



Annual  
report  
2022

# Colophon

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## Additional information

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For more statistical data about our student numbers in the past decade please consult  
[dutchinternationalschools.nl/student-numbers](https://dutchinternationalschools.nl/student-numbers)



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# Preface

Through this annual report the Dutch International Schools would like to bring you up to date on their developments in 2022.

## In general

As a whole, in 2022 the Dutch International Schools were able to leave the major effects from the Covid 19 pandemic behind them. The schools could remain open, giving students the opportunity to enjoy 'live' education and interaction with their fellow students again. And students with their families and members of staff could travel abroad once more to visit their family and friends in their home countries or elsewhere.

In February 2022, the conflict between Ukraine and Russia started. Within the Dutch International Schools, being the world in miniature, this sometimes led to tensions among groups of students of different nationalities. More significant, however, were the dilemmas of the schools when Ukrainian refugees started looking for school places in The Netherlands. On the one hand, Dutch International Schools are focused on expats who are temporarily in the Netherlands because of work and Dutch legislation restricts student admission to this group. On the other hand, Dutch International Schools were eager to share their knowledge of international students, acquisition of foreign languages and interrupted school careers. The Dutch International Schools have much to offer in terms of coping with international students arriving in a foreign country. In consultation with the Dutch Ministry of Education, Ukrainian refugees were mainly directed towards specialised refugee and language schools within the Dutch school system. However, the Dutch International Schools still found a way to participate and cooperate with these schools and/or provided help through other channels such as advising teachers from these schools or providing teaching materials in the Ukrainian language.

In recent years the landscape of more or less ‘internationalised’ schools in the Dutch educational system has been changing. Traditionally, there was a distinction between three categories: regular Dutch schools, bilingual Dutch schools (originally aiming at Dutch students) and Dutch International Schools. This distinction is becoming less distinct with Dutch schools offering international curricula (such as IPC and MYP) for students with a Dutch or international background but still aiming at Dutch qualifications. Also Dutch schools are offering bilingual education for students with a foreign background.

Dutch International Schools have reacted positively towards these new school profiles as they cater for the different needs among students and parents from various international backgrounds. At the same time, Dutch International Schools know that it is important to retain their own identity, catering for expat students and, by so doing, being part of a worldwide community of international schools that are a safe haven for the international mobile community.

To emphasize their own profile in this developing landscape, in 2022, the Dutch International Schools chose to become more active on social media. Through digital newsletters and social media such as LinkedIn, Instagram and Twitter the specific character of Dutch International Schools has been highlighted. This makes it clearer for parents, students and other stakeholders what Dutch International Schools are all about, what they offer and when a Dutch International School might be the most appropriate choice for a student.

## **Dutch International Primary Schools (DIPS)**

The heads of the Dutch International Primary Schools met four times last year. It was nice to be able to meet in person instead of online affording real sharing, although, on occasion, they still found it handy to use the Teams facility. They also met every first Monday in the month via Teams in their ‘DIPS café’, to talk about the challenges they face in daily practice.

In 2022, a new school joined the group of Dutch International Primary Schools. The International school of Leiden started in August. Currently, there are 23 Dutch International Primary Schools. The schools work with different curricula. There are schools who work with the IB program for primary schools, PYP, there are schools who work with IPC and schools who have developed their own curriculum.

This notwithstanding, all schools offer an international curriculum which gives the children a smooth transition to their next international school abroad or in the Netherlands. As well as the meetings for the heads of school, schools organised workshops for teachers based on subjects such as Early years, Special Educational Needs, Art, Dutch etc. After Covid it took time to re-start these work groups and workshops, but the schools are now back in the 'learning together' mode.

## **Dutch International Secondary Schools (DISS)**

The heads of the Dutch International Secondary Schools (DISS) met on a regular basis to share good practices and management issues.

The association DISS is the group in which the state-funded Dutch International Secondary Schools are organised. All Dutch International Secondary Schools offer one or more of the programmes of the International Baccalaureate Organization (IB). Because of this, in 2021 the IB recognised DISS as the Dutch Association of IB World Schools. This means that the DISS also acts as the platform for sharing good practices and representing the mutual interests of all associated IB World Schools in the Netherlands. These other IB World Schools can therefore join DISS as 'associated members'. In 2022 DISS comprised 18 state-funded and state-recognised Dutch International Secondary Schools as members and 8 associated members (private schools and regular Dutch schools using one of the IB programmes). At the end of 2022, DISS extended an invitation to the eight other IB World Schools in the Netherlands which are not yet part of DISS. Among them are primary schools which use the IB PYP.

Regarding content, DISS, as the Dutch Association of IB World Schools, communicated with the IB about exam issues and the IB Career-related Programme (CP). More and more Dutch International Secondary Schools are offering the CP alongside the DP (presently five DISS schools). The schools, in close contact with the IB, are exploring the opportunities of this relatively new programme which focuses more on vocational education.

In 2021, DISS started to initiate workgroup meetings in which subject teachers and specialists throughout the Netherlands can meet to promote professional development. Eight subject or theme related collaborative sessions took place (partly online). In 2022 this expanded to 12 sessions.

In June 2022, Rynette de Villiers, principal of the Amsterdam International Community School, ended her role as chair of the DISS after eight years in the function. In these years Rynette steered the group of heads of Dutch International Schools in a new direction, with more emphasis on sharing good practices and improving the quality of international education. Under her chairmanship, the status of DISS as Dutch Association of IB World Schools was also given substance. And that alongside her regular job in which she realised new accommodation for the Amsterdam International Community School and, prior to that, developed the International School Utrecht as a fast growing new school. DISS was very grateful to her for these developments. Rynette was succeeded as chair of DISS by Mike Weston, head of International School Groningen.

## **Executive Directors Platform (EDP)**

The directors of the school boards, to which the Dutch International schools belong, met only once in 2022. However, they stayed in close contact through bulletins with 'latest developments'.

