

ANNUAL REPORT



2025



OUR NEW ECONOMY

Economy
Studies



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MISSION

We transform economics
and business education to
better serve life on Earth.

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2025 in numbers



+5,900

**schools
across**

using the International
Baccalaureate economics
course we advise on.

+160

countries.

Secondary education • International

We guided

28 institutions throughout the
country to redesign their
curricula and integrate sustainability.

Universities of Applied Science • National

1 shared manifesto:

a joint statement on reforming
economics education, signed
across all four education levels
(university, applied sciences,
vocational, secondary).

All levels • National



We gave

25

**public talks
and keynotes.**



We provided advice on

18 of the 32 national profiles

These profiles set the learning standards that all business and economics students in those specific programmes must meet nationwide.

Universities of Applied Science • National

13 ready-to-teach lesson packs:

free 45-minute lessons on sustainability and fairness that teachers can use with no prep.

Secondary education • National

766 professionals

+ **100 students:** educators who gathered at our fourth annual Week of Economics Education.

All levels • National

5 countries

the US, UK, Switzerland, New Zealand, and Ireland, where we help renew secondary economics curricula with local partners.

Secondary education • International



Joseph Stiglitz

& fellow Nobel laureates and top economists joined our review of **5 of the world's most-used economics textbooks** (5 more follow in 2026).

University education • International



Together with Leren voor Morgen, Het Groene Brein and Avans University of Applied Sciences, we organised a successful NewBee Day, where more than

180 educators

came together to participate in

15 different workshops

of best practices sharing and proactively joining the movement for positive change.

Universities of Applied Science • National

~150,000 students/year:

young people whose economics lessons we help redesign as official advisers to the national and International Baccalaureate exam curricula.

Secondary education • International • National



MESSAGE FROM THE DIRECTOR

2025 was a year in which the big questions shaping our societies became less theoretical and more immediate. Across Europe and beyond, people felt the strain of a “tenuous resilience”: growth held up in many places, but uncertainty stayed high, and trade tensions and geopolitical fragmentation continued to reshape the economic landscape. The climate crisis increasingly arrived as a lived experience, with Europe recording its third-warmest year and a pattern of extreme events — heat, floods, drought and wildfire — that is steadily redefining what “normal” looks like. As new technologies accelerated, governments began slowly translating AI into regulation and governance, with the first provisions of the EU AI Act applying from February 2025. And socially we continued to grow apart, as inequality rose to extreme levels and political polarisation fed repression and democratic backsliding.



Amid these crises, long-term solutions often fall to the background. But they do not become less relevant; they are the only way out of constant, short-term crisis-fighting. The kind of economics and business education Our New Economy works for, pluralist, values-conscious, and grounded in the real world, remains urgently needed. When the world grows more complex, the costs of one-dimensional thinking rise. If we want future generations to understand, navigate, and transform the systems they inherit, we must start by changing how we teach economics and business.

If the broader context has been turbulent, 2025 also brought a clearer kind of hope: not just growing interest in reform, but growing opportunities for implementation. Educators and institutions are increasingly looking for concrete ways to teach economics as they actually function, embedded in politics, communities, and ecosystems, shaped by institutions, power, and technology, and guided by values that deserve to be explicit rather than hidden. That shift, from aspiration to adoption, is where our work becomes most valuable.

At ONE, we spent 2025 enabling these shifts, not by being the loudest voice in the room, but by working shoulder to shoulder with educators and those in key positions. In university economics, we expanded the coalition pushing for change, and the field is moving in the right direction, though increasing the pace remains a challenge. The key structural barrier is the publish-or-perish system, which pushes economists to spend most of their energy chasing publication in the top journals, keeps them tied to old ideas, and leaves little room to focus on good teaching. Meaningful change here requires credibility, persistence, and patient coalition-building. In 2025 our emphasis was therefore on steady progress and consolidation: strengthening relationships, supporting educators who are actively broadening programmes, and helping early gains become durable rather than temporary.

We also saw this approach translate into recognition at the highest levels. In 2025, alongside the chief economists of the Dutch Competition Authority and Rabobank, we were invited to join the advisory council of Tilburg University, widely seen as both the most conservative and the highest-ranked economics department in the Netherlands. To be recognised as a credible expert and constructive partner, even by institutions historically most resistant to change, is significant. It lets us move critical insights from the margins into the mainstream and strengthen the legitimacy of the broader reform movement.





A similar dynamic is visible in our review of the world's most widely used university economics textbooks. Through this project we brought leading economists into the conversation, including multiple Nobel laureates such as Joseph Stiglitz. What stood out was how wide the gap remains between frontline research and what students are taught: core textbooks often lag decades behind the field. By making that gap visible, the project helps mobilise influential actors within university economics toward concrete reform.

