



# GLOBAL CITIZENSHIP IN PRIMARY AND SECONDARY EDUCATION IN THE NETHERLANDS

THE OPINIONS, ATTITUDES AND EXPERIENCES OF  
PRIMARY AND SECONDARY EDUCATION TEACHERS  
IN RELATION TO GLOBAL CITIZENSHIP

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**LETTE HOGELING**

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# SUMMARY

NCDO has examined the opinions and methods of teachers and directors with regard to global citizenship, as well as the obstacles and opportunities they experience around global citizenship in education. More than 1,500 teachers and almost 300 directors have participated in the research.

## TEACHERS ATTACH GREAT IMPORTANCE TO EDUCATION ABOUT GLOBAL CITIZENSHIP

A large majority of the teachers in primary and secondary education think that global citizenship is an important subject for Dutch education. Also, the majority of the teachers are of the opinion that it is important that the lessons link up with current events. Nevertheless, only a minority of the teachers in primary and secondary education believe that global citizenship should be a compulsory part of the curriculum.

It is mainly teachers of geography, economics, cultural and social subjects who are of the opinion that global citizenship is an important theme. Current events also play a greater role for teachers of these subjects than for teachers of the remaining subjects. Teachers of these subjects (geography, economics, cultural and social subjects) are also more often receptive to the idea of global citizenship being a compulsory part of the curriculum.

## (STRUCTURAL) ATTENTION FOR GLOBAL CITIZENSHIP IN SCHOOLS IS LAGGING BEHIND

In practice, the attention accorded to global citizenship in schools is rather disappointing to date. Only half of the teachers give their *own school* a good score for the attention it accords to global citizenship.

Although more than 60 percent of teachers report *occasionally* doing something with global citizenship during their lessons, the percentages for giving

it structural attention are much lower. Global citizenship is also occasionally discussed outside the classroom. In the upper classes of higher secondary education (havo)/ pre-university education (vwo) and amongst teachers of geography, economics, and cultural and social subjects (or related) the *structural* attention given is relatively high.

### GLOBAL CITIZENSHIP EDUCATION: LEARNING SKILLS AND PROJECTS FOR CHARITABLE ORGANISATIONS

When teachers discuss global citizenship during lessons, they mainly do so by focusing on skills. Outside of the classroom, global citizenship education often takes the form of collections or projects for charitable organisations. This is particularly demonstrated by the fact that primary school teachers cooperate with, or use material from, Kinderpostzegels, Edukans (Dutch organisations concerned with (international) development cooperation and education) and NCDO. Secondary education teachers mention Amnesty International, Dance4Life and Edukans relatively often, but also report frequently using current events to illustrate their lessons.

### IDENTITY, PEACE AND CONFLICT AND DIVERSITY IN PRIMARY SCHOOLS; DIVERSITY, SUSTAINABILITY AND IDENTITY IN SECONDARY EDUCATION

Themes relating to global citizenship treated by teachers in primary education mainly cover identity, peace and conflict and diversity. In primary education there is much less attention to more abstract themes such as globalisation and internationalisation. In secondary education attention is mainly focussed on diversity, sustainability and identity.

### INTEREST YES, TIME NO

The main obstacle for giving attention to global citizenship in the lessons is lack of time. This applies mainly to teachers in secondary education. In addition, in primary education the complexity of the themes plays an important role.

A quarter of the teachers in primary and secondary education believe that colleagues at their schools do not have enough relevant knowledge to

teach global citizenship. In addition, over a third of teachers in secondary education are of the opinion that global citizenship is hard to integrate into their professional field. Disinterest plays a much smaller role. Teachers who are not involved in global citizenship outside the classroom also mention the lack of information as an obstacle to focussing attention on global citizenship.



# CHAPTER 1

## INTRODUCTION

In recent years, global citizenship has received increasingly more attention in political debates and from Dutch society. Carabain *et al.* (2012) identify two major developments in the thinking on international cooperation; a shift of emphasis from the fight against poverty to global connectedness and from the support for development cooperation to participation. These themes of global connectedness and participation come together in the term global citizenship. Carabain *et al.* (2012) see global citizenship as a broadening of the concept of citizenship, since it is still about participation, but in addition crosses national borders. Education can play an important role - and already partially does so - in increasing the knowledge about global citizenship amongst young Dutch people. According to the Education Inspectorate (Inspectie van het Onderwijs, 2012), the transmission of key values and the formation of informed and involved citizens are important benefits of education. Recent education policies demonstrate this. In the Netherlands, legislation was introduced in 2006 obliging schools to handle the themes of (active) citizenship and integration. In addition, in educational policy and practice attention is increasingly being paid to themes such as internationalisation, sustainability and children's and human rights (*inter alia* Education Council of the Netherlands, 2011).

This implies that global citizenship and related themes are not entirely new topics in education. Global citizenship already receives attention in a variety of ways. For example, NCDO and Utrecht University earlier described in '*Vensters op de wereld*' (Windows on the World) which themes and topics can be used as a starting point for global citizenship (NCDO / Utrecht University, 2009). There are many organisations that have been engaged for quite some time in the introduction, promotion or facilitation of (lessons on) global

citizenship or sub-topics within Dutch education. Sponsored runs and fundraising, collections and fasting projects were already established in the classrooms decades ago.

Yet there is still a lot to be gained in the field of (global) citizenship education. Students' actual knowledge of citizenship (social cultural citizenship, political citizenship and economic citizenship) does not nearly meet expectations (Education Inspection, 2012; Wagenaar, Schoot & Hemker, 2011). In addition, it appears that knowledge of citizenship in Dutch fourteen-year-olds is below the European average (European Commission, 2011; Kerr, Sturman, Schulz & Burge, 2010). Where are the opportunities for promoting and improving education on global citizenship and related topics? In this research, we will discuss the role, experiences and attitudes of teachers with respect to global citizenship education. It has been known for some considerable time that teachers have a decisive effect on the quality of education (McKinsey & Company, 2007). In addition, teachers consciously or unconsciously, influence the development of values in their students (Leenders, Veugeliers & de Kat, 2007). Teachers may pre-eminently broaden and deepen their students' world and thus play a crucial role in their formation (Education Council, 2011). It is therefore important to examine what attitudes these teachers have towards global citizenship, what their experiences with global citizenship are and what opportunities and obstacles they see.

## 1.1 WHAT IS GLOBAL CITIZENSHIP?

What is meant by global citizenship? The global dimension of citizenship has been defined as follows by Carabain *et al.* (2012): 'The global dimension of citizenship is manifested in behaviour that does justice to the principles of mutual dependency in the world, the equality of human beings and the shared responsibility for solving global issues.' Important to this interpretation of global citizenship is that it focuses on behaviour: we will not achieve a sustainable world without a change in behaviour. In addition, this 'behaviour of a global citizen' is formed by the three principles; human equality, shared responsibility in the world and a sense of mutual dependency. When we start

to look at this definition in a more practical way, it appears to encompass a multitude of topics related to the environment, sustainability, internationalisation, human and children's rights, diversity, citizenship, etc. In this research, we use the definition of Carabain *et al.* as a starting point. But in addition, we will also look at the separate themes as formulated for educational purposes in, for example, *Windows on the World* (NCDO / UU, 2009). We will link our terminology as much as possible to the educational practice in primary and secondary education. More specifically, we will distinguish the following themes: peace and conflict, identity, diversity, globalisation, sustainability, wealth distribution, human rights, global involvement, (active) citizenship, internationalisation

The definition of global citizenship may, since it focuses on behaviour, also be translated into *skills or competencies*. In many countries, skills form an important part of global citizenship education (Prior & Walraven, 2009). Although the connection of skills to global citizenship is not entirely uncontroversial (see for example *Windows on the World*), we do want to pay it some attention in this research. In continuance of earlier research by NCDO (NCDO, 2012), we distinguish during this research between (global) citizenship skills, such as the ability to think critically, to form one's own opinion, to cooperate, to act in order to solve conflicts, to identify with others and to be aware of one's own place in society, etc.

## 1.2 TEACHERS AND GLOBAL CITIZENSHIP

In this research, NCDO focuses on the attitudes, experiences and practices of primary and secondary education teachers<sup>1</sup> in relation to global citizenship in the lessons. The questions that will be answered in this research are<sup>2</sup>:

1. What importance do teachers and directors attach to providing a place for global citizenship within their own lessons or within Dutch education?
2. To what extent is global citizenship structurally integrated in Dutch

<sup>1</sup> Special education (special schools for children with learning and/or behavioural disabilities) is disregarded in this research.

