

ECOLGY OF THE CHILD

A Community of People Working on the Ecology of the Child

The environmental movement says **NO** to the pollution process of our physical environment.

The child movement says **NO** to the pollution of the living environment of our children.

Augustus, 1999

Summary

**‘WWW.ECOLOGYOFTHECHILD.ORG’ IS THE ORGANISATION OF
PARENTS, EDUCATORS AND FAMILIES WHO ARE WORKING ON THE
IMPROVEMENT OF THE ENVIRONMENT FOR CHILDREN.**

Parents and Educators can themselves create a child friendly environment in the home. In order to create a similar environment in society at large parents and educators will have to work together.

Every day we read in the newspapers about the terrible events and situations with which children and young people are confronted. In this connection we can include the 45% of young people who are, on an annual basis, the victims of crime, but also the 69% of boys and 55% of girls between 13 and 17 years old, who themselves once or more times a year commit some kind of crime. Further, it appears that annually 30% of women between 20 - 24 are the victims of a sexual assault. (figures for 1990; source CBS Vademecum Jongeren 1993). In addition to this we are regularly able to read in the newspapers of children and young people being murdered, raped, sexually attacked, of poverty, unemployment among youth, alcohol and drug use or leaving school before acquiring a diploma and without the prospect of a meaningful life ahead. Everyone is able to add to this list in all sorts of categories which apply to the life of a child or young person.

The accidents and failings described above are often the enormous consequences of quite small circumstances or events, which occurred many years earlier, and sometimes even several generations earlier.

Quite often people think: we can't do anything about it, this is the world we live in. That this is a specious argument appears when a comparison is made between different countries. In the USA and in many other lands the situation is much worse in some respects than in the Netherlands. (see page 5). Apparently it is possible for society to develop in different ways.

One of the reasons for the poor quality of the environment in which the child lives is the fact that we, as society, have never studied the child in his surroundings. We have looked at the child and certain aspects of him, but never at the situation of the child and his environment in its entirety.

In this brochure we establish the fact that there is a crisis in the environment of the child. *In order to improve this situation Parents, Educators, Young people and Families together with their organisations will have to take the lead, for other parties will not.*

The purposes of www.jeugd.net are:

- To create a network of organisations and people, who individually but also together, will work at creating a child friendly society.
- To function as a centre of knowledge with regard to the living environment of the child and from this base to develop a continually deepening understanding of this living environment which will then be disseminated by means of publications, workshops and conferences.
- To formulate a view with regard to the quality of the living environment of the child, which means that www.ecologyofthechild.org is concerned with the whole living environment of the child.
- Mutual support of the network partners.
- To give support to parents educators the youth and families in fulfilling their role in respect of children and young people
- Using this view as the point of departure to take a stand on all questions where the interests of children and young people are affected by all sorts of actors and stakeholders who have a role to play in the living environment of the child.

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1. CERTAIN DEVELOPMENTS IN SOCIETY HAVE CAUSED THE QUALITY OF THE LIVING ENVIRONMENT OF THE CHILD TO DETERIORATE SHARPLY

There are all kinds of developments in society which have a positive ,but in some respects also a negative influence on the living environment of the child. Amongst others are:

- The changes in the family; the emancipation of women for example has resulted in more working mothers, while the fathers have not worked proportionately less; the result of this was that there was less time available for the children; in the U.S.A. research has shown that juvenile crime is in direct correlation to the number of hours in a week that children are left without supervision.
- Educators /Parents work more and the work load is increasing;
- Individualism;
- The increased number of divorces;
- Developments with regard to TV;
- Media soaked society;
- Developments in the school system;
- The arrangements made by municipalities and counties for residential areas are not always child friendly;
- Networks within society, which used to play an important part in the environment of the child have either become weaker or they have disappeared altogether;
- Children and young people do not stand high on political agendas, which affects funding etc.

Below we have included a table which illustrates the shortcomings of the living environment of the child today. This table can only be regarded as a first step. It is the intention to extend this table in length as well as width, i.e. to include more countries. We invite the reader to participate in this.

IMPORTANT FIGURES WITH REGARD TO THE QUALITY OF THE LIVING ENVIRONMENT OF THE CHILD, IN THE NETHERLANDS AND IN THE U.S.A.

