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# NATIONAL REPORT

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THE NETHERLANDS

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## Referenced Documents

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1	2020-1-UK01-KA204-079145	Rural GCE Proposal
2		

## Applicable Documents

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# 1. Introduction

## 1.1 Project Context

Countries and regions across the world are going through a period of dramatic change, encompassing aspects of culture, politics, economy, and society, broadening horizons and internationalising outlooks. This makes it all the more important that citizenship education is comprehensive, clear, and that it equips learners to understand and function as comfortable and effective global citizens. This is particularly important in rural areas, which, some studies have found, are often left behind in the implementation of global citizenship education initiatives and agendas.

## 1.2 Project Objectives

Given the issues and context set out above, the aim of the Rural GCE project is to develop and disseminate a set of tools and materials that educators in particular can use to improve the uptake and implementation of global citizenship education in rural areas in particular. As a broader objective, the project hopes in the longer run to be able to facilitate greater citizenship participation in rural areas through this citizenship education and the development of more and better global citizens.

## 1.3 Project Target Group

There are a few main target groups, mostly centred around being rural, but reaching a number of different demographics, nevertheless. These include employees and supporters of civil society organisations in rural areas, activists for NGOs based in rural areas or concerned with rural issues, local government, and municipalities in rural areas, and of course educators and teachers in rural areas. It should be borne in mind that this is not a finite list, and that others with links to rural issues, or citizenship and education may be valid target groups also.

# 2. National Report

## 2.1 The Objectives of the Report

The national report concerns the identification of the current state of play rural global citizenship education in each partner country, and in particular the needs that must be met in each country to sufficiently improve the state of global citizenship in rural areas. Following a process of validation to ensure the veracity of these needs with stakeholders, the “TO-BE” situation will be identified in a common, overall report, defining what exactly it is that should be focused on to go from the current status quo to the desired, optimal situation.

As such, this report will form the foundation for the body of work that this project hopes to accomplish by establishing the parameters and rough aims of the content to be developed going forward.

## 2.2 The methodology

Partners will conduct desk research on the current situation around rural global citizenship education in rural areas and needs to be met in their own country. They will identify qualitative and quantitative data to describe their national “AS-IS” situations and may present good practices in the field that will be used as examples to provide motivation and ideas to the project participants.

These will be verified through a validation survey that will be distributed to a number of stakeholders in the relevant area, then a final overall report produced, describing the ideal situation for rural global citizenship education and the gaps that must be bridged to reach this situation.

## 2.3 The results

2.3.1 Set out the most commonly used, useful, and effective definition of “rural areas” that are used in your country.

The division of the areas in the Netherlands is based on the jurisdiction status of each area. The rural areas are identified as villages, small towns, and agricultural areas. The rural areas may be one municipality, which is the lower jurisdiction level or can include different municipalities, forming a province. According to the division of agricultural areas in 1991 by the Advisory Committee on Agricultural Statistics, these are zonal areas. Additionally, the provincial boundaries have been considered in their classification. The agricultural areas can be aggregated into groups of agricultural areas. (Statistics Netherlands (CBS))

The Netherlands was ranked in the place 115 Globally for the number of rural populations in the country in the year 2018, according to the statistics of the World Bank. (Index Mundi, 2018)

The Netherlands follows the National and European regional divisions Regulation (EC) No 1059/2003 of the European Parliament and of the Council of 26 May 2003 on the establishment of a common classification of territorial units for statistics (NUTS). According to this regulation is followed by a common statistical classification of territorial units (NUTS), to enable the collection, compilation, and dissemination of European statistics at different territorial levels of the Union. (European Parliament, 2003)

In each Member State, the urban-rural typology is categorised in NUTS level 3 which involves population measurements from 150.000-800.000 inhabitants. This typology includes the Predominantly urban regions, the Intermediate regions, and Predominantly rural regions. (European Parliament, 2003)

2.3.2 What sorts of topics and issues are generally covered by global citizenship education in your country?

The Global Citizenship Education topic is wide and lays under numerous perspectives making it very difficult to define. Nowadays, our lives are shaped in a global context since we interact with people from different countries, we receive news from all over the world, we consume products originating from other countries European or not, we study and work outside of our home country.

