

Beyond frontiers

70 years for international education in the Netherlands



SIO

STICHTING
INTERNATIONAAL
ONDERWIJS

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***“Let us continue to move
frontiers and make the world
better for everyone.”***

Karen Peters, chairperson SIO, march 2023

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COLOFON

This is the last publication of Stichting Internationaal Onderwijs on the occasion of its 70th anniversary.

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www.sio.nl

March 2023

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Foreword



Karen Peters
Chairperson SIO

“Let us continue to move frontiers and make the world better for everyone”

“Peace. Tolerance. Looking beyond boundaries. Meeting other cultures, talking to each other and getting to know each other better. Taking action and working together towards a safer, cleaner and more sustainable world. After the Second World War, UNESCO saw international education as an important instrument to reach these goals. These ambitions were at the basis of the founding of SIO, 70 years ago in 1953, by the municipality of The Hague. Other founding fathers and financial sponsors were the multinationals Shell, Philips and Unilever. In addition to good accommodation and good health care, good education is an important requirement for an attractive settling climate.

In all those years, SIO has been promoting international education in the Netherlands. In the 70 years, international education has matured. We have moved frontiers and have, together with other stakeholders, increased the visibility, granted subsidies for initiatives, facilitated the growth of international education, shared knowledge, provided information, given advice, connected schools and stakeholders and lobbied in politics.

In this jubilee publication, we look back and we look to the future. What do ex-chairmen think about the role and significance of SIO? What has changed in the execution and the supervision, according to ex-inspector of education Marin Uunk? How do the directors of the Dutch International Schools and the American School view the availability and growth of international education? Which academic insights can special professor of Global Orientation and Bilingual Education, Joana Duarte, share with us? Which educational content developments has global citizen and education expert, Geert Simons observed? What is the impact of globalisation according to the nestor of international education, Jaap Mos and the director of KPOA (Stichting Katholiek PrimairOnderwijs Amersfoort eo) and SKOSS (Stichting Katholiek Onderwijs Soest Soesterberg), Martijn van Elteren.

We hope that this magazine will provide a broad and deep insight into the added value of international education in the Netherlands. Even though SIO will cease to exist in 2023: our ambition to give global citizenship an important role in international education and the internationalising of regular Dutch education, we are happy to pass on to foundation UWC Nederland. Let us continue to move frontiers and make the world better for everyone. That is where we offer students opportunities and enable them to develop as global citizens.”

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Henk van Hout

01 Vision

Why was the Stichting Internationaal Onderwijs established and what happened afterwards in the field of international education in the Netherlands?

Why SIO was established Appreciation for SIO from the business world

In the first half of the last century, business organisations, especially the multinationals in the Netherlands, such as Akzo, Philips, DSM, Unilever and Shell, would benefit from English language education in the Netherlands.



Henk van Hout
Head educational services
Shell International BV

The last two companies were established both in the United Kingdom and in the Netherlands. The majority of their employees came from these two countries. There was an exchange of employees from both countries by enabling them to switch countries and jobs.

Families moved abroad and English language education was a requirement. In The Hague, in 1932, the British School in The Netherlands, was opened and Shell started Dutch schools in e.g. Woking, Aberdeen and Lowestoft.

After the Second World War, we see various initiatives to promote world peace. The United Nations was formed and in its wake several initiatives followed in the area of international education. The first United World College in Wales was established and, a number of years later, the start of the International Baccalaureate Organization.

In 1953, the municipality of The Hague starts with Stichting Internationale School (SIS), but a first initiative to establish a government subsidised international school in The Hague fails.

The plan to start a joint school, together with a Dutch language school and a few existing international schools, was a failure. For various reasons, this attempt was unsuccessful. Stichting Internationaal Onderwijs (SIO), as it was later called, did continue to provide information on international education which, until well into the '70's, was mainly concentrated in the The Hague region.

In 1979, under leadership of the then Minister of Education, Jos van Kemenade, definite plans are developed to establish government-subsidised international departments under the BRIN number of Dutch schools. All schools in the Netherlands have a BRIN number, without it they are unable to receive funding. Because the international departments of these schools fall under the regular funding, they are able to keep the school fees of the international departments low in comparison with the private schools.

In 1983, the government decided to fund three international departments of Dutch schools, in The Hague, Hilversum and Eindhoven. At the end of the '80's, this process continued strongly.

From then, SIO started to play a national role with the aim of promoting international education in the Netherlands. The money which had been accumulated was used for stimulating measures for the increasing number of schools offering international primary and secondary education.

This was good news for the business organisations. The settling climate for international employees in The Netherlands improved through this. In addition to security, good accommodation and medical care, education for the children of international employees is one of the four pillars for expatriation.

Shell, Philips and Unilever decided to provide a financial contribution to SIO so that SIO could support the newly-established IGBO (Internationally-oriented Primary Education) and IGVO (Internationally-oriented Secondary Education). It was also agreed that representatives of both multinationals would take a seat on the Board of SIO.

By the presence of both private international schools (British School in The Netherlands, American School of The Hague) and subsidised international schools, a big difference developed in the 'school fees' which were paid by the international employees.

Business organisations were able to attract so-called international employees under local contracts because the 'fees' of the subsidised schools were (and are) affordable for employees with this type of contract.

From the end of the '80's of the last century until now, we have seen a steady growth in the number of international employees in the Netherlands. Even during the financial crisis of 2009, the number of international employees in the Netherlands continued to grow and, in particular, in the regions The Hague, Rotterdam, Eindhoven, Amsterdam, Groningen and Maastricht.

During the same period, an enormous internationalisation has taken place in the business world, but also in Geopolitical areas (NGO's). This has led to an exponential growth in international schools worldwide.

There are, however, few countries in the world where government and business organisations have worked together to establish subsidised international schools to improve the business climate for international employees. The Netherlands is a positive exception here.

SIO has played an important role in this in the past seven decennia. It is also good to conclude that in 2023 the IGBO and IGVO schools have organised themselves in such a professional manner that support by SIO is no longer required.

The Netherlands may be proud of the current wide range of private and subsidised international schools. A word of thanks to SIO on behalf of the business world is certainly appropriate at the time of the liquidation of the foundation.



Ex-chairmen look back and also towards the future

“SIO was the outboard motor to facilitate the growth of international education”

How do two chairmen look back on their time with SIO? What were their ambitions and milestones? How were the contacts with education, business organisations and government? What did they consider broadened the horizons? How do they see the future of international education?

Rien Jonkers and Chiel Renique dig into their rich chairmen’s past. “It was not our task to invent things, but to offer a platform for schools to meet and to learn from and with each other”, says Renique. “SIO also wanted to improve the visibility of the state of international education for the public as well as for the policy makers. This is why we always also invited people from the Inspectorate and the Ministry.”



Rien Jonkers
Chairperson SIO
2010 to 2015

- Classical languages, Dutch, Italian and Musicology, Leiden University
- Italian at SOMA and the University of Perugia
- Doctorate in literature, Groningen University
- Teacher, deputy director and director European School Brussels in Brussels and the European School in Varese
- Founding director of the European School in The Hague



Chiel Renique
Chairperson SIO
2016 to 2019

- Mathematician and physicist, teacher havo/vwo
- Trainer Gelderse Leergangen Nijmegen
- Vice-chair Dutch Fellowship of Teachers
- Secretary educational affairs VNO-NCW
- Employers Representative International Labour Organization (ILO) in Geneva with education portfolio

Ambitions: information and foreign languages

Jonkers: “I came into contact with SIO at the end of the ‘80’s or beginning of the ‘90’s, when I was part of a working group for introducing Italian into Dutch education. In the working group, I worked together with, among others, the Ministry of Education and Sciences (OCW), the university of Amsterdam and the Italian embassy. In that context, I was asked by SIO for a conference about minor languages. I found this strange because Italian is spoken by 60 million people. The most important task of SIO for me was to inform people of the existing international schools in the Netherlands. The conferences formed an important instrument. Relevant subjects were discussed.

“The main point for me was to draw attention to the European and non-English language education”

During the conferences specialists from abroad gave talks about the International and European Baccalaureate. It was good to compare these forms of education. I still get upset about the predominance of English in international education, because there are more languages in the world. When I was director of the European School in Brussels in 1998, there was a requirement of a minimum of three modern languages. Students could even choose a fourth, fifth and sixth modern language, as well as Latin and Greek.”

Ambitions: being more recognisable

Renique: “I wanted to give more recognition to our mission of promoting international education. We had our website, the conferences and the vademecum. I took the initiative for collating the publication ‘the state of international education’. The ‘state’ was published in 2017 and 2019 and the publication was a success. There was much interest and stakeholders were keen to cooperate with our ‘state’. I am happy that we were able to publish articles with insights from prof. dr. Jan Anthonie Bruijn, currently chairperson of the First Chamber, Peter Baillière, director human resources of ASML and Jorrit van der Togt, Executive Vice President HR Strategy, Learning and Organisational Change at Shell.”



Business organisations

Jonkers: “I was more into education. In my time, the contacts with business organisations were with our board member Henk van Hout, who was Head Educational Services at Shell. In that capacity, he maintained contacts with all local and international schools of children of Shell employees. In addition, our board member Gerry Heiligers was responsible for assisting foreign employees at Philips with their accommodation and education. In my period, I had an excellent secretary in Hans ‘s-Gravensande. He was an enormous support in the organisation of the conferences and he made many contacts and, with it, increased our network.”

Renique: “I took 25 years’ experience from the employers’ association VNO-NCW and my large network within the business world with me to SIO. From my work for VNO-NCW, I had closely experienced globalisation and its consequences for education. The business organisations were diligently looking for employees, such as technicians and knowledge migrants. During my time, ASML was hiring 100 foreign employees a month and for those families good international education was essential.

“During my time, ASML was hiring 100 foreign employees a month and for those families good international education was essential”

From my experience with the International Labour Organisation ILO, I also had a lot of contact with employers from other countries about education. An international orientation is for employers everywhere a matter of course.

Government

Jonkers: “I had contact with the Ministry before my SIO time. That was rather intensive at the end of 2009, when we were introducing the European Baccalaureate at the International School of The Hague and establishing a European School in The Hague. I remember that we made our opinion felt when foreign teachers would have less favourable conditions when moving to the Netherlands. Thankfully, we were able to prevent this reduction in the allowance of foreign teachers by lobbying in The Hague.”

Renique: “After a workshop about the ‘state’ someone from the Inspectorate approached me with the following message: ‘We are really happy with your publication, because it contains things that we did not know.’ I considered this the wrong way around. The government still pays too little attention, in my opinion, to international education in the education portfolio. On the one hand, I can understand it because in the Netherlands there are about 25,000 students in international education and in regular education there are a few million. But on the other hand, it is a vital part of the total education of the students concerned. And for the international business organisations and the parents, international education is a very

important connection. When the children leave for another county, they benefit from an international curriculum during their time in the Netherlands. That lack of concern for international education is illustrated by the following examples: OCW does not give it separate chapter in the education budget. Every year, the Inspectorate produces a thick book about the state of education, but this contains nothing about international education. The most amazing, I found, was the advice of the Education Council from 2016 ‘Internationalisation with ambition’, in which there is no reference to international education! As SIO, we have tried to bridge the gap, but the government itself should show that they consider it of international importance.”

Conferences with impact

Jonkers: “SIO organised an educational conference every two years, which around 150 people attended from schools, municipalities, companies, provinces and the government.”

“Our conferences certainly had an impact”

Renique: “We always succeeded in finding interesting speakers, such as Jos Wiene, mayor of Haarlem, who was involved with international education in his city. Our conferences certainly had an impact. For instance, we organised a workshop

about the impact of international education for regional development. Subsequently, in more and more provinces, the regional structures, such as Brainport Eindhoven and Metropole Region Amsterdam, were including international education in their priorities. In this, municipalities, provinces, business organisations and education worked closely together. Therefore, the growth of international education has also been made possible by financial support from the regions. Personally, I found the workshop on appropriate education fascinating: how do you ensure ‘made to measure’ in foreign languages for those children who need extra attention and care?