Indications(per year)	Situation in the Netherlands (15.5mln inhabitants)	Situation in the U.S.A. per 15.5 milloen inhabitants (3, unless mentioned differently)
Total number of children (0 t/m 23)	4.693.226 (2)	
Number of children that die from abuse or neglect	50 – 100 (in Belgium 500) (5)	100
% girls, that are sexually abused	16 (1)	N.A.
% children that are physically abused	8.5 (2)	
Number of children that die of Aids		70
Number of children that commit suicide	38 (4)	141
% of children that have thought of suicide in the past year	20 (2)	
Number of children and young people murdered		500(estimated)
Number of children killed by explosives or guns	1 (1990,4)	329
Number of children whose parents are divorced	22.000 (2/aged 0-18)	67.360
Number of children of whom one parent/carer is an alcohol addict	circa 250.000 (6)	
Number of children with a parent who is a drug addict	5000-8000 (2)	
Number homeless children	6000-7000(2)	6.500-20.000
Number of children that died in traffic (0-24 in 1991)	444 (4)	N.A.
Number of abortions in 1990	15697 (4) (9% of all pregnancies)	
Number of hours a week that children watch TV	20 (7)	40 (7)
Number of teenage pregnancies	2.561 (1993,2)	65.400
Number of children reported as being abused or neglected	13.220 (2)	174.000
%Number of children that have no medical insurance		13.8
% drop-outs	14% (1)	27%
%children under the poverty line	8% (4)	20%
%children who are the victims of crime	45% (4)	N.A.
%unemployed adolescents from16 to 25 years		5,6 (alle leeftijden)
-native inhabitants	9	17,3(16-19)
-of foreign origin	23	

(1) Growing up in the Netherlands by K.Bakker, T. ter Bogt en M. de Waal, 1993.

(2) The state of youthful Netherlands 1996, Foundation for youth information in the Netherlands

(3) The State of America's Children, Yearbook 1997.

(4) Statistical Vademecum Young people 1993, CBS

(5) Newspaper article; the number for Belgium oral information from Dr. B. Bekkers of Averroès Foundation

(6) LAVIS/IVV.

(7) Source unknown, needs further research

With regard to this table the following should be noted:

- the indicators shown have been chosen at random; in principle many other indicators could be shown for all age categories and other situations (home, school/work, free time);
- the indicators give a certain insight into the living environment of the child; you could also call this the 'ecology of the child' (a term used by the American lecturer Urie Bronfenbrenner) ; in that case other factors should be included such as the lead levels in children's blood and the level of dioxine in mother milk; in the meantime the information about the first has appeared since the introduction of lead free petrol has led to a considerable reduction in these levels. The second subject came up on the 29th may 1998 in the international Herald Tribune when they came with the information that French women have 120 times more dioxine in mother milk than the lawfully allowed limit for unweaned babies;
- Within the framework of www.ecologyofthechild.org indicators for the quality of the life environment of the child will be developed on the basis of what children/young people and the parents/carers themselves think.

But without doubt, on the basis of what has been written above we can state that both in the Netherlands as in the U.S.A

one can speak of a crisis situation in the living environment of the child

2. LOOKING MORE CLOSELY AT THE PROBLEM

The problem with regard to the living environment of the child is comprehensive. With the intention of introducing some structure into the subject this proposal makes use of the *classification principle according to time*. In this instance we can use 9 age categories for children and distinguish between three categories of time use;

- time that a child /young person spends at home;
- time that a child/young person spends at school/work;
- time that can be described as free/recreation time.

This all resulted in the following table:

Analytical table with regard to the living environment of the child

Age categories	Time spent at home	Time spent at school/work	Free/recreation time
25 and older	(4) ←	(1) ↑	(4) ↓
19-24			(4) ↓
15-18	(2) ↑		
13-14	(3) ←	(3) →	(4) ↓
6-12	(5) ←	(1) ↓	(5) →
4-5			
0-3			
Pregnancy and birth			
Period from e.g.. 3 years before birth	(2) ↓		

The arrows are drawn at random with the intention of tentatively coupling cause and effect, in both positive and a negative senses. A few obvious examples:

- (1) if a child doesn't learn to read well between the ages of 6 and 12 he will have a learning problem thereafter.
- (2) if a girl of 17 becomes pregnant and bears a child she will often not be in a good position to bring up her child; her son or daughter will often be confronted with the same problem at the same age. Her own training and development can also be hindered because she became a mother at such an early age.
- (3) if the parents/educators have (in)adequate contact with the school this also influences the school results of the child;
- (4) if a young person of 13/14 learns to use drugs or alcohol there is then a chance that that person will become addicted, and this will probably have a negative effect on his/her development.
- (5) if a child grows up in a 'good' network, that could be a 'home' network but also a school or free time one, or even all three at the same time, then this has a positive influence on the other areas of the table, even into the following generations.