<sup>2</sup> See the research methodology at the end of this publication for more information about the structure and execution of this research.

- primary and secondary education curricula?
3. In what way is global citizenship implemented by teachers? Which actors are involved in this?
  4. What obstacles do teaching professionals experience when providing a place for global citizenship in their educational activities or in the institution where they are working?

In the answer to the research questions, we distinguish three points for attention: the year in primary education, the professional field of secondary education teachers and the type of school at which they are teaching. Firstly: global citizenship sometimes seems to involve very complex matters. Yet the world begins here and now, not in some far-flung place or time. This applies just as much to children as to adults (Prior and Walraven, 2009). Major global problems can often be translated into 'small' situations in the classroom. Nevertheless, some topics - think of globalisation - can better be explained to older students than to infants. This is why we distinguish in this research, where relevant and possible, between primary education teachers in the lower (infant) years and those in the upper (junior) years

Secondly, Ledoux *et al.* (2011) argue that the attention to global citizenship should be anchored within the existing curriculum by seeking to integrate it into various subjects. For secondary education, this means a substantive focus on subjects related to (global) citizenship such as geography, economics, cultural education and social studies. Leenders, Veugelers and De Kat (2007) discovered that the subject influences the importance teachers attach to different values of citizenship. This is why in this report we will look, where relevant and possible, at whether there are differences in secondary education between teachers mainly teaching one of the related subjects and teachers of other subjects. The third point for attention concerns the type of secondary education school. Where possible and relevant, the analyses make a distinction between the type of secondary education school in which teachers are working: pre-vocational education (vmbo, with the four learning pathways: theoretical programme, combined programme, middle management vocational programme and basic vocational programme), higher secondary education (havo)/pre-university education (vwo) classes 1,2 and 3 and havo/vwo classes 4,5 and 6.

## 1.3 DIRECTORS ON GLOBAL CITIZENSHIP

The director is, next to the teacher, an important factor in determining the quality of the education: he/she is present during the everyday (school) practice and also determines the educational content. Also, with regard to global citizenship in education, we are curious to know the views and experiences of directors and location managers in primary and secondary education. In this report, we will where possible supplement the results for teachers with the results from a survey among directors. However, in view of the small response rate, these results should be regarded as merely indicative.

# CHAPTER 2

## THE IMPORTANCE OF GLOBAL CITIZENSHIP

What is the importance of global citizenship in education according to teachers and directors? How do teachers regard the role of global citizenship in their own school? What do teachers in primary and secondary education think of the opportunity to include global citizenship as a compulsory part of the curriculum?

### 2.1 DO TEACHERS THINK GLOBAL CITIZENSHIP IS IMPORTANT?

A large percentage of teachers think that global citizenship is an important topic for Dutch education (Figure 1). In primary education 80 percent support the importance of global citizenship. In secondary education 74 percent of the teachers think that global citizenship is (very) important (a score of 6 or higher on a scale of 1-10).

Within primary education there is no difference: teachers in both the lower and upper years think global citizenship is equally important. Within secondary education, there are differences between teachers of the different subjects. Teachers who teach geography, economics, cultural education and social studies more often support the idea that global citizenship is an important topic than teachers of the other subjects (80% and 71% respectively).

**Figure 1** To what extent do you think that global citizenship is an important topic for Dutch primary / secondary education (% (very) important), by sector and by professional field (secondary education).



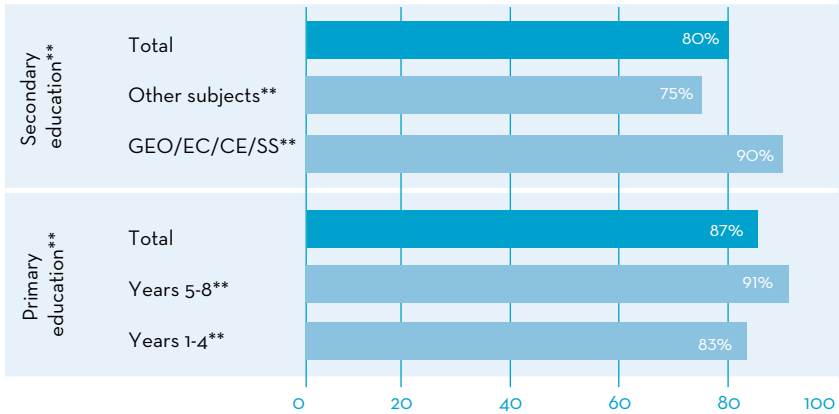
Weighted results, n = 455 (primary), 991 (secondary). \*\* = Significant difference ( $p < 0.05$ ). Geography, economics, cultural education and social studies (GEO/EC/CE/SS).

## 2.2 THE IMPORTANCE OF CURRENT EVENTS

Global citizenship comprises many current topics. Linking up with current events in the lessons may therefore indicate that teachers are more receptive to the idea of global citizenship. The majority of the teachers in primary and secondary education agree that it is important that the lessons link up with current events (Figure 2). Almost 90 percent of primary school teachers supported the assertion we submitted on this. In secondary education, this was slightly less, but the assertion was still supported by a large majority, 80 percent, of the teachers.

In primary education, current events play a larger role in the lessons for the upper years (91%) than for the lower years (83%). Teachers in the different school types do not differ in the importance they attach to current events in education. However, the difference when comparing subjects is remarkable: 90 percent of the teachers of geography, economics, social studies and cultural education indicate that current events in the lessons are (very) important: amongst teachers of other subjects this is 75 percent.

**Figure 2** The importance of current events in the lessons (% yes (entirely) agree), by sector, year and professional field



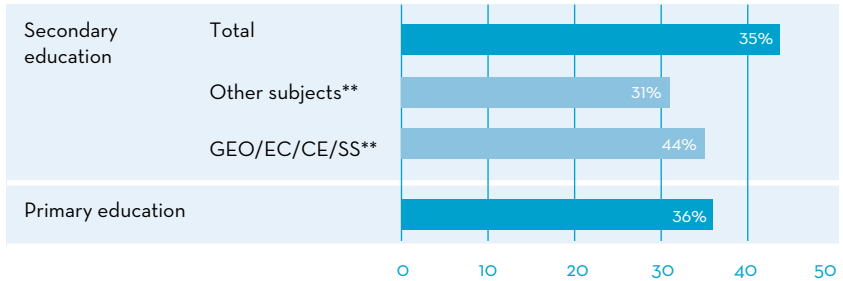
Weighted results, n = 455 (primary), 991 (secondary). \*\* = significant difference (p < 0.05). Geography, economics, cultural education and social studies (GEO/EC/CE/SS).

## 2.3 BUT SHOULD IT ALSO BE MADE COMPULSORY?

A minority of the teachers in primary and secondary education, slightly more than a third, think that global citizenship should be a compulsory part of the curriculum (Figure 3). Teachers of the subjects geography, economics, cultural education or social studies think more often than other teachers that global citizenship should be a compulsory part of the curriculum. There are no differences with regard to the type of school. Within primary education, there are no differences in this respect between the lower and upper years.



**Figure 3** Global citizenship should be a compulsory part of the curriculum (% (entirely) agree), by sector and professional field (secondary)



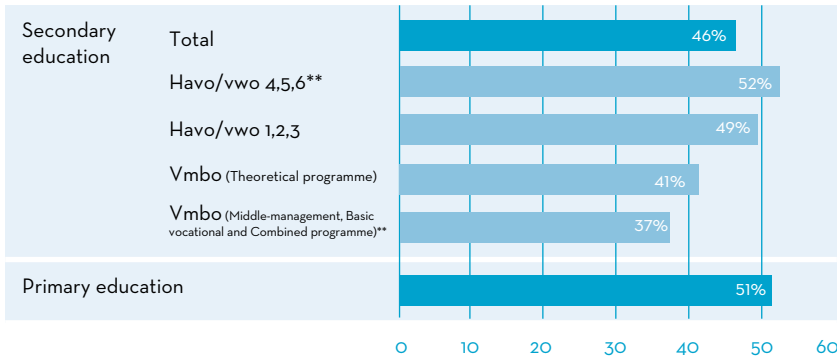
Weighted results, n = 455 (primary), 991 (secondary). \*\* = significant difference ( $p < 0.05$ ). Geography, economics, cultural education and social studies (GEO/EC/CE/SS).

## 2.4 HOW DO TEACHERS POSITION THEIR OWN SCHOOL?

What do teachers think of the attention that their school pays to global citizenship or the underlying themes? Teachers are divided in their assessment of the attention given to global citizenship in their institution (Figure 4). In both sectors approximately half of the teachers indicate that at their school (very) extensive attention is given to global citizenship (score 6 or higher on a scale 1-10).