Apart from the fact that as a global citizen a person should acquire a certain base of knowledge and perception about international affairs and trends, it also demands to have an active attitude towards global matters. Such global participation can only be reached by being aware of what is happening in the world and the influence of this on our situation. The example of the recent COVID-19 pandemic is a strong example of why global citizenship education is important for all people. Our activity, our state of life and our beliefs can affect the spread or reduction of a virus globally. As citizens, we should adapt to this global reach and be global citizens.

In the Netherlands, the National Commission for International Cooperation and Sustainable Development (NCDO) describes the global citizen as a person who:

- is aware of the world and his role as a global citizen.
- respects diversity in norms and values.
- is willing to contribute to making the world fairer.
- takes responsibility for his/her actions.
- contributes to its community.
- has a clear vision of international affairs.
- recognizes possibilities and challenges to enrich global participation and interaction with the world.
- feels involved with humanity. (Beneker & Vaart, 2008) (Beneker, Stalborch, & Vaart, 2009)

The NCDO and Utrecht University launched a Canon to create some focus areas on the topic of Global Citizenship Education. These topics are:

- **Diversity:** This topic focuses on the historical, cultural, and physical diversity that exists all over the world and on the impact these differences have in shaping the personality of each one of us. Within this topic, a feeling of respect is raised but also the need to explore the world.
- **Identity:** This theme targets identifying the various social communities existing around the world in which people feel connected.
- **Human Rights:** The Universal Declaration of Human Rights is brought to attention to examine how can countries contribute to these rights, and what happens in case of violation of these rights.
- **Sustainable development:** This is an important matter to focus on and teach the people sustainable behaviours, considering the increase in climate change.
- **Globalisation:** In this topic are analysed the connections between people all over the world and the way these relations are affecting our everyday life (economic relations, migration movements, cultural and language exchange etc.)
- **(North-South) Division:** The unequal services and opportunities existing between North and South are stressed here. The goal is to examine the source of these inequalities and the ways to decrease this phenomenon.

- **Peace and Conflict:** The focus is given to the importance of resolving regional conflicts in a peaceful way when possible.
- **Global participation:** In this final topic is analysed the way in which people act as global citizens. What is the role of the media in transmitting the global information and how the citizens perceive and analyse this information? (Beneker & Vaart, 2008) (Beneker, Stalborch, & Vaart, 2009)

### 2.3.3 Are there any particular skills or approaches to teaching global citizenship education in your country that are considered particularly useful, effective, or widely used?

Teachers should acquire some general skills to be able to perform global citizenship education. Teachers should know what includes the topic of global citizenship education, have cultural sensitivity, and embrace a global perspective in their everyday life. Additionally, teachers must be capable of guiding the students with a focus on global challenges and problems, understanding why caring about others is beneficial to themselves and informing them on the actions that ensure a peaceful and sustainable world for all human beings. Furthermore, teachers should have the ability to brainstorm and deliver engaging teaching methodologies and activities for their students. (Van Werven, Van der Haar, & Wals, 2012)

In the Netherlands, there is no specific reference indicating the competencies that teachers should have to teach global citizenship. The foundation SBL (Foundation for the professional quality of teachers and other staff in education) has developed seven competencies that teachers need to have which are knowledge about the cultural determination of the pupils, the related social environment, basic needs, expectations, educational practices, identity, meaning and value development. Further knowledge about cultural communication is required and especially the implications for the teachers own comings and goings. (Van Werven, Van der Haar, & Wals, 2012)

Even though there are not specified skills for teaching about global citizenship, there is a common line with the general competences and the competences of teaching global citizenship in the model of cultural sensitivity and reflection on the personal norms. According to the SBL competences, Dutch teachers need to be aware of and model cultural sensitivity and reflect on their norms and values, among other competencies. (Van Werven, Van der Haar, & Wals, 2012)

### 2.3.4 What is the attitude towards global citizenship issues and education in rural areas in your country? Does it significantly differ to the attitude in urban areas?