It is difficult to make a clear distinction between 'Time at home' and 'Free Time'. It is dependant on age and the situation at home. But still we have chosen to make the distinction in order to establish the idea.

A number of conclusions can be drawn from the table:

- The time that a child spends in school is around 1250 hours a year; There remains about 7500 hours for 'Free Time' and 'Home Time' ; this means that a child only spends about 14% of its time in school and 86% of its time at home and as 'Free Time'; The government has established financial norms for the time in school but there has been no attempt to establish similar norms for 'Free Time' and 'Home Time', although speaking quantitatively that period is almost 6 times as high;
- The time 'at Home' and 'Free Time' will therefore considerably influence the way in which a child or young person approaches his schooling; and in reverse the school will influence the 'Time at Home' and the 'Free Time' (horizontal connection)
- The situation in each of the compartments of the above named table also influence the situation in each of the vertical columns, both downwards and upwards, because knowledge attitudes and behaviour are projected onto the following generation.
- Insight is gained into the interrelated character of the problems of the living environment of the child through this table.

3. THE PRESENT APPROACH TO THE LIVING ENVIRONMENT OF THE CHILD

The table in the previous paragraph gives useful assistance for the analysing of the problems pertaining to the living environment of the child, but it can also be used to determine which people and organisations, we also use the terms actors and stakeholders, are now active in the different compartments of the table

Analytical table to show the present approach

Age Categories	Time that the child/young person spends at home	Time that the child/young person spends at school/workt	'Free Time' of child/young person
25 and older		<i>In every compartment</i>	
19-24		<i>There are people</i>	
15-18		<i>And organisations working</i>	
13-14		<i>Actively on the goals</i>	
6-12		<i>Of that specific</i>	
4-5		<i>Compartment,,</i>	
0-3		<i>But there is not one single</i>	
Pregnancy and Birth		<i>Organisation, which gives its attention</i>	
Period of e.g. about 3 years before Birth		<i>To the whole area of the table.</i>	

The following conclusions can be drawn from this table:

- In every compartment there are people and organisations active who are trying to achieve an optimum situation for that compartment; you could say that every organisation in a compartment, for example the kindergarten, the nursery school, the playground association or the employment exchange, deliver a product to the child in a certain age category; every organisation has its own goals and these do not necessarily have to fit into the goals of the other people or organisations;
- However hard the different groups in a compartment do their best they will never succeed in solving those problems alone
- Cooperation with the other groups and people in that compartment, and in all the other compartments, is essential; if we make a comparison with a business we could say that society *has a production organisation but no customer organisation*;

4. THE PROPOSAL FOR TACKLING THE PROBLEM: THE SETTING UP OF A NETWORK OF PARENTS, EDUCATORS, YOUNG PEOPLE AND FAMILIES (WWW.ECOLOGYOFTHECHILD.ORG)

The motto for this paragraph has been borrowed from the anthropologist Margaret Mead:

'Never doubt that a small group of thoughtful, committed citizens can change the world! Indeed, it is the only thing that ever has!'

So often people think; we can't do anything about it, that's the way the world is. That this kind of reasoning is false is illustrated by the comparison between countries. In the U.S.A. and many other countries the situation is much worse than in the Netherlands (see page 5). Apparently society is capable of developing itself in different ways. Now the question is:

- is it possible to direct this? and if the answer is yes
- how do we do it?

Einstein has said this about it:

'The world we have created today as a result of our thinking thus far, has created problems which cannot be solved by thinking the way we thought when we created them.'

Translated into our situation: we have to look in a new way at the child / the quality of the living environment of the child in order to achieve a real improvement. What follows is an impulse towards a shift in paradigm: from an Old to a New Approach.