School boards have to make decisions on planning and accommodation of their schools. These decision-making processes always prove to be a challenge because of the unpredictability of student numbers. In 2022, the executive directors discussed the trends in student numbers in the international community and what the international schools, in different regions, can expect in the coming years. In general, the predominant feeling among the executive directors is that the biggest increase in student numbers is behind us and that for the near future a moderate growth is the most likely scenario. At this moment there are no concrete signs of decreasing student numbers.

In 2022, the executive directors also discussed the facilities for international students with special needs. Although Dutch International Schools do their utmost to facilitate students with special needs, sometimes a student requires a level of attention and care that cannot be offered in a regular school. On the other hand, the number of students with severe special needs in any specific region is mostly not large enough to make the establishment of a specialised international school feasible. Therefore, pilots have started in some regions (The Hague, Amsterdam, Eindhoven) to offer special programmes in co-operation between international schools and specialised Dutch schools. The executive directors share the experiences of these pilots.

Linked to the issue of special needs, are the Dutch 'samenwerkingsverbanden passend onderwijs' meaning 'partnership for suitable education'. In the Dutch educational system all schools within a specific region are obliged to participate in a regional mutual facility that is responsible for supplying suitable education for each student. This may consist of a specialised educational facility (mostly temporarily), extra funding for specific educational needs and/or mediation between schools in the placement of an individual student. These partnerships are the 'samenwerkingsverbanden'. Samenwerkingsverbanden are not always aware of the existence of international schools and the international student population, who also require special educational needs and where these bring specific challenges to the international schools. In 2022, the EDP has tried to communicate with the samenwerkingsverbanden to inform them regarding this matter and to make them aware of these challenges within the international schools. Hopefully this will be helpful to parents of students with special needs to find a place with suitable education for their children.

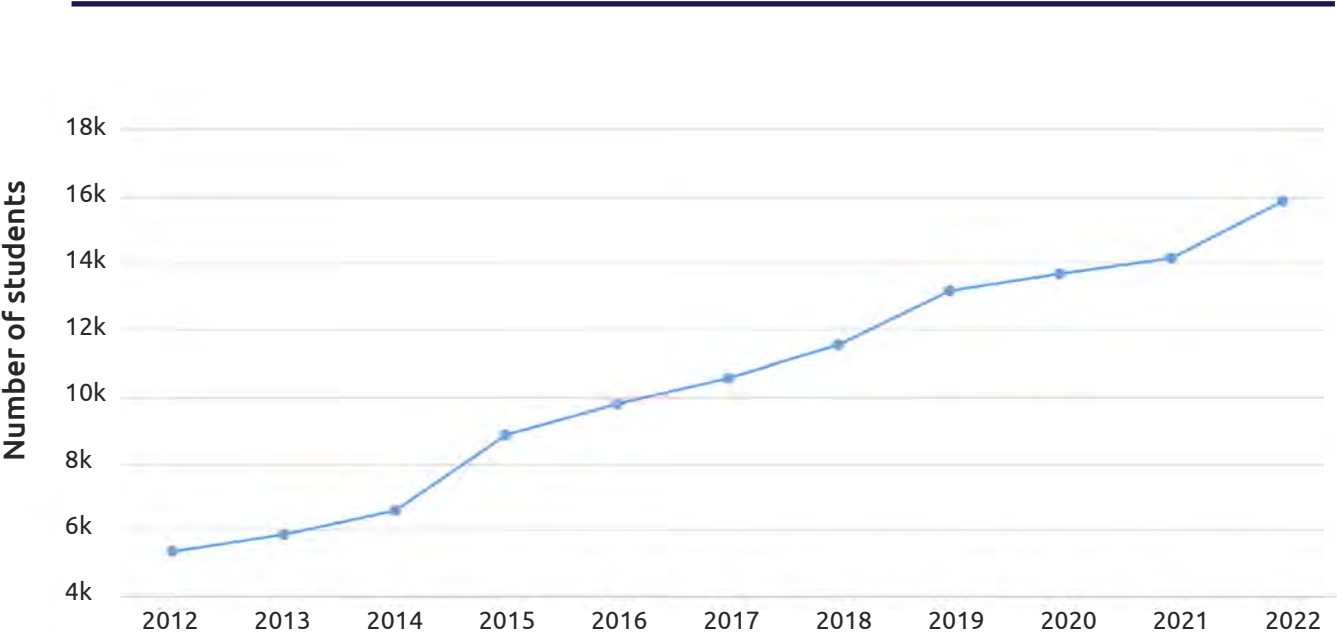


## Statistics

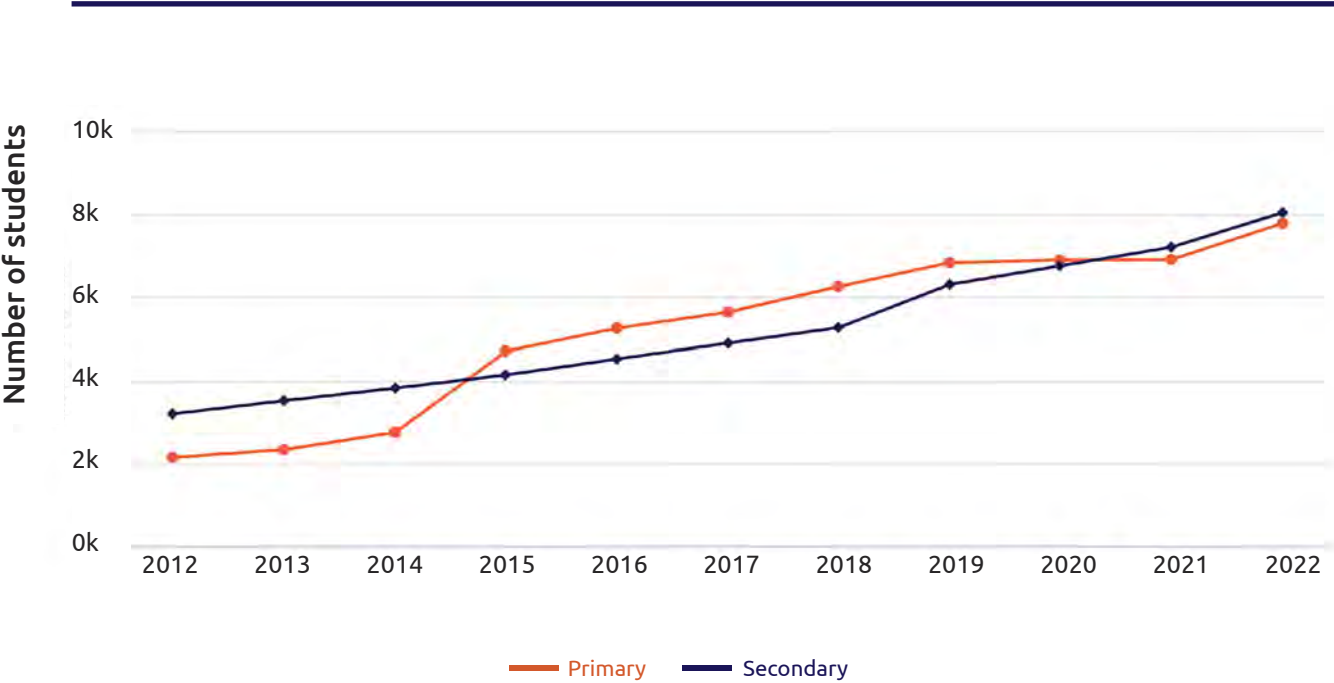
In this annual report you will find the most recent student numbers of the Dutch International Schools and their development over the years. In general, we see among the Dutch International Primary Schools a recovery in the growth of student numbers after a period of stabilisation during Covid 19. The growth is a little smaller than it seems because of the shift in the official date on which students are counted from 1 October to 1 February. Among the Dutch International Secondary Schools the growth continues, although more modest than in earlier years. (For DISS schools the counting date has not been altered.)