The positioning of the school differs for teachers within secondary education, according to school type and the subjects taught (not in figure). Teachers in the pre-vocational education schools (‘vmbo’ middle-management vocational programme, basic vocational programme and combined programme) more often give their school a lower score for the attention given to global citizenship (37%) than teachers in the upper years of havo/vwo (53%). In addition, teachers of society-oriented subjects accredit their own school with more attention for global citizenship than teachers of other subjects. A possible explanation for this difference could be the attention that teachers themselves give to global citizenship in their lessons.

**Figure 4** If you think about the attention given to global citizenship or the underlying themes at your school, how would you position your school? (% (Very) extensive attention) by sector and type of school (secondary)



Weighted results, n = 455 (primary), 991 (secondary). \*\* = significant difference (p < 0.05).

## 2.5 ... AND ACCORDING TO DIRECTORS?

More than half of the directors mention global citizenship as a (very) important topic for education (58%). Remarkably, many more directors, more than three quarters, estimate their own school very highly with respect to the attention given to global citizenship (Table 1).

**Table 1** Importance of global citizenship according to directors and positioning school by directors, primary and secondary education

	% (Very) extensive attention; % (very) important
To what extent do you yourself think global citizenship is an important topic for Dutch primary/secondary education?	58%
If you think about the attention given to global citizenship or the underlying themes at your school, how would you position your school?	77%

Unweighted results, n = 286.

Like the teachers, about one third of the directors also support the idea that global citizenship education should be a compulsory part of the curriculum (Table 2). Directors also confirm that teachers attach importance to global citizenship. Only a fifth thinks that no support exists among teachers for education on global citizenship

**Table 2** Assertions: support among teachers and compulsory in curriculum

	<b>% (entirely) agree</b>
Among teachers is little or no support for education on global citizenship	21%
Global citizenship education should be a compulsory part of the curriculum	35%

Unweighted results, n = 286.

# CHAPTER 3

## GLOBAL CITIZENSHIP IN EDUCATION

In education much is already being done in the field of global citizenship. Schools are obliged to focus attention on a number of themes and there seems to be considerable material available. How does this work out in everyday practice in the classroom? Do teachers accord attention to global citizenship during or mainly outside the lessons? And is this attention structural and integrated, or rather ‘occasional’, in a project for example? Are skills and specific themes discussed? These questions will be answered in this chapter.

### 3.1 IS IT DISCUSSED IN THE LESSONS?

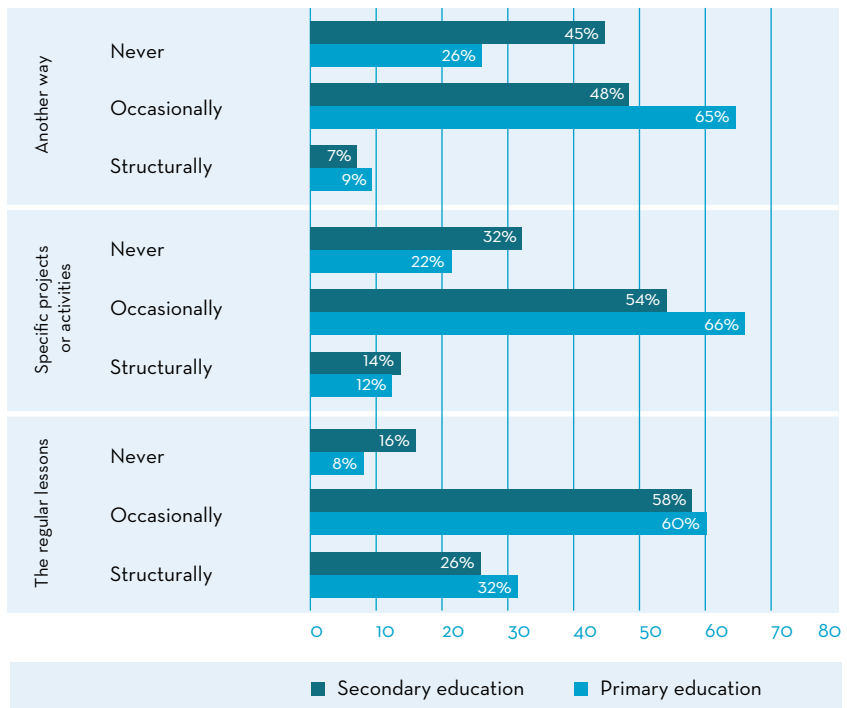
The attention given to global citizenship in the lessons is almost equal amongst primary school and secondary school teachers. However, in both sectors this attention is more often occasional than structural. In primary education about one third of the teachers (32%) report giving structural attention to global citizenship during the regular lessons (Figure 5). Almost two thirds (60%) of primary school teachers report giving occasional attention to this subject, whilst a small minority, 8 percent, reports never giving any attention to global citizenship during the lessons. A larger proportion of secondary education teachers (16%) report that they never give any attention to global citizenship during regular lessons, compared with 58 percent who indicate that they give it occasional attention and 26 percent who assert that they give structural attention to global citizenship.

Outside the classroom, teachers pay relatively little structural attention to

global citizenship. In view of the nature of extra-curricular activities - which are more occasionally than structurally integrated - this is not surprising. This is why we may conclude that there is also ample attention for global citizenship outside the classroom (primary 66%, secondary 54%).

To include all the activities of teachers related to global citizenship, we have asked whether attention is given to global citizenship in some other way. In response to this, activities, fundraising one-off projects and long-term projects were mentioned. In addition, teachers indicated that throughout the day situations occur that lead to global citizenship being discussed.

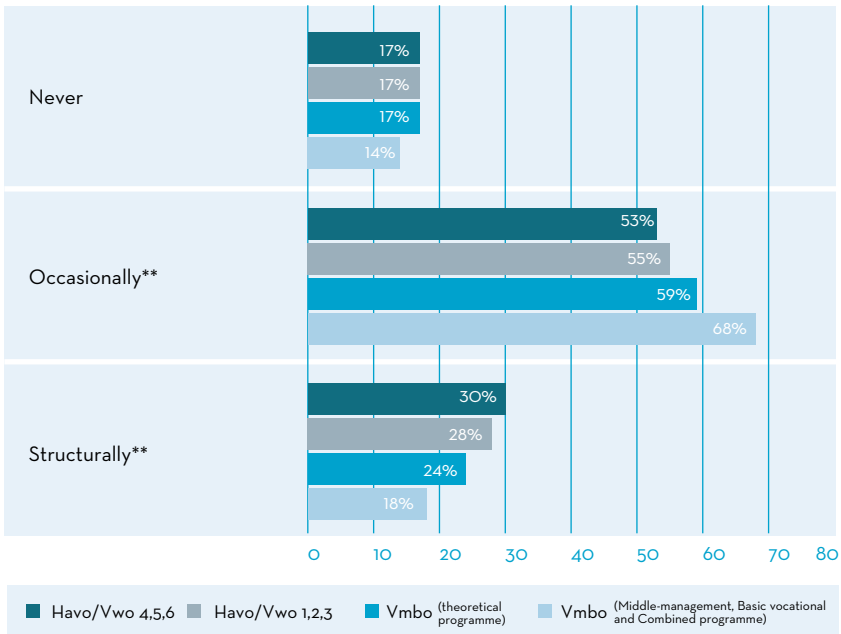
**Figure 5** To what extent do you give attention to global citizenship at school, by sector



Weighted results, n = 455 (primary), 991 (secondary).

Teachers in the lower or upper years of primary school hardly differ in the attention they give to global citizenship during the regular lessons (not shown in the figure). Earlier it appeared that over a quarter of the teachers in secondary education give structural attention to global citizenship. This occurs much more in the upper years of havo/vwo, than in the vmbo, except for the vmbo-theoretical programme (30% and 18% respectively, see Figure 6). In addition, occasional attention to global citizenship during the lessons is more often given in the vmbo (except for the vmbo-theoretical programme).