Old Approach	New Approach
<p>If children, or a group of children have a problem then that problem is dealt with within the framework of the problem itself, for example</p> <p>Learning problem → remedial teacher</p> <p>Vandalism → more police</p> <p>Youth unemployment → more schooling.</p>	<p>In the new approach attention is directed not only towards the child but also to the whole living environment of the child. One is aware of the fact that there is a lot wrong with the quality of the living environment. One is aware of the many forms of pollution of the living environment. The pollution can be physical, e.g. the cadmium or dioxine in the milieu, but it can also be psychological as when children are maltreated or suffer from the burden of a parent who is an alcoholic, or from an inadequate school system etc.</p> <p>It is of course obvious that whatever has been won through the old approach must be preserved.</p>

When you work with actors and stakeholders on a new approach to the child and the living environment of the child, then the adoption of these new ideas by society will take place much more quickly. The next question is then; who must take the initiative in this?

Parents/Educators/Young people and Families will have to take the initiative, because:

- They experience the problems and inconsistencies of the ‘product-organisation’ named above;
- Politicians won’t do it, because there is insufficient political support for such an initiative;
- The government won’t do it, it would be like expecting a business to set up a consumer organization or an Organization of Employers a trade union; this is because the government has created for itself a monopolistic position in many areas with regard to ‘products’ and services, which are offered to children, young people, parents, educators and families;
- Scientists won’t do it, because it is their mission to accumulate and disseminate knowledge.
- Young Parents won’t do it, they have their hands full with their families and jobs;
- Young children won’t do it, because they are too young and inexperienced and they don’t have sufficient time or money
- People without children won’t do it, because they don’t realise sufficiently the extent of the demands which society makes on parents and educators;
- Consultancy bureaus such as McKinsey won’t do it, although they would support the analysis, because not one organisation would pay them to do it.

Conclusion:

It is essential, that the parents / educators / young people and families undertake action jointly in the interests of children and young people with the intention of working consistently on, and pleading for improvement in the living environment of the child.,

This is why www.ecologyofthechild.org. hopes to bring organisations and individuals together in a network organisation wherein everyone, individually and jointly will actively support the interests of children and young people, and will work together on the improvement of the living environment of the child.

www.ecologyofthechild.org, a Strategic Alliance of Organisations and People, who in the three spheres in which the child lives, support directly the interests of the child / young person and which works for the improvement of the quality of the living environment of the child.

	Column of Actors and Stakeholders in respect of Children in the Family/Home situation	Column of Actors and Stakeholders in respect of Children in the School/Work situation	Column of Actors and Stakeholders in respect of Children in the Free Time situation
	Other Actors and Stakeholders	Other Actors and Stakeholders	Other Actors and Stakeholders
Network organisation www.ecologyofthechild.org	Organisations, that support the interests of children and parents/carers in the Family/Home situation	Organisations, that support the interests of children and parents/carers in the school/work situation	Organisations, that support the interests of children and parents/carers in the Free Time situation
	Other Actors/Stakeholders	Other Actors/Stakeholders	Other Actors/Stakeholders

When the organisations that support the interests of children parents/ educators and families in the three columns begin to work together then you could get the following results:

- it will influence the functioning of the individual;
- it will influence the functioning of other organisations that participate in the deliberations;
- it will influence all other actors and stakeholders in the whole system.
- Participants in the network organisation www.ecologyofthechild.org are referred to the internet site.

5. WHEN THE PARENTS EDUCATORS AND FAMILIES PROSPER SO DO THE CHILDREN

The lot of children is closely bound to the lot of parents, educators and the families that they grow up in. If the parents, educators and families prosper then that will in turn have a positive influence on the children. Therefore www.ecologyofthechild.org will also support the interests of the families.

Two million families

At the moment there are two million families in the Netherlands. At least that is so if we take the word family to describe a household where one or more adults cares for one or more children. Two million families means four million adults and four million children taken together that means at least eight million living in a family situation

If we count, not only the people who have children at home at this moment, but also all married couples or couples living together who hope to have children and those whose children have already left home, then we reach a total of between 80 and 90% of the population.

Younger people and older people live alone

Don't more and more people live alone then? Aren't there fewer and fewer children? The answer is: yes, but although it seems strange that doesn't influence the significance of the family. Actually one lives alone *before* and *after* living in a family unit. Previously young people left home to marry but these days they often wait for a few years before marrying. Then, because we tend to live longer there is an increasing number of elderly people living alone who have lost their partner. But also we are living longer the number of Golden Wedding anniversaries celebrated in the past twenty years has tripled.

Eight out of ten people will one day be a father or a mother. Most parents have two or three children.

The best way to see what happens is to ask yourself what the average Dutch person does in the course of his or her life. When we do that we see that eight out of ten Dutch people have children and, in that case, it is usually two or three. The average number of children to all women has fallen, but that is largely due to the fact that an increasing number of couples choose not to have children at all, and because fewer people are prepared to have really large families (more than four children)

Families experience more and more difficulties as a result of 'privatisation'.