On our website <https://www.dutchinternationalschools.nl/student-numbers> you can view the statistics more interactively.

# Total number of students



# Total number of students divided by primary/secondary



# Students per city

Dutch International Schools can be found in twenty-one different cities in the Netherlands. The following pages contain charts that show the development of student numbers per city in the past decade. The charts are ordered alphabetically based on the name of the city. The numbers shown are total student numbers for primary and secondary education.

**Page 13:** Almere, Amstelveen, Amsterdam & Arnhem

**Page 14:** Breda, Delft, Eindhoven & Enschede

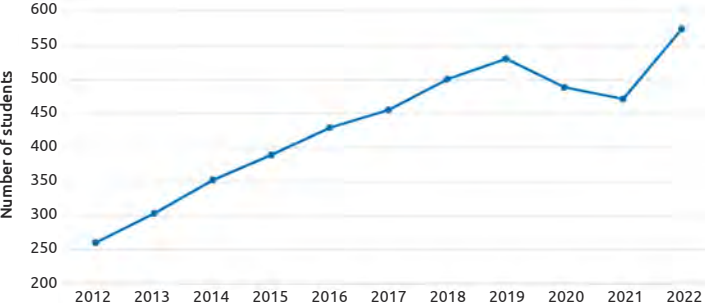
**Page 15:** Groningen, The Hague, Haarlem & Hilversum

**Page 16:** Hoofddorp, Laren, Leiden, Leiderdorp & Maastricht

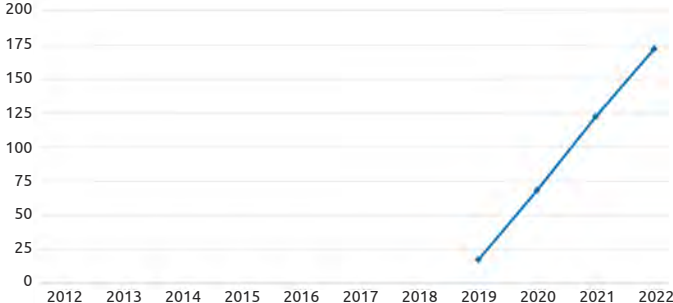
**Page 17:** Oegstgeest, Rotterdam, Utrecht & Wassenaar