**Figure 6** To what extent do you give attention, at school, to global citizenship through the regular classes, teachers secondary education by type of school



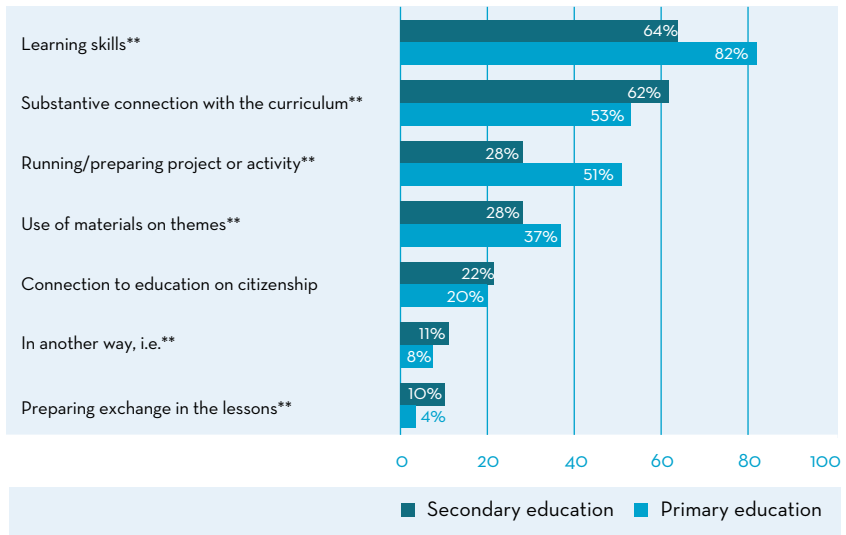
Weighted results, n = 991.\*\* = significant difference (p < 0.05).

Secondary school teachers of the subjects geography, economics, cultural education and social studies (or related subjects) pay more structural attention to global citizenship in their lessons than their colleagues in other professional fields (43% and 18% respectively, not shown in figure).

### 3.2 IN WHAT WAY IS IT DISCUSSED?

In both primary and secondary education the most common way of discussing global citizenship in the lessons is through the teaching of skills (82% and 64% respectively of the teachers, Figure 7). In primary education, the ‘substantive connection to the curriculum’ (53%) and ‘performing or preparing a project or activity aimed at global citizenship’ (51%) is also mentioned by more than half of the teachers. In secondary education, the substantive connection to the subject matter is mentioned by two thirds of the teachers (62%). In both primary and secondary education, relatively few teachers mention the preparations for an (international) exchange. In addition, it is striking that the connection between global citizenship and general citizenship education is only made by a maximum of one fifth of the teachers.

**Figure 7** How is global citizenship discussed in the lesson? By sector



Weighted results, n = 455 (primary), 991 (secondary). \*\* = significant difference (p <0.05).

Of the teachers in primary schools, 8 percent (Figure 7) say that they give attention to global citizenship in another way than mentioned above. In secondary education this is 11 percent. Teachers in primary education say, for

example, that topics of global citizenship are discussed if the subject arises in the classroom or that it is already expressed in the vision of the school. A few examples:

“For infants, it is important that the subject matter remains close to home. We discuss things that take place in our neighbourhood, family or in nature.”

“Within the regular lessons there are often moments in which a link can be made to global citizenship and I do this very regularly. One time more extensively than another.”

“By the way we work with the children, make contact at school (fascinating education, system thinking).”

“Through religious education: taking care of each other and the earth, sharing fairly, discussing differences and learning appreciation. Different cultures, customs and religions are discussed in the classroom.”

Secondary education teachers also indicate that topics of global citizenship are often ‘occasionally’ discussed and are treated as they arise. They also assert that they use the social component of (practical) assignments for global citizenship education and connect (in the daily prayer, assignments etc.) with current events. Some example replies of secondary school teachers:

“By looking critically at the context in which mathematical assignments are offered and inciting students to think about what is asserted.”

“During Dutch (language) lessons all these things are discussed in the texts provided, but also in the discussion and debate component, in which the pupils themselves put forward topics for discussion.”

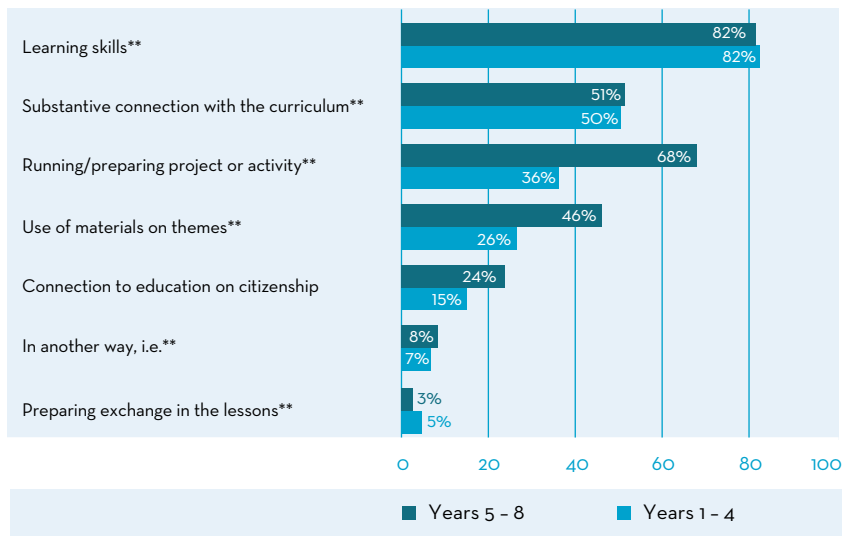
“Where it is coincidentally discussed at any moment.”

“Personal conversations with students, their own lifestyle.”



The teaching of (global) citizenship skills is the most common way to integrate global citizenship into the lessons both in the lower and upper years of primary education. In addition, there are clear differences in the way teachers in the lower and upper years of primary education give attention to global citizenship (Figure 8). The curriculum is connected to global citizenship, teaching materials on global citizenship used and the connection with education on (active) citizenship sought more often in the lower than in the upper primary years.

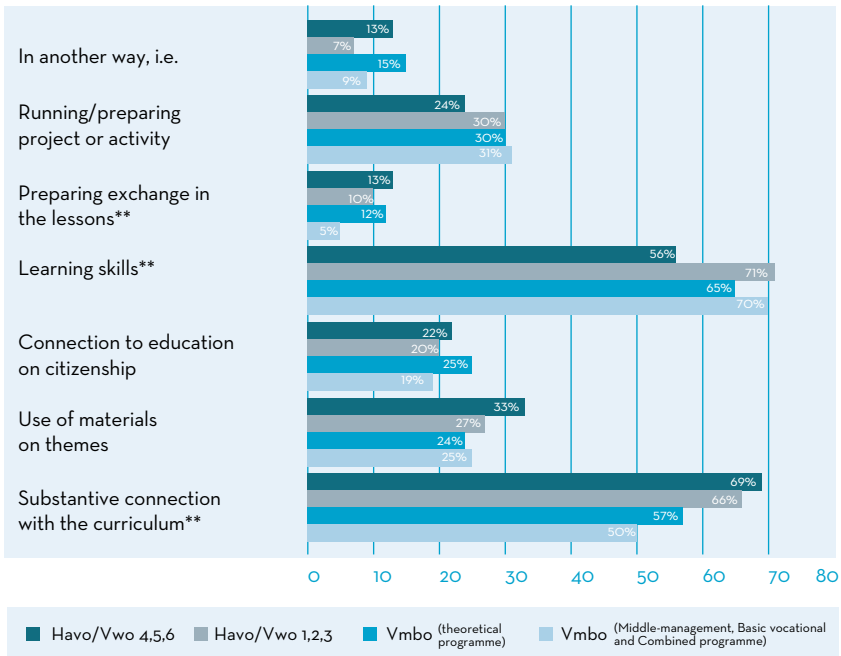
**Figure 8** How is global citizenship discussed in the lessons? Primary school teachers by year



Weighted results, n = 455. \*\* = significant difference (p < 0.05).

Also in secondary education, there are differences in the way teachers allow global citizenship to re-appear in the lessons (Figure 9). At vmbo level this is mainly done by teaching skills. Remarkably, these skills still play a major role in the lower years of havo/vwo, but no longer in the upper years. Connecting global citizenship with the curriculum is often mentioned by havo/vwo teachers. Preparing an exchange during the lessons is mentioned by only 6 percent of the vmbo-teachers, at havo/vwo level this is higher, 13 percent. It may be that exchanges are simply more common in the (upper years) of havo/vwo.

