

# INFORMAL COUNTRY REPORT

## NETHERLANDS

### Country report on the three priority area's of the UNECE strategy for Education for Sustainable Development.

#### **A. To ensure that there is an education for sustainable development plan in every school by 2015.**

##### Primary and Secondary Education:

In the Netherlands only some headlines (kerndoelen) of the educational agenda and curriculum is subscribed by national government. For a large part of the educational topics, including sustainability, individual schools are able to prioritise and work out for their own school and students. In order to integrate Sustainability into schools in 2012 we focussed on groups of schools with a special label. We partnered up with several clusters of schools (e.g. Eco-schools; Biology+ schools; green flag schools; Unesco schools; the peaceful school; the healthy school) and we established a website where all sustainable schools can add their profile and interact ([www.duurzaamonderwijs.nl](http://www.duurzaamonderwijs.nl) – in Dutch).

For TVET schools a very active network on sustainability exist that helps schools to integrate ESD in the curriculum, in there campus and in the training of teachers.

([www.duurzaamMBO.nl](http://www.duurzaamMBO.nl))

##### Tertiary education:

- \* The student-network Morgen (Dutch for ‘tomorrow’) wants their petition “Green Education for a Green Generation” implemented in all Dutch Universities.
- \* All Dutch Universities subscribed the Copernicus Charter – the university charter for sustainable development.
- \* AISHE – the Auditing Instrument for Sustainability in Higher Education is used by several large Universities and other IHE to audit their progress in ESD.

#### **B. To promote the introduction of ESD into teacher education**

##### All sectors:

Finding the proper existing educational materials and making good use of materials from others is an important skill for new (and old) teachers. But it is not always easy to find the proper information or not everything is available through the internet. From 2010 we are working on an information system to find and present materials, activities as excursions etc..

It is called : “Groen Gelinkt” (Green Linking) and it provides a platform for collect and share materials and good-practices, with respect for all organisations own identity.

##### Primary Education:

The network “Duurzame Pabo” makes sure that all teachers that are trained to teach in Primary Education can learn about ESD. Both initial and post-initial. The network organises a yearly symposium for new and old teachers and informs all training institutes about Sustainable and Future Oriented Education. In 2012 the focus was on Social Sustainability, in which “caring for yourself, the other and the planet” are important issues.

This network also translated the competences for Educators, made by the UNECE expert group, added some Dutch good practises and made an attractive brochure for all Dutch

primary school teachers out of it.

([http://issuu.com/studio\\_lieke\\_weenink/docs/dp\\_competenties\\_losse\\_paginas?mode=window&backgroundcolor=%23222222](http://issuu.com/studio_lieke_weenink/docs/dp_competenties_losse_paginas?mode=window&backgroundcolor=%23222222))

### Secondary Education:

In secondary education especially the associations of teachers in a specific topic (e.g. the Royal Dutch Geographical Society; the Dutch Institute for Biology, or the VECON (for teachers in Economics) play a role in making the textbooks as well as the curriculum more focussed on Sustainable Development. In recent reforms of Science oriented courses for secondary education the methodology of ‘concept-context’ is introduced, where sustainable development gives lot of relevant ‘contexts’ . In several relevant new exam programs sustainability is explicit mentioned as one of the important cross cutting issues.

### **C. To reorient technical and vocational education and training in support of sustainable development and the transition to a green economy.**

In the Netherlands businesses have always played a big role in TVET. The curriculum and exams are traditionally made in cooperation between representatives of the educational and the business sector.

Learning and working in an integrated program is an important and relevant part of TVET. And since the work-environment and required skills and competences changes very fast, especially in technical professions, working closely together with businesses and educational sector is relevant and inspiring for both sides.

It is strongly encouraged that teachers in TVET also start there own business or work part-time in education and part-time in a company, to make sure they stay up-to-date.

E.g.: an European project ‘BuildUp Skills’ is inspiring the construction sector, technical installation sector, architecture, etc. to build towards a more sustainable practice in both education and in business.

In 2012 two very innovative multi-stakeholder locations opened, where schools, universities and businesses work together in the same area and with strong focus on Sustainability.

Example: **RDM-Campus in Rotterdam:** a place where students and companies collaborate in an open environment and focus on new economic activity and sustainable and innovative solutions in the markets *Building, Moving & Powering*.

<http://www.rdmcampus.nl/english#RDM>

---