# Almere, Amstelveen, Amsterdam & Arnhem

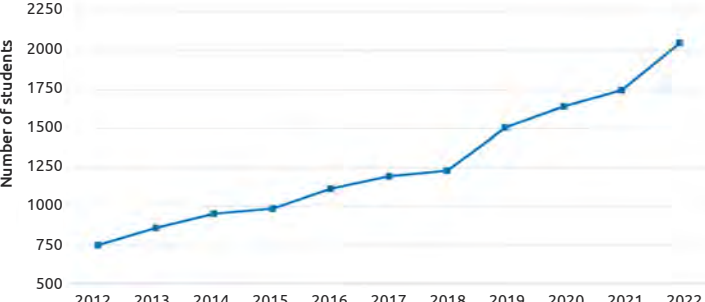
### Almere



### Amstelveen



### Amsterdam

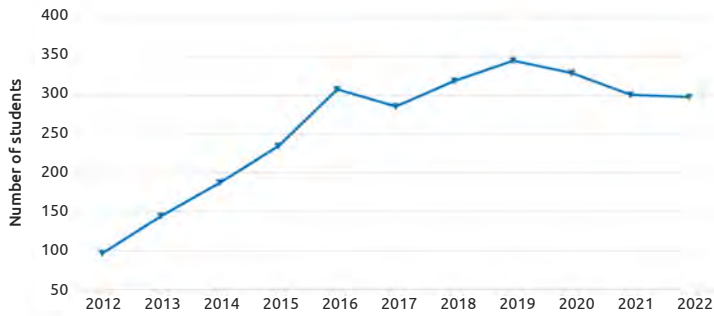


### Arnhem

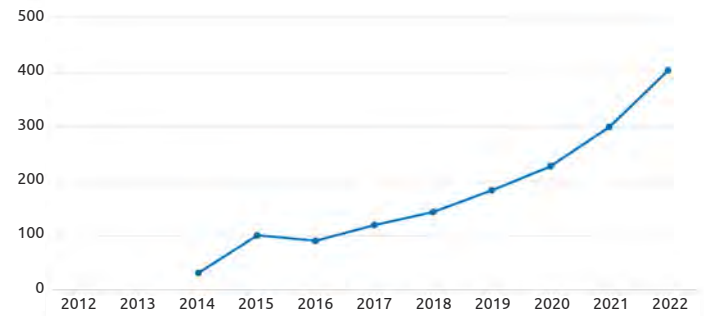


## Breda, Delft, Eindhoven & Enschede

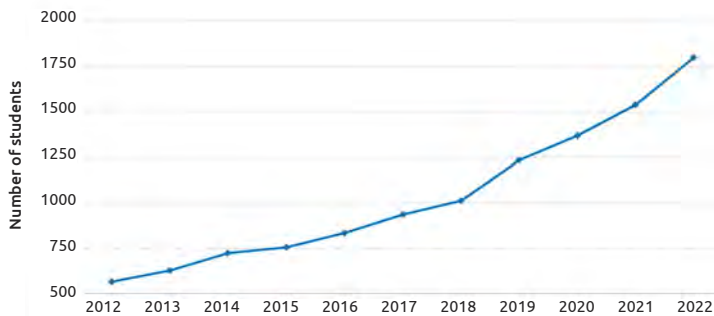
### Breda



### Delft



### Eindhoven

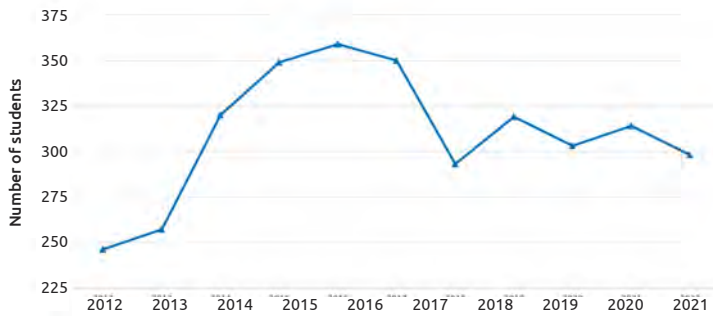


### Enschede



# Groningen, The Hague, Haarlem & Hilversum

## Groningen



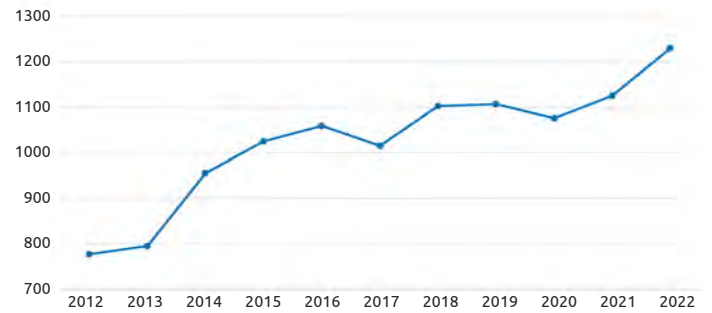
## The Hague



## Haarlem

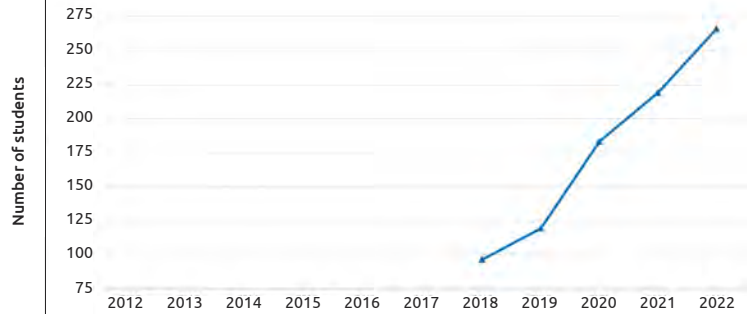


## Hilversum

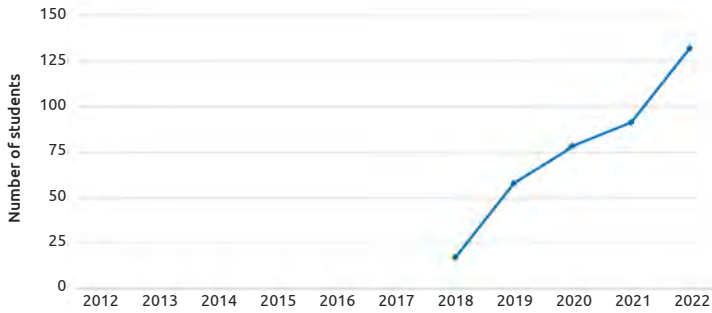


# Hoofddorp, Laren, Leiden, Leiderdorp & Maastricht

## Hoofddorp



## Laren



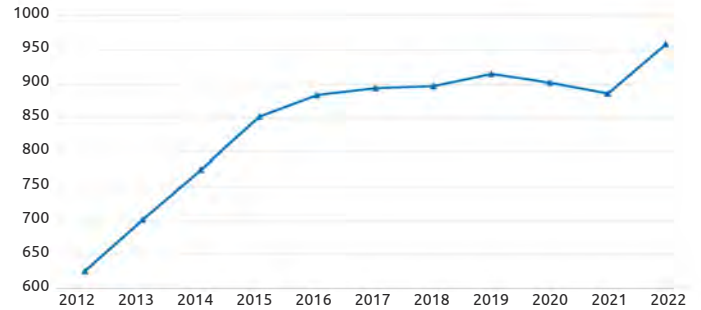
## Leiden



## Leiderdorp



## Maastricht



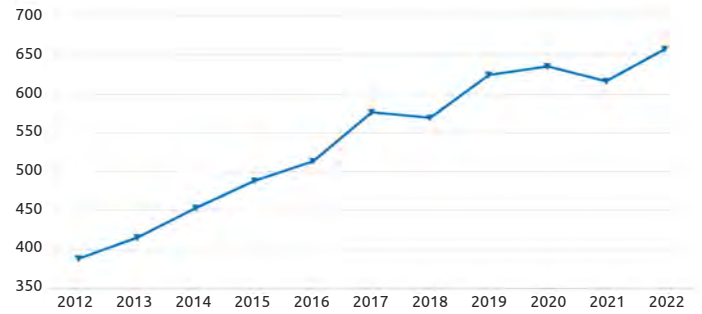


# Oegstgeest, Rotterdam, Utrecht & Wassenaar

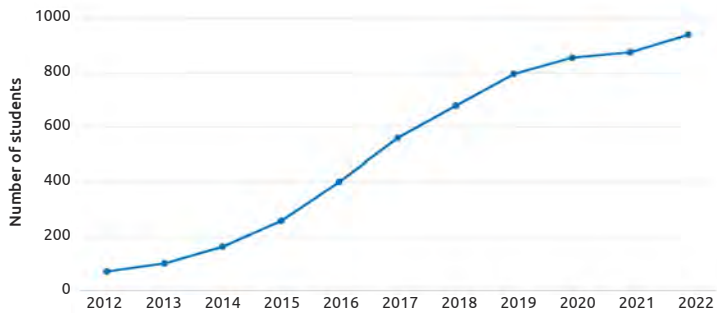
## Oegstgeest



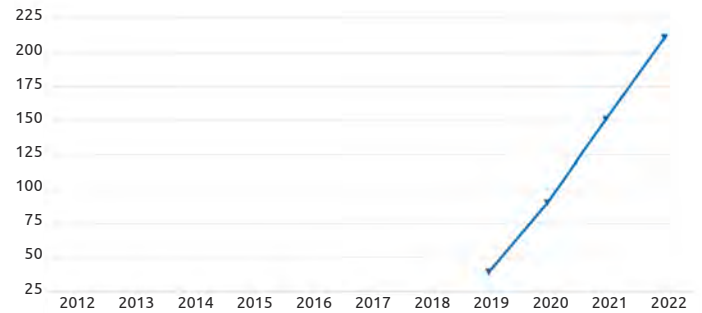