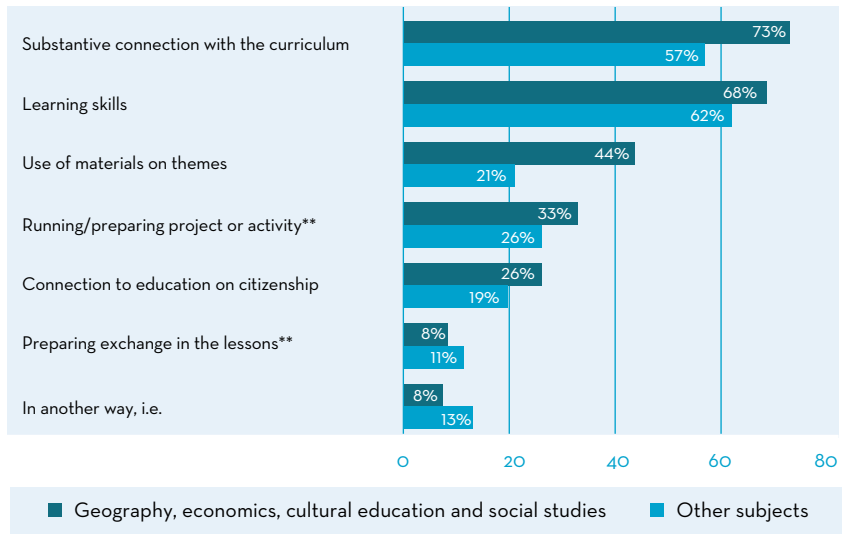
**Figure 9** How is global citizenship discussed in the lessons? Secondary education teachers by type of school



Weighted results, n = 991. \*\* = significant difference (p < 0.05).

In secondary education, the differences between the departments with regard to attention for global citizenship are smaller than between types of school (Figure 10). Teachers of the cultural, economical, social and geographical subjects prepare a student exchange in the lessons less often than teachers of other subjects (8% geography, economics, cultural education and social studies, 11% otherwise). In turn, they are more often engaged in the preparation or execution of a specific project in the field of global citizenship (33% and 26% respectively).

**Figure 10** How is global citizenship discussed in the lesson? Secondary education teachers, by professional field



Weighted results, n = 991. \*\* = significant difference (p < 0.05).

### 3.3 SPECIFIC THEMES

Teachers who accord attention to global citizenship, often indicate according attention to one of the underlying themes as well. In primary education teachers accord structural attention to identity (49%), peace and conflict (42%) and diversity (37%, see Table 3) particularly within the lessons. Much less (structural) attention is accorded to globalisation (4%) and internationalisation (5%). It might be that the latter themes are rather more abstract and thus less clear.

In secondary education diversity (30%), sustainability (28%) and identity (28%) are at the top of the list of structurally handled global citizenship themes. Less attention is paid to global involvement (13%), human rights (15%) and (active) citizenship (15%).

**Table 3** Share of teachers that accord structural or occasional attention to global citizenship themes in regular lessons, by sector

	Primary education		Secondary education	
	structurally	occasionally	structurally	occasionally
Globalisation	<b>4%</b>	52%	<b>22%</b>	47%
Internationalisation	<b>5%</b>	53%	<b>24%</b>	47%
Global involvement	12%	55%	13%	55%
Wealth Distribution	<b>15%</b>	<b>65%</b>	<b>24%</b>	<b>51%</b>
Human rights	17%	<b>63%</b>	15%	<b>57%</b>
(active) citizenship	<b>20%</b>	<b>50%</b>	<b>15%</b>	<b>57%</b>
Sustainability	<b>23%</b>	<b>65%</b>	<b>28%</b>	<b>52%</b>
Diversity	<b>37%</b>	56%	<b>30%</b>	52%
Peace and Conflict	<b>42%</b>	54%	<b>19%</b>	58%
Identity	<b>49%</b>	<b>46%</b>	<b>28%</b>	<b>55%</b>

Weighted results, n = 455 (primary), 991 (secondary). bold = significant difference (p < 0.05).

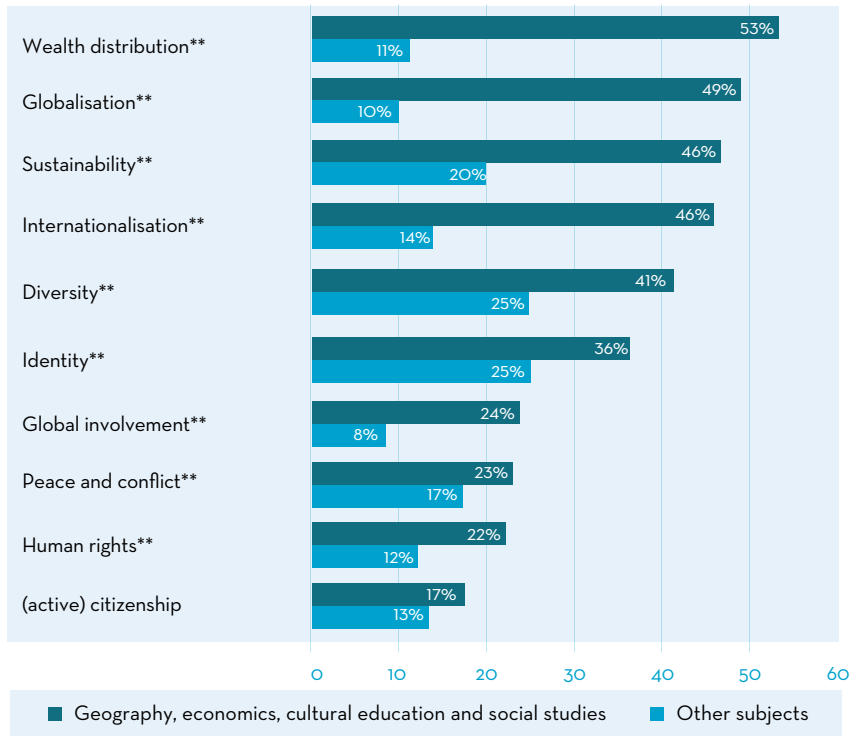
In primary education, junior class teachers more often give structural attention to the distribution of wealth, human rights and global involvement than teachers of the younger infant classes. The difference in the attention given to human rights is sizeable, 9 percent of the lower year teachers compared to almost a quarter of the higher grade teachers respectively give attention to this during the regular lessons (not in table).

In secondary education, globalisation is treated particularly by havo / vwo teachers (24 and 29%), and much less by teachers in the combined, management vocational or basic vocational programme of the vmbo (10%). The same applies to the attention for wealth distribution and for internationalisation. Within the topics that are structurally discussed relatively often in secondary education (identity, sustainability and diversity), we do not see any differences according to school type.

An overlap exists between the content of specific subjects such as geography, economics, cultural education and social studies and global citizenship themes, as is shown by the differences in Figure 11. In their lessons teachers of these subjects more often accord attention to all the themes mentioned, with

the exception of (active) citizenship, than other teachers. The difference in attention given by teachers of specific subjects compared to other teachers is particularly great for the themes of wealth distribution (53% and 11% respectively), globalisation (49% and 10% respectively) and internationalisation (46% and 14% respectively).

**Figure 11** Share of teachers who structurally or occasionally give attention to global citizenship themes in regular lessons, by professional field



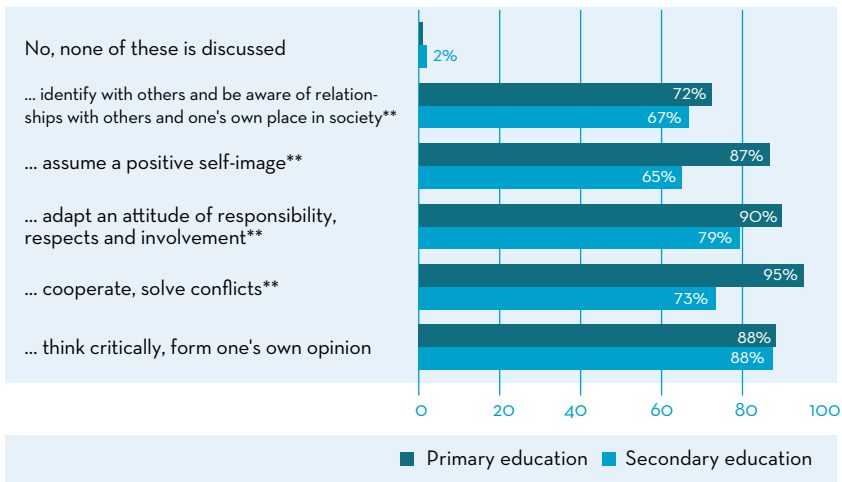
Weighted results, n = 991, \*\* = significant difference (p < 0.05).

### 3.4 SKILLS

Nearly all the above mentioned global citizenship skills are discussed to a smaller or larger extent in the lessons (Figure 12). In primary education, teachers particularly mention ‘the ability to cooperate / to solve conflicts’ (95%), but also ‘the ability to adopt an attitude of responsibility, respect and involvement’ (90%), and the ‘ability to think critically and to form one’s own opinion’ (88%).