The educational system in the Netherlands is the same in every part of the country, rural or urban. The guidelines and the legislation for the educators are the same, though there is a possibility that educators sometimes are not informed or do not comply with these guidelines. According to research based on interviews of teachers in rural areas, sometimes teachers are

aware of the topic of global citizenship education, but they cannot find ways to introduce the content in an interesting way. Other teachers do not pay so much attention to the guidelines and legislation which leads to directly diminishing their knowledge and they are not up to date. Due to these data, we assume that even if the educational practices are the same, is up to the educators on how and whether they will exercise these practices or not. (Van Os & Oomen, 2013) (Van Werven, Van der Haar, & Wals, 2012)

2.3.5 What are the main barriers or disadvantages to effective global citizenship education, in terms of teaching, learning, and broader participation, in rural areas in your country?

In the Netherlands, the content of global citizenship education is taught in primary, secondary, and higher education systems. The teachers who are responsible for delivering these contents face difficulties that are linked with the topics of global citizenship. As mentioned before, not all teachers are familiar with the content of global citizenship but even if they are familiar, they cannot transmit this knowledge effectively and interestingly. Furthermore, they find it difficult to integrate this content within the existed lessons. Another problem, teachers are facing is the limited time they must introduce the topics of global citizenship. (NCDO, 2012) (Van Os & Oomen, 2013) (Van Werven, Van der Haar, & Wals, 2012)

The problem of reduced attention by the students is common in much research. Additionally, the age of the student and its capability of understanding the concepts of global citizenship education is another barrier. (Van Werven, Van der Haar, & Wals, 2012) (Van Os & Oomen, 2013) (NCDO, 2012)

2.3.6 What are the particular strengths or advantages of the way global citizenship education is implemented in rural areas your country?

Through the implementation of the desk research there was no relevant and trustworthy study regarding the advantages of the way global citizenship is taught in rural or urban areas in the Netherlands.

## 2.4 Conclusions

In the Netherlands, the areas are divided according to their jurisdiction status following the National and European regional divisions Regulation (EC) No 1059/2003 of the European Parliament and of the Council of 26 May 2003 on the establishment of a common classification of territorial units for statistics (NUTS). According to NUTS level 3 classification the rural typology

includes the Predominantly urban regions, the Intermediate regions, and Predominantly rural regions. In general, the rural areas can be villages, small towns, and agricultural areas.

Concerning Global Citizenship Education, the topics indicated by NCDO, which is the Dutch expertise and advisory centre for citizenship and international cooperation, are the following:

- Diversity
- Identity (in a global context)
- Human rights
- Sustainable development
- Globalisation
- Division and differences between North and south
- Peace and conflict.
- Global participation

For the teachers, there are no specific skills indicated to teach about global citizenship. Apart from the fact that a teacher should believe in this concept and behave as a global citizen, it is important to be capable of transmitting this knowledge effectively to its students. Taking into consideration the competencies that the SBL introduced for Dutch teachers we recognize that the skills of being aware of cultural sensitivity, modelling cultural sensitivity and reflecting on their norms and values, are important for those teachers involved in global citizenship education.

In every part of the country, teachers need to implement teaching following the same guidelines. The diversity in teaching global citizenship may occur from the different perception of the teacher and from the barriers they face during teaching. Barriers are coming up while teachers are not up to date and informed on the content of global citizenship education. The important difficulties in teaching global citizenship are also linked with the complexity of the content, the ability to brainstorm new ways of effective teaching but also on the attitude of the students and their capability to adopt this knowledge.

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