## Rotterdam



## Utrecht



## Wassenaar



# Students per school

Dutch International Schools comprises forty-one schools: twenty-three primary schools and eighteen secondary schools. The following pages contain charts that show the development of student numbers per school in the past decade.

**Page 19:** Schools in Almere, Amstelveen & Amsterdam

**Page 20:** Schools in Arnhem, Breda & Delft

**Page 21:** Schools in Eindhoven & Enschede

**Page 22:** Schools in The Hague

**Page 23:** Schools in Groningen, Haarlem & Hoofddorp

**Page 24:** Schools in Hilversum & Laren

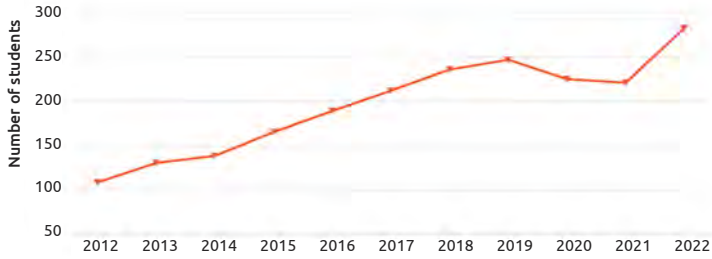
**Page 25:** Schools in Leiden, Leiderdorp & Maastricht

**Page 26:** Schools in Oegstgeest, Rotterdam & Utrecht

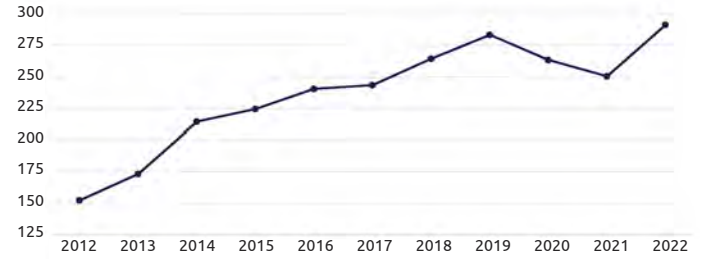
**Page 27:** Schools in Wassenaar

# Schools in Almere, Amstelveen & Amsterdam

## International Primary School Almere



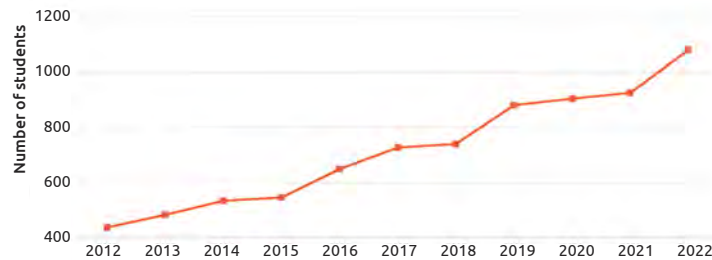
## International school Almere



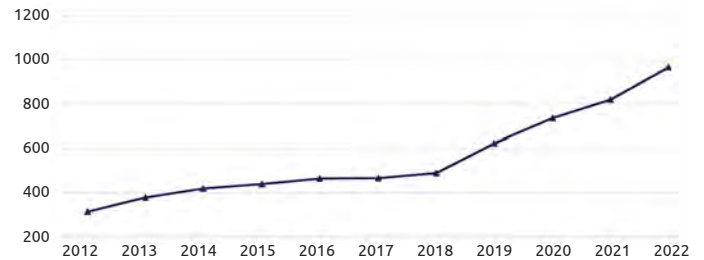
## Amstelland International School



## Amsterdam International Community School



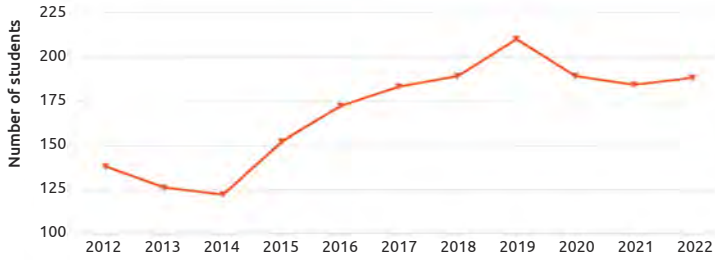
## Amsterdam International Community School