In secondary education, teachers in general pay less attention to global citizenship skills than teachers in primary education.

**Figure 12** Which skills of global citizenship are discussed in the lesson? The ability to ...



Weighted results, n = 455 (primary), 991 (secondary) \*\* = significant difference (p < 0.05).

In the upper years of havo/vwo some skills are discussed less than in the vmbo (particularly the combined, management vocational or basic vocational programme): the ability to cooperate, the ability to solve conflicts, the ability to adopt an attitude of respect, responsibility and involvement and the ability to form a positive self-image (not in table).

## 3.5 WHO ELSE IS INVOLVED IN GLOBAL CITIZENSHIP EDUCATION?

The (long) list of possible actors we submitted to teachers results in the top 10 in Table 4<sup>3</sup>. Primary school teachers work with or use material from Kinderpostzegels (63%), Edukans (47%) and NCDO (31%).

**Table 4** Top 10 actors worked with or whose material is used (%), primary school teachers

	%
Kinderpostzegels	63
Edukans (Schoenmaatjes, Schoolsponsorplan etc.)	47
NCDO (Publisher Samsam, Millenniumdoelenatlas, etc.)	31
UNICEF (guest lessons, Nationale Spreekbeurtactie)	26
World Wildlife Fund	19
No, none of these organisations	14
War Child (e.g. Kids for War Child)	14
Amnesty International (hand-outs, guest lessons, social internship)	13
Oxfam Novib	11
Cordaid (Kinderstem, Vastenactie)	9

Weighted results, n = 455. \*\* = significant difference (p < 0.05).

In secondary education, the top 10 cooperations look slightly different (Table 5). This is not unexpected, because many organisations specifically aim their educational materials and activities at primary or secondary education. Secondary school teachers relatively often mention Amnesty International (17%), Dance4Life (17%) and Edukans (17%).

However, most teachers mentioned none of these organisations. A possible explanation for this is that in secondary education, as seen previously, the news (newspapers, debate) often plays a role in the global citizenship education.

<sup>3</sup> For the full list of organisations, see the questionnaire of this research through the website of NCDO ([www.ncdo.nl](http://www.ncdo.nl)).

**Table 5** Top 10 actors worked with or whose material is used (%) mentioned by secondary school teachers

	%
No, none of these organisations	48
Amnesty International (hand-outs, guest lessons, social internship)	17
Dance4Life (schools4life)	17
Edukans (Schoenmaatjes, School Sponsor Plan, etc.)	17
Oxfam Novib	13
Fair-trade / Max-Havelaar	10
War Child (e.g. Kids for War Child)	9
World Wildlife Fund	7
UNICEF (guest lessons, Nationale Spreekbeurtactie)	6
NCDO (Publisher samsam, Millenniumdoelenatlas, etc.)	6

Weighted results, n = 991. \*\* = significant difference (p <0.05).

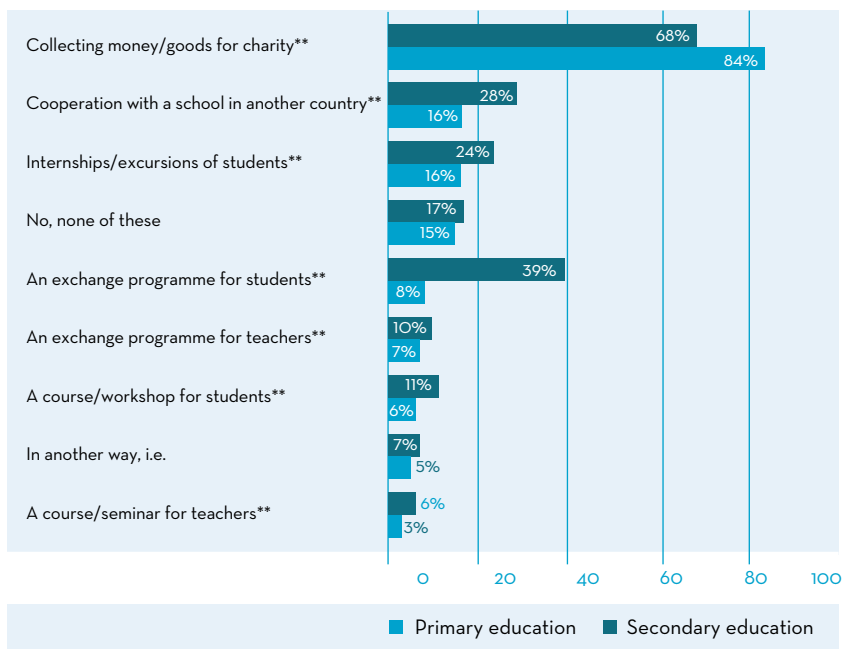
### 3.6 WHAT HAPPENS OUTSIDE THE LESSONS?

Although we have seen that global citizenship can be incorporated into the regular lessons in various ways, attention may also be paid to global citizenship through extracurricular activities. For students, this may for example take a form where the guidance of teachers is required, such as a sponsored run, a workshop or the collection of money or goods for charity for which. But also teachers themselves may deal with global citizenship outside the lessons, in the form of professional development (following a course or retraining), an internship or an excursion. To what extent is this the reality amongst teachers in primary and secondary education?

Outside of the regular lessons, global citizenship is particularly discussed in the event of the collections of money or goods for charity. In primary education, 16 percent of the teachers mention a students' internship/excursion or cooperation with a school in another country when referring to global citizenship. In secondary education, almost 40 percent mention a students' exchange project, a third cooperation with a school in another country and a quarter an internship or excursion for students (Figure 13).



**Figure 13** Involved in activities or projects on global citizenship outside the lessons?



Weighted results, n = 455 (primary), 991 (secondary). \*\* = significant difference ( $p < 0.05$ ).

In primary education, more attention is given to global citizenship through student exchange projects or students internships/excursions in the upper years (group 5-8) than in the lower years.

The collection of money or goods through, for example, a sponsored run or fasting project is the most popular way to focus attention on global citizenship outside the lessons in both the lower and the upper grades (not in picture).

In secondary education there are a number of striking differences between the school types and between the sections (Table 6). We see that according to teachers in the vmbo (except for the theoretical programme) global citizenship receives relatively little attention through exchange projects for students. The same applies to cooperation with schools in other countries and to students courses or workshops in the field of global citizenship.

Teachers who mainly teach the havo/vwo upper years more often follow a course in the field of global citizenship themselves than teachers who mainly teach vmbo (management, basic vocational, combined programme).

**Table 6** Involved in activities or projects on global citizenship outside the lessons? By school type

	Secondary education			
	Vmbo management basic vocational, combined	Vmbo theoretical	Havo/ vwo 1,2,3	Havo/ vwo 4,5,6
An exchange programme for students	<b>18%</b>	<b>37%</b>	<b>44%</b>	<b>52%</b>
An exchange programme for teachers	6%	11%	7%	14%
partnership with a school in another country	<b>21%</b>	<b>22%</b>	<b>25%</b>	<b>39%</b>
internships / excursions of students in the field of global citizenship	<b>27%</b>	27%	<b>14%</b>	25%
a course / workshop for teachers in the field of global citizenship	<b>2%</b>	5%	6%	<b>9%</b>
a course / workshop for students in the field of global citizenship	<b>8%</b>	<b>20%</b>	11%	10%
collection of money / goods for charity (e.g. a sponsored run or fasting)	67%	71%	71%	67%
In another way, i.e. ...	5%	7%	5%	9%
No, none of these	19%	18%	21%	12%

Weighted results, n = 991 (secondary). Bold = significant difference (p <0.05).

### 3.7 ... AND ACCORDING TO DIRECTORS?

Almost half of the directors assert that in the regular lessons structural attention is paid to global citizenship (Table 7). Teachers gave more conservative estimates for this (26% in secondary education and 32% in primary education). According to directors, global citizenship activities are organised outside the lessons occasionally (62%) and, less often, structurally (26%). This refers to specific projects or activities beyond the regular timetable, for example sponsored runs, exchanges and collections for charity outside the lessons.

**Table 7** To what extent does your school give attention to global citizenship through ...

		Total	
		n	%
regular lessons	structurally	131	46
	occasionally	153	53
	never	2	1
beyond class time (activities or projects)	structurally	73	26
	occasionally	177	62
	never	36	13
otherwise	structurally	30	10
	occasionally	169	59
	never	87	30

Unweighted results, n = 286.

