from the MFA to spend on GE matters in the Netherlands.

However, it appears that some NGDOs put their emphasis on information and even fund-raising related information campaigns rather than on education related initiatives. While there is a strong positive tradition of pluralism and an emphasis on the autonomy of each organisation, this also seems in some cases to be accompanied by a lack of – and even a resistance to – coordination. Within a

society in which so many different messages are pervasive, the need for ensuring the maximum impact through coordination of the available resources in the GE field in the Netherlands both financially and human, needs to be kept in mind.

- *It is recommended that NGDOs further strengthen their role, in the provision and leadership of GE in the Netherlands. The NGDOs have a wealth of experience, human resources and 'stories to tell' which should be drawn upon with regard to their own development of GE, and by other actors in the Netherlands. NGDOs with a particular interest in GE might come together, with other relevant actors, with a view to exploring practical mechanisms for channelling such experiences and resources into the creation of more and better GE. This should be co-ordinated in sector-wide and/or theme-based approaches.*

- *In particular they might reflect, along with relevant ministries and the NCDO, on issues of quality, of the identification of indicators and benchmarks for the achievement of results in the field, of national targets, and of greater coordination of efforts.*

- *NGDOs are urged to make explicit their priority to global education, in terms of policy, financing (commitment to GE of own and government funds) and mandate.*

- *NGDOs have deep roots in Dutch society and strong advocacy skills, they can play an important part in responding to the changed political and social climate mentioned in 2. above, as advocates of global education. They can also play an important role in ensuring that GE is kept on the political agenda, and that funding for GE is increased towards the UNDP target figure*[57].

8. The NCDO – Key Co-ordinating and Support Role

The NCDO is the oldest national coordinating funding body for GE in Europe. It has played a key role over the past 35 years in stimulating and developing GE initiatives in the Netherlands to its current high level. The NCDO continues to seek to redefine its role to meet the changing needs of Dutch society and to consolidate and improve its results.

There is general acknowledgement of its contribution to develop and support ideas as well as structures in the field of awareness raising and GE. There have been clear gains in recent years in areas such as co-ordination (where the role of the NCDO as the representative of Dutch NGDOs in GE in Europe, is widely acknowledged by Dutch NGDOs for its neutrality) and platform-building (with excellent initiatives in the field of health, education and sports).

[57] The UNDP has recommended a target of 3% of ODA to GE. For a fuller discussion of the various arguments being deployed in a variety of European and global settings for an increased political commitment and increased funding to GE see Hoeck, S. and Wegimont, L op.cit. Chapter 4.

Through media-friendly activities, the NCDO plays an important coordinating role in heightening the political and public profile and public ownership of development co-operation issues. The NCDOs Third Chamber project is an impressive example of an innovative initiative aimed at deepening and broadening discussion about international cooperation and sustainable development at the political and social level, and one that is already attracting considerable international attention. The establishment of a Knowledge (and Learning) Centre could be an important milestone in the development of the NCDO and its contribution to its field of work.

There would appear to be room for further coordination within the GE field in the Netherlands, the NCDO may be able to play a greater role in this respect. Some actors in the field are unclear about aspects of the role of the NCDO.

Recognising and indeed highlighting the good work of the NCDO, detailed elsewhere in the report, we propose:

- *That the NCDO develop the notion of a "Knowledge and Learning Centre" not only as a project but as an organisational self-understanding - a space to critically reflect the praxis of international co-operation in its broadest sense and specifically on the work of GE and awareness raising and where to allow visions and alternatives to be developed.*

- *That the NCDO lead a process of reflection on greater clarity in the Netherlands practice of GE on some necessary distinctions in the continuum from information to awareness raising to campaigning to global learning and development education.*

- *That the NCDO continue to reflect on the nature of its mandate; and share this reflection with others, in particular clarifying its role as a co-ordinating body, with MFA, NGDOs and others. The Government of the Netherlands could also reflect on the specific role and mandate it devolves to NCDO for coordination.*

- *That the NCDO lead a process of reflection on the identification of key criteria for the assessment of results in the fields of awareness-raising and GE, not only in terms of public opinion, and also in terms of media focus and policy change; but most crucially in terms of the integration of global development perspectives into the process of lifelong learning of all people living in the Netherlands.*

- *That the NCDO, building on existing commitment, further clarify and strengthen its commitment to contributing to a Europe-wide strengthening and improvement of GE through, inter alia, active membership of relevant international bodies and networks.*

9. Funding Levels and Funding Mechanisms – Need to be Maintained

The levels of funding for global education in the Netherlands are high by international comparative standards[58]. This has provided a strong basis for GE to develop in the Netherlands over recent decades, in both the formal and non-formal educational sectors, using both standard and innovative approaches and strategies. However, some slippage in political support is evident as mentioned above.

- *The Netherlands remains among the highest spending donor countries concerning ODA as a percentage of GNI. This should be maintained and strengthened.*

- *The Netherlands also is among the leaders in terms of funding of GE. Given the changed political and social context in the Netherlands mentioned in 2. above, it is important that this is maintained and strengthened towards the UNDP target of 3% of ODA to be spent on education / awareness raising.*

- *The Peer Review has two questions concerning the NCDO Front Office/KPA funding: firstly, whether a larger, specified minimum proportion of the funds should be spent on GE in the Netherlands, and secondly, whether the impact and results of the GE/information element of this fund can be further strengthened through stronger GE criteria and evaluation.*

10. Results Based Approach – Clear and Strengthened Commitment

There has been a move across many policy areas in the Netherlands to focus on demonstrable results - planning for, achieving, and displaying results. Of particular relevance from a GE perspective is a clear and strengthening commitment to results within the Netherlands development co-operation policy – with "results-driven" being the second of 10 priorities announced for Dutch development co-operation policy and the MFA working through a high-level working group to develop good practice, indicators, processes, and reporting mechanisms within a results-based management framework.