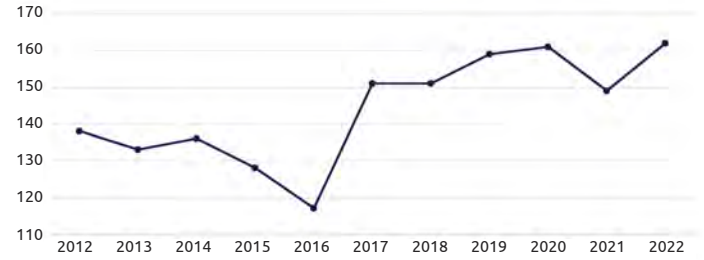
Primary Secondary

# Schools in Arnhem, Breda & Delft

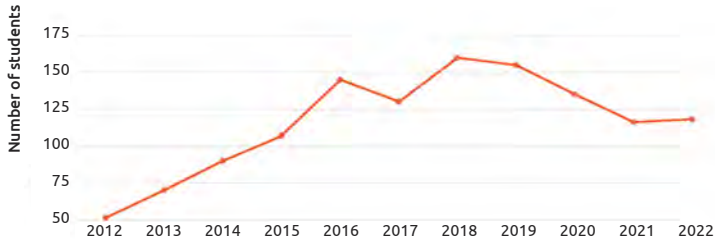
## Rivers International School Arnhem



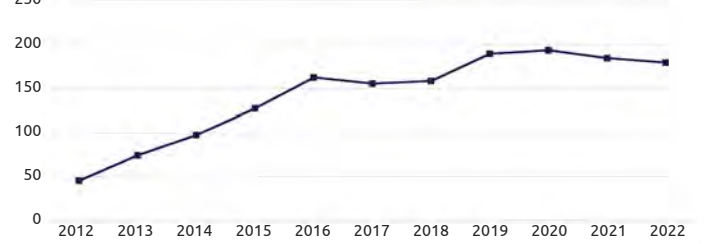
## Rivers International School Arnhem



## International School Breda



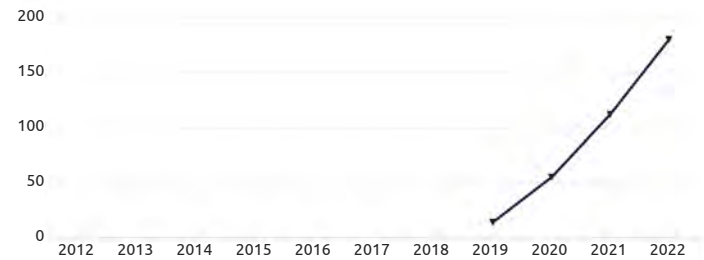
## International School Breda



## International School Delft



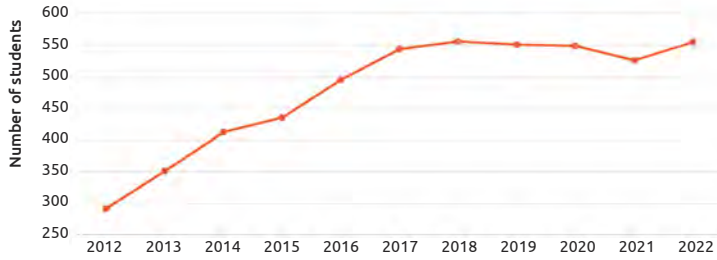
## International School Delft



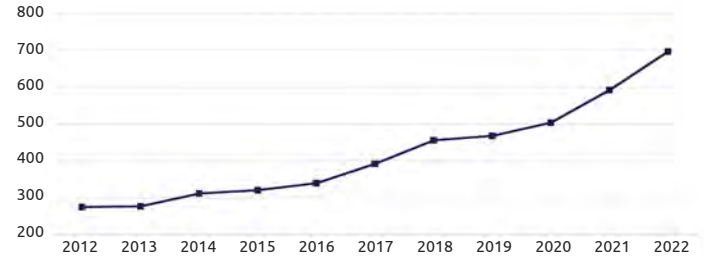
Primary Secondary

# Schools in Eindhoven & Enschede

## International School Eindhoven



## International School Eindhoven



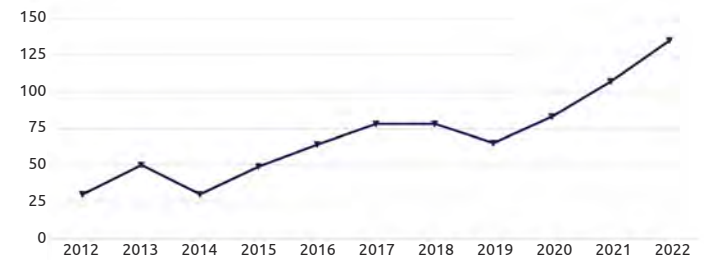
## Salto International School (Eindhoven)



## International School Twente



## International School Twente



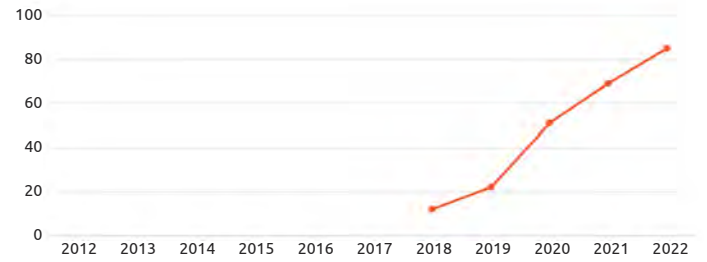
Primary Secondary

# Schools in The Hague

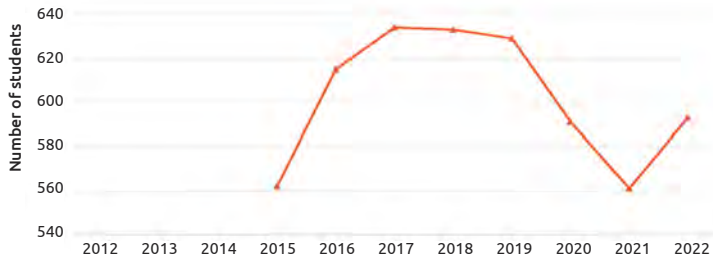
## HSV International School



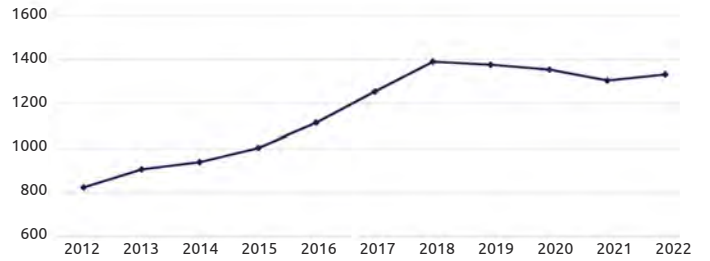
## International Waldorf School The Hague