We all know that the average citizen has to bear more 'personal responsibility' for what the central government has done in the past. Put differently Government has drastically cut back on all sorts of services. It is not very difficult to appreciate that families (with children) experience extra problems through these cuts. Simply because in such a family more people have to live from the same income than in a household without children. And because families have extra large costs for children. In short, If central government cuts back on the child allowance and on education, if a personal contribution is asked for medical care, and the subsidies for swimming and sport clubs are reduced Then families suffer from *each* of those measures. And that is no small matter.

Someone has to care for the children

Far and away the majority of families in the Netherlands are based on the traditional pattern of a 'main bread winner', usually the man and a wife who will not have more than a part time job. Many families would like to change this, but for all sorts of reasons this is almost impossible. If there is work for the wife then it is almost impossible to arrange for good child care or it is too expensive. You are then faced with an almost impossible choice, because no one wants to short change their children.

Income reduced by a quarter, twice as much to do.

The figures don't lie. As soon as people have children their welfare regresses. We are talking about a reduction of the consumption possibility by almost a quarter when there are two children, for three or more children this can become a reduction of almost a third. At the same time the amount of time spent on running the home increases rapidly. Taken over the husband and wife together this amounts to about 40 hours a week, in other words a full work week over and above what they did before the children came.

Parents are able and willing to do a lot but there are limits

These days most parents know quite well what is in store for them before they start a family. It is not for nothing that there is an old saying 'one has the least time and money when one most needs it'.

Most people want to be a father or a mother, and are perfectly prepared to invest in that in all possible ways. And of course there should be no misunderstanding about what is most important in life: If there is something useful in life then it is parenthood, and if something can give real satisfaction it is seeing your children growing up well and happy.

However the possibilities for investment are not unlimited. There are limits to what parents can invest in terms of time and money. On the other hand there seem to be limits which can constantly be shifted. Even when parents are prepared to waive their own wants and desires for the time being – and many parents do this – they come under increasing pressure from society. Pressure to produce more, to

consume more, to achieve more at school. It is not for nothing that some people speak of a 'stress society', and its not easy to protect yourself against these pressures, let alone your children..

A bad imago, very little support from society

There was a time when family life and parenthood were highly valued and respected. During the past years this attitude has been eroded. The 'imago' of the family is not fantastic: it is seen more or less as the stuffy and droll antithesis of the dynamic individual. Of course, family life has never been particularly glamorous but it was at least always respected. 90% of children grow up in families, and therefore parents have an important and responsible function in society. Today there is little of that respect left over: If the bringing up of children is discussed at all it is in negative terms. Modern parents bring up their children badly or at best not well enough, normal values are brought across insufficiently and they are therefore partly responsible for deteriorating morality, chaos in school classrooms, vandalism and all the rest.

Talking about parents, not with them

The debate in society about families is marked by the absence of an important participant, namely the family itself. Generally speaking parents have other things to do. Another factor is that families do not have their own organisation. An organisation would be able to do what unions and pressure groups do, namely organise the vocality of parents and families in society. An organisation, that despite all the criticism and lack of support can still pose the question 'what would society do without us?' Who can imagine a society without families, wherein children in their early years are cared for in safety. How would society replace the input of two million parents in the next generation?

6. WWW.ECOLOGYOFTHECHILD.ORG, THE NETWORK THAT WORKS ON THE IMPROVEMENT OF THE LIVING ENVIRONMENT OF THE CHILD

The mission of www.ecologyofthechild.org is:

To work at creating a child friendly society.

The goals of www.ecologyofthechild.org are:

- To create a network of organisations and people, who individually but also together, will work at creating a child friendly society.
- To function as a centre of knowledge with regard to the environment of the child and from this base to develop a continually deepening understanding of this living environment which will then be disseminated by means of publications, workshops and conferences.
- To formulate a view with regard to the quality of the living environment of the child, which means that www.ecologyofthechild.org is concerned with the whole living environment of the child.
- Mutual support of the network partners.
- To give support to parents, educators the youth and families in fulfilling their role in respect of children and young people.
- Using this view as a point of departure to take a stand on all questions where the interests of children and young people are affected by all sorts of actors and stakeholders who have a role to play in the living environment of the child.

www.ecologyofthechild.org stimulates the reciprocal support of the network partners

www.ecologyofthechild.org works at the improvement of the whole living environment of the child.