Partners

Renique: “For me, important discussion partners were the chairpersons of the Dutch International Primary Schools (DIPS) and the Dutch International Secondary Schools (DISS). Their overall organisation, Dutch International Schools, has set up a good website and that is one of the reasons for stating that SIO has completed its work. These organisations are now stronger and more mature, they work on being visible and have good contacts with government, municipalities and organisations.

Moving frontiers

Jonkers: “I hope that we have provided people with information on international education. It did not previously exist and we have combined it into the vademecum.

Renique: “The vademecum was a unique aid which moved frontiers for establishing an international school. Step by step, it was explained what all the requirements are and which demands you have to fulfill for private financing and funded international education. During the preparation, we worked closely with the Inspectorate, although I find that such a publication should really be a task for the government.

“The state of international education’ went also beyond existing frontiers for the branch and filled a gap”

The strong growth of international education in itself can be called a development which moves frontiers. That growth was not because of SIO, but SIO was the outboard motor to facilitate the growth of international education. Another frontier was moved by establishing contacts between international education and internationalising regular education.”

Vision for the future

Jonkers: “My ideal is opening international education to ‘regular’ children. However, I think that the government is afraid, because too many parents would choose for this type of education. And this would then be at the cost of regular education. I would very much like to see improvement in the quality of our regular education because it would remove the contrast, but with a freedom of choice between international and regular education. In all other European countries, the limiting Dutch aspects to be admitted to an international school do not exist. And, I hope that the child’s mother-tongue will become the central focus in education and that the curriculum will be built around it, in which English has a central place, alongside also French and German.”

Renique: “Internationalisation happens to regular education as well, because the schools have more nationalities in the classes. Along with the attention for citizenship in the curriculum of primary education, global citizenship is in the picture and this interfaces with international education. You see an increase in bilingual schools and transition classes. I hope that in the future international schools and regular education will work together to properly facilitate the inflow.



‘The state of international education’ is presented to ministers van Engelshoven and Slob in 2019.

02 Execution

How did the conditions for international education in the Netherlands develop during the past 70 years and which role did SIO play in this?

“SIO played an important role in making the field of the international schools visible and understandable.”

As inspector of the Inspectorate of Education, Martin Uunk visited many primary and secondary schools in the Netherlands as well as in other countries. “I was interested in the attachment and detachment of children in international education.” They have left their countries and schools are in a great position to do something about detachment symptoms. My most important motivation is that I think that good and fulfilling education can contribute to the social-emotional well-being of children. Education can prevent and that is better than having to cure later! How does Martin Uunk look back on the development of international education in the Netherlands? How about quality supervision and finances? What did he learn from international education?



Martin Uunk
ex-inspector Inspectorate
of Education

- Development psychology, Universiteit Groningen (child psychologist)
- Inspectorate of Education – department head, team leader and inspector primary education (national and international)
- Stichting NOB, head educational services
- Advisor education at Uuenik

“Good and fulfilling education can contribute to the social-emotional well-being of children”

What were your roles within the Inspectorate?

Martin: “I joined the Inspectorate of Education in 2001 and worked there for 20 years. For several years, I was inspector for primary education in the Netherlands and from 2007 I became part of the team that visited Dutch education abroad. I also inspected the non-funded (private) education from 2002, and from 2009 I was involved in the design of supervision of private international schools. These international, foreign and embassy schools are known as B4 schools. They are under supervision of a foreign authority and/or an international organisation for accreditation. The B4 schools did not have any recognised status at the time. In 2011 the ‘Regulation appointing international and foreign schools’ was established for supervision on B4 schools. The reason for this was that everyone could set up an international school without there being any supervision. If, for instance, an ‘Iederwijs’ school indicated that they were an international school, there would have been no supervision before 2011. OCW realised that there should be a regulation for international and foreign schools. From 2011, I was appointed to supervise private international education in the Netherlands. The ‘Regulation appointing international and foreign schools’ was in place in 2011, but even

today, they are still occupied with ensuring that these schools get a BRIN number and the students an education number. There has always been tension between the subsidised and non-subsidised schools. Through this subsidy, the IGO schools were able to charge much lower fees to the parents. The B4 schools considered legal proceedings because they thought that the regulation was against EU rules and that there was unfair competition. This did not come to anything, but to date this issue has not been resolved.”

So the regulation from 2011 is still current?

Martin: “OCW has never amended the regulation for B4 schools, possibly because the issue was too insignificant. Now that citizenship is high on the political agenda and there is a fear that there might be undesired embassy schools, they are looking whether the rules for the B4 schools should be stronger. There is a fear that schools might say that they are international and go against the Dutch legislation. It remains difficult, because if the Dutch government were to make demands on schools of other countries, this would be politically sensitive.”

What did supervision of IGO schools entail?

“The IGO schools were only recognised and subsidised as ‘departments’ of a regular recognised and funded Dutch school. The IGO schools were located in the regions with many expats and, in most cases, there was both an IGBO and an IGVO school in the region.

The IGO schools fell under the legal framework for government funded international schools and the supervision was like that of regular schools. They were required to have a school plan, were accountable to and visited by the Inspectorate every four years. Obviously, there were differences. The learning results were not assessed in the Dutch way with Cito tests, but on the basis of the test results of Ofsted, the British Inspectorate for Education.

A specific supervisory subject for the IGO schools was if there were not too many children at the school of parents who were in the Netherlands permanently.”

What did the supervision of the B4 schools entail?

“In 2013, I wrote a report on supervision of 12 B4 schools. In it, I touched on the tension of the funding, but also on the competences of the Dutch government. The Dutch language lessons were given, but the two-yearly questionnaire on education never came about. For B4 schools, the rule was that we did not want double supervision in accordance with the ATR Adviescollege toetsing regeldruk (Advisory Board Assessing Regulation Pressure). Supervision was carried out by the inspectorate of the own country and the organisations of the international curricula, such as IB or IPC. The Dutch inspectorate only monitored the Dutch language lessons for Dutch children. Are the teachers qualified and is the programme satisfactory? So, limited supervision.

For instance, what lacks is supervision on the Verklaring Omtrent Gedrag (Statement of Good Conduct). From my NOB experience, I had observed that schools abroad could be a way to escape for ‘people with a blemish’. The B4 schools carried and carry this responsibility themselves. The supervision of B4 schools was primarily limited to signals: if we received an indication of irregularities, we followed this up.”



What has changed in the way of finances?

Martin: Martin: “In 2008, the Inspectorate had a financial department that also looked at the finances and accountability of IGO schools. Although it was lumpsum financing, the boards were accountable and the Inspectorate wanted to know whether they were financially sound. Now you see that minister Wiersma wants to get more grip and intervene when boards do not function satisfactorily. In my time, this seldom happened.”

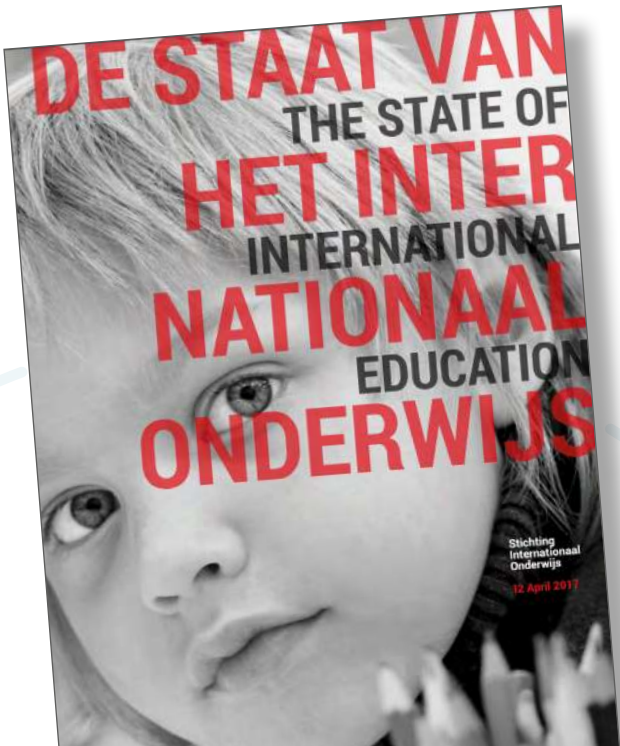
“The main merit of SIO is their publication ‘The state of international education’ ”

What has been the added value of SIO?

“As Inspectorate, we annually published ‘The state of education’. The main merit of SIO is their publication ‘The state of international education’ of 2017 and 2019. Particularly valuable, because the Dutch government did not have these figures. We only carried out signal-controlled supervision and were lacking this sort of overview numbers. SIO has played an important role in making the international school field visible and understandable.”

What did this broad view on education give you?

Martin: “International education has made me view Dutch education in a different way. I am in favour of the way international education deals with global citizenship and I emphatically do not say citizenship but global citizenship. In the IB, there is a wonderful investigation for students: ‘How do we share the world?’ I really still consider this one of the best questions you can ask your students. So much emerges from this, such as geography, history and economics. The essence of global citizenship is making your students experience that they are part of the world as well as the local community. This inquiring global citizenship is an absolutely added value!



I also see that the Dutch test culture works counterproductively and increases the inequality of chances. International schools hardly have any formal nationally normative testing. The teachers do assess whether the students learned the things for which they were aiming. It is therefore much closer to the learning lines and the primary process and that I have always considered to be great about international education. You should also wish that in Dutch education we would look at the questions of students, as the IB does. What I have also learned from international schools is that the methods of teaching are not sacred. International teachers are not stuck to study books, but think in every situation about targets, didactics, ways of working, materials and resources. At international schools, I see much more of the insights of recent studies from neuroscience. The latest scientific insights in how children learn and develop are also much more applied in class.

“I just find international education more innovative and better in quality”



What do you hope for the future of international education and internationalising Dutch education?

Martin: “Firstly, I hope that we focus on global citizenship instead of citizenship. Citizenship concerns, in my opinion, too much adjusting to the Dutch situation and I consider this a too limiting thought. Secondly, I hope that there will be a regulation that classes should not be larger than 20 students and that teachers are given and will take more space to pay less attention to methods and concentrate on their subject. International education can be a good example for regular schools, so learn from and with each other!”