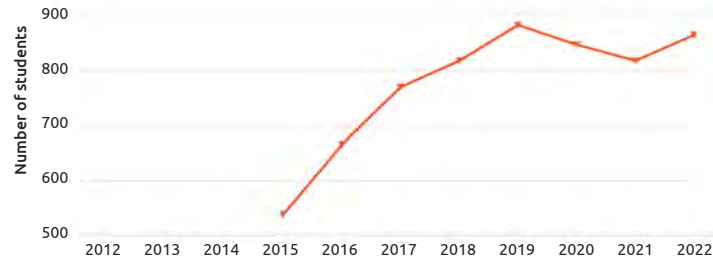
## The International School of The Hague



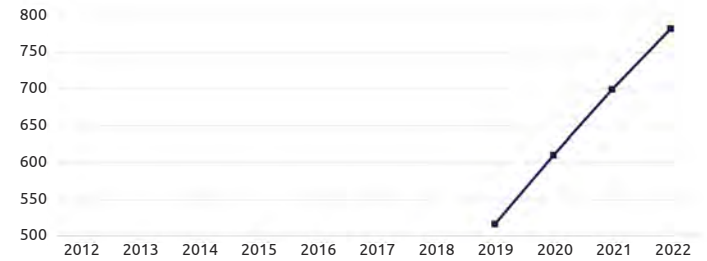
## The International School of The Hague



## Europese School Den Haag



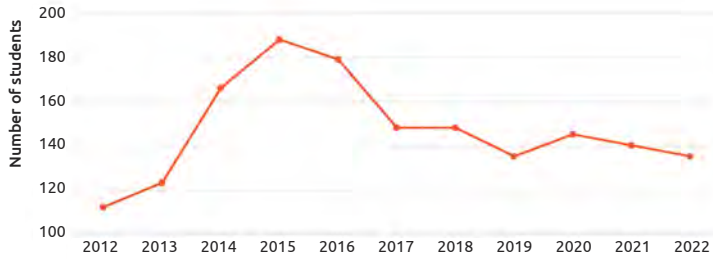
## Europese School Den Haag



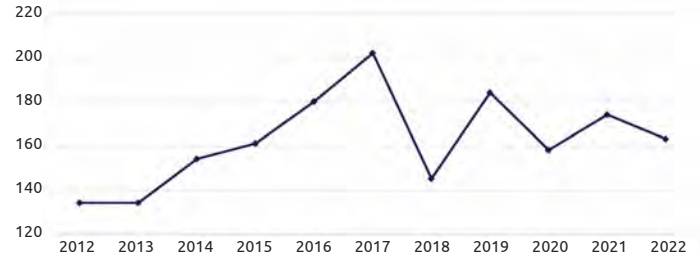
— Primary — Secondary

# Schools in Groningen, Haarlem & Hoofddorp

## Groningse Schoolvereniging international department



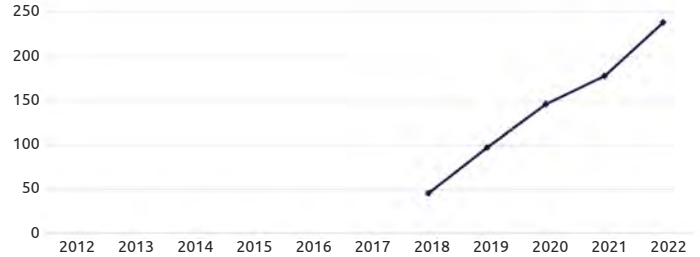
## International School Groningen



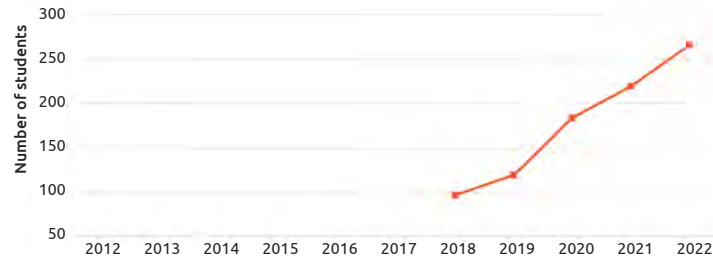
## International School Haarlem



## International School Haarlem



## Optimist International School



Primary Secondary

# Schools in Hilversum & Laren

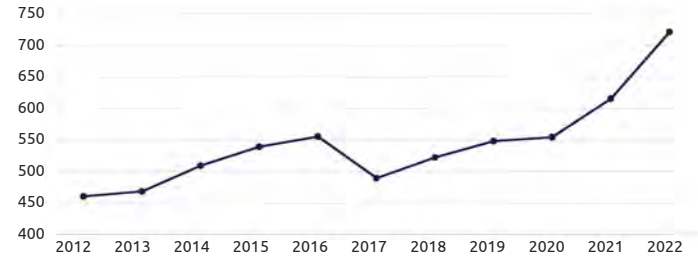
## International Primary School Hilversum