The participating network partners will generally direct their efforts towards certain aspects of this living environment. Through www.ecologyofthechild.org the efforts of different network partners can be placed in a specific framework, which strengthens the impact For example:

- The formation of networks.
- Working together on a specific theme.
- Working together at achieving 'in depth' knowledge of certain subjects (centre of knowledge).
- Transmission of information.
- Support and pressure groups.

www.ecologyofthechild.org supports Parents, Educators, Young People and Families

In two main areas:

- Support in areas of concern.
- The support of Parents, Educators and Families in fulfilling their roles towards children.

Support in areas of concern:

In respect of this subject www.ecologyofthechild.org could assist:

- With creating more vertical (between age groups) and horizontal (between people with children those without) solidarity from a financial point of view;
- www.ecologyofthechild.org could take the initiative in making a report about the quality of the living environment of the child (the State of Dutch Children); this kind of report could thereafter become the basis for the monitoring of the situation and the directing of public attention to certain themes;
- In the reforming of the school and education systems with an eye to the ‘living environment of the child’; a method would have to be evolved to allow this to become a continuous process as is the case in all the other organisations in society (see the box below).
- In the dovetailing of education to the labour market;
- In pointing out to the media what their role is with regard to the quality of the living environment of the child;
- Towards realising quality living possibilities for every family;
- In obtaining more input by checks and controls at places of enjoyment and recreation etc.(house-parties and discos
- In bringing Family life and the work floor more into harmony with each other and so on.

The support of Parents, Educators and Families in their roles with regard to children

To fulfil the role of parent /carer in the best possible way is no easy task. During the past 50 years it has become considerably more complex, among other reasons because of the increase in the number of different roles the parent /carer has to fulfil; we all have to make far more decisions than our grandparents; the number of influences on our children have also increased, which again,, requires more coaching by the parents.

The relationships between parents/educators/families have also become more complex. All this taken together enables us to assume that there is a great need on the part of parents/carers for guidance and the possibility to learn from each other within a group.

Further, it appears from research, that when parents/carers/educators become more consciously aware of certain parties such as schools and municipalities etc. these parties develop a different behaviour pattern. In this area also people could communicate.

Evaluation of the school and education systems

www.ecologyofthechild.org could evaluate the school and education systems from the point of view of the 'quality of the living environment of the child' and then the adaptation of them. In this connection attention should be paid to the Report to UNESCO of the International Commission on Education for the Twenty-first Century entitled 'Learning the Treasure Within', that was produced under the leadership of Jacques Delors. In this report the Delors Commission makes a plea for the reorientation of education so that the object of education would no longer be confined to the transmission of knowledge but widened to ,

- Transmission of knowledge (learning)
- Learning to learn
- Learning to live together with other people
- Learning to be.

The Delors Commission also makes a plea for more cohesion and cooperation between parents/educators, the school and Recreational Organisations.

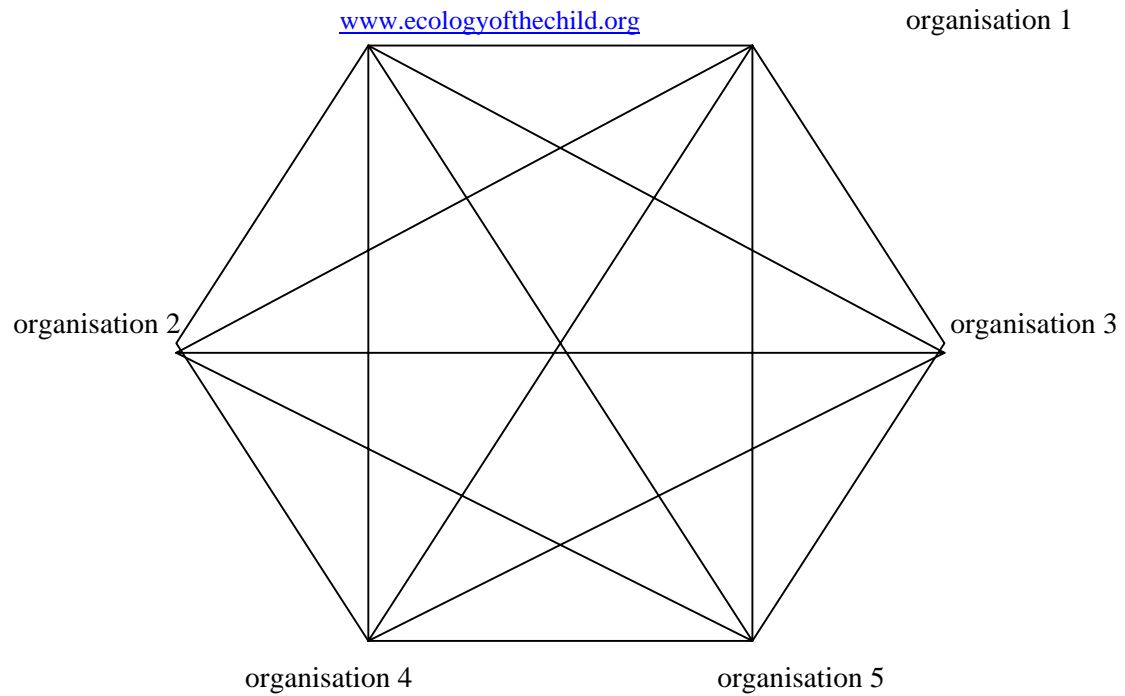
www.ecologyofthechild.org will fight for the interests of Young People and the Recreational Sector