03 Availability

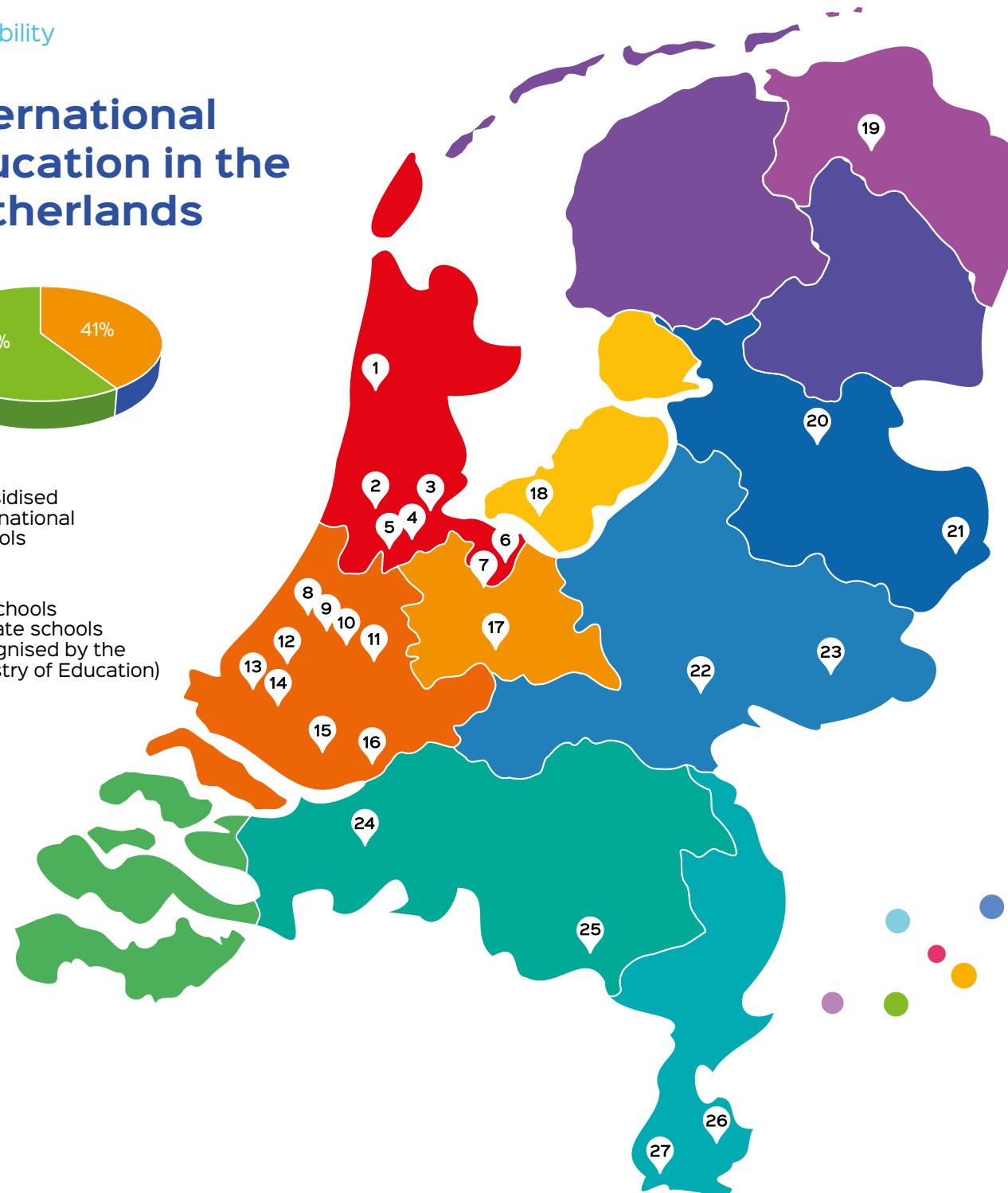
What is the current status
of international education
in the Netherlands?



One of the first three subsidised
international schools in the Netherlands
on Nassaulaan in The Hague.

Frequency	Percentage
Often	59%
Sometimes	41%
Never	0%

20
B4 schools
(private schools
recognised by the
Ministry of Education)



11. BOSKOOP
ICS De Ceder
W: ceder.nl
E: primary and secondary education
C: ACE

W= website **E**= type of education **C**= curriculum = subsidised international school = B4 school

12. WASSENAAR

The American School of The Hague

W: ash.nl

E: primary and secondary education

C: IBPYP / IBMYP / IBDP
12. WASSENAAR

International School Wassenaar

W: internationalschoolwassenaar.nl

E: secondary education

C: IBMYP / IBDP
12. WASSENAAR

Sekolah Indonesia Den Haag

W: sekolahindonesia.nl

E: primary and secondary education

C: INC
13. DEN HAAG

International School The Hague

W: ishthehague.nl

E: primary and secondary education

C: IPC / IBMYP / IBCP / IBDP
13. DEN HAAG

HSV International School

W: hsvdenhaag.nl

E: primary education

C: IPC
13. DEN HAAG

Lighthouse s.e.

W: lighthousee.nl

E: special education

C: Lighthouse curriculum
13. DEN HAAG

European School The Hague

W: europeanschoolthehague.nl

E: primary and secondary education

C: EB
13. DEN HAAG

International Waldorf School

W: internationalwaldorfschool.nl

E: primary education

C: IPC
13. DEN HAAG

The British School in The Netherlands

W: britishschool.nl

E: primary and secondary education

C: BC / IBCP / IBDP
13. DEN HAAG

Deutsche Internationale Schule Den Haag

W: dish.nl

E: primary and secondary education

C: DC
13. DEN HAAG

Lycee francais Vincent van Gogh

W: lfvvg.com

E: primary and secondary education

C: FC
14. DELFT

International School Delft

W: internationalschooldelft.com

E: primary and secondary education

C: IBPYP / IBMYP / IBDP
15. ROTTERDAM

Harbour IBSR

W: harbouribsr.nl

E: primary education

C: IPC
15. ROTTERDAM

International School Rotterdam

W: riss.wolfert.nl

E: secondary education

C: IGCSE / IBCP / IBDP
15. ROTTERDAM

Nord Anglia International School Rotterdam

W: nordangliaeducation.com

E: primary and secondary education

C: IPC / IMYC / IBDP
15. ROTTERDAM

The Japanese School of Rotterdam

W: jsrotte.nl

E: primary and secondary education

C: JNC
16. Hardinxveld-Giessendam

The Foundation Private International School

W: thefoundation.nl

E: primary and secondary education

C: ICCE

- UTRECHT**

17. UTRECHT

International School Utrecht

W: isutrecht.nl

E: primary and secondary education

C: IBPYP / IBMYP / IBDP
- FLEVOLAND**

18. ALMERE

International School Almere

W: internationalschoolalmere.nl

E: primary and secondary education

C: IPC / IBMYP / IBDP
- GRONINGEN**

19. GRONINGEN

GSV

W: g-s-v.nl

E: primary education

C: IPC
19. GRONINGEN

International School Groningen

W: isgroningen.nl

E: secondary education

C: IBMYP / IBDP
- OVERIJSEL**

20. OMMEN

Eerde International Boarding School

W: eerde.com

E: primary and secondary education

C: IPC / IMYC / IGCSE / IBDP
21. ENSCHEDE

International School Twente

W: internationalschooltwente.nl

E: primary and secondary education

C: IPC / IGCSE / IBDP
- GELDERLAND**

22. ARNHEM

Rivers International School

W: riversarnhem.org

E: primary and secondary education

C: BC / IBMYP / IBDP
23. ZELHEM

International Advent School

W: adventschool.nl

E: primair en voortgezet onderwijs

C: ICCE
- NOORD-BRABANT**

24. BREDA

International School Breda

W: internationalschoolbreda.nl

E: primary and secondary education

C: IPC / IBMYP / IBDP
25. EINDHOVEN

International School Eindhoven

W: isecampus.nl

E: primary and secondary education

C: IPC / IBMYP / IBDP
25. EINDHOVEN

Salto International School

W: salto-internationalschool.nl

E: primary education

C: IPC
- LIMBURG**

26. BRUNSSUM

AFNORTH International School

W: afnorth-is.com

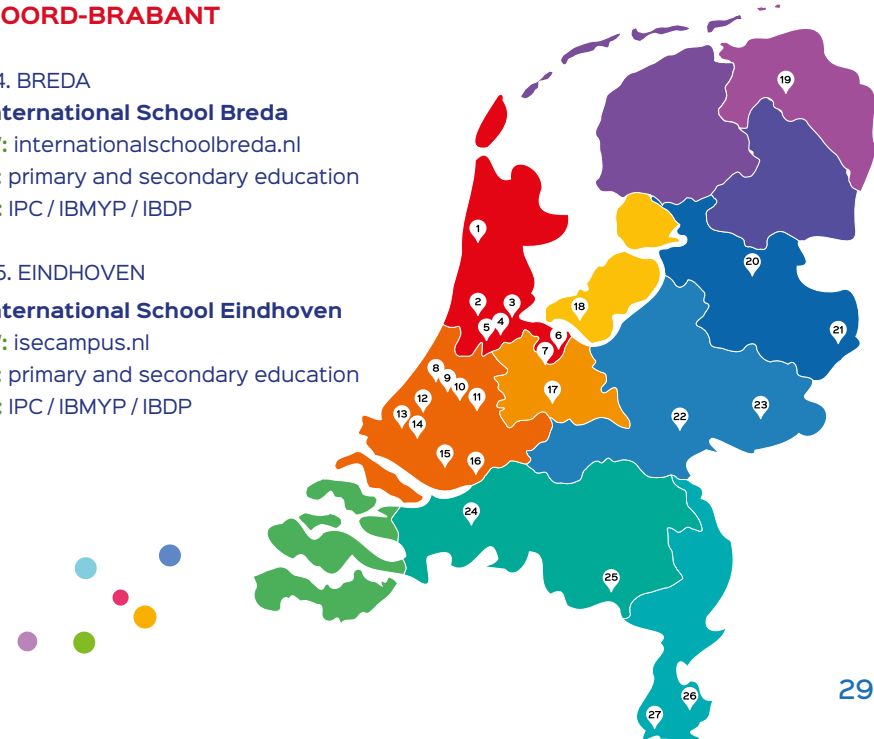
E: primary and secondary education
27. MAASTRICHT

UWC Maastricht

W: uwcmaastricht.nl

E: primary and secondary education

C: IBMYP / IBCP / IBDP



More and multilingual students for Dutch International Schools (DIS)

“A good basis was established for the growth of our international schools with the advice of SIO”

Good education and good accommodation are important elements for the settling climate of international organisations. How do Barbera Everaars, chairperson of Dutch International Primary Schools (DIPS) and Mike Weston, chairperson of the Dutch International Secondary Schools (DISS) view the growth of international education in the Netherlands? How did the relation with the regular education develop? And what was the significance of SIO?



Barbera Everaars

- Chair of the Dutch International Primary schools (DIPS)
- Director of Harbour IBSR Rotterdam
- Chair steering committee Bilingual Primary Education



Mike Weston

- Chair of the Dutch International Secondary Schools (DISS)
- Head of School of International School Groningen
- IB Chair, Lead Educator, Evaluation leader, Consultant, Workshop leader (IBMYP)
- Advisor and consultant: International Teacher Education Secondary Advisor NHL Stenden

What are the most important changes in international education for you?

Mike: “The number of students has grown enormously. Possibly stimulated by Brexit, more British companies have come, especially in the region of Amsterdam and The Hague. We also see more families from other countries, Eastern Europe, Russia, China and South-Korea. Children with other mother-tongues.

“The past years, I also see an increased interest of regular schools for our programmes such as IB and IPC”

In which critical thinking, an inquiring attitude and global citizenship are well developed. A new development is that we have set up expat centres, such as The International Welcome Center North at the municipal office in Groningen. In this centre, we inform internationals and teachers from abroad on everything to do with living and working: finances, BSN, residence permits, accommodation, child care and education.”

Barbera: “When I started, there were eight or nine primary schools and now there are seventeen. At the DIPS we get more questions from schools about international education. For instance, they want to have a feasibility study done to see whether they can become an IGBO school. This is an interesting development with advantages and

disadvantages. If you have many international schools in a small area, the result is that some schools will remain small. I think it is more sensible to choose for larger schools instead of small ones, taking the high investments into consideration. The Ministry views this differently: more smaller international schools would be good for the competition. I doubt that because try to keep your head above water and get enough students as a small school. I think that international schools should come to good agreements with each other regarding catchment areas, to have a fair distribution with regard to students. This is important, because international education is really expensive. You have smaller groups of students in class, while you need all the facilities and resources. You also need more subject teachers, such as teachers for the lessons English as additional language (EAL) and the Dutch lessons. This means that, in many cases, the school fees need to be increased to remain profitable.”



When you look at that growth in students, have you been able to keep up with finding teachers?

Mike: “No, not always. This is made extra difficult by the strict qualification rules: in secondary education, foreign teachers are permitted to teach without being qualified, but then they have to follow a second degree teacher training course which is only given in Dutch. Super-experienced teachers from Australia, Canada or America drop out, because it is just impossible. We have been in discussion with the government to solve this for many years.”

Barbera: “Thankfully, we now see that steps are being taken. The Ministry of OCW also sees this problem and good cooperation in this area has developed. I really hope that this will have been solved in the course of 2023.”

You indicate that the population of new students has changed and that non-native speakers join the schools. Does this have consequences for the mother-tongue education and the attention for own culture?