Where we saw the strongest potential for growth was in secondary education and applied business education. These areas combine two things that rarely come together: large reach, shaping what many students learn each year, and clear, willing, practical levers for reform such as curricula, programme standards, and teacher communities. In 2025 we finished 18 of the 32 programme recommendation reports, offered hands-on guidance to eight curricula, and kept developing tools that teachers and lecturers can use immediately. As key advisers to the Dutch and International Baccalaureate economics curriculum commissions, we are helping shape how around 150,000 students each year, in the Netherlands and internationally, learn to understand their economic lives. With international partners, we are also contributing to secondary curriculum renewal in countries including the United States, the United Kingdom, Switzerland, New Zealand, and Ireland. These collaborations confirm that the need for change is widely recognised and that there is strong appetite for practical support. They also make clear how much more is possible than we can currently take on with our limited time and resources. The momentum is real, the demand is there, and the openings for reform are concrete.

As a result of our work in recent years, representatives from Dutch university, applied sciences, vocational, and secondary education came together to draft a shared manifesto on how economics education should change. Principles once seen as niche are now recognised across the education system as a shared direction for reform.



The central challenge now is implementation. The demand for better economics and business education is not the bottleneck; the bottleneck is capacity, the practical work of supporting institutions through change, translating new ideas into teachable materials, and building communities of practice that help reforms stick. More stable and flexible funding would let us scale where the openings are strongest, particularly in secondary and business education, while sustaining the patient, long-term effort that universities require.

We want to thank our partners, the local curriculum committees, and the teaching teams who placed their trust in us this year, along with the many experts, professors, teachers, and support staff, Dutch and international, who shaped our projects with their input. Financially, 2025 was steady: much of our funding remains project-based and short-term, but the support of our partners, especially the Goldschmeding Foundation, Triodos Foundation, the International Baccalaureate, the JJ Charitable Trust, Partners for a New Economy, the Robert Bosch Stiftung and Wellbeing Economy Alliance, the Sunflower Foundation, Regenerative Economics, and Nollie Fonds, allowed us to sustain and expand the work. You bring this movement to life and make all of it possible.

This report follows a simple structure, why, how, what. It explains the problem, how dominant economic thinking shapes our societies in often unjust and unsustainable ways; sets out our approach and principles; and offers an overview of our projects and the partnerships behind them.

The path to systemic change is long, often winding, and rarely glamorous. But we believe the foundation of a better world and a new economy must be laid in the classroom, in how young people learn to understand the systems that shape their world. That is the work we are proud to do, and we thank everyone who helps make it possible.

Warm regards,

Sam de Muijnck

Director, Our New Economy



FOREWORD FROM THE CHAIR OF THE SUPERVISORY BOARD

2025 marked a year in which the urgency of Our New Economy's mission to transform economics and business education to better serve life on Earth became even more evident.

Across Europe and beyond, we are witnessing a convergence of pressures: persistent inequality, geopolitical fragmentation, accelerating technological change, and increasing impacts of the climate crisis. As these pressures intensify, the political space in which solutions can emerge narrows, and polarisation and democratic backsliding create fertile ground for simplistic and exclusionary narratives. In such a context, the way we understand and teach economics and business is fundamental to how future generations interpret these challenges and the kinds of solutions they consider possible.



ONE's role in this landscape is distinctive. ONE combines intellectual depth with a pragmatic, system-oriented approach. Rather than positioning itself as an external critic, the organisation works with and within institutions, building trust, supporting educators, and helping translate broad ambitions into concrete curricula, teaching materials, and programme reforms. This is demanding and often incremental work, but it is precisely what makes change durable: embedding new thinking in how economics and business are taught, and opening the spaces we need to imagine alternative economic realities.

In 2025, this approach led to important developments. ONE contributed to curriculum reform at both national and international levels, expanded its engagement with universities, and played a role in shaping discussions even within leading and traditionally conservative economics departments. At the same time, it made substantial progress in secondary and applied business education, areas where the potential for large-scale impact is particularly high due to their reach and the availability of practical levers for change.

A key insight from this year is that the main constraint is increasingly one of implementation capacity: the ability to support institutions in making changes that are not only adopted, but sustained over time. This involves developing high-quality teaching materials, guiding curriculum processes, and building communities of practice among educators. Strengthening this capacity will be central to the next phase of ONE's development, particularly in areas where demand is high and concrete opportunities for reform are emerging.

From a governance perspective, the organisation continues to show strong strategic focus and operational discipline. It has remained financially stable in a context where funding is still largely short-term and project-based, while continuing to expand its activities and reach. At the same time, this funding model places limits on the continuity and flexibility needed to scale the work where it can have the greatest impact. In practice, this means that promising openings, particularly in secondary and applied business education, can go unaddressed, and that hard-won reforms risk stalling before they fully take root.



On behalf of the Supervisory Board, I would like to express my appreciation to the team of Our New Economy for their unwavering commitment and professionalism, as well as to the many partners, educators, and experts who contribute to this work. Their collective effort reflects a shared recognition that transforming economics education is both necessary and achievable and will help to build the world we want.