The NCDO, NGDOs and other actors in this field in the Netherlands are also very conscious of and actively testing this project management approach, including developing particular criteria appropriate to the field.

- *Reflection is required, as has begun, on the 'definition' of results and on the development of criteria in the field of GE. The internal series of papers developed by staff of the NCDO, when read in conjunction with*

[58] Even if such a comparison is within a field that some consider grossly underfunded. As the Canadian Ian Smille points out, more is spent on the marketing of one perfume brand than is spent on development education and information in all OECD countries combined. Others such as Michael Edwards (formerly of the World Bank, currently head of Civil Society at the Ford Foundation) call for an immediate doubling with a target of 10% of ODA to development education if real global change in favour of sustainable development is to be achieved. For a further elaboration of these arguments see ibid. ch.4.

the work of others both in the NGO community and in MFA,, might provide a springboard for further reflection on, and development of, clear criteria and an appropriate results framework specific to GE.

- *At the same time, much of the results-based reflection derives from development discourse. There is a need to acknowledge the pedagogical dimensions of GE, and to be clear that results criteria and reflection should be based on models also appropriate to the pedagogical nature and educational aims of GE.*

- *As this is an area of growing interest to a broad range of like-minded actors throughout COE member states, and as reflection on the Netherlands is at a comparatively advanced stage, increased efforts should be made to share this innovative work and learning internationally.*

APPENDICES

APPENDIX I
PEER REVIEW PROCESS MEETINGS

As part of the process of the Peer Review, meetings with the following groups and organisations took place in the Netherlands in March and June 2004.

1. Alice O
2. BiD, Business in Development
3. BothEnds
4. CORDAID
5. Health and Development Platform
6. HIVOS
7. Ministry of Agriculture, Nature Management and Fisheries (Learning for Sustainability programme)
8. Ministry of Education
9. Ministry of Foreign Affairs
10. Move Your World
11. National Youth Council
12. NCDO – Communications Section
13. NCDO – Knowledge Centre
14. NCDO – Management
15. NCDO - Master Classes
16. NCDO - Small Local Activities (KPA)
17. Novib
18. OneWorld (Netherlands)
19. Right to Education Campaign
20. Sports and Development Platform
21. Teacher Training Institute, Vrije University, Amsterdam
22. The Third Chamber
23. University of Utrecht / Union of Geography Teachers
24. Youth 2000 Campaign

APPENDIX II
MAASTRICHT GLOBAL EDUCATION DECLARATION

A European Strategy Framework
For Improving and Increasing Global Education in Europe to the Year 2015

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.

1. Recalling:

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, **and to the development of a global partnership for the reduction of global poverty** as outlined in the UN *Millennium Development Goals.*

- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix I).

- **The Council of Europe's North-South Centre definitions of Global Education** (2002)

  - *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*

  - *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

2. Profoundly aware of the fact that:

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;

- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;

- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;

- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

3. Recognising that:

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.

- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.

- Challenges to international solidarity must be met with firm resolve.

- Global Education is essential for strengthening public support for spending on development co-operation. All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.

- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.

- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

4. Agreeing that....

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.

- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) which are involved in the on-going useful political discussion in the framework of the North-South Centre.

- Significantly increased additional funding, on national and international levels.

- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.

- International, national, regional and local support and co-ordination mechanisms;

- Greatly increased co-operation between North and South and between East and West.

5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...

5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.

5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.

5.3 Increase funding for Global Education.

5.4 Secure the integration of Global Education perspectives into education systems at all levels.

5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.

5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.

5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.

5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.

5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.

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Ministry of Education, Culture and Science
www.minocw.nl

Ministry for Foreign Affairs
www.minbuza.nl

Ministry of Agriculture, Nature Management and Fisheries
www.minlnv.nl

NCDO
NCDO main website www.ncdo.nl

NCDO campaign related
Sport and Development platform - www.sportdevelopment.org

Campaign Right to Education - www.rechtoponderwijs.nl

An interactive computer exchange program for primary education - www.samsam.net/webexpeditie2004 .

Health and Development platform - www.kansopgezondheid.nl

www.survivalcalculator.nl

www.thethirdchamber.org

www.businessindevelopment.nl

www.businessindevelopment.pagina.nl

Internet and web based resources
OneWorld - www.oneworld.nl

NGDOs
PARTOS - Umbrella association for Dutch non governmental organisations in the international development cooperation sector - www.partos.nl

NOVIB - www.novib.nl

HIVOS - www.hivos.nl

BothEnds - www.bothends.org

ICCO Interchurch (Protestant) organisation for development co-operation, - www.icco.nl

Cordaid - www.cordaid.nl

PLAN –Nederland (Dutch part of PLAN International) - www.plannederland.nl

Terre des Hommes; Dutch Child support organisation - www.terredeshommes.nl

COS Nederland: association of the sixteen centres for international cooperation - www.cosnederland.nl

Trade Unions
FNV – broad based Dutch trade union confederation - www.fnv.nl
CNV - the National Federation of Christian Trade Unions in the Netherlands www.cnv.nl/english.php

International
Data from Eurydice (Education Information Network in Europe, Socrates Programme) information pages on the Netherlands, www.eurydice.org

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