According to directors, all the above mentioned themes (peace and conflict, identity, diversity, internationalisation, etc.) are discussed in the time allotted to global citizenship. In contrast, only a few exams on global citizenship are given. Only 5 percent of the directors indicate that students are tested in skills, talents or achievements connected to global citizenship in the course of their school experience (not in the table).

# CHAPTER 4

## PROMOTING GLOBAL CITIZENSHIP

What are the major obstacles for teachers to getting started with global citizenship?

### 4.1 OBSTACLES TO THE LESSONS

In primary education, the main obstacle experienced by teachers is that global citizenship (or related themes) ‘are too difficult for the students’<sup>4</sup>. In addition, for about a quarter of the teachers it is asserted that ‘there is no time in the lessons’, that they ‘do not have enough information about global citizenship’ or ‘another reason’. The interest for or the importance attached to global citizenship forms a minor obstacle for giving lessons on this subject.<sup>5</sup>

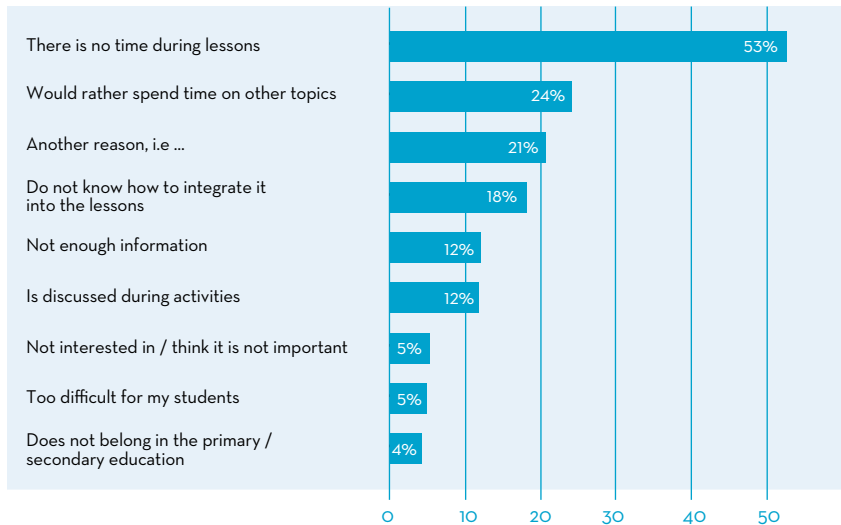
Secondary education teachers often experience other obstacles to affording attention to global citizenship (Figure 14). The most cited obstacle is lack of time (53%), followed by the equally time-related ‘would rather spend time on other topics’ (24%). In secondary education the complexity of the topics for

<sup>4</sup>In view of the small number of respondents to this question in primary education (n=38), these responses must be considered as indicative.

<sup>5</sup>Originally, the survey included two additional obstacles: “Does not fit in the curriculum for my group(s)” for primary education teachers and “Does not fit in the contents of the subject that I teach” for secondary school teachers. Due to a programming error, these assertions have not been submitted to the correct groups, and therefore omitted from the analyses.

the students (5%), or a lack of information on the part of the teacher (12%) is much less important than in primary education. For more than a fifth of secondary education teachers there are other obstacles. Reasons related, for example, to other priorities and the lack of time are mentioned.

**Figure 14** What are the main reasons why you do not give attention to global citizenship or related topics in regular lessons? Secondary education



Weighted results, n = 175.

## 4.2 ARE THERE ENOUGH SIMILARITIES AND IS THERE ENOUGH KNOWLEDGE?

A quarter of the teachers in primary education are of the opinion that colleagues at their school do not have sufficient relevant knowledge to teach global citizenship (Table 8). We do not see any differences between teachers in the lower and upper years of primary education. In secondary education, 23 percent of the teachers think in this way. In addition, more than one third of the teachers in secondary education are of the opinion that global citizenship is hard to integrate into their professional field.

**Table 8** Assertions: Teachers do not have sufficient knowledge (% (entirely) agree) and it is difficult to integrate global citizenship in my professional field (secondary,% (entirely) agree)

	primary education	secondary education
Teachers at my school do not have sufficient relevant knowledge to teach global citizenship	26%	23%
It is hard to integrate global citizenship in my professional field	-	34%

Weighted results, n = 455 (primary), 991 (secondary).

Knowledge about global citizenship seems to be missing more often in the vmbo (the non-theoretical programmes) than in havo/vwo, particularly in the upper years. Havo/vwo teachers also think it is less difficult to integrate global citizenship into their professional field. The same applies to teachers of geography, economics, cultural education and social studies (not in table).

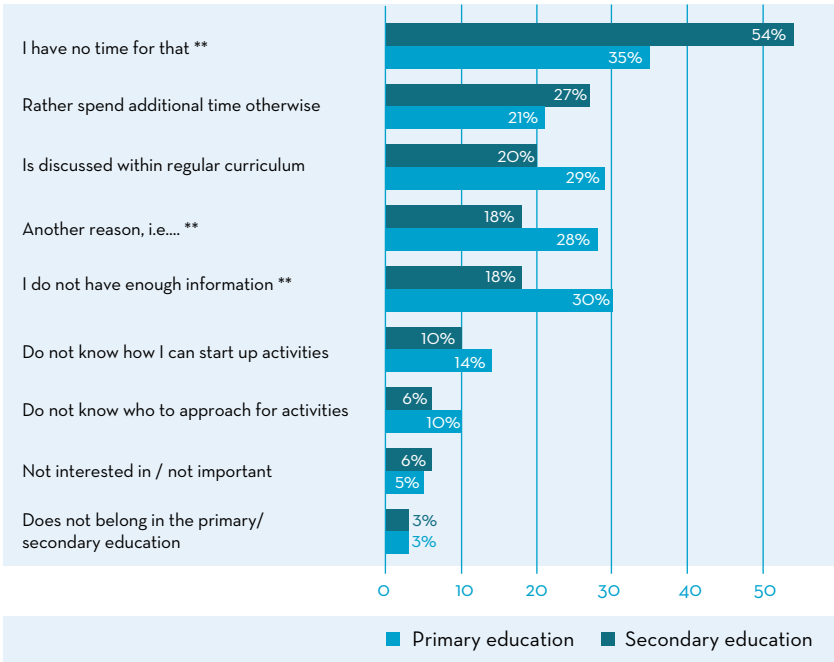
## 4.3 OBSTACLES OUTSIDE THE LESSONS

About 15 percent of the teachers indicated that outside the lessons, for example in projects or other specific activities, they are not involved in global citizenship (Figure 13). What are the most important reasons for this?

Primary school teachers relatively often mention a lack of time (35%) or information (30%) for their not being involved in activities connected to global citizenship (Figure 15). Also almost a third says that global citizenship is already discussed in the lessons. Outside the lessons disinterest or perceived lack of relevance play a minor role (5% and 3% respectively).

In secondary education, the following reasons are mentioned as the main obstacles to being involved in the topic outside the lessons: lack of time (54%), the preference for spending additional time in another way (27%) and global citizenship already being discussed within the regular curriculum. Lack of information and other reasons are much less of an obstacle than in primary education.

**Figure 15** What are the main reasons why you are not involved in global citizenship or related topics outside regular lessons?



Weighted results, n = 103 (primary), 342 (secondary). \*\* = significant difference (p < 0.05).

When asked, teachers give several reasons why they think global citizenship is important. A few quotes:

“The children are still small and they should not be too bothered with this. Let them enjoy their childhood when they watch the *Jeugdjournaal* and *Nieuws uit de natuur* and join in group discussions.”

“Education is already full enough with the normal curriculum. There is not much time left. In subjects like geography and history lateral attention is paid to it.”

“Children need to get to know their own environment first. This already

provides enough learning opportunities for cooperation and consideration for others. I am of the opinion that global citizenship is more suitable for secondary education.”

“Citizenship, but not global citizenship.”

“The students have more need of being taught the basic skills in the fields of language and arithmetics. This must be sound first. Then they can form better opinions on certain global issues.”

“No support from director and exams, so it must be implemented as a kind of pasttime and I have no time for that.”

“Too much of a leftist hobby. Just discussing a values such as respect covers the subject sufficiently.”