Barbera: “Yes, in secondary education you see the attention for mother-tongue within the timetable, but this cannot really be realised in primary education. This is a shame, because mother-tongue education and maintaining your mother-tongue is important for children. We do not have those additional hours in the full timetable and it is also not easy to arrange this after school.

We only have a limited number of hours in school and we hope that the parents take the responsibility to maintain the mother-tongue.

Mike: “Mother-tongue education for us is primarily self-taught education, but we offer families support, for instance, in finding a tutor in their own language. We prepare that tutor for our programmes and exams. If we have five or six Polish or Rumanian children, we try to make arrangements with the parents and the teacher, but we are not always able to timetable this into the curriculum. Thankfully, there are examples, such as the International School of The Hague (ISH), where this has been arranged and integrated into the whole education of four to eighteen year olds.”

What has changed in the past years in relation to regular education?

Barbera: “The basic requirement for our type of school is still that it is linked to a regular primary school and I am in favour of this.

“I find the exchange and learning from and with each other very important”

You benefit from each other and it is handy, when you are in one building, such as with Mike. What I often see at other IGBO schools in the country, is that the international schools have become an independent unit.



Regular and international schools are at different locations; it is often necessary, in view of the lack of buildings and locations to build. However, I always plead for cooperation. One of the questions that I always ask for a feasibility study is: with which school are you going to work together and how will this cooperation work in practice?”

“As IGVO and tto school, we share the school building and our teachers”

Mike: This cooperation is a plus for attracting foreign teachers because we can offer them more hours. Our regular school is bilingual, this means that many lessons are given in English. Our secondary school offers the Middle Years Program (MYP) as curriculum within mavo, havo, vwo and the Dutch school. That is a powerful benefit of cooperation and professionalisation between international teachers and Dutch teachers. Alongside we have a continuous connection from vwo to the International Baccalaureate Diploma Programme (DP) for students between 16 and 19 years of age. That additional choice is attractive for students.”



Is that close cooperation also possible in primary education?

Barbera: “At this moment, it is not feasible. I have an international and a bilingual school that would very much like to work together, but when you are more than a kilometer apart, it is very difficult in practice. We have new construction plans for a joint campus and we will then be in one building, so that we can do more things together. We have been talking about this campus since 2007 and I really hope that building will commence in 2027.”

What has SIO meant to you?

Barbera: “The past few years, we have had little contact with SIO. In the past, we were involved in collating the information for the vademecum. We also visited the conferences and board members of SIO came to the meetings of DIPS and DISS. What I appreciate in particular is the knowledge of SIO of the whole international educational field. They know much about our subsidised education, but also about all other non-subsidised education. SIO gave well-grounded advice to schools about the choice of location. SIO also had a strong guiding function, because they could refer many directors and schools and inform them about subsidies and the corresponding application procedures.”

Mike: “Through the growth of the Dutch International Schools (DIS), we operate more independently and have fewer questions for SIO. With the advice of SIO, a good foundation was laid for the growth of our international schools.”

What is your vision for the coming years with regard to what is happening with international schools and internationalisation at schools?

Barbera: “I am happy that Dutch schools realise that they all have to deal with internationalisation in their school. An entirely white school with only Dutch children hardly exists.

“It is, therefore, important that you respect the cultural background, language and history of every child and include it in your education.”

Discussing Charles the Great is fine, but also use international history, through which children recognise themselves in what is taught. I applaud that more and more primary schools start working with the IPC and IB programmes. I also see that more schools are offering vvto to international children. That is not a threat for the international schools, because they will continue to exist in the future. There are still students who are in the Netherlands temporarily. They do not need to follow the Dutch curriculum and speak Dutch perfectly. English will help them when they move to another country.”



Mike: “I see much more internationalisation in regular Dutch education and I see the cooperation between the DIS schools and those regular schools intensifying. More and more regular schools in the Netherlands investigate if and how they can fit the IB, IPC, MYP or IMYC in their education. These are excellent international frameworks for citizenship, global citizenship and internationalisation. If I may make a suggestion: visit us and see how we operate in practice! I would be happy to tell more about the pros and cons, the good practices and of the lessons learnt. I already notice that we are more and more taking over the advisory and consultancy tasks of SIO.”



“We see diversity as a rich source to build inclusive communities”

The American School of The Hague is a private, not-for-profit international school in Wassenaar. With 1200 students and 80 nationalities, the school is particularly international and its diversity and global citizenship self-evident. “I think we have approximately 25% American and about 10 to 15% Dutch children”, says Ton Ravensbergen.

“The other children are from countries all over the world. We are not subsidised in any way, not even by the American government. We have to be entirely self-sufficient from the school fees which the parents or organisations pay and, therefore, the quality of our education is so important.”



Ton Ravensbergen

Director of finance and operations American School of The Hague

What does the education look like?

Ton: “We see diversity as a rich source to build inclusive communities. Global citizenship can be found in our entire curriculum. It has to be with so many nationalities and children who move to other countries after a few years, because the expat parent is transferred by the employer. The curriculum is based on the American education system with an international focus. We offer the full Advanced Placement (AP) program and the International Baccalaureate (IB). Of course, children can also choose the High School diploma. In addition, we have a Special Education Program. Children from 3 to 18 years of age with special needs, such as Down’s Syndrome or autism, receive additional support and are educated in their own class. Where possible, they attend the regular educational program with their own peers. Our school is attended by children aged from 0 to 18 years. We have a day care and our primary education starts from the age of three. Our classes are small in comparison with Dutch schools with a maximum of 20 children.

Another big difference from Dutch education is that we do not distinguish between vmbo, havo en vwo. It is feasible to be in class with the same children from Pre-School to Grade 12. For instance, the vmbo student and the vwo student are in the same class: at a young age children get a good impression as to how the world is made up, because the diverse world is already in their classroom.”

About the American School of The Hague

The American School of The Hague (ASH) was co-established around 1950 by the American embassy for American staff who came to work in the Netherlands after World War II. ASH has three departments: Elementary School, Middle School and High School. The school has been accredited by the New England Association of Schools and Colleges (NEASC). The core of education is that the student is at the centre. The school cherishes and inspires character, input, creativity and the knowledge of every child. This approach ensures a balance between facts and in-depth understanding. The students are actively involved in their own education. They further develop their talents in art, music, theatre, athletics and external programmes such as Model United Nations.



What have you seen of the growth and development of international education in the Netherlands?

Ton: “I have been in international education for 20 years and, for us, nothing much has changed regarding the contact with Dutch education. Together with the International School of Amsterdam, the British School in The Netherlands and the British School of Amsterdam, we are fairly autonomous with regard to the world of Dutch education and the subsidised international schools. Unfortunately, we have never worked together in a structural sense, these are still separate worlds. We are an associate member of the Dutch International Schools (DIS), but this is more a formality than active participation. This is partially because discussions mainly concern subjects that are not relevant to us as non-subsidised school. What worries me is the growth of the number of subsidised international schools in the Netherlands and especially, in my opinion, the ease with which one can start.”

“SIO made us visible”

How important has SIO been for you?

“SIO has made us visible by the publication of ‘The state of international education in the Netherlands’ and by the vademecum. This was important because the government and the field of education did not have a good picture of who we were, what we did and what our role was. Concerning two drastic government measures, we worked closely with SIO: the 30% ruling and the corporation tax. About fifteen years ago, the government wanted to tackle the 30% ruling. Knowledge migrants, also including teachers, received a tax benefit for ten years: 30% of the salary could be paid free of tax as compensation for the additional costs they had to incur to live here. Because we recruit nearly all teachers from abroad, and therefore also had to compete with other countries, this 30% ruling provided us with some advance when competing with other countries. We were really afraid that we would have a shortage of good teachers if this ruling was restricted too much. Ten years of tax benefit also meant that teachers stayed with the school longer and integrated more in the Netherlands. Together with SIO and other subsidised and non-subsidised international schools, we approached the authorities in the hope that the ruling would remain. In the end, the government decided to shorten the ruling from ten to eight years. In 2019, as a result of costs-saving measures, the government reduced the 30% ruling from eight to five years. Through this measure, teachers will remain at our school for a shorter period and have less inclination to integrate in the Netherlands.”

What was the position with the corporation tax?

“The second time that we had intensive cooperation with SIO was in 2017 against another looming government measure: educational institutions who received less than 70% subsidy, had to start paying corporation tax, and all because the government wanted to create an equal playing field with the business world. This was unfair in our view because we provide the same product as subsidised schools, and SIO agreed. As a private school without subsidies, we are not for profit. We are a non-profit organisation and everything that we have left at the end of the year, goes back into the school to build up reserves or to invest in our buildings or our education. With the other three large international schools and SIO, we initially approached the director of Taxes. He referred us to Brussels, because in his view, the Netherlands was just carrying out the European legislation. With representatives of, among others, SIO, VNO-NCW and private international education, we went to the European Commission in Brussels. No-one in Brussels, nor in The Hague, could explain to us where the 70% came from and in other European countries, such as Belgium, Germany and Italy, this measure was not introduced. Currently, we have to pay approximately 20-25% in corporation tax, while this was not necessary previously.”

What are your ambitions for the future?

“Before corona, a number of surveys had shown that we could grow to a maximum number of 1600

students which is what we wanted. However, after corona, everywhere in the world, you see student numbers stagnate, so we assume that we will remain with approximately 1200 students in the coming years. There will always be a demand for international education such as ours in the Netherlands, because of the American curriculum that we offer. Expats move regularly and our curriculum connects nearly seamlessly with that of all other American schools worldwide. Children are able to follow a continuous learning line, wherever they attend school and do not lose any time by having to repeat as a result of a move. We will continue to invest in the quality of our education in the coming years and we wish to match that education to the needs and talents of every child. That is and will remain our strength and this is why parents choose us.”



04

Educational content

Which international curricula are offered in the Netherlands?

In 2023, the following curricula are offered at the international schools in the Netherlands



IPC
International Primary Curriculum
www.fieldworkeducation.com



IMYC
International Middle Years Curriculum
www.fieldworkeducation.com



IB (= de overkoepelende naam)
International Baccalaureate
www.ibo.org



Primary Years Programme



Middle Years Programme



Career-Related Programme



Diploma Programme



IGCSE
International General Certificate of Secondary Education
www.cambridgeinternational.org



EB
The European Baccalaureate
www.eursec.eu



BC
British Curriculum
www.assets.publishing.service.gov.uk



JNC
Japanese National Curriculum
www.us.emb-japan.go.jp



FC
French Curriculum
www.education.gov.fr



DC
German Curriculum
www.disdh.nl



INC
Indonesian National Curriculum
www.sekolahindonesia.nl



ACE
Accelerated Christian Education program
www.schooloftomorrow.com



ICCE
The International Certificate of Christian Education
www.icce.education

Geert Simons about internationalising and education

What do you do for yourself, someone else and the world?

From teacher training college in Belgium, Nato school in Germany, IPC education in Nigeria, Language one and IB education in Dubai, internationalisation of primary schools on the Veluwe to promoting mother-tongue education through the Heritage Language Education Network. The Belgian-born Geert Simons is a global citizen with a distinct vision on international education and internationalising education.

His big dream? Every primary school offers IB education. Why? What do you do for yourself, someone else and the world? These questions are at the basis for development and the learning motivation of students and global citizenship, he thinks. An interview with this critical, energetic and innovating educational nomad.



Geert Simons

- St Andrew's School, Turi, Kenia, director
- Stichting Proominent, Ede, executive director
- Heritage Language Education Network, vice president of the board
- SALTO International school RISE, founder and various leadership roles
- LanguageOne, regional director Middle East and location director Dubai

Where does your passion for international education come from?