Society regards it as self-evident that hundreds of thousands of volunteers should offer themselves for work in the Recreational Sector for the youth and thereby make an important contribution to the bringing up of the youth and assist their integration into society. There should be much more public recognition of this and more financing available. One way would be to arrange for tax relief for volunteers. There should also be more cohesion with regard to other efforts. www.ecologyofthechild.org will also work at this.

www.ecologyofthechild.org is a network of Individuals and Organisations

www.ecologyofthechild.org is a network organisation. MATTHES Alliances & Management Services runs the secretariat.

WWW.ECOLOGYOFTHECHILD.ORG is the first step towards a network organisation



For the successful functioning of a network organisation it is important that:

- From a shared vision people will work together on a given theme
- There be open communication between the different partners in the network.

7. INTERNET DIRECTORY

www.ecologyofthechild.org will certainly refer to the following organisations and invite these organisations in turn to refer to yet other organisations on their web sites:

Name Organisation and Address	Objectives/Main Activity/description
Nederlandse Jeugd Groep P. Th. Van Heek Koningslaan 101, 3583 GS Utrecht Tel: 030-2519349; Fax: 030-2519341 E-mail: njg.buro@tip.nl	Umbrella organisation of about 30 youth organisations
Ouders en COO Mr. W. van Katwijk Hoofdstraat 101A, Postbus 125, 3970 AC Driebergen Tel: 0343-513434; Fax: 0343-515556 E-Mail: ouders@euronet.nl	Protestant parent organisation, that is directed towards parents and education
Nederlandse Katholieke Oudervereniging Mw. Drs. I.C.J.M. van Kesteren 't Hoenstraat 30 Postbus 97805, 2509 GE Den Haag, Tel: 070-3282882; Fax: 070-3248923	Catholic parent organisations, that are directed towards education.
LOBO Mw. J. Winkels Laan van N.O. Indië 2593 BS Den Haag Tel: 070-3850866; Fax: 070-3351254	National Parent Association for Specialised education.
Platform Samenwerkende Cliëntenorganisaties in Jeugdzorg en Familierecht P/a drs. W. Hanhart Holendrechtstraat 37II, 1078 TR Amsterdam, Tel: 020-6753817 E-Mail: hanhart@worldonline.nl	About 11 organisations participate in this platform.
Vereniging BALANS Mw. M. van der Sloot, De Kwinkelier, 3722 AR Bilthoven, Tel: 030-2255050; Fax: 030-2252440	An association of parents and youngsters who have to do with dyslexia and ADHD.
Werkgroep TV-Geweld Vlamingstraat 82, 2611 LA Delft Tel/fax: 015-2121694 Webadres: www.ddh.nl/org/pais/	Objective: less violence on tv and the other media, including computer games.

10. cultivate the inquiring and problem-solving habits of mind for lifelong learning										
11. acquire the technical and analytic capabilities to participate in a world-class economy										
12. become ethical persons										
13. learn the requirements of responsible citizenship										
14. respect diversity in our pluralistic society										

(1) the list of Essential requirements for healthy adolescent development was taken over from the Carnegie Corporation's report entitled Great Transitions, preparing Adolescents for a New Century', page 10 and 11.