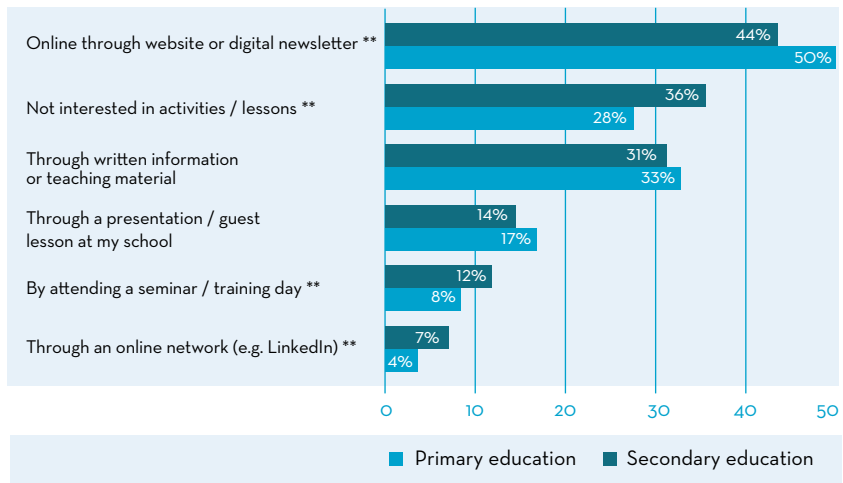
## 4.4 MORE INFORMATION ABOUT GLOBAL CITIZENSHIP?

In primary education in particular, teachers did not always appear to have sufficient information to teach about global citizenship. We asked teachers to indicate how they would like to receive more information.

Teachers in both primary and secondary education mainly indicated that they would like to receive information online, through a website or a digital newsletter (50% and 44% respectively). In addition, written information or teaching material is often mentioned as being a preference. Secondary education teachers indicate more often than primary education teachers that they would like to attend a training day or seminar on global citizenship.



**Figure 16** How would you like to receive more information about global citizenship?



Weighted results, n = 455 (primary), 991 (secondary). \*\* = significant difference (p <0.05).

## 4.5 THE RELATIONSHIP BETWEEN ATTENTION AND IMPORTANCE

The above shows that 80 percent of primary school teachers and 74 percent of secondary education teachers attach (a great deal of) importance to global citizenship. In addition, some of the teachers indicate that they give structural attention to global citizenship. Is there a relationship between the perceived importance of global citizenship and the attention that it is given in practice?

### IN THE LESSONS

Teachers who give less structural attention to global citizenship perceive global citizenship education as less important (Table 9). In both primary and secondary education, teachers who give structural attention to global citizenship give a higher score for the importance of this topic. This also applies the other way around: teachers who attach more importance to global citizenship, also give more structural attention to this topic in the lessons.

**Table 9** Importance of global citizenship measured by the extent of the attention given to it in the lessons (average score on scale 1-10).

		Importance global citizenship (avg.)
<b>Attention in primary education **</b>	structural	7,5
	occasional	6,6
	never	5,1
	<b>total</b>	<b>6,8</b>
<b>Attention in secondary education **</b>	structural	7,5
	occasional	6,4
	never	5,6
	<b>total</b>	<b>6,5</b>

Weighted results, n = 455 (primary), 991 (secondary). \*\* = significant difference (p <0.05).

## OUTSIDE THE LESSONS

The same pattern as in the lessons is also reflected in activities and projects outside the lessons (Table 10). The teachers who pay more attention to global citizenship are also those who attach importance to it within Dutch education. This supports the importance of the involvement of teachers in education on global citizenship.

**Table 10** Importance of global citizenship measured by the extent of the attention given to it outside the lessons (average score on scale 1-10).

		Importance global citizenship (avg.)
<b>Attention in primary education ***</b>	structural	7,5
	occasional	6,9
	never	6,1
	<b>total</b>	<b>6,8</b>
<b>Attention in secondary education **</b>	structural	7,6
	occasional	6,7
	never	5,8
	<b>total</b>	<b>6,5</b>

Weighted results, n = 455 (primary), 991 (secondary). \*\* = significant difference (p <0.05).

## 4.6 ... AND ACCORDING TO DIRECTORS?

We also asked directors about the obstacles to according attention to global citizenship. We only asked this of directors who recognised that little to no specific activities in relation to global citizenship take place at their school (Table 11). The most common reason given is that ‘global citizenship is already discussed in the regular curriculum’ (59%). Lack of time and the prioritisation of other topics are mentioned as a reason by 26 and 30 percent respectively.

**Table 11** What are the main reasons why specific activities related to global citizenship take place only occasionally or never at your school?

	n	%
Global citizenship is covered in the regular curriculum	125	59%
Additional time is better spent on other topics	64	30%
There is no time at school	55	26%
Another reason, i.e.	42	20%
Lack of budget for activities on global citizenship	40	19%
Lack of information about global citizenship	30	14%
Unknown how to start up activities related to global citizenship	27	13%
Global citizenship does not belong in primary / secondary education	15	7%
Lack of support for this subject among teachers	14	7%
Unknown whom to approach for an activity on global citizenship	8	4%
There is no interest in this / not important	3	1%

Unweighted results, n = 213.

Furthermore, we asked why global citizenship at school does not form part of the regular lessons (Table 12). Lack of time is again a major obstacle (39%). Also, there is a preference for spending additional time on other subjects (30%) and global citizenship being discussed in activities outside the regular lessons is also given as a reason (30%). We also see that lack of information about global citizenship forms a considerable obstacle.

**Table 12** What are the main reasons why at your school global citizenship is only occasionally or never discussed in the regular lessons?

	n	%
There is no time in the lessons	60	39%
Additional time is better spent on other topics	47	30%
Global citizenship is discussed during specific (extra) activities (outside the lessons)	46	30%
Insufficient information about global citizenship	36	23%
Another reason, i.e.	32	21%
I do not know how to integrate global citizenship into regular classes at my school	30	19%
I think that global citizenship does not belong in [basic / secondary] education	16	10%
Do not know whom to contact for lessons about global citizenship	10	7%
There is no interest / not important	5	3%

Unweighted results, n = 155.

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# METHODOLOGY

For this research, a survey was developed for teachers in primary and secondary education. Based on this, a separate survey was developed for directors. The average completion time of the survey for teachers was about 9 minutes, for directors about 12 minutes.

## APPROACH AND RESPONSE TEACHERS

The questionnaire for teachers was distributed by ResearchNed amongst teachers in primary and secondary education. The fieldwork was done in the period from 9 February to 14 March 2012. Teachers were approached in two ways. Firstly, an invitation was sent to teachers through the schools. For this, in primary education a distinction was made between different years (the invitations were divided into four groups of two years). In secondary education, a distinction is made with regard to professional area, for which schools were asked to forward the invitation to teachers of geography, history, economics, civics, cultural and social subjects. Secondly, the survey was distributed through the Ministry of the Interior's Flitspanel<sup>®</sup>. The Flitspanel is an internet panel for government employees. For this research, teachers in primary and secondary education were invited to take part (see also [www.flitspanel.nl](http://www.flitspanel.nl)).

A total of 1,506 primary and secondary education teachers contributed to the research. Through the Flitspanel, the response was much higher (1,270) than through the schools (236). After the initial invitation (taking the regional spread of holidays into account) two reminders were sent.

## APPROACH AND RESPONSE DIRECTORS

Additionally, directors were approached through the schools. For the research, half of all primary schools were invited by e-mail to participate. In addition, almost 900 secondary schools were e-mailed with the request

to pass the survey on to the director or location manager. The response amongst directors was limited. In primary education, 238 directors completed the survey and in secondary education 48. In total this resulted in 286 completed surveys. This is why we consider the results for directors in this research as indicative. The fieldwork among directors was conducted in the period from 8 February to 25 April 2012. Two electronic reminders were sent.

## WEIGHTING

The results for teachers in this research are weighted. This means that in the analysis corrections have been made for a disproportionate response from various schools and for the background characteristics of respondents. Given the two approach routes, the data for teachers from the Flitspanel and from the other teachers have first been weighted separately (after which the data was merged). For this, a distinction was made by sector (primary/secondary education). The data from the Flitspanel has been corrected taking into account sector, age group, gender, part of the country and municipalities falling under the Dutch major city policy. The other data for teachers has been corrected taking into account sector, part of the country, cities, school size and denomination.





In recent years, global citizenship has received increasing attention in education. Teachers can play an important role in this, and so broaden and deepen their students' world. NCDO examined, in cooperation with ResearchNed, the opinions and methods of teachers and directors with regard to global citizenship.

What importance do teachers attach to the role of global citizenship within their own education, or within Dutch education in general? Does global citizenship have a structural place in Dutch primary and secondary education schools? How is this shaped by teachers? What obstacles do they experience? These questions and more will be answered in this report. Over 1,500 teachers and almost 300 directors gave their opinions on global citizenship.

This publication is part of a series of NCDO research publications that promotes public awareness of international cooperation and of the importance of the Netherlands being active in this field through research, training, and other activities.



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