Simons “I was born in Brasschaat, Belgium. My father was a crisis manager and, when the crisis was over, we moved to live elsewhere. That nomadic existence has stuck. I am rather direct in my opinions and I like to share them and that was not always appreciated during my time in Belgian education. As a student, I was certain: education can be improved and I am going to do it. After my studies at the Belgian teacher training college, I left for Rumania. Ceausescu had fallen and, when I saw those pictures, I had to go and work in an orphanage. From the orphanage, I ended up at a NATO school in Germany with its very own curriculum. From there, I went to Lagos in Nigeria to one of the first IPC schools in the world. The IPC curriculum was developed at the request of Shell so that the children of British and Dutch employees could jointly follow lessons at one school.

For me, that was the confirmation: yes, it can really be done differently than what we are used to in the Netherlands and Belgium.”

In Dubai, you were school director and later regional director Middle East for Language One. What did this teach you about internationalisation?

“In 2008, I moved to Dubai and worked at schools with various curricula, including IPC and IB, British as well as American. Language One’s vision appealed to me; you can only be a global citizen when you know yourself and, therefore, the education in your own language and culture is so important. You need to have attention for the student’s own identity. In this education, children learn to be open to others with an inquiring attitude. These are also core values of IB education. When you learn to know the other, together you can contribute to the development of the society in which you live. Initially, the main task of Language One was organising mother-tongue education. This was later extended by advising international schools to become more international. This was very much needed, now they are basically very language-friendly, but ten years ago, an international school was really a one-language school. The curriculum of Language One schools has also changed; in the beginning, we had a general and traditional curriculum and we rewrote it on the basis of the IB curriculum.”

Why the choice for IB?

“When I got to know the IB, it was like a breath of fresh air: education can really be better. All the questions that I came up against during my own time at school, were finally answered. You are more than just language and arithmetic and we listen to you, you listen to us and we listen to each other. The great value of IB is education where we educate towards a peaceful world from a good qualitative basis. What I also consider strong, is the educational understanding of conceptual work and differentiation at the child’s level.

“In the Netherlands, we know the concept of thematic working, but conceptual working is another level.”

A concept could, for instance, be loss. What does it mean for you? The rabbit that died, the grandfather who passed away, the move and losing your friends, the loss of humanity in times of war or the pen or bicycle key that you lost. In Dutch education, we tend to add everything. Technical subjects are important so we add them. But when you work with a curriculum such as IPC or IB, citizenship is not added, it is already naturally included. My big dream is that every school in the Netherlands is an IB school. IB gives your school a framework and it is then up to you as school to make it your own.”

After Dubai you tackled the internationalisation of the education for SALTO Eindhoven. What did you encounter?

“In 2016, I started work at the foundation SALTO with 21 schools. I became director of a primary school and was director responsible for internationalisation of SALTO. More and more international families wished to join SALTO schools. These families did not want to join International School Eindhoven. Why? Together with a market research bureau we carried out an survey. In summary, it was apparent that a normal international school was much too expensive for international families and that the education offered did not suit. It was only affordable for expats with a paying employer. It was now more about knowledge migrants with local contracts who stayed in the Netherlands for a longer period. In the past, an expat family stayed on average for three years, but this had changed with the growth of ASML. The average time of residence was seven years; average, but with outliers of 10 and 2 years, and then you have an educational dilemma as parents. If you send your child to the international school and you remain for nine years, your child grows up in an international bubble and does not integrate in the Netherlands. If you send your child to a regular school and you leave after two years, then the child has worked very hard to learn Dutch and to integrate, but misses the international development. In another country, your child would have to start all over again.

In this new reality, we, as SALTO, searched for a way in which to make our public education accessible for this new group of international children. The Ministry of Education (OCW) advised us to use the framework “Internationally Oriented Primary Education” (IGBO). We gained the IGBO status and developed our own hybrid form of education: SALTO International School, English language international education with an international curriculum with a focus on the Netherlands and Dutch. The requirement for an IGBO school was that we should have eighty children within five years. Before the start, we already had six hundred applications. The need was there, that was crystal clear. Currently, approximately eight hundred children follow this form of education.”

“We widen the global perspective of our children”

Which role did SIO play in this?

“When we were busy designing SALTO International school, I received valuable advice from Willy Grijze, the secretary of SIO. He helped me with educational content, organisation structure and expanding the network. SIO had seen the changes in the international population and helped us think through how we could meet those new educational needs of international knowledge migrants.”

Have you been able to realise all ideals of this hybrid form of education?

“Sadly no. Our big dream was that many Dutch children would be able to follow lessons at the hybrid school, to come to a mutual exchange. That has not succeeded. Through the IGBO status, we were able to give all our lessons in English, in the hybrid form this became 50% in English and 50% in Dutch. That is already quite a lot, because according to the law, you are only permitted to give 30% of the lessons in another language. At IGBO schools, Dutch children may not really be admitted to IGBO schools by the legislator. Only if parents can prove that they will move abroad within two years. Therefore, the dream of one school for all children had to be partly dropped. If you wish to organise hybrid international schools, it has to come from within the international schools; I think that they should take this responsibility.”

What attracted you as educational nomad from world cities and high tech campuses to education on the Veluwe?

“The large increase in knowledge migrants of international companies also asks a lot of regular education. I have been involved with this transition since 2021 at Stichting Proominent. We have eleven non-private schools around Ede, with little happening in the area of internationalisation when I arrived. In the Randstad and in Eindhoven, you are pulled in the direction of internationalisation by the population, but that is not the case on the Veluwe.

And yet I see it as a duty of society for education to do something with internationalisation. I do think ,though, that we need to change the wording. Internationalisation sounds like something that belongs in the Randstad. When you replace the word by global citizenship, then every school in the Netherlands can use it because no one objects to educating our children as global citizens. When we had made this semantic transition from talking about internationalisation to talking about global citizenship, more progress was made. Otterlo is quite a small village, but there will shortly be an IB World School. This school is a stepping stone to the world, because we widen the global perspective of our children so that they can look beyond Otterlo. The teachers have been able to follow IB training in Zagreb and Duisburg through Nuffic with Erasmus+ and subsidies. IB has drastically changed their view on teaching and education. The parents also made the transition from doubt to enthusiasm. In the end, parents want the best education for their child and they saw the positive change in their children with more motivation to learn.”



Why do you keep emphasising internationalisation of our primary education?

“That has more than one reason. Minister Wiersma saw that the basic skills were declining, so he was of the opinion that schools should do more about language and arithmetic. More of the same which apparently is not working. I do not see any logic in that. When I look at the real cause of the decline, then I mainly see children who have dropped out. Children with other cultural backgrounds than their mother and father have been unable to progress in our society and have an attitude of ‘I will probably not be able to be anyone’. Where is the motivation to learn? Lack of motivation and difficult behaviour, how do I match this with teaching language and arithmetic? Really, I cannot get my head around it. In the IB education, I have not seen any motivation problems, not in primary nor in secondary education. Most children are intrinsically motivated to learn. The success factor of the IB education is the involvement in society: what are you going to do for yourself, for someone else, for the school and for the world? When you start working with these questions, then children see that society gives them quite a lot and they



are motivated to give something back. With this intrinsic motivation, learning language and arithmetic become easier and automatic.”

Can you prove it?

“Yes, I think so. In the Netherlands, there are about five regular primary schools which have adopted the IB programme. Not in English, as at international schools, but in Dutch. For Proominent, it is the Ericaschool in Otterlo, and the first school is Startpunt International in the ‘Schilderswijk’ in The Hague. Startpunt started four years ago and the results are significant and are moving frontiers. It was a school with many conflicts in the playground and less than good results in education. That has changed radically with the IB education. IB education stands for educating children for a peaceful world and since they work with the IB, there are hardly conflicts in the playground any more. The children are taught how they can deal with conflict and how they can voice their opinion constructively. The school results also improved enormously. School director, Marleen de Kleijn, of Startpunt International has not for nothing been chosen by her colleague school leaders as Most Innovative School Leader of 2022 at the AVS School Leader Congress.”

Nevertheless some schools consider teaching in English elitist. How do you see this?

“At Proominent, more and more schools are recognised vvto, early foreign language education (Nuffic).

From group 1, English is also taught in other subjects, at cooking projects, PE lessons or global orientation. Indeed, some school leaders and teachers consider English elitist and indicate that children with a work migration background have it difficult enough. I totally disagree. My experience shows the opposite.

“By offering lessons in English or other languages, the inequality of opportunities decreases”

Many follow-up courses in the Netherlands offer their education in English, so when you start learning English early, those children have a good basis for their subsequent studies. Without vvto you confirm their inequality in opportunities. These children already have a multilingual basis and their brain can also cope with this extra language.”

How do you see the future? What can primary schools do to promote internationalisation and global citizenship?

“My first step is: reach beyond your limitations and open your mind. Investigate how things work at an IB school, talk to the teachers and students, attend lessons. And also look at international education in the Netherlands and abroad and learn from this. Step two would be: join a network of language-friendly schools, the Language Friendly Schools (www.languagefriendlyschool.org).

Especially when you are not that language friendly, because you learn from and with each other how things can be different. We need to dispense with that automatic reflex that students in the school should only speak and write Dutch. Through this network of language-friendly schools, you will get academic and practical tools to start work with mother-tongue languages. Embrace those mother-tongue languages and ensure that children can also learn in these alongside the understanding of the Dutch language. This does not only broaden the global perspective of children, but they also recognise their own identity and culture. And no, they do not lose learning time, that is nonsense. You can have a child do research for global orientation in Arabic. His presentation for the class can then be in Dutch with the help of the teacher or of his classmates. That way you will really have had deeper learning moments. My third step would be: show courage, just begin and take your time when you wish to change things. The most ugly concept that I have encountered in Dutch is ‘gain support’. This empty expression is the Dutch excuse for doing nothing. Start, learn, improve and expand.”



The Simons family is moving to Kenya in February 2023. Geert is starting at St. Andrew’s International School which has the mission to become the leading international school of Africa.

05

Investigation

How does the academic world look at internationalisation of education and its importance for global citizenship?

“All young people should leave education internationally competent”

**Internationalisation with ambition,
Education Council 2016**

In 2016, the government saw the impact of the increased globalisation on society and education. The Education Council formulated it as: “More often in daily life people come into contact with information in other languages and with people from other countries and cultural backgrounds, who look at things from a different perspective. More and more often things that happen in your own town, village or country cannot be understood without knowledge of the wider world. The Council, therefore, has already indicated that internationalisation should be an integral part of education. Internationalisation has already been given form in education in various different ways. At the same time, there is a lack of strategic vision for other areas than higher education.” SIO eagerly awaits a strategic vision on international education with therein incorporated attention for foundational education.

In the summer of 2014, the Minister of Education, Culture and Science (Onderwijs, Cultuur en Wetenschap OCW) produced a vision letter on internationalisation, in particular in higher education. At the request of the minister in 2016, the Education Council considered these questions:

- What could be the ambition for internationalisation in primary, secondary and career education?
- What would this mean for its design?

On the basis of this investigation, the Council made recommendations for developing an integral vision on internationalisation of education. It is very necessary, because the Council states that internationalisation should be dealt with with more ambition and more coherency.

“Internationalisation of education is too limited, too one-sided and too fragmented”

Ambition: internationally competent

The ambition is that all young people become ‘internationally competent’. To be internationally competent in orientation, knowledge, communication, reflection and cooperation is necessary to be able to function effectively in contemporary society. To be internationally competent makes young people more likely to succeed on the (inter)national employment market where the competition is increasing. To be internationally competent is important for everyone, regardless of level of education or choice of profession.

Three recommendations

Becoming internationally competent is not automatic. Contributing to its development is certainly a task for education. Each of the three target domains of qualification, socialisation and shaping of character has international dimensions (see framework). The current approach towards internationalisation insufficiently guarantees that everyone leaves education internationally competent; this leads among other things to unequal opportunities between students from various types of school.

The Council has three recommendations:

1. Structurally integrate internationalisation in existing education
 - Internationalise with an integral vision.
 - Give internationalisation a place in the educational vision and approach of the school.
 - As school, find a better connection with the experiences of the real world of the young people and the environment of the school.
 - Focus on sharing knowledge, discussion and cooperation between areas.
2. Increase the scope of internationalisation by effort in all areas and types of school and by stimulating intensification.
 - Focus on internationalisation in all areas and in all types of school.
 - As government, stimulate deepening variations in the areas of internationalisation.

3. Organise the conditions for internationalisation.

- Invest in the international orientation, knowledge and skills of teachers so that they ‘are internationally competent’.
- Invest in the development and distribution of suitable lesson materials.
- Guarantee the financial conditions for successful internationalisation.

**From 2016 to 2023:
are students already
internationally competent?**

“Internationalisation of education is still too limited, too one-sided and too fragmented” stated the Education Council in 2016. What has been accomplished since 2016 in internationalisation of the education? What is the status of the ambitions from the report on the education? Have we made any forward steps in global citizenship?

Prof. Dr. Joana Duarte, special professor Global Orientation and Bilingual Education at the University of Amsterdam shares her insights in the following article and also discusses some recent investigations on internationalisation.

A taster:

“The world of the Education Council’s investigation of 2016 no longer exists. We need to find a new concept, a new definition of internationalisation; we need to connect this to global citizenship, inclusion, dealing with diversity and offering equal opportunities. The world is already there in the Netherlands: in every class room, in every street, in every shop.”



“Realise international mindedness and global citizenship in the context of the student in the class”



Joana Duarte
special professor
Global orientation and
bilingual education

Global citizenship currently focuses too much on activities for internationalisation where only certain students learn about different cultures in the world.

Global citizenship should focus more on how to deal with the diversity in our country and the immediate environment

of the students. This is what Dr. Joana Duarte, special professor Global Orientation and Bilingual Education of the University of Amsterdam poses in her oration: The world is already there: inclusion by global citizenship. Duarte says: “You can make progress with bilingual and/or foreign language education.”

“I would argue that the whole curriculum should contribute to an inclusive learning environment so that the education reduces any inequality in opportunities.”

Why is international education so important?

“We live in a world of great interconnectedness. More and more, we are affected by the consequence of events occurring somewhere else in the world, at national, regional and local level. Climate changes, wars, Corona pandemic, Black Lives Matter, MeToo! The global impact can be felt in our immediate environment. Understanding and reflecting on this impact should be part of internationalisation, citizenship and global citizenship in education.”

Internationalisation, international mindedness and global citizenship are not new concepts. What have we already accomplished?

“Already in 2015, Unesco had drawn up a framework for Global Citizenship Education with learning domains and results of outcomes. In this, knowledge, skills, values and attitudes are described which we could teach our students in order to make the world more peaceful, tolerant, inclusive, safer and sustainable. I have difficulty with how international mindedness or mindset is sometimes translated in practice; it is often too vague and too idealistic and too far from the perception of students, teachers and families. How do you translate striving for world peace into didactic actions? Much can be gained and I am working on this, together with students of the UVA and NHL Stenden College. We are also thinking about how we could make

teachers more professional in multilingualism and inclusion and what the characteristics are of didactics of multilingualism.”

In the research report ‘Internationalisation with ambition’ by the Education Council from 2016, the international competences that teachers should be teaching and stimulating have already been set out. Wasn’t that a big step forward?

“Partly, yes, but my feeling is that this report was mainly written from the perspective of a white, normative, neoliberal orientation. I do not read enough about a contribution to internationalisation from art, culture or literature, or by putting emphasis on the ethnic identity of the student. From our investigations, it appears that, in practice, the best education opportunities are offered to the best students, by the best teachers and the best schools. This promotes inequality and polarisation. The world of the Education Council’s investigation of 2016 no longer exists. We need to find a new concept, a new definition of internationalisation; we need to connect this to global citizenship, inclusion, dealing with diversity and offering equal opportunities. The world is already there in the Netherlands: in every class room, in every street, in every shop. But we have not seen it like this.

How do we deal with our own international communities which are already there? These people have lived here for years, are international, but are not defined as such. They are and stay migrants who are, in some cases, labelled as NT2. And so their world of knowledge, invisible in society and at school remains. This is why I think that international mindedness today should be more about what we, so far, have not seen and not told.”

And this diverse world should be visible and made open for discussion in class.

“Indeed! Go and discover internationalisation in your own street, your own neighbourhood and city. Interview those Chinese migrants who have just opened a snack bar around the corner. What were their motivations to leave their Chinese restaurant and take over a Dutch snack bar? This is how you practice international mindedness with internationalisation at home. We have carried out many interviews with students, also at primary schools. I will never forget an interview with a Turkish boy of 7 years old. He said; every year at school, I get a new teacher, such fun. And, after 10 minutes, I already know whether this teacher recognises me or not. And it is often not. And then I asked: “but why?” Yes, they see someone who is dark and I, of course, have four brothers and sisters who are also at this school. The teacher knows this so I have the feeling that she already knows who I am and then she doesn’t see me anymore?

This is the experience of a 7-year old boy! This is why internationalisation at home should be more about investigating the own mindset and own prejudices and the knowledge of communities at your school. That would be embracing diversity and an inclusive attitude.”

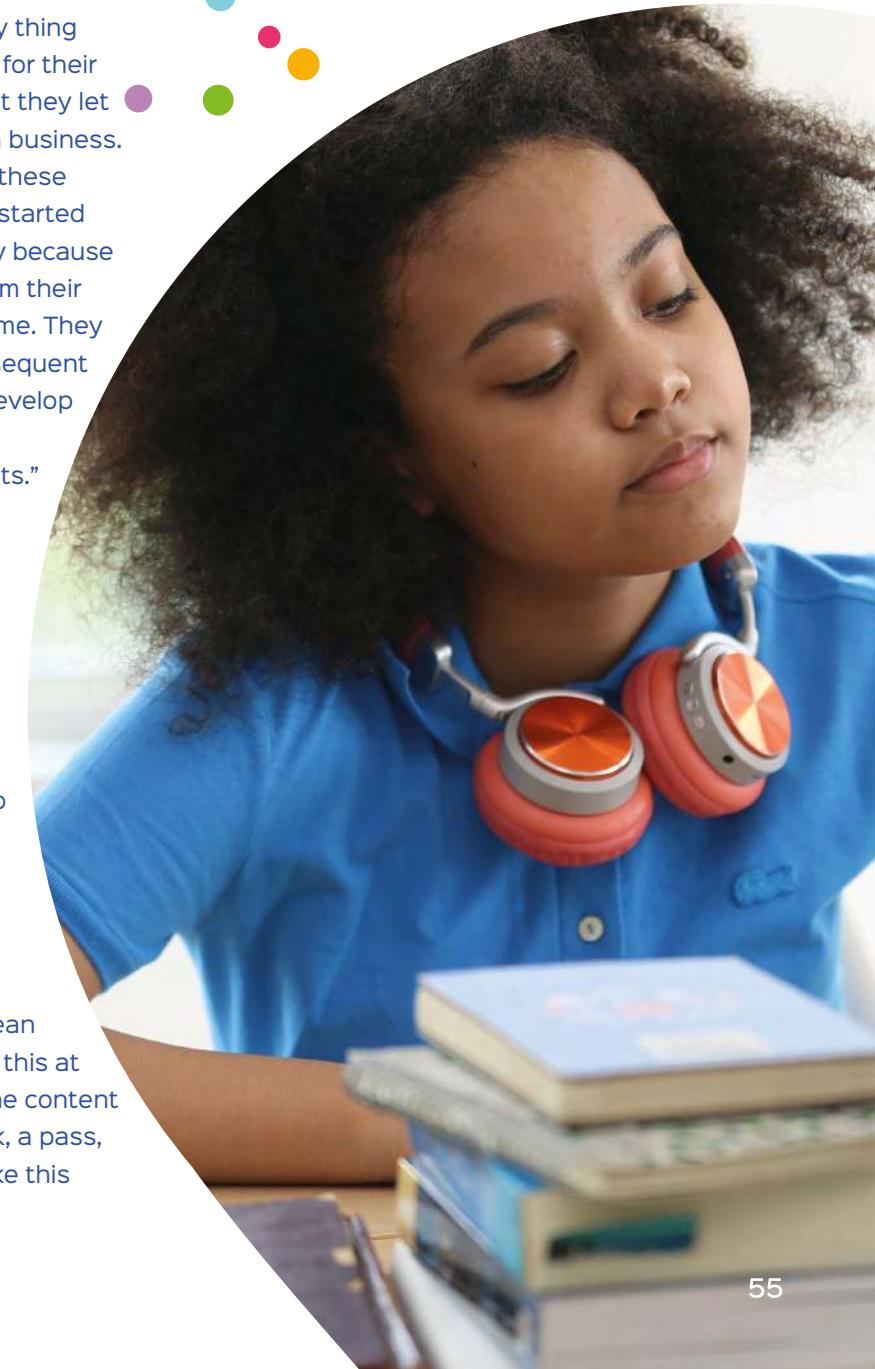
What would be a practical answer?

“Thankfully, there is now a counter movement. Nuffic and other organisations are advocating internationalisation at home which I call in my oration ‘a critical inward’ approach, because the world is already inside the classroom. Global citizenship and inclusion meet when we appreciate and embrace this linguistic and cultural diversity in education. We already do this at the universities and colleges. We bring students together who would normally never have contact with each other. We stimulate the inquiry-based mindset. To give a specific example from Fryslân: we asked students who were going to be beauticians: What does internationalisation mean for you? My students carried out the interviews and then it became apparent that citizenship education and internationalisation are far far away from the reality of these final exam candidates. The students are mainly from Fryslân and want to continue to live and work there. When you start your own practice as beautician; will you speak Dutch or Frisian, or both languages, when 64% of the citizens are Frisian? They had never thought about this. We discuss this together and I show them examples from

Wales, Ireland, Scotland and Basque Country. Where minority languages are visible in the street and are used on purpose to bind customers. The funny thing was that these vmbo students did use Frisian for their social media, such as TikTok or BeRed, but that they let the language go in their ideas about their own business. Why do you not use your own identity, just as these other multilanguage countries? The students started using internationalisation more enthusiastically because it was connected to an applied component from their own context; that is internationalisation at home. They could use this in their final exam and any subsequent courses. In internationalisation, you have to develop the vague and abstract into something that is close, recognisable and meaningful for students.”

In one of your publications, you state that internationalisation is also closely connected to democratic participation and making education more democratic. How do you turn this “looking inwards”?

“We conducted interviews with teachers, vmbo students and mbo students. We noticed a big gap. Teachers thought that they did a lot for political global citizenship, in offering subjects such as the second and first parliamentary chambers and Europe. For instance, students were given assignments to investigate European participation structures. Students did not find this at all interesting. They googled and rephrased the content they found. Their motivation was getting a tick, a pass, a satisfactory. So we asked: how could we make this more meaningful for you.



The students themselves came up with an idea. Say, you would like to start your own business: which party would support the starting entrepreneur in my branch the most? Investigating this question and discussing it was motivating. For students, internationalisation, global citizenship and citizenship education are more about attitudes on participation and about what these subjects mean for their world.”

Bilingual education is growing. What do you think of this development?

“I welcome it. Except that schools have not yet worked with internationalisation at home. Subjects are taught in English. That is good, but has a real change in knowledge, attitude and behaviour taken place as formulated by Unesco? Not always. Internationalisation is not always about offering bilingual education; this does not reduce inequality in opportunities. Thankfully, changes are taking place at too schools; too schools in less privileged areas, such the IB school Startpunt International in The Hague, have made this bilingual education also available to students with a NT2 label. So not only for the ‘good’ havo and vwo students. They see these NT2 students as international students and global citizens. I understand that there are five or six secondary schools and five or six primary schools which use an enriched IPC or IB curriculum for these students, despite it not being an obvious choice. This makes me happy, but at the same time, all those other children in the Netherlands are not being given these lessons and opportunities. I really do not

wish to sound negative, therefore another positive development is that more schools approach NHL Stenden College since we offer the lectorate Multilingualistics and Literacy. They ask: we wish to internationalise, but now? We are happy to help them.”