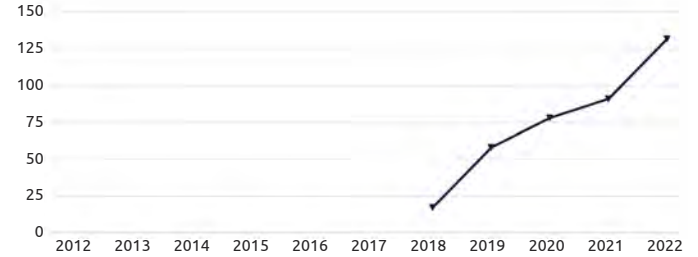
## International School Hilversum 'Alberdingk Thijm'



## International School Hilversum 'Alberdingk Thijm'



## International School Laren



Primary Secondary



# Schools in Leiden, Leiderdorp & Maastricht

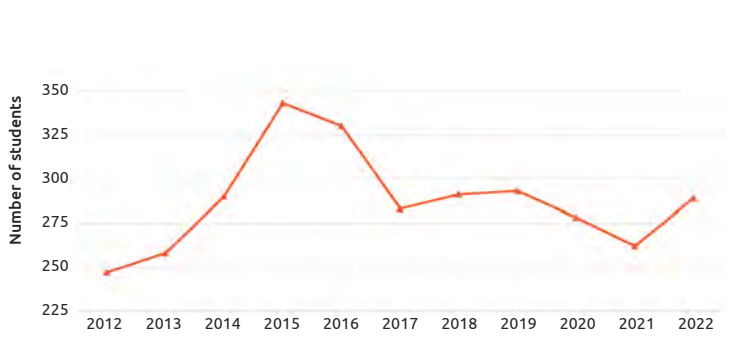
## International School Leiden



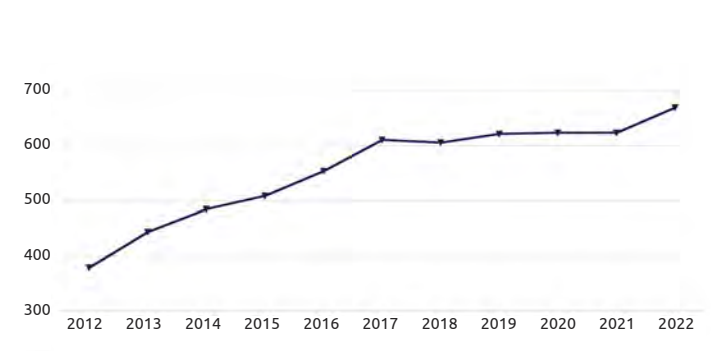
## Elckerlyc International School (Leiderdorp)



## United World College Maastricht



## United World College Maastricht

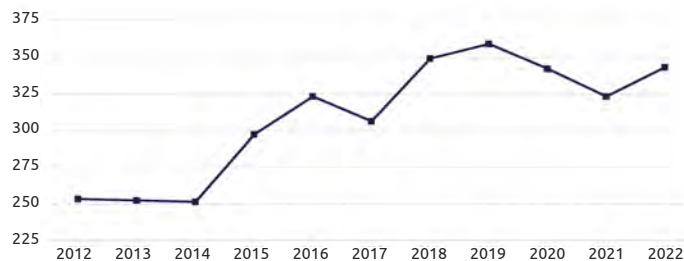


— Primary — Secondary

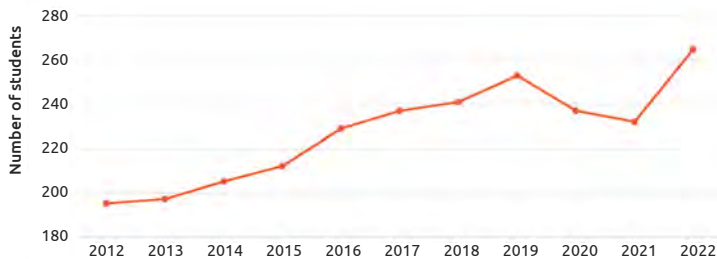
# Schools in Oegstgeest, Rotterdam & Utrecht

Number of students

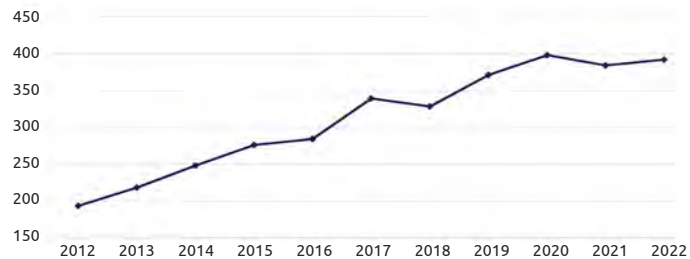
## Het Rijnlands Lyceum Oegstgeest



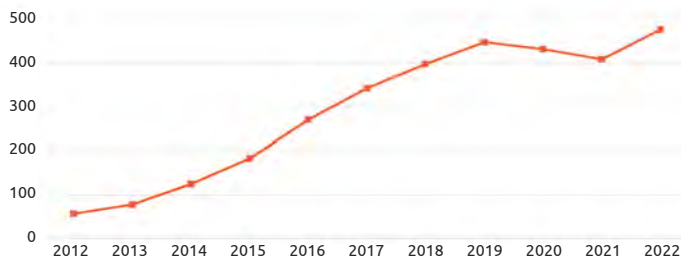
## Harbour International School (Rotterdam)



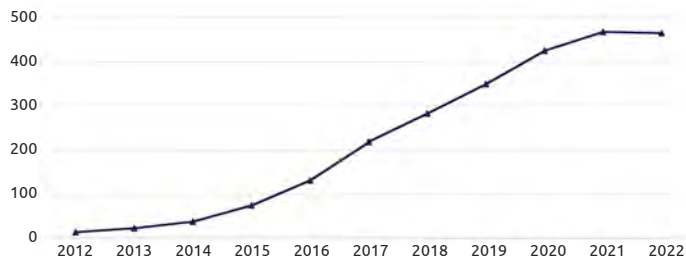
## Rotterdam International Secondary School



## International School Utrecht



## International School Utrecht



Primary Secondary

# Schools in Wassenaar

Number of students

### International School Wassenaar



# **Dutch International Schools**

I [dutchinternationalschools.nl](http://dutchinternationalschools.nl)

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