Looking ahead, the external environment is unlikely to become less complex. The pressures on our societies are set to intensify, further underlining the importance of ONE's mission. By shaping how economics and business are taught, the organisation helps lay the intellectual and ethical foundations on which future decisions will be made. Economic thinking has always left its mark on the course societies take. ONE's task is to help shape that thinking, and with it, a fairer and more sustainable future.

Sara Murawski

Chair of the Supervisory Board, Our New Economy



ABOUT

Our New Economy





OUR NEW ECONOMY

MISSION AND VISION

We transform economics and business education to better serve life on Earth.

Our New Economy (ONE) is a nonprofit igniting change in how economics is taught, putting society and the planet at the core. We work where ideas become habits: in curricula, textbooks, teacher training, and the institutions that decide what counts as “good economics.”

Vision: a world where tomorrow’s leaders learn pluralist, real-world, values-conscious economics from day one. We envision classrooms that cultivate critical thinkers: people who can see economies as embedded in communities and ecosystems, and who can navigate trade-offs with clarity, evidence, and care.



STRATEGIC APPROACH



ONE was founded by forward-thinking economists and educators who saw a recurring pattern: when the dominant way of teaching economics narrows what students learn to look for, it also narrows what future decision-makers learn to do. Over the years, we've grown into a trusted adviser on curriculum reform, from high schools to universities and applied business education, bridging practitioners, academics, students, and policymakers.

We don't try to be the loudest voice in the room. We act as strategists and builders. That means working with open-minded mainstream partners while staying connected to the innovators who push boundaries. We earn trust by bringing credible research, clear analysis, and ready-to-use curriculum tools, so institutions can change what they teach without having to reinvent everything from scratch.



TRACK RECORD AND MOMENTUM

Since our inception, we've focused on reforms that compound over time. Education change is slow, but it is one of the highest-leverage ways to shift long-run economic decision-making. When curricula change, cohorts of students change with them, and those students become the analysts, advisers, teachers, civil servants, journalists, and leaders who set the terms of debate for decades.

Over the past years, we have helped catalyse reforms in multiple countries and built infrastructure for a growing global movement for economics education renewal. This includes convening networks, publishing frameworks that educators can adopt, and helping institutions navigate the complex but essential process of curriculum redesign.



WHY

economics education matters





Economics is the language of modern power

Economists sit at society's levers: they run central banks and finance ministries, shape agendas at institutions like the IMF and World Bank, and frame public debates on climate, inequality, wellbeing, and democracy. Their assumptions, often learned early and reinforced for years, shape which policies feel “realistic,” which goals feel legitimate, and which trade-offs are even seen.

Economists hold key positions

In forty OECD democracies between 1973 and 2010, almost two in five finance ministers and nearly two in three central bank governors held an advanced degree in economics; about one in five heads of government did so, and around one in ten even had a PhD in economics. The Netherlands is even more concentrated on several of these measures. (Wehner, 2018)



The classroom

If ideas taught in economics classrooms become the default settings of public decision-making, then what we teach, and what we leave out, matters. And because beliefs tend to harden over time, education is a uniquely powerful leverage point. Many organisations try to shift the views of today's leaders, but by the time people reach the top of institutions, their mental models are often deeply entrenched. ONE focuses on the classroom so that the next generation of decision-makers learns to think with a broader toolkit from the start.



THE PROBLEM

one-dimensional economics
education





**“ I don’t care who writes a nation’s laws – or crafts its advanced treaties – if I can write its economics textbooks.
Paul Samuelson (1990, p. ix)**

In many programs, students still encounter a narrow “operating system” of economics: neoclassical theory centred on rational actors, efficient markets, and growth as the default goal. That toolkit can be useful in certain contexts, but when it becomes the only lens, when students are trained to treat it as the neutral baseline rather than one perspective among several, it produces predictable blind spots.

First, it narrows what students learn to notice. Institutions, power, history, ecology, care work, inequality, and systemic risk can end up as side notes rather than central features of how economies actually function. Climate change may appear late and narrowly, often framed as an externality to be priced. That lens has value, and many economists support strong CO₂ pricing, but students frequently graduate without exposure to additional tools that are essential for transitions: planetary boundaries, political economy, justice and distribution, technological change, industrial policy, and the dynamics of transformation.

Second, it can normalise a false sense of certainty.

Before 2008, many economists failed to anticipate the financial crisis, and the discipline’s heavy emphasis on elegant models can reward consensus and technical virtuosity over realism and humility. When a curriculum teaches one dominant framework as “how economics works,” it becomes easier for groupthink to take root, and harder for students to ask the uncomfortable questions that crises demand.

Third, it can shape values indirectly while claiming to be value-free. Research suggests that training focused narrowly on self-interest, incentives, and optimisation can influence how students view social outcomes and ethical responsibility.

When the curriculum presents certain goals, like GDP growth, as naturally paramount, while treating questions of justice, wellbeing, or sustainability as “preferences,” it quietly makes normative choices without naming them.

Finally, these blind spots can translate into real-world harm when simplified assumptions travel from classrooms into policy design.



In the 2000s, the Netherlands overhauled parts of its welfare system using a framework that leaned heavily on incentive-based assumptions about human behaviour. Many factors contributed to the outcomes, but the result included an overly complex system that proved hard to navigate and, in a notorious child benefits scandal, wrongly accused thousands of families of fraud, bankrupting many and tearing communities apart, ultimately contributing to a national political crisis. During this period, the working poor increased significantly. (SCP, 2019)

The point is not that neoclassical economics alone “caused” these failures.

It is that a one-dimensional education can make certain mistakes more likely: ignoring institutional realities, underestimating power and bureaucracy, discounting ecological limits, and treating people as predictable incentive-responders rather than citizens embedded in families and communities.

In short, a single-perspective economics education isn’t just an academic issue. It can become a systemic vulnerability leaving societies less prepared for 21st-century challenges like climate breakdown, financial instability, and social fragmentation.



OUR SOLUTION

pluralism in action





ONE's answer is to help replace one-dimensional curricula with economics education that is pluralist, real-world, and values-conscious

Pluralism means students learn multiple economic lenses — ecological, feminist, institutional, behavioural, post-Keynesian and more — alongside neoclassical approaches. Not to create confusion, but to build fluency: the ability to choose the right tool for the problem, compare assumptions, and understand what each framework illuminates or obscures.

Real-world focus means teaching economies as they exist: shaped by institutions, finance, laws, infrastructures, technologies, power relations, and ecological constraints. We emphasise case-based learning and contemporary challenges — climate transition, housing, inequality, financial crises, industrial changes — so students practice connecting theory to reality rather than treating models as ends in themselves.

Values-conscious education means naming the goals and ethics that underlie economic choices. Economics is never purely technical: it is always about what societies want: prosperity, justice, sustainability, freedom, security, wellbeing and about how those goals are balanced. Making values explicit improves honesty, democratic debate, and the quality of policy reasoning.

How we work: collaborative strategy, credible tools

We pursue change from inside the system, without losing sight of the bigger transformation required. Our team partners with educators, curriculum boards, and institutions, often including sceptics because durable reform requires adoption, not applause.

Our typical work includes curriculum scans, evidence syntheses, frameworks for redesign, and ready-to-teach materials. We prioritise relationships and practical support: listening for shared aims, offering sharp critique where needed, and translating new ideas into forms that teachers and institutions can actually use. We also strengthen communities of practice so that innovators don't work in isolation and so reforms spread faster once they begin.

WHAT

our work





Economics is taught at every stage of life, and we work at every stage where it is taught: secondary schools, vocational and business education, university economics, and the movement that ties them together. Roughly half of our work takes place in the Netherlands and half internationally, depending on where influence and infrastructure are concentrated. Secondary school curricula, for instance, are shaped nationally, while university economics is largely a global field. In each project a tulip marks Dutch work and a globe marks work in other countries.

 Dutch •  global

Our projects are long-term and systemic. Though it can be quite abstract, for us this is the most exciting place to work, slowly grinding away at major paradigm change. The impacts of our projects typically emerge over years, not months – which is why we report our impact as aggregated per work area.



This mix is intentional and strategic. By working at every level where economics is taught – and connecting educators and reformers across institutional and national silos – we help build a stronger, more cohesive movement for economics education that's fit for the 21st century.



Secondary school

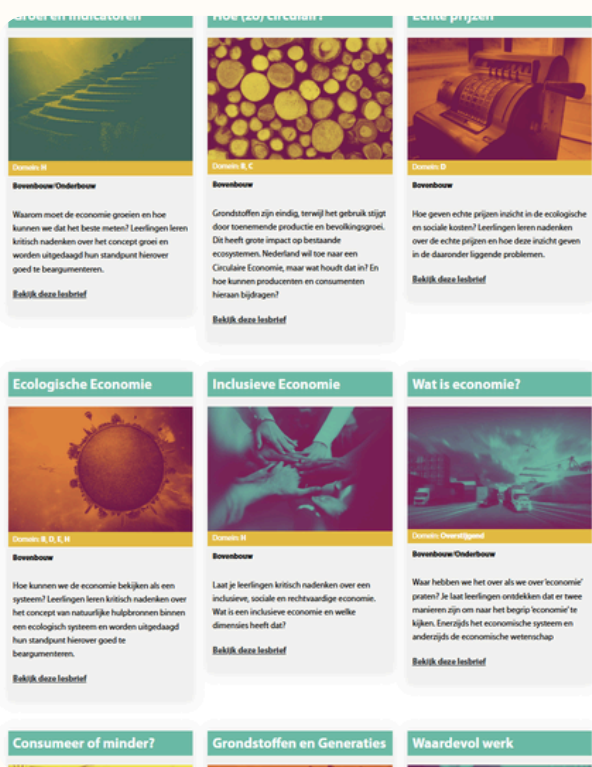




Teaching packages: making economics more relevant

Our VO Lesbrieven project helps integrate values like sustainability and fairness into secondary school economics. Between 2022 and 2025, together with didactics experts and project partner Day for Change, we developed 13 'plug & play' lesson plans: 45-minute sessions with slides, readings and teacher notes requiring no prep or prior knowledge. Offered through economieles.nu, our reach grew from 171 to over 1,000 teachers. Evaluations show high enthusiasm, but also a need for support with classroom integration. In 2026, we'll launch a follow-up to boost adoption, helping teachers use the material more confidently – so more students enter their adult lives with fresh thinking about the economy.

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Funded by Goldschmeding Foundation

GOLDSCHMEDING
FOUNDATION
MENS • WERK • ECONOMIE



Revising the national economics curriculum

In 2023–2026, the Dutch Ministry of Education is conducting a national revision of the school economics curriculum, led by curriculum body SLO. ONE serves as an official adviser and has contributed to a meaningful shift. The core of the programme now goes beyond markets and scarcity to include a broad view of provisioning systems, such as public services, households, and commons, and opens up conversations about the values and norms around the economy.

In September 2025, the revision of the final exam years began, with ONE again serving as advisers. So far we have provided two rounds of input, both well received by the committee and used in its work. Our role is to connect new developments in the real economy, in policy, and in science to the new national curriculum. We also organise a series of interviews with high-profile economists in the national magazine for economics teachers, to help nudge the curriculum in a truly new direction. The committee is willing, and partly thanks to our support, able to build a fundamentally new economics programme that reaches 115,000 students annually.



Funded by Goldschmeding
Foundation and Triodos
Foundation



Curriculum Toolkit: global expertise for national reform



To support the Dutch revision, ONE convened a global panel of economics professors and teaching experts around one question: what should a modern school economics curriculum include? Drawing on their insights, we produced two key resources. The first outlined different ways to structure an economics curriculum – such as by economic roles, by schools of thought, or by provisioning systems like markets, households and commons. The second offered detailed content suggestions, including how to teach economic values and how to include domains beyond markets. These materials shaped our input into the national revision, and can serve as a toolkit for curriculum reform worldwide.

Funded by Nollie Fonds



Advising the International Baccalaureate on its economics curriculum

The International Baccalaureate (IB) offers diploma programmes in over 5,900 schools across 160+ countries, reaching nearly 30,000 economics students annually. In 2025, the IB launched a revision of its economics curriculum for 16–19 year-olds, and ONE is advising on the process to help the curriculum reflect best practice and the cutting edge of economics education and research. As part of this, we conducted a content scan of the existing programme, identifying gaps and opportunities for improvement, and we are designing the first key elements of the new curriculum. This partnership is a major step toward embedding pluralism and relevance into one of the world's most influential education systems.

Funded by The International Baccalaureate





Regenerative Economics: An economics textbook fit for the 21st Century

RegenerativeEconomics.earth is an initiative to reshape economics education: a fully digital, open-access textbook for secondary schools, rooted in sustainability and real-world relevance. Led by Jennifer Brandsberg-Engelmann, with key contributions from renowned thinkers like Kate Raworth and David Bollier, the textbook integrates regenerative principles with diverse economic perspectives. Aimed at 21st-century learners, it includes assignments, self-testing, and place-based learning tools. ONE contributed to the Market and State chapters, offering academic input, key resources, and best practices. The project's goal: to equip students worldwide to think critically about how economies function, and how they could work better for people and the planet.

Funded by Regenerative
Economics

Regenerative
Economics
for secondary schools and beyond...



Summary: impact at the Secondary School Level



Widespread classroom use: our plug-and-play teaching packs are now used by over 1,000 secondary school teachers in the Netherlands, reaching an estimated 60,000 students.



Curriculum transformation in the Netherlands: we helped successfully revise the national curriculum for 12–15 year-olds and are now working on the 15–18 year-olds' programme, shifting its foundation from "economics as scarcity" to "economics as provisioning systems," including vital parts of life like unpaid care work and our relationship with the planet.



Global influence via IB: our curriculum scan and module prototypes for the International Baccalaureate are informing a major revision of their economics diploma programme, reaching over 160 countries and nearly 30,000 students annually.



Laying the groundwork for the future: we contributed to the RegenerativeEconomics.earth textbook, which is still in development but already building momentum as a bold new model for 21st-century secondary economics education.

Business school

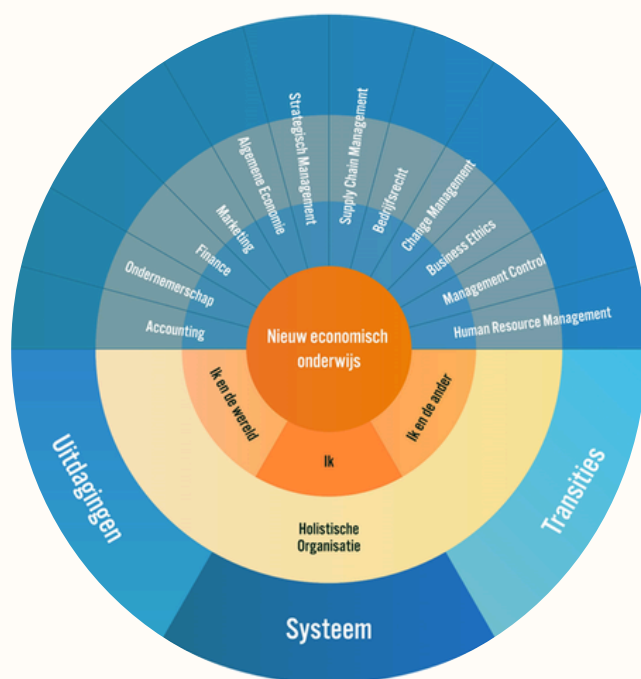




Curriculum redesign toolkit for business schools

Across Dutch business schools, plenty of educators are already experimenting with new approaches, such as circular economy minors and systems thinking electives. Yet these initiatives still tend to remain on the margins. Between 2022 and 2025, ONE developed a curriculum (re)design toolkit to help bring such innovations from the fringes into the mainstream of business education. Building on the approach of our landmark book *Economy Studies*, the toolkit offers best practices, teaching materials, and expert networks tailored specifically to business programmes. To mark its launch, we published a magazine showcasing pioneers in curriculum reform.

hboeconomie.nu



Funded by Goldschmeding Foundation



Advising national business education standards

As the main knowledge partner of the Vereniging Hogescholen, ONE was invited to advise 18 of the 32 national programme boards that set curriculum standards across Dutch business education. Our focus: integrating social and environmental dimensions into the core of these national profiles. Because those profiles determine 80% of the curriculum at each Dutch business school (hogeschool), they are a powerful lever for systemic change. Our input is already visible in the newly published profiles, which means thousands of business students across the Netherlands will be trained in more socially conscious, sustainability-oriented economic thinking.



Funded by Triodos
Foundation



Curriculum scans and advisory support

Through our platform hboeconomie.nu, ONE has supported eight universities of applied sciences across the Netherlands with curriculum scans: comprehensive gap analyses and review sessions that validate our advisory framework and equip curriculum committees with concrete tools and perspectives for programme renewal. Alongside this institutional work, we have advised dozens of individual faculty members, connecting them with relevant best practices and peers nationwide, and offering practical, hands-on guidance to teams ready to drive meaningful change.





Summary: impact at the business schools level



Shaping national standards: we advised 18 national curriculum boards for business schools, helping embed sustainability as a core principle in the official programme profiles that guide 80% of each institution's curriculum.



Direct programme support: we gave concrete guidance to more than 20 business school programmes on integrating sustainability and social responsibility into their teaching and course design.



Building a national network: we convened a community of over 130 experts, innovators, and campaigners, who together developed the central Dutch framework and knowledge bank for sustainable business education.

University education

Our university work runs through the Center for Economy Studies





Ways of organising economies: a new framework

Remarkably, there is still no widely accepted framework that maps the full diversity of ways economies can be organised. The building blocks exist, such as "varieties of capitalism" in political economy, the legal classification of economic organisations (nonprofits, cooperatives, corporations), and behavioural studies of human motivation, but they are rarely connected into a coherent whole across scales. Together with Florian Rommel of the Hochschule für Gesellschaftsgestaltung, a pluralist economics university in Germany, ONE is developing a taxonomy that brings these elements together for the first time. The Hochschule is also our first audience and development partner. The aim is to help students move past mainstream education's "markets plus fringe alternatives" narrative and see the economy as a diverse, interconnected system.

Funded by The Sunflower
Foundation
(Zürich)



Textbook Review: rethinking the canon

Economics textbooks shape how millions of students come to understand the world, yet many of the most widely used titles misrepresent or simply ignore critical issues like unpaid labour, colonialism, happiness, money creation, unpaid care work, and the real impacts of minimum wage policies. ONE has launched a global review of the five most-used mainstream textbooks alongside five leading alternatives, with each chapter written by top experts in the relevant field. Nobel laureate Joseph Stiglitz is contributing directly, and backing the project through his network and public platform. The result will be a powerful resource for educators and reformers pushing for a more accurate, relevant, and pluralist economics education.



Funded by JJ Charitable
Trust

THE J J
CHARITABLE
TRUST



Summary: impact at the Higher Education Level



Economics education has moved higher up the national agenda: thanks in part to our agenda-setting, reform of economics education is now an active topic of debate among academics, policymakers, and educators. The 2025 Week of Economics Education university day and the recently established Impact Forum of Dutch economics deans reflect this momentum. The chair of the deans' network publicly pledged to modernise the curricula substantially within five years — with only two years left to deliver on that promise.



Real-world economics recognised as a gap, and acted on: following our advocacy, the Netherlands' two most influential economic institutions, the Bureau for Economic Policy Analysis and the Dutch Central Bank, have begun co-developing a new national economics textbook. It will give students a foundational understanding of the real Dutch economy, including its sectors, systems, and challenges, correcting the current overemphasis on abstract market theory. Groningen University is doing similar pioneering work, building the first course centred entirely on a broad overview of the Dutch national economy.



Long-term structural change through new programmes: impact in our field takes time, but it is rewarding work. Our previous national review, nine years ago, led to two new bachelor's programmes and one master's in economics. One bachelor's programme (Vrije Universiteit) was ultimately blocked, but Leiden University's Economie & Samenleving (BSc) and Economie van de Publieke Sector (MSc) made it through every hurdle. The new curricula, finalised in 2024 and launched in 2025, focus on equipping public-policy economists with a broader understanding of economic governance, beyond a narrow focus on markets.

Movement organising





New Economics Education Network

We convene and coordinate the New Economics Education Network, a global alliance of leading organisations working to reform higher economics education. Every two months we host virtual gatherings where members share updates, offer feedback, and explore collaboration on concrete projects. This year we also hosted the network's second in-person meeting, a two-day gathering alongside the Partners for a New Economy convening in Lyon. That milestone laid the groundwork for deeper, more systematic cooperation between groups committed to pluralism in economics education worldwide. The network is expanding too, now including organisations working in the promising field of secondary economics education, where fewer interventions have been tried before.

Funded by Partners for a New Economy



PARTNERS FOR
A NEW ECONOMY



Week of Economics Education



The fourth edition of the Week of Economics Education brought together 766 professionals and 100 student participants at hubs across the Netherlands. This year saw extra collaboration with representatives and umbrella organisations for every level of economics education, strengthening the connection between bottom-up initiatives from teachers and top-down decision-making in the field. It also produced a manifesto, signed by representatives from all levels of economics education, setting out a shared vision for a broader and more relevant approach. Co-organised with Leren voor Morgen, Day for Change, and Het Groene Brein, the event reached both seasoned pioneers and newcomers to educational renewal. The Week is increasingly recognised as a catalyst for change in economics education.

Funded by Goldschmeding
Foundation and Triodos
Foundation





WISER: Local pathways to a wellbeing economy

Through the WISER project, we convened an expert workshop bringing together academics, policy institutes (including CPB, PBL, and TNO), and grassroots civic initiatives to explore how local efforts can shape a broader economic transition. Centred on the theme of basic needs, the conversation drew on the international Wellbeing Economy Policy Design Guide by WEAll, but took a distinctly local lens. Five key lessons emerged about shaping wellbeing-oriented policy in neighbourhoods, towns, and cities, with a strong emphasis on context, relationships, and lived experience. The workshop made clear that meaningful collaboration between public authorities and civic initiatives is vital for success. WISER offers not a fixed model but a collaborative compass toward an economy that serves people and planet. Alongside the final report, available on our website, the project also produced an educational module on basic needs and wellbeing economics. The lesson is available here: [WISER](#)

Funded by Wellbeing Economy Alliance, regranting for the Robert Bosch Stiftung





Summary: Impact at the Movement Organising Level



Strengthened global collaboration on curriculum reform through the New Economics Education Network, including the second in-person gathering of leading organisations worldwide.



Reached 766 educators during the fourth Week of Economics Education, deepening engagement and renewing commitment to transforming economics teaching in the Netherlands.



Completed the WISER project with a high-level workshop and a teaching package on local pathways to a wellbeing economy, highlighting the importance of trust, collaboration, and lived experience.

Open resources and outreach





We turn ideas into materials teachers can use tomorrow

ONE develops lesson packs and teaching resources on topics like ecological economics and true pricing, and we share them openly to accelerate adoption and adaptation. Our websites and publications reached tens of thousands of people in 2025, and we keep building better ways to track and visualise our reach over time, across both students impacted and educators engaged.

Our three open platforms anchor this work:

 hboeconomie.nu

A chapter on each of the main fields within applied (hbo) economics, plus overarching chapters, with an overview of the innovations and links to teaching materials.

 economieles.nu

13 free lesson packs (lesbrieven) with bonus content and support for teachers.

 economystudies.com

A toolkit for curriculum reform at university level: the full book is openly available, alongside shorter versions tailored to specific audiences, plus the teaching packs that accompany Economy Studies.

WHO users and team





VOICES FROM EDUCATORS

Marcel Beyer and Michael Koppel, training the next generation of secondary school economics teachers at Bielefeld University (Germany)



“We use Economy Studies to empower students with a broad, critical, and engaging understanding of economic thinking. Its pluralist and accessible approach has proven highly valuable – we’ve translated parts into German and developed a pilot Moodle module (digital learning unit), which we’re excited to keep expanding.”

At Bielefeld University, we follow a pluralistic approach and are committed to helping students move beyond the dominant one-sided perspectives. We support them in developing orientation and competence to deal with real-world economic problems in society.”

Nynke Dijkstra, secondary school economics teacher (NL)

“In the national economics curriculum, it sometimes seems like there is no alternative to neoclassical economics and no space to talk about it. Using these lesson plans, I can create a second track, so that students can think beyond the neoclassical framework.”

Eugenia Chow, recent graduate from UNC Chapel Hill, USA

“This past year, I developed and taught a 16-week

curriculum for a course titled “Alternative Economic Visions: Global Models for Social and Ecological Wellbeing”. It is based on my lived experiences researching models such as Doughnut Economics in Amsterdam, community currencies and social solidarity economies in Costa Rica, and Buen Vivir and rights of nature laws in Ecuador, and inspired by the teaching materials and resources of Economy Studies. My hope is that others may use this as a tool to imagine alternatives to our dominant paradigm.”

Ignacio Juncos, PhD. student in economics and assistant teacher on Monetary Economics at the National University of Cordoba, Argentina:

“Together with my teammates, we are preparing a class for bachelor students in economics following your “The Practice of Central Banking - Economy Studies Essential Lecture”. It is very interesting and it is really helpful for us. Congratulations on such amazing work.”

Benjamin Heaton, Rethinking Economics NL student board 2024-2025:

“The Economy Studies book gives foundation and color to the feeling that pervaded my experience studying a bachelor’s in economics: the discipline has traded people and planet for profit. More than this, however, Economy Studies --and particularly their bachelor report-- illustrates that there is still hope for salvaging economics, to preserve its strengths while reorienting its focus back to what really matters.”





VOICES FROM THE TEAM

We are a small but driven team, united by a vision of a healthier society.
On this page, some of us share why we choose to dedicate ourselves to this work.



**AMBER
AGYEMANG**

I find it super to work in a multidisciplinary and intergenerational team. We are able to learn a lot from each other's backgrounds and bring different perspectives to the vision of a Wellbeing Economy!



**MAGID EL
MASSOUDI**

ONE works at the systemic level. We are making a large impact, with our work reaching potentially 5,000 teachers and 100,000 students at 19 colleges across the country. And that's only the further education level. The need for a new generation of leaders and thinkers is great considering the challenges facing humanity. ONE is taking on this challenge, and I am very honored to be a part of this club.



**NATHALIE VAN
WIJKVLIET**

Working at ONE is a little bit like going back to school myself. Through the vast pool of knowledge my colleagues have and all the people I meet, it's like getting an economics education all over again – but this time, it's future-proof economics education, where financial, ecological and social values count. Being able to contribute to that future-proof economy education with my communications and marketing background is a treat!

OUTLOOK FOR 2026

In turbulent times, when the economic ideas underpinning our societies are showing more cracks than ever, the need for bold, real-world economics education is urgent. To meet this moment, we aim to scale up our impact, and we are actively seeking support to make the following ambitions a reality:

Help reform the International Baccalaureate (IB), following the completion of our curriculum scan in mid-2025, an opportunity to influence economics education in schools around the world.

Conduct a curriculum review for BOFEB, the elite government economics traineeship programme in the Netherlands, which prepares future policy leaders in ministries such as Finance and Economic Affairs.

Develop classroom-ready teaching materials based on *Economics: The User's Guide* by Ha-Joon Chang, which could prompt a huge surge in educators bringing more humane economics content into their courses. As a textbook, this could offer a compelling alternative to the newly mainstream textbook CORE – one that places pluralism, values and the environment at the centre.

Expand our global economics textbook review. With three Nobel prize winners on board, including Joseph Stiglitz, this project has massive impact potential if we can change the standardised training materials for new economists worldwide, shaping the next generation of economic decision-makers.

Create communities of practice and a training platform for educators in Dutch universities of applied sciences, embedding sustainability and real-world relevance in business and economics teaching.

Advise the SLO on reforming the Dutch secondary school curriculum, a process where we are uniquely positioned to influence the curriculum for 115,000 students each year, placing pluralism and sustainability at the centre of the programme.

Financial overview





ASSETS	31-12-2025	31-12-2024
Receivables & accrued assets	€ 8,600	€ 19,905
Cash & cash equivalents	€ 201,488	€ 119,725
TOTAL	€ 210,088	€ 139,630

EQUITY & LIABILITIES	31-12-2025	31-12-2024
Designated reserve	€ 185,321	€ 96,696
Current liabilities	€ 24,767	€ 42,934
TOTAL	€ 210,088	€ 139,630

STATEMENT OF INCOME AND EXPENSES	2025	2024
Donations / Gifts	€ 468,981	€ 538,402
Income from services rendered	€ 7,236	€ 10,400
Other income	€ -	€ 1,069
Total income	€ 476,218	€ 549,871
Cost of goods/services delivered (cost of sales)	€ 415,584	€ 568,111
Communication costs	€ 5,414	€ 17,989
Housing / accommodation costs	€ 13,316	€ 10,236
Other expenses	€ 4,749	€ 10,034
Total expenses	€ 439,063	€ 606,370
Net result	€ 37,154	€ -56,499



THANK
YOU



 www.ourneweconomy.nl/