Have more investigations been carried out into international and multilingual education?

“In the international ADiBE project for “Attention to Diversity in Bilingual Education”, experts from Spain, Austria, Finland, Germany, Italy and the UK look at inclusion in the CCIL education (Content and Language Integrated Learning). They wish to make broader use of this rather exclusive concept in internationalising education and make it more inclusive.

“What I like about the ADiBE project is that they also include the reflection on the mindset and attitudes of the teachers”

This is important, because as a teacher you will provide different education and also to students who have never been in your class before. You will have to dispense with your stereotypes and prejudices. And they are difficult to eradicate. I hope that projects such as ADiBE and our investigation into the enriched IPC and IB curriculum

will lead to more self-reflection among teachers on their own vision, how they see the world and their students and that their image and expectations have a big impact on the learning achievements of those same students. There has already been plenty of investigation into self-reflection, self-efficacy and the motivation of students, but not enough use is made of it.”

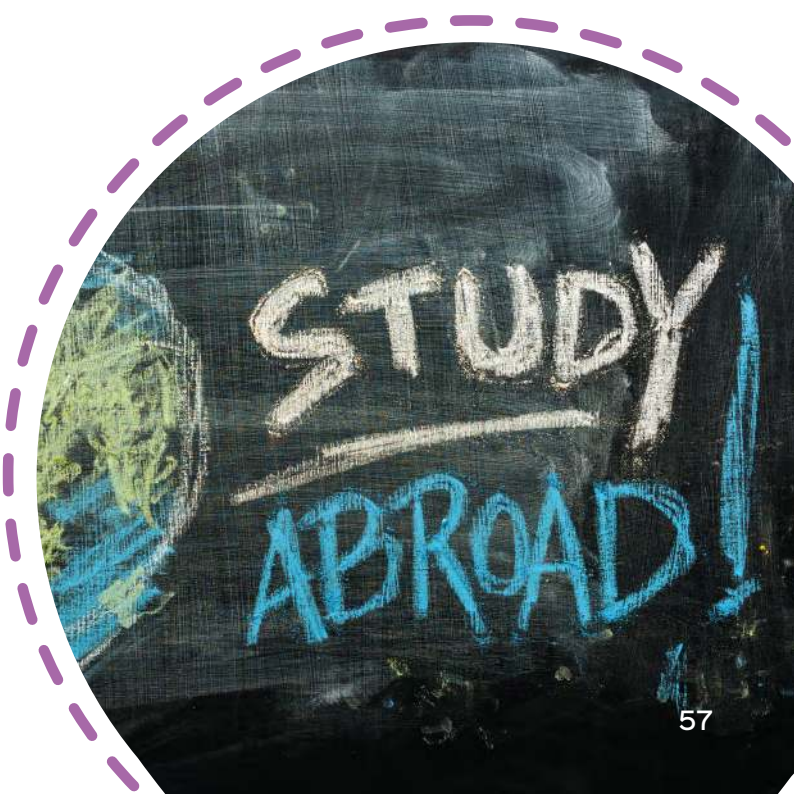
Is that also the reason for your plea for multilingual education?

“Yes, that is part of it. The education in the mother-tongue to me is crucial for global citizenship. In the Netherlands, internationalisation is often defined as good with much English-language education. Strange, as we are so close with Germany, Belgium and France, and there is often a negative attitude towards the school languages French and German. We could do something about this. And all those languages that the students bring to class are almost always invisible. I see a big gap; the Netherlands is a country with the best English-language skills of a non-English-language country, but there is very little interest in other foreign languages and the languages present in class are being made invisible. We have investigated language profiles of secondary school students. Which linguistic repertoires are there? And I am not talking about being able to write a language well, reading and understanding as a native speaker. Students may speak Turkish at home, but they have also made Arabic their own, because of their religion. They can read and write it, but

have not been socialised in the Arabic language. It is part of their linguistic repertoire and their multilingualism. They are not able to have a conversation in Arabic in the street, but they are able to read the Koran. This knowledge is invisible in the education.

“So make the connection between the literacy in other languages”

Have that conversation about the other language identity, tap into those fountains of knowledge of children and use them in education. This way you increase the education equality.”





**Model inclusion by
Global Citizenship Education**

After literature study about GCE, interviews with stakeholders for empirical studies and discussions with teachers, WB and tto coordinators, Duarte has developed a model for inclusive GCE. This model consists of four components:

- 1. Strengthening of the diverse identities of students.
- 2. Appreciating and using the language and cultural diversity of students.
- 3. Critically approaching foreign language education (bilingual and Content and Language Integrated Learning Education)
- 4. Studying and attention for subject content for inclusive (language) education in the material subjects (i.e. geography, history and art).

Has this been academically investigated?

“Yes, there have been many studies into this. With colleagues of the Interfaculty Centre for Teacher Education, Education investigation and Post-training (ICLON) of Leiden University, I have submitted the education proposal ‘E to E, from Elitism to Equity. Breaking down barriers in bilingual education’. Their university lecturer, Tessa Mearns, has published much about language policy, CLL and bilingual education which goes beyond the boundaries of subject lessons. She is also of the opinion that we need to lose the elitist mindset and make tto and internationalisation inclusive for and by two and multilinguistic education.”

How do you transfer this knowledge and another mindset to the teacher training colleges?

“On a smaller scale we already do this at the academic teacher training college in Amsterdam. This is where I lecture in the subject Global Citizenship Education to future teachers. They propose very practical content for inclusion, language education and global citizenship and they have courage to discuss the sensitive subjects. One student, for instance, has investigated a school library and she came to the conclusion that there were no diversity subjects in those books. No books about handicaps, diversity, transgender, families with two mothers or similar. There was no book in another language than Dutch or English.

No book had a non-Western perspective; not in the names, not in the persons, not in the setting, not in the pictures, not in the description. The library scored very low In the eight different types of global citizenship as defined by Oxley and Morris (2013): politics, morals, economic and cultural global citizenship (together cosmopolitan) and social, critical, ecological and spiritual global citizenship (together advocacy, guarding/ defending of interests). I was shocked. This was a school which called itself international and nothing of international mindedness could be found in the library.

“The library is a practical place to promote inclusivity and global citizenship”

The library and the books should be a reflection of the students of the school and of the society in which we now live. My students use a quick scan for global citizenship education and on the basis of the results schools can make a choice for changes. We are very specifically and gradually working to educate this new generation of teachers in international mindedness.”

Minister Wiersma wants to give more attention to citizenship alongside language and arithmetic. What is your opinion?

“I think this trend of going back to basic skills is a disappointment. It shows a limited vision, because

education is not only language and arithmetic. This reduces children to two areas which may well be less relevant in their later profession. This is a neoliberal orientation, in which there is no attention for education of art, creative subjects and social skills. It ignores the critical skills that come up with history, geography, global citizenship and philosophy, emphasised by prof.dr. Carla van Boxtel, professor subject didactics in special history education. Give attention to cultural awareness and multilingualism.

“Define global citizenship and internationalisation in a broader and diversity-embracing way”

In our super-diverse society we have to learn together and from each other. From investigation into global citizenship, it appears that Dutch children learn as much or more from foreign-language or multilanguage children than the other way around. They discover how beautiful other languages sound and how different the traditions of other cultures are. Make this invisible world of the other visible and tap their sources and talents; that is the profit of international mindedness in education.”

06 Globalisation

How has increasing globalisation influenced the position and content of international education in the Netherlands?

As a result of globalisation, the world and education are very different from 70 years ago. Not only has the number of international schools in the Netherlands increased in the past years. Regular education in the Netherlands has also grown in this time. A good example of this is the development of bilingual education. A reflection by Onno van Wilgenburg, Team leader Strengthened Language Education of Nuffic, the Dutch organisation for internationalisation in education.

“Without international education, as it was formed in the Netherlands, there would probably not have been bilingual education”

The bilingual education in the Netherlands came from international education. Although the precise details cannot be traced, we assume that it came about like this: at the end of the ‘80’s, there were good international departments of Dutch secondary schools, but these were not accessible for students without an international background. English-language education, which was mostly used in the IB curriculum, was, however, very attractive for other students and a group of parents persuaded a school in Hilversum to start an English-language department for Dutch students.

Quite quickly, other schools followed this example, including schools without an international department. The European Platform (now Nuffic) created a network, together with the pioneering schools, in which experiences were exchanged and where the members reflected on the quality of this new form of education. Now, in 2023, there is a mature network of more than 130 bilingual schools

spread over vwo, havo en vmbo. The programme has been extended to the mbo and primary education - at hundreds of primary schools that teach English from group 1, as well as a small pilot group that takes part in the programme bilingual primary education.

Bilingual education is a close family of international education. It manifests itself by a joint belief in the value of international competences and the presence of the IB in the curriculum. Without international education, as it was formed in the Netherlands, there would probably not have been bilingual education, or it would have looked very different. It is proof of the wealth and freedom of the Dutch field of education, that both international primary and secondary education, as well as bilingual primary and secondary education (and mbo) have been able to develop in such a great way.



Onno van Willigenburg
Team Leader
Progressive
Language
Education
at Nuffic

Internationalisation, equal opportunities and an inclusive city

“We will have to change the way we look at international education and make it available for every child”

The presence of international education improves the settling climate for internationally-operating organisations. Katholiek Primair Onderwijs Amersfoort (KPOA)(Catholic Primary Education Amersfoort) saw possibilities to combine an international school with increasing educational opportunities by using the IB curriculum.

Martijn van Elteren, executive of KPOA and Jaap Mos, quartermaster and founding director of international schools in the Netherlands and abroad, tell us about the ambitions of the outward-oriented model Amersfoort style.



Martijn van Elteren

- Teacher, team leader and various (interim) management positions at KPOA schools
- Member regional board Utrecht VO-raad
- Director-Executive board, School de Baander
- CvT: Supervisory board Samenwerkingsverband de Eem
- Voorzitter Platform Onderwijs Soest Soesterberg
- Member Executive Board at SKOSS and KPOA



Jaap Mos

- Quartermaster Amersfoort International School
- Founding director International School Delft Secondary and International School Utrecht
- Director Rijnlands Education Worldwide (LanguageOne)
- Chair Leadership Team/Board Advisor United World College Maastricht
- Principal International School of The Hague
- Rector Rijnlands Lyceum Wassenaar and Casimir Lyceum
- Chairperson Dutch International Secondary Schools (DISS)
- Member IBAEM Regional Council and Board of Trustees, European Council of International Schools (ECIS)

What are your plans?

Martijn: “Under the umbrella of KPOA we are setting up an international school, as a result of which Amersfoort will become an attractive place to settle for international organisations. Good education is a ‘must’ for ‘internationals’. It will be an IGBO department, linked to a regular school. The international school will be outward-oriented and will make connections with schools with educational opportunities where there are children who do not obviously have a view of the whole world. On the basis of the English-language and Dutch-language IB curriculum, we want to combine knowledge, skills and people as a centre of knowledge, think, for instance, of Dutch-language IB and IPC curricula, vvto and projects in the areas of culture, music and sport. From this centre of knowledge, as many schools as possible for educational opportunities will form a network of schools around internationalisation and equal opportunity. We really want to serve the educational community in Amersfoort and surrounding area. Why? We consider that the IB curriculum provides answers to questions of society and fits well with our educational vision: it is about international conscious, inclusion, promoting integration, and inquiry-based learning. The tasks that we as schools have to deal with, you can only tackle together. This is why we have called our vision and approach the Amersfoort style model. Jaap Mos leads this process and I think that together, also with the other school boards in Amersfoort, we can accomplish something great in the coming years.”

Jaap: “KPOA wishes to take a social responsibility that is far broader than their own KPOA schools.

Martijn: “We have regular meetings with the boards of all primary and secondary schools from Amersfoort and region, including Meerkring, PCBO, SKOSS, STEV who are also joining. And the local politicians are very interested, because we wish to make solid forward steps in inclusivity and educational quality in Amersfoort. And even though it is called Amersfoort type model; our aim is the broader spreading in the region.”

How did you get on board with KPOA, Jaap?

Jaap: “In 2017, SIO organised a conference in Utrecht. ‘The State of International Education’ was presented, one of SIO’s great contributions. I was asked to say something about starting an international school from my experiences in and outside the Netherlands. School board members and an education official from the Amersfoort municipality asked me afterwards whether I would be willing to think with them about setting up international education in Amersfoort. It initially concerned secondary education, but primary education was added later. My advice was: carry out a feasibility study and ensure that the initiative for this process remains with the municipality. Decisio carried out this investigation for Amersfoort in 2018 and the outcome was that an international school for primary and secondary education would satisfied a need. The municipality then asked the boards of the schools to provide the educational content.”

What did KPOA do with this advice?

Martijn: “It was some while before a vision and definite plans had been drawn up. Winfried Roelofs, the chairperson of the executive board of KPOA & SKOSS, was interested, but eliminating the backlog in education had a higher priority. In the course of time, we further developed the plans for an international school in Amersfoort. At the beginning of 2021, we contacted Jaap again for support with the process.”

“The own language and culture are always the basis for the development of a child”

Jaap: “I was then working on the development of a new international school in Delft and was pleasantly surprised about how much progress KPOA had made. KPOA saw possibilities to combine the international school with increasing educational opportunities by making use of the IB curriculum. During a meeting in Delft, it became clear to me that KPOA wanted to be in the lead for this school and I was asked to be quartermaster, as soon as I had completed my work in Delft. I started in August 2021. We went to look at the situations in practice, where the IB curriculum is used in schools with educational opportunities, such as primary school Startpunt International in the Schilderswijk in The Hague. This used to be one of the most difficult schools and they made the transition to the IB curriculum four years ago.

It is a fascinating curriculum, because it is truly international and all aspects of inclusion, dealing with diversity and inquiry-oriented learning are incorporated. The own language and culture are always the basis of the development of a child; that vision is embedded in the IB.”

Is an international curriculum possible for every child?

Jaap: “An international school used to be rather elitist, but about 17 years ago, schools in deprived areas in America used the IB curriculum with success. At the time, I was on the board of the European Council of International Schools, together with, among others, the director of the United Nations International school in New York. We had a board meeting at that school, which was attended by Kofi Annan, secretary-general of the United Nations. That meeting was one of the most impactful experiences of my life. I can still hear his words: ‘You have such a wonderful IB curriculum, but why don’t you take this to the children in my country?’ (Ghana). This was an eye opener and a gamechanger for me: we have to look at international education and make it available for every child. It also marks a development which I discussed with SIO regularly in the past years. International education in the Netherlands was originally primarily for children of diplomats and employees of multinationals. There was nothing in between international education and regular Dutch education and thankfully these two educational worlds have now found each other more often in various forms.”

Was KPOA familiar with the IB curriculum?

Martijn: “Not particularly, but we were immediately impressed by the impact of the curriculum on the development of children and their role as future global citizens who will keep our society going. What I consider a wonderful element from the curriculum, is that we teach children at a young age to look at the world and others non-judgmentally.

“The world is bigger than your living environment and that world is already in your class”

And, alongside the quality and focus on diversity and inclusivity, the IB is also about working together and learning from each other.”

Does this also require international mindedness of the teachers?

Martijn: “Certainly, KPOA is already an internationally-oriented foundation. We want all our education professionals to develop in and outside of the school. Being outward-oriented also applies to our education professionals! We offer them opportunities in the wider context at foundation level and by national and international cooperation. We have a close relationship with Gotenburg when it concerns education to the young learning child. We have learned much from the Swedish education professionals about the possibilities of learning

through playing. This year, we will visit schools in Gotenburg with 30 education professionals from the lower school. We also attend lessons at the university. This is how we teach teachers to see that things can be done differently and we continue to feed the passion for their profession. Our arithmetic coordinators have visited Bruges because they are getting good results. How do they do things there? How can we use their insights to improve the arithmetic education and results in our schools? In September we will be going to Estonia with all 23 school leaders to see how you lead in a fast-changing society. We are able to do this with subsidies from Erasmus+. With this international attitude, we create another way to view education, we learn from each other and we extend our network of professionals.”

When will the international school open and where?

Martijn: “The start will be on 1 August 2023. The school will be accommodated in the building of the primary school De Kubus in the Amersfoort Soesterkwartier. This will not be an international school pure and solely for children with international backgrounds, but we really make a choice for an international school that opens its doors and connects to the area. This fits with our vision on global citizenship.”

How important is the role of the municipality in this process?

Martijn: “Such a journey can only be carried out together with the municipality. We have spoken with them about the impact of an international school in Amersfoort. The alderman for economic affairs is enthusiastic, because he knows that a good quality international school leads to a better settling climate for international organisations and internationals. With the alderman, we have looked at the accommodation and the growth of the school; families need to be able to live here. Together, you draw up a long-term perspective and this requires discussion and agreement. The alderman for education is also enthusiastic from her vision on youth and education and the importance of equal opportunities. The Amersfoort version of the Equal Opportunities Alliance agenda fits with that.”

Do you have other plans for the future?

Martijn: “I would be very happy if, in five years’ time, we have a very intensive cooperation with an international secondary school, an IGVO. We are already having discussions with executive boards of secondary education in Amersfoort to find out who is willing to take this on. The aim is that we will have a continuous learning line for children from two to eighteen years of age. We are also already in contact with childcare and play groups who will join the movement from the context of the IB or in any event from the English language. I also hope that newcomers education will get its

own place. If we say that we are there for all Dutch people, we need to facilitate newcomers education and integration. I see this as an important fulfilling of global citizenship and inclusive education.

“International education goes beyond giving lessons in English”

it demands attention for other languages and mother-tongue education. It would be great if we could incorporate this all in one school.”

Jaap: “These developments have already started at Brainport Eindhoven. Education in own language and culture, that is politically sensitive, because the leading thought is that everyone should learn Dutch as soon as possible. But we know, on the basis of various studies, that becoming Dutch and feeling Dutch, starts with your own roots and your own identity.

“You can only be open to others when you know who you are yourself.”

Education in own language and culture is very important. The newcomers education is unfortunately under pressure, but I see that KPOA wants to take this up.”

What was the role of SIO for you?

Jaap: “SIO has made an important contribution to the development of international education in the

Netherlands. When I started with the international school in The Hague, I was happy with the cooperation and support from SIO. As network organisation, SIO had access to the business organisations, government, the Inspectorate and municipalities and SIO was able to provide financial contributions to initiatives, such as contributions for a library.

In my view, SIO had the image of a public-private partnership.

The vademecum - a guide for starting an international school, the State of International Education in the Netherlands and the website were important resources.

SIO had collated all information, also about private, non-subsidised international education.”

Martijn:

“SIO was a connecting and facilitating organisation without private interests. Their talents have been taken over by the educational field and that is why I think it a strong decision to stop.”



The new Amersfoort International School will be accommodated in the building of primary school De Kubus in Amersfoort.

07 Global citizenship

SIO will cease to exist, but the ambition for global citizenship in education will remain.

SIO has been moving frontiers for international education in the Netherlands for the past 70 years. The baton will be handed over to the Stichting UWC Nederland (a Foundation). “SIO has put international education in the Netherlands on the map”, states Marije Adriaansens, director Stichting UWC Nederland. “SIO will cease to exist, but the ambition for global citizenship in education will remain. We want to make politics and education in the Netherlands aware of the importance of international education and internationalising education. We are happy to take over the mission to expand the world of children by stimulating international mindedness.”

UWC

Stichting UWC Nederland (National committee) carries out fundraising, recruitment of students, student and parent guidance, maintains the alumni network and organises United World programmes.



Karen Peters, chairperson SIO, Willy Grijze, honorary secretary of SIO, Marije Adriaansens, director foundation UWC Nederland and Jos Kroon, chairperson Beurzenfonds UWC Nederland (scholarship fund) about the legacy of SIO and the ambitions for the future.



Marije Adriaansens and Karen Peters



Jos Kroon and Willy Grijze

Why is SIO stopping in 2023?

Karen: “Together with the board and stakeholders, we reflected on our added value after 70 years of SIO. What was still necessary and what did we as SIO still add? Our conclusion was that we have accomplished much in those 70 years; international education in the Netherlands is visible and has matured and most of the tasks have been taken over by other parties, such as the Dutch International Schools (DIS). A survey among our stakeholders confirmed this picture; boards no longer need our advisory role.”

Which SIO tasks should be treasured?

Willy: “Of course, we have asked our stakeholders and the field of education what should be continued. Three items came up: the website as centre of knowledge, the vademecum as overview document and the connecting role to schools. Continuing to draw the attention of politicians and the ministry to the importance of international education was also mentioned. UWC Nederland will take over our website and our relationship files and will ensure that the knowledge of international education remains current. I will be supporting UWC Nederland in this for the first year.”

How did you come to UWC Nederland?

Karen: “We asked the question about succession in the survey and we searched in our network. Nuffic, DIS and the Stichting UWC Nederland were among those mentioned. The last name came from Henk van Hout, former Global Head

of Education at Shell and SIO board member. It was important for us that it was not a commercial party. We were also looking for a party that was independent of the government. Nuffic works for the government which would make it complicated. Therefore, we started discussions with the Stichting UWC Nederland and it became a match made in heaven. UWC Nederland is not a school, but an umbrella foundation with particular affinity with international education.”

What is the ambition of UWC Nederland?

Marije: “We recognise the ambition which was formulated when SIO was established: opening borders and connecting people from different countries. We strive for a broad recognition and visibility of international education in the Netherlands and we want to reach and convince young people of the importance of international education.”

What are the tasks of UWC Nederland?

Marije: “We recruit and select young people who would like to finish their last two years of secondary school at a United World College. In addition, we run a big programme at Dutch schools to train as many young people as possible in the UWC philosophy, so that we have more global citizenship in the Netherlands. For the two-year programme we aim to raise money for scholarships, so that we are able to provide every qualified student with the opportunity of a UWC course, regardless of their social-economic background. We also try to raise funds for the schools programme so that

we can offer it in the whole of the Netherlands from vmbo to gymnasium.”

Jos: “Our current scholarship fund is administered in a separate foundation and that money goes to scholarships for children, who would like to go to a UWC school abroad. There is a parental contribution based on financial capability, because we would like to make international education possible for every child from every family.”

Which children do you want to reach?

Marije: “When you talk about ambitions: an increase in the numbers would be great. Therefore, we wish to reach more students at Dutch schools. Our particular attention is directed towards the group of children with a second or third generation migration background and children from less-privileged areas.”

Karen: “That last ambition, for me, is a very valuable plus of UWC Nederland. With the current polarisation in our society, international mindedness, the connection with other countries and cultures, is more important than ever.”

Marije: “We would like to offer every child the opportunity of international education and certainly those children who think that it is not possible for them and who feel that they do not count. A wonderful example is of a boy from Groningen from a family with a Moroccan background. He had heard of UWC Maastricht at secondary school and it became his dream. His parents were struggling, but through good information, he succeeded, thanks to financial support from the fund. He now studies medicine

in Rotterdam and will be able to provide a great contribution to diverse leadership.”

What will happen to the money that is currently with SIO?

Jos: “The SIO money will be put into a separate fund, a named SIO Fund, which will become part of our total fund. The purpose of this SIO Fund is to give children the opportunity to explore the world and become global citizens. The fund will be self-supporting on the basis of return on investment. In addition, we aim to expand our funds with donations from individuals, business organisations and from our alumni. Our ex-students finance a large part of the international education of future generations.”

Karen: “The way that UWC Nederland does this matched our aims, because our money will be used in a sustainable manner for children who want to